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| **Emergency Management**  **Plan**  **2019-2020** |

00005559

Brunswick East Primary Out of School Hours Care Service

|  |  |
| --- | --- |
| Provider Number | 00002826 |
| Quality Assessment and Regulation Division (QARD) Contact | Northern Metropolitan Region –  Regional Contact 03 83970372 |
| Approved Provider/Licensee Approving our Plan | Brunswick East Primary School Council |
| Physical Address | 195a Stewart St. East Brunswick 3057 Vic. |
| Fire District | Central |
| Is the service on the Bushfire- At-Risk Register? | No |
| Date Approved | March 2020 |
| Next Review Date | December 2020 |

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# Purpose

The purpose of this Emergency Management Plan (EMP) is to provide details of how Brunswick East Primary Out of School Hours Care Service will prepare for and respond to emergency situations.

# Scope

This EMP applies to all educators, staff, children, visitors, contractors and volunteers at Brunswick East Primary Out of School Hours Care Service.

# Distribution

A copy of our plan has been distributed to:

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Position Title and**  **Organisation Name** | **Date Sent** | **Email Address or**  **Postal Address** |
| Janet Di Pilla | School Principal |  | di.pilla.janet@edumail.vic.gov.au |
| Ranita Swamy | Children’s Service Logistics Officer  (Warden) |  | swamy.ranita.r@edumail.vic.gov.au |
| Phyllis Emonson | Children’s Service Communications Officer (Warden) |  | phyllisemonson@yahoo.com |
| Ranita Swamy | Children’s Service Operations Officer (Warden) |  | swamy.ranita@edumail.vic.gov.au |
| Justine Jackson | OSHC Educator BEPS OSHC |  | juzychaise@hotmail.com |
| Carolyn Harrison | OSHC Educator BEPS OSHC |  | carolyn\_eharrison@yahoo.com.au |
| Indiana Benjamin | OSHC Educator BEPS OSHC |  | Indybenjamin94@hotmail.com |
| Glenda Bailey | OSHC Educator BEPS OSHC |  | 245 Nicholson St. Brunswick East 3057, Vic. |
| Aimee Kinlay | OSHC Educator BEPS OSHC |  | aimeekinlay@gmail.com |
| Rustin Bulmer | OSHC Educator BEPS OSHC |  | rustyb98@gmail.com |
| Hayfa Abdullatif | OSHC Educator BEPS OSHC |  | hayfa1968@hotmail.com |
| Meg Tait | OSHC Educator BEPS OSHC |  | megtait22@hotmail.com |
| Inass Shegaf | OSHC Educator BEPS OSHC |  | shegaf70@gmail.com |
| Ross Botoulas | OSHC Educator BEPS OSHC |  | rosbotoulas@hotmail.com |
| Rani Burns | OSHC Educator BEPS OSHC |  | raniburnss@gmail.com |
| Sophie Corbett | OSHC Educator BEPS OSHC |  | sophierosecorbett@gmail.com |
| William Zaghis | OSHC Educator BEPS OSHC |  | williamzaghis@gmail.com |
| Leigh Fisher | OSHC Educator BEPS OSHC |  | leighfish@gmail.com |
| Amy Burns | OSHC Educator BEPS OSHC |  | amylouisaburns@gmail.com |
| Jake Rowley | OSHC Educator BEPS OSHC |  | jrobertrowley@gmail.com |
| Hannah Payne | OSHC Educator BEPS OSHC |  | hannahpayne00@hotmail.com |

# PART 1– EMERGENCY RESPONSE

# In case of emergency

|  |  |
| --- | --- |
| **In an Emergency** | |
| ***Call***  **Police, Ambulance, Fire Services** | 000 |
| ***For Advice call your***  **Approved Provider/Licensee or Person with Management or Control/Licensee Representative** | Ranita Swamy (OSHC Coordinator)/  Janet De Pilla (School Principal) |
| *Convene your*  **Incident Management Team** | |

# Emergency contacts

## 5.1 Emergency services

In an emergency requiring **Police, Ambulance and MFB/CFA** attendance call **000**.

## 5.2 Our education and care service and/or children’s service contacts

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Key Roles | Name | Phone | Phone  (After Hours) | Mobile |
| Approved Provider/Licensee or Person with Management or Control/Licensee Representative | School Council  Maryanne Clarke  (president) | 0425852209 |  | 0425852209 |
| Responsible Person/Primary Nominee | Ranita Swamy/Phyllis Emonson | 03 93872631 | 03 94895445 | 0409380202  0422209671 |
| First Aid Officer | Rustin Bulmer/Indiana Benjamin | 03 93872631 |  | 0434048407  0430129770 |
| OHS Representative | Janet Di Pilla  School Principal | 03 93873361 |  | 0427548137 |
| Bulk Messaging System Operator (eg SMS) | To be confirmed |  |  |  |
| Service President/Committee Chair/Board | Janet Di Pilla | 03 93873361 |  | 0427548137 |

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## 5.3 Key organisational/regional contacts

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Name** | **Phone** | **Mobile** |
| Quality Assessment and Regulation Division (QARD) Area Team | Northern Metropolitan Area | 8397 0372 | N/A |
| Regional Department of Education and Training (DET) Manager, Operations and Emergency Management | **North Western: John Brownstein** | 5440 3175 | 0418 509 953 |

## 5.4 Local/other organisations contacts

|  |  |
| --- | --- |
|  | **Phone** |
| Police Station | 8378 6000 |
| Hospital/s | Royal Children’s Hospital  9345 5522 |
| Gas | Energy Australia 133 466 |
| Electricity | Power Direct 1300 307 966 |
| Water Corporation | Yarra Valley Water 131 721 |
| Facility Plumber | Dejae Plumbing 0418 341 901 |
| Facility Electrician | Stuart, Leading Edge 0417 856 332 |
| Local Government | Moreland Council 92401111 |
| SES (flood, storm and earthquake) | 13 25 00 |
| WorkSafe Victoria | 13 23 60 |
| Environment Protection Authority | 1300 372 842 |
| DEECD Regional Manager of Operations and Emergency Management | North Western – Bruce Corrie 5440 3148 |
| DET Regional Office | 1300 307 415 |
| Department of Human Services – Child Protection (Regional Office) | 136 150 |

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## Bus emergency contacts

N/A

## Education and care services and children’s services notifying the regulatory authority

Education and care services and children’s services are reminded that they must report serious incidents to the relevant DET QARD Area Team in accordance with relevant regulatory requirements.

Service agreements also require approved providers or licensees to notify DET in the event of a serious incident.

* **Education and care services** operating under the National Quality Framework (NQF) refer to the fact sheet *Serious incidents and complaints* available at:[www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx)

Notifications of serious incidents, incidents and complaints must be submitted online via the National Quality Agenda IT System (NQA ITS) [www.acecqa.gov.au/national-quality-agenda-it-system](http://www.acecqa.gov.au/national-quality-agenda-it-system)

* **Children’s services** operating under the *Children's Services Act 1996* (Children’s Services Act) refer to thepractice note *Serious incidents* available at: [www.education.vic.gov.au/childhood/providers/regulation/Pages/vcspracnotes.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/vcspracnotes.aspx)

# Incident Management Team

## 6.1 Incident Management Team (IMT) structure

**Incident Controller**

Ranita Swamy (ASC)

Phyllis Emonson(BSC)

**Logistics** **Officer**

Phyllis Emonson(ASC)

Aimee Kinlay, Jake Rowley, Hannah Payne (BSC)

**First Aid Officer**

Rustin Bulmer (ASC & BSC), Indiana Benjamin (ASC & BSC)

Aimee Kinlay, Jake Rowley, Hannah Payne(BSC)

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## 6.2 Incident Management Team contact details

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| IMT Role/Activities |  | Primary Contact |  | Back Up Contact |
| Chief Warden | Name | Ranita Swamy | Name | Phyllis Emonson |
| Phone/Mobile | 0409380202 | Phone/Mobile | 042209671 |
| Planning tasks will be performed by: | Name | Ranita Swamy | Name | Phyllis Emonson |
| Phone/Mobile | 0409380202 | Phone/Mobile | 042209671 |
| Operations (Area Warden) tasks will be performed by: | Name | Phyllis Emonson | Name | Ranita Swamy |
| Phone/Mobile | 042209671 | Phone/Mobile | 0409380202 |
| Communications tasks will be performed by: | Name | Ranita Swamy | Name | Phyllis Emonson |
| Phone/Mobile | 0409380202 | Phone/Mobile | 042209671 |
| Logistics (Warden) tasks will be performed by: | Name | Phyllis Emonson | Name | Ranita Swamy |
| Phone/Mobile | 042209671 | Phone/Mobile | 0409380202 |
|  | Name | Indiana Benjamin |  |  |
|  | Phone/Mobile | 0430129770 |  |  |
| First Aid tasks will be performed by: | Name | Indiana Benjamin | Name | Rustin Bulmer |
| Phone/Mobile | 0430129770 | Phone/Mobile | 0434048407 |
|  | Name | Rustin Bulmer(BSC) | Name | Phyllis Emonson (BSC) |
|  | Phone/Mobile | 0434048407 | Phone/Mobile | 042209671 |

# Incident Management Team responsibilities

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| **Chief Warden**  **Pre-emergency**   * Maintain current contact details of IMT members. * Ensure children/educators/staff with additional needs list and staff trained in first aid list are up to date. * Conduct regular exercises/drills. * Ensure our emergency response procedures are kept up to date. * Ensure staff on the IMT are aware of their responsibilities.   **During emergency**   * Attend the emergency control point. * Ascertain the nature and scope of the emergency. * Ensure that the emergency services have been notified. * Ensure the appropriate response has been actioned. * Convene our IMT as required. * Initiate evacuation of affected areas/lock-down/lock-out/shelter-in-place as required. * Brief the incoming emergency services and respond to their requests.   **Post- emergency**   * When the incident is rendered safe or the emergency services return control, notify the IMT members to have staff and children return to normal operations. * Organise debrief with the IMT and, where appropriate, with any attending emergency Service. * Complete the Post Emergency Record. * Education and care services and children’s services are reminded that they must report serious incidents to the relevant DET QARD Area Team in accordance with relevant regulatory requirements. Service agreements also require approved providers or licensees to notify DET in the event of a serious incident.   + Education and care services operating under the National Quality Framework (NQF) refer to the fact sheet *Serious incidents and complaints* available at:[www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx)   + Children’s services operating under the *Children's Services Act 1996* (Children’s Services Act) refer to thepractice note *Serious incidents* available at: [www.education.vic.gov.au/childhood/providers/regulation/Pages/vcspracnotes.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/vcspracnotes.aspx) |
| **Planning**  **Pre- emergency**   * Assist the Chief Warden. * Identify resources required. * Participate in emergency exercises/drills.   **During emergency**   * Attend the emergency control point. * Ascertain the nature and scope of the emergency. * Report any changes in the situation to the Chief Warden. * Act as directed by the Chief Warden. * Plan for contingencies.   **Post- emergency**   * Collect and evaluate information relating to the emergency. * Identify recovery needs and develop a recovery plan (if required). |
| **Operations (Area Warden)**  **Pre- emergency**   * Regularly check and report on deficiencies of emergency equipment and kits. * Coordinate safety practices (for example, clear egress paths, access to first attack equipment such as fire extinguishers and disposal of rubbish) by Wardens throughout their areas. * Participate in emergency exercises/drills.   **During emergency**  On hearing alarm or becoming aware of an emergency, the Operations Officer/Area Warden will:   * Attend the emergency control point. * Communicate with the Chief Warden by whatever means available and act on instructions. * Implement the emergency response procedure relevant to the floor or area and ensure that the Chief Warden is notified. * Direct the Logistics Officer/Wardens to check the floor or area for any abnormal situation. * Commence evacuation if the circumstances on their floor or area warrant this. * Control the movement of people. * Co-opt persons as required to assist the Logistics Officer (Warden/s) during an emergency. * Confirm that the Logistics Officer’s/Warden’s activities have been completed and report this to the Chief Warden or a senior officer of the attending emergency services if the Chief Warden is not contactable.   **Post emergency**   * Compile report of the actions taken during the emergency for the debrief. |

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| **Communications**  **Pre- emergency**   * Assist the Chief Warden. * Attend training in the use of the service’s communication system as appropriate. * Maintain records and logbooks and make them available for emergency response. * Ensure emergency and parent contact details are up to date. * Participate in emergency exercises/drills.   **During emergency**   * Attend the emergency control point. * Ascertain the nature and location of the emergency. Maintain up to date information. * Confirm that emergency services have been notified. * Notify appropriate IMT members. * At the direction of the Chief Warden provide instruction and information to staff, children and parents as required. * Keep a log of events that occurred during the emergency. * Act as directed by the Chief Warden.   **Post- emergency**   * Collate logs of events completed by all IMT members during the emergency for the debrief and ensure they are secured for future reference. * Contact parents as required. |

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| **Logistics (Warden)**  **Pre- emergency**   * Ensure staff are aware of the emergency response procedures. * Carry out safety practices (e.g. clear egress paths, access to first attack equipment, for example, fire extinguishers and disposal of rubbish). * Participate in emergency exercises/drills.   **During emergency**  Persons selected to perform as Logistics Officer/Warden will carry out activities as set out in the emergency response procedures and as directed by the Operations Officer/Area Warden.  Activities may include the following:   * Attend the emergency control point. * Operate the communication system in place. * Check that any fire doors and smoke doors are properly closed. * Close or open other doors in accordance with the emergency response procedures. * Search the floor or area to ensure all people have evacuated. This function is of greater importance than a later physical count of those evacuated. * Ensure orderly flow of people into protected area. * Assist occupants with disabilities. * Act as lead of groups moving to nominated assembly areas. * Report status of required activities to the Operations Officer/ Area Warden on their completion. * Act as directed by the Chief Warden.   **Post- emergency**   * Compile report of the actions taken during the emergency for the debrief. |

# Communication Tree

Aftercare Program

**DEECD Regional Manager Operations and Emergency Management**

**Mobile:** North Western – Bruce Corrie 5440 3148

**Educator**

**A/H Mobile:**

**Leigh Fisher**

**0416188225**

**………………………**

**Educator**

**A/H Mobile:**

**Phyllis Emonson**

**0422209671**

**………………………**

**Service Director**

**Ranita Swamy**

**0409380202**

**Approved Provider**

**A/H Mobile:**

**School Council**

**Maryanne Clarke**

**0425852209**

**000 Emergency Services**

**Parents of**

**J-Z**

**Parents of**

**A-I**

Beforecare program

**Service Assistant Coordinator**

**Phyllis Emonson 0422209671**

**o**

**0409380202**

**DEECD Regional Manager Operations and Emergency Management**

**Mobile:** North Western – Bruce Corrie 5440 3148

**Educator**

**A/H Mobile:**

**Indiana Benjamin**

**0430129770**

**Approved Provider**

**A/H Mobile:**

**School Council**

**Maryanne Clarke**

**0425852209**

**000 Emergency Services**

**Parents**

**A-Z**

# Staff trained in first aid

Note education and care services must comply with the requirements set out in regulation 136 (first aid qualifications) of the Education and Care Services National Regulations 2011 (National Regulations) and children’s services must comply with the requirements set out in regulation 63 (Staff members to have first aid and anaphylaxis management training) of the Children’s Services Regulations 2009.

|  |  |  |
| --- | --- | --- |
| Staff Member | Training | Date Qualified To |
| Ranita Swamy | **First aid Level 2** | March 2022 |
| Phyllis Emonson | First Aid Level 2 | June 2021 |
| Carolyn Harrison | First Aid Level 2 | June 2021 |
| Rustin Bulmer | First Aid Level 2 | May 2020 |
| Indiana Benjamin | First Aid Level 2 | June 2020 |
| Justine Jackson | First Aid Level 2 | March 2022 |
| Hayfa Abdullatif | First Aid Level 2 | February 2022 |
| Inass Shegaf | First Aid Level 2 | August 2020 |
| Ross Botoulas | First Aid Level 2 | March 2021 |
| Aimee Kinlay | **First Aid Level 2** | June 2020 |
| William Zaghis | **First Aid Level 2** | June 2021 |
| Leigh Fisher | **First Aid Level 2** | October 2022 |
| Amy Burns | **First Aid Level 2** | February 2023 |
| Jake Rowley | **First Aid Level 2** | February 2021 |

# Emergency response procedures

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| 10.1 On-site evacuation/relocation procedure |

When it is unsafe for children, educators, staff and visitors to remain inside the facility’s building the Chief Warden on-site will take charge and activate the IMT if necessary.

* **Call** **000** and inform emergency services of the nature of the emergency.
* Determine which of your facility’s pre-identified on-site evacuation points is most appropriate to use.
* Assemble children, educators, staff and visitors at your nominated on-site, the basketball court on the Stewart Street side of the school.
* Take the child attendance list, educator and staff attendance list, your Emergency Kit/First Aid Kit and this Plan.
* Once at the assembly point, check all children, educators, staff and visitors are accounted for.
* Ensure communications with emergency services is maintained.
* Wait for emergency services to arrive or provide further information.
* Confirm with emergency service personnel that it is safe to return to normal operations.
* Seek advice from your Approved Provider/Licensee or Person with Management or Control/Licensee Representative if required.
* Maintain a record of actions/decisions undertaken and times.
* Contact parents as required or as per service policy.

**Actions after on-site evacuation/relocation procedure**

* Ensure any children, educators, staff or visitors with medical or other needs are supported.
* Determine whether to activate your parent reunification process.
* Determine if there is any specific information educators, staff, children and visitors need to know (e.g. parent reunification process or areas of the facility to avoid).
* Print and issue pre-prepared parent letters as appropriate.
* Undertake operational debrief with educators, staff and Incident Management Team to identify any on-site evacuation and procedural changes that may be required.
* Complete your Post Emergency Record form (refer to Appendix 4 of the *Guide to Developing Your Emergency Management Plan*).
* Education and care services and children’s services are reminded that they must report serious incidents to the relevant DET QARD Area Team in accordance with relevant regulatory requirements. This can be submitted on-line via the NQA IT portal. Service agreements also require approved providers or licensees to notify DET in the event of a serious incident.
  + Education and care services operating under the NQF refer to the fact sheet *Serious incidents and complaints* available at:[www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx)
  + Children’s services operating under the Children’s Services Act refer to thepractice note *Serious incidents* available at: [www.education.vic.gov.au/childhood/providers/regulation/Pages/vcspracnotes.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/vcspracnotes.aspx)

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| 10.2 Off-site evacuation procedure |

If it is unsafe for children, educators, staff and visitors to remain on the facility’s grounds the Chief Warden on-site will take charge and activate the IMT if necessary.

* **Call 000** for emergency services and seek and follow advice.
* Determine which off-site assembly point you will evacuate children, educators, staff and visitors to.
* Assemble children, educators, staff and visitors at your nominated on-site, the basketball court on the Stewart Street side of the school.
* Take your emergency kit/first aid kit (including your children, educator and staff attendance lists and a copy of this EMP).
* Once at assembly point, check all children, educators, staff and visitors are accounted for.
* Ensure communications with emergency services is maintained.
* Wait for emergency services to arrive or provide further information.
* Confirm with emergency service personnel that it is safe to return to normal operations.
* Seek advice from your Approved Provider/Licensee or Person with Management or Control/Licensee Representative if required.
* Maintain a record of actions/decisions undertaken and times.
* Contact parents as required or as per service policy.

**Actions after off-site evacuation procedure**

* Ensure any children, staff or visitors with medical or other needs are supported.
* Determine whether to activate your parent reunification process.
* Determine if there is any specific information staff, children and visitors need to know (e.g. parent reunification process or areas of the facility to avoid).
* Print and issue pre-prepared parent letters as appropriate.
* Undertake operational debrief with staff and IMT to identify any off-site and procedural changes that may be required.
* Complete your Post Emergency Record form (refer to Appendix 4 of the *Guide to Developing Your Emergency Management Plan*).
* Education and care services and children’s services are reminded that they must report serious incidents to the relevant DET QARD Area Team in accordance with relevant regulatory requirements. This can be submitted on-line via the NQA IT portal. Service agreements also require approved providers or licensees to notify DET in the event of a serious incident.
  + Education and care services operating under the NQF refer to the fact sheet *Serious incidents and complaints* available at:[www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx)
  + Children’s services operating under the Children’s Services Act refer to thepractice note *Serious incidents* available at: [www.education.vic.gov.au/childhood/providers/regulation/Pages/vcspracnotes.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/vcspracnotes.aspx)

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| 10.3 Lock-down procedure |

When an external and immediate danger is identified and it is determined that the children should be secured inside the building for their own safety the Chief Warden on-site will take charge and activate the IMT if necessary.

* **Call 000** for emergency services and seek and follow advice.
* Initiate the lock-down and provide instructions to educators and staff, for example, close internal doors and windows, remain in classroom, sit below window level, or move into corridors.
* Check that all external doors (and windows if appropriate) are locked.
* If available, allocate educators/staff to be posted at locked doors to allow children, educators, staff and visitors to enter if locked out.
* Divert parents and returning groups from the facility if required.
* Ensure a telephone line is kept free.
* Keep public address system free.
* Keep main entrance as the only entry point. It must be constantly monitored and no unauthorised people allowed access.
* As appropriate, ascertain that all children, educators, staff and visitors are accounted for.
* If it is safe to do so, have an educator/staff member wait at the main entry to the facility to guide emergency services personnel.
* As appropriate, confirm with emergency services personnel that it is safe to return to normal operations.
* Seek advice from your Approved Provider/Licensee or Person with Management or Control/Licensee Representative if required.
* Maintain a record of actions/decisions undertaken and times.
* Contact parents as required or as per service policy.

**Actions after lock-down procedure**

* Ensure any children, educators, staff or visitors with medical or other needs are supported.
* Determine whether to activate your parent reunification process.
* Determine if there is any specific information educators, staff, children and visitors need to know (e.g. parent reunification process or areas of the facility to avoid).
* Print and issue pre-prepared parent letters as appropriate.
* Undertake operational debrief with educators and staff and IMT to identify any lock-down and procedural changes that may be required.
* Complete your Post Emergency Record form (refer to Appendix 4 of the *Guide to Developing Your Emergency Management Plan*).
* Education and care services and children’s services are reminded that they must report serious incidents to the relevant DET QARD Area Team in accordance with relevant regulatory requirements. This can be submitted on-line via the NQA IT portal. Service agreements also require approved providers or licensees to notify DET in the event of a serious incident.
  + Education and care services operating under the NQF refer to the fact sheet *Serious incidents and complaints* available at:[www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx)
  + Children’s services operating under the Children’s Services Act refer to thepractice note *Serious incidents* available at: [www.education.vic.gov.au/childhood/providers/regulation/Pages/vcspracnotes.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/vcspracnotes.aspx)

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| 10.4 Lock-out procedure |

When an internal immediate danger is identified and it is determined that children should be excluded from buildings for their safety the Chief Warden on-site will take charge and activate the IMT if necessary.

* **Call 000** for emergency services and seek and follow advice.
* Announce lock-out with instructions about what is required. Instructions may include nominating staff to:
* lock doors to prevent entry
* check the premises for anyone left inside
* obtain Emergency Kit
* Determine which of your facility’s pre-identified on-site evacuation point/s is most appropriate to use.
* Assemble children, educators, staff and visitors at your nominated on-site, the basketball court on the Stewart Street side of the school.
* Check that children, educators, staff and visitors are all accounted for.
* Where appropriate, confirm with emergency services personnel that it is safe to return to normal operations.
* Seek advice from your Approved Provider/Licensee or Person with Management or Control/Licensee Representative if required.
* Maintain a record of actions/decisions undertaken and times.
* Contact parents as required or as per service policy.

**Actions after lock-out procedure**

* Ensure any children, educators, staff or visitors with medical or other needs are supported.
* Determine whether to activate your parent reunification process.
* Determine if there is any specific information educators, staff, children and visitors need to know (e.g. parent reunification process or areas of the facility to avoid).
* Print and issue pre-prepared parent letters as appropriate.
* Undertake operational debrief with staff and IMT to identify any lock-out and procedural changes that may be required.
* Complete your Post Emergency Record form (refer to Appendix 4 of the *Guide to Developing Your Emergency Management Plan*).
* Education and care services and children’s services are reminded that they must report serious incidents to the relevant DET QARD Area Team in accordance with relevant regulatory requirements. This can be submitted on-line via the NQA IT portal. Service agreements also require approved providers or licensees to notify DET in the event of a serious incident.
  + Education and care services operating under the NQF refer to the fact sheet *Serious incidents and complaints* available at:[www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx)
  + Children’s services operating under the Children’s Services Act refer to thepractice note *Serious incidents* available at: [www.education.vic.gov.au/childhood/providers/regulation/Pages/vcspracnotes.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/vcspracnotes.aspx)

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| 10.5 Shelter-in-place procedure |

When an incident occurs outside the education and care service or children’s service and emergency services or the Chief Warden determines the safest course of action is to keep children, educators and staff inside a designated building in the facility (as evacuation might reasonably expose people to a greater level of danger until the external event is handled), the Chief Warden on-site will take charge and activate the IMT if necessary.

* **Call 000** for emergency services and seek and follow advice.
* Chief Warden activates the IMT.
* Move all children, educators, staff and visitors to the hall.
* Take your emergency kit/first aid kit (including your children and educator and staff attendance lists and a copy of this EMP).
* Check that all children, educators, staff and visitors are accounted for.
* Ensure communications with emergency services is maintained. Wait for emergency services to arrive or provide further information.
* Where appropriate, confirm with emergency services personnel that it is safe to return to
* Maintain a record of actions/decisions undertaken and times.
* Seek advice from your Approved Provider/Licensee or Person with Management or Control/Licensee Representative if required.
* Contact parents as required or as per service policy.

**Actions after shelter-in-place procedure**

* Ensure any children, educators, staff or visitors with medical or other needs are supported.
* Determine whether to activate your parent reunification process.
* Determine if there is any specific information educators, staff, children and visitors need to know (e.g. parent reunification process or areas of the facility to avoid).
* Print and issue pre-prepared parent letters as appropriate.
* Undertake operational debrief with staff and IMT to identify any shelter-in-place and procedural changes that may be required.
* Complete your Post Emergency Record form (refer to Appendix 4 of the *Guide to Developing Your Emergency Management Plan*).
* Education and care services and children’s services are reminded that they must report serious incidents to the relevant DET QARD Area Team in accordance with relevant regulatory requirements. This can be submitted on-line via the NQA IT portal. Service agreements also require approved providers or licensees to notify DET in the event of a serious incident.
  + Education and care services operating under the NQF refer to the fact sheet *Serious incidents and complaints* available at:[www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx)
  + Children’s services operating under the Children’s Services Act refer to thepractice note *Serious incidents* available at: [www.education.vic.gov.au/childhood/providers/regulation/Pages/vcspracnotes.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/vcspracnotes.aspx)

# Response procedures for specific emergencies

## 11.1 Building Fire

* Call **000** for emergency services and seek and follow advice.
* Activate the fire alarm.
* If appropriate, follow the procedure for **on-site evacuation**.
* Report the emergency immediately to the Chief Warden who will convene your IMT if necessary.
* Remain calm and activate the fire alarm.
* Extinguish the fire **(only if safe to do so).**
* Determine which of your facility’s pre-identified on-site evacuation point/s is most appropriate to use.
* Assemble children, educators, staff and visitors at your nominated on-site, the basketball court on the Stewart Street side of the school.
* Evacuate to the basketball court,closing all doors and windows.
* Check that all areas have been cleared and notify the Chief Warden.
* Check that all children, educators, staff, visitors and contractors are accounted for.
* Seek advice from your Approved Provider/Licensee or Person with Management or Control/Licensee Representative if required.
* Contact parents as required or as per service policy.
* Education and care services and children’s services are reminded that they must report serious incidents to the relevant DET QARD Area Team in accordance with relevant regulatory requirements. This can be submitted on-line via the NQA IT portal. Service agreements also require approved providers or licensees to notify DET in the event of a serious incident.
  + Education and care services operating under the NQF refer to the fact sheet *Serious incidents and complaints* available at:[www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx)
  + Children’s services operating under the Children’s Services Act refer to thepractice note *Serious incidents* available at: [www.education.vic.gov.au/childhood/providers/regulation/Pages/vcspracnotes.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/vcspracnotes.aspx)

## 11.2 Bushfire

* Call **000** for emergency services and seek and follow advice.
* Report the emergency immediately to the Chief Warden who will convene your IMT if necessary.
* Determine appropriate response strategy (evacuate or shelter-in-place) in consultation with emergency services, if possible.
* If evacuation is required and time permits before you leave:
* Make sure you close all doors and windows
* Turn off power and gas.
* Check that all children, educators, staff and visitors contractors are accounted for.
* Listen to TV or local radio on battery-powered sets for bushfire/weather warnings and advice.
* Ensure staff and children do not hinder emergency services or put themselves at risk by going near damaged buildings or trees.
* Seek advice from your Approved Provider/Licensee or Person with Management or Control/Licensee Representative if required.
* Contact parents as required or as per service policy.
* Education and care services and children’s services are reminded that they must report serious incidents to the relevant DET QARD Area Team in accordance with relevant regulatory requirements. This can be submitted on-line via the NQA IT portal. Service agreements also require approved providers or licensees to notify DET in the event of a serious incident.
  + Education and care services operating under the NQF refer to the fact sheet *Serious incidents and complaints* available at:[www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx)
  + Children’s services operating under the Children’s Services Act refer to thepractice note *Serious incidents* available at: [www.education.vic.gov.au/childhood/providers/regulation/Pages/vcspracnotes.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/vcspracnotes.aspx)

More information about managing bushfire risks in education and care services is available in the fact sheet Managing bushfire risks in centre-based servicesavailable at: [www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx)

## 11.3 Major external emissions/spill (includes gas leaks)

* Call **000** for emergency services and seek and follow advice.
* Report the emergency immediately to the Chief Warden who will convene your IMT if necessary.
* Turn off gas supply.
* If the gas leak is on-site, notify your gas provider.
* Determine which of your facility’s pre-identified on-site evacuation points is most appropriate to use.
* If safe to do so, evacuate educators, staff, children, visitors and contractors to the basketball court on the Stewart Street side of the school. Or to an off-site location (Fleming Park) if the school grounds are deemed to be unsafe.
* Check children, educators, staff, visitors and contractors are accounted for.
* Seek advice from your Approved Provider/Licensee or Person with Management or Control/Licensee Representative or if required.
* Await ‘all clear’ advice from emergency services or further advice before resuming normal service activities.
* Contact parents as required or as per service policy.
* Education and care services and children’s services are reminded that they must report serious incidents to the relevant DET QARD Area Team in accordance with relevant regulatory requirements. This can be submitted on-line via the NQA IT portal. Service agreements also require approved providers or licensees to notify DET in the event of a serious incident.
  + Education and care services operating under the NQF refer to the fact sheet *Serious incidents and complaints* available at:[www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx)
  + Children’s services operating under the Children’s Services Act refer to thepractice note *Serious incidents* available at: [www.education.vic.gov.au/childhood/providers/regulation/Pages/vcspracnotes.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/vcspracnotes.aspx)

## 11.4 Intruder

* Call 000 for emergency services and seek and follow advice.
* Report the emergency immediately to the Chief Warden.
* Do not do or say anything to the person to encourage irrational behaviour.
* Initiate action to restrict entry to the building if possible and confine or isolate the threat from building occupants.
* Determine whether **evacuation, lock-down or shelter-in-place** is required in consultation with police where possible. Evacuation only should be considered if safe to do so.
* Seek advice from your Approved Provider/Licensee or Person with Management or Control/Licensee Representative if required.
* Contact parents as required.
* Education and care services and children’s services are reminded that they must report serious incidents to the relevant DET QARD Area Team in accordance with relevant regulatory requirements. This can be submitted on-line via the NQA IT portal. Service agreements also require approved providers or licensees to notify DET in the event of a serious incident.
  + Education and care services operating under the NQF refer to the fact sheet *Serious incidents and complaints* available at:[www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx)
  + Children’s services operating under the Children’s Services Act refer to thepractice note *Serious incidents* available at: [www.education.vic.gov.au/childhood/providers/regulation/Pages/vcspracnotes.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/vcspracnotes.aspx)

## Bomb/substance threat

**11.5.1 If a suspicious object is found or the threat identifies the location of a bomb**

*Immediate response*

* Immediately clear and cordon off the area in the vicinity of the object.
* Call **000** for police and seek and follow advice.
* Report the threat to the Chief Warden/person with management or control who will coordinate the emergency response until police arrive.
* Do not approach, touch, tilt or tamper with the object.

*Evacuation*

* Evacuate the facility and:
  + Ensure children, educators and staff are not directed past the object
  + Alert any other services co-located at the facility site
  + Check that all children, educators, staff and visitors are accounted for
  + Restrict all access to the site and ensure there are no barriers inhibiting access by emergency police

*Communication*

* Provide police with details of the situation and actions you have taken and intend to take. Follow any advice provided by police.
* Contact parents when evacuation is complete and it is safe to do so.
* Notify your approved provider/licensee or licensee representative and seek advice if necessary.
* Await 'all clear' advice from police before returning to buildings to resume normal activities.
* Education and care services and children’s services are reminded that they must report serious incidents to the relevant DET QARD Area Team in accordance with the relevant regulatory requirements. This can be submitted on-line via the NQA IT portal. Service agreements also require approved providers or licensees to notify DET in the event of a serious incident.
* Education and care services operating under the NQF, refer to the fact sheet Serious incidents and complaintsavailable at:[www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx)
* Services operating under the *Children’s Services Act 1996* refer to practice note Serious incidentsavailable at: [www.education.vic.gov.au/childhood/providers/regulation/Pages/vcspracnotes.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/vcspracnotes.aspx)

**11.5.2 If a bomb/substance threat is received by telephone**

* **DO NOT HANG UP**
* Keep the person talking for as long as possible and obtain as much information as possible.
* Without alerting the caller, signal a co-worker to:
  + call 000 for emergency services on a separate phone
  + notify the Chief Warden/person with management or control.
* Fill out the bomb threat checklist provided on the next page to record the following details while you are on the phone to the caller. The checklist should be located with staff who normally answer in-coming phone calls. Listen carefully for a full description and take note of:
  + - gender of caller
    - age of caller
    - accents or speech impediments
    - background noises
    - words/voices of people in the background (gender, age, accents, speech impediments)
    - key phrases used
    - whether the threat is automated/robotic/taped/recorded
  + Ask the caller:
    - where exactly is the bomb/substance located?
    - what time will the bomb explode/the substance be released?
    - what will make the bomb explode/how will the substance be released?
    - what does the bomb look like?
    - what kind of device/substance is it?
    - who put the bomb/substance there? Why was it put there?
    - what kind of substance is it (gas, powder, liquid)? How much is there?
    - where are you? Where do you live?
    - what is your name? What are your contact details?
* Once the call is finished:
  + Immediately:
    - inform the Chief Warden/person with management or control if this has not yet been done
    - call 000 to report the threat to police if this has not yet been done – use a different telephone line or mobile phone
    - clear and cordon off the area if the caller identified the location of the object. Do not approach, touch, tilt or tamper with the object.
  + Implement evacuation and communication procedures as indicated in section 11.5.1 above
  + Ensure all of the caller information has been written down and provided to police on arrival
  + Notify your approved provider/licensee or licensee representative

**11.5.3 If a bomb/substance threat is received by mail**

* Place the letter in a clear bag or sleeve and store in a secure place
* Avoid any further handling of the letter or envelope
* Call 000 for police and seek and follow advice
* Notify the Chief Warden/person with management or control
* If the letter identifies the location of a device, immediately clear and cordon off the nominated area. Do not approach, touch, tilt or tamper with the object.
* Implement evacuation and communication procedures as indicated in section 11.5.1 above.

**11.5.4 If a bomb/substance threat is received electronically via email or website:**

* + **DO NOT** **DELETE THE MESSAGE**
  + Call 000 for police and seek and follow advice
  + Notify the Chief Warden/ person with management or control
* If the email identifies the location of a device, immediately clear and cordon off the area. Do not approach, touch, tilt or tamper with the object.
* Implement evacuation and communication procedures as indicated in section 11.5.1 above.

**11.5.5 If you are at the immediate site of an explosion**

* Direct educators and staff to shelter children under sturdy tables or desks if objects are falling around you.
* Implement evacuation and communication procedures as indicated in section 11.5.1above. Do not retrieve personal belongings or make phone calls when evacuating.
* Help others to leave the area. Use stairs instead of elevators.
* Be aware of weakened floors and stairways and watch for falling debris.
* Once out of the affected building:
  + Move children away from windows and glass doors or other potentially hazardous areas
  + Use caution to avoid debris that could be hot or sharp
  + Call 000 for emergency services and seek and follow advice
  + Be aware of any potential secondary explosions
  + Limit use of phones as communications systems may become congested.

## Bomb/Substance Phone Threat Checklist

This checklist should be distributed to all persons who regularly accept incoming telephone calls.

|  |  |
| --- | --- |
| **CALL TAKER** | **CALL TAKEN** |
| Name: Phone No. | Date of Call: Name (of caller) if provided??  Call Start/End Time: |
| Signature: | Number Called: |

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| **BOMB THREAT QUESTIONS** | |  | |
| When is the bomb going to explode? | |  | |
| Where did you put the bomb? | |  | |
| What does the bomb look like? | |  | |
| What kind of bomb is it? | |  | |
| What is in the bomb? | |  | |
| When did you put it there? | |  | |
| What will make the bomb explode? | |  | |
| Did you place the bomb? | |  | |
| Why did you put it there? | |  | |
| What is your name? | |  | |
| Where are you/what’s your address? | |  | |
| **SUBSTANCE THREAT QUESTIONS** | |  | |
| What kind of substance is in it? | |  | |
| When will the substance be released? | |  | |
| Where is it? | |  | |
| What does it look like? | |  | |
| When did you put it there? | |  | |
| How will the substance be released? | |  | |
| Is the substance liquid, powder or gas? | |  | |
| Did you put it there? | |  | |
| Why did you put it there? | |  | |
| What is your name? | |  | |
| Where are you/what’s your address? | |  | |

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| **CALLER’S VOICE** | |  | | | | | | |
| Sex of caller | |  | | | Estimated age | |  | |
| Accent (specify) | |  | | | | | | |
| Speech impediments (specify) | |  | | | | | | |
| Voice (loud, soft, etc.) | |  | | | | | | |
| Speech (fast, slow etc.) | |  | | | | | | |
| Dictation (clear, muffled, etc.) | |  | | | | | | |
| Manner (calm, emotional, etc.) | |  | | | | | | |
| Did you recognise the voice? | |  | If so, who do you think it was? | | |  | | |
| Was the caller familiar with the area? | |  | | | | | | |
|  |  | | |  | | | |  |
| **THREAT LANGUAGE** |  | | | **BACKGROUND NOISE** | | | |  |
| Well spoken |  | | | Street noises | | | |  |
| Incoherent |  | | | House noises | | | |  |
| Irrational |  | | | Aircraft | | | |  |
| Taped |  | | | Voices | | | |  |
| Message read by caller |  | | | Music | | | |  |
| Abusive |  | | | Machinery | | | |  |
| Other: |  | | | Other: | | | |  |

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| **EXACT WORDING OF THREAT** |
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| --- | --- | --- | --- |
| **ACTIONS** | | | |
| Report call immediately to: |  | Phone Number |  |
| Notes/Actions taken: | | | |

## 11.6 Internal emission/spill

* Call **000** for emergency services and seek and follow advice.
* Report the emergency immediately to the Chief Warden who will convene your IMT if necessary.
* Move educators, staff and children away from the spill to a safe area and isolate the affected area.
* Seek advice in regards to clean up requirements, and if safe to do so, the spill can be cleaned up by educators/staff. Personal Protective Equipment should be worn as per the requirements of the Material Safety Data Sheet and Safety Work Procedure.
* Seek advice from your Approved Provider/Licensee or Person with Management or Control/Licensee Representative if required.
* Contact parents as required or as per service policy.
* Notify WorkSafe Victoria if required.
* Education and care services and children’s services are reminded that they must report serious incidents to the relevant DET QARD Area Team in accordance with relevant regulatory requirements. This can be submitted on-line via the NQA IT portal. Service agreements also require approved providers or licensees to notify DET in the event of a serious incident.
  + Education and care services operating under the NQF refer to the fact sheet *Serious incidents and complaints* available at:[www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx)
  + Children’s services operating under the Children’s Services Act refer to thepractice note *Serious incidents* available at: [www.education.vic.gov.au/childhood/providers/regulation/Pages/vcspracnotes.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/vcspracnotes.aspx)

## 11.7 Severe weather event

* Call **000** if emergency services are needed and seek and follow advice.
* Before the storm, store or secure loose items external to the building, such as play equipment, furniture and rubbish bins.
* Secure windows (close curtains & blinds) and external doors. If necessary, tape windows and glass entrances. Utilise boards and sandbags if required.
* During a severe storm:
  + Remain in the building and keep away from windows
  + Restrict the use of telephone landlines to emergency calls only, particularly during a thunderstorm.
* Report any matter concerning the safety and wellbeing of children, educators, staff and visitors to the Chief Warden.
* Disconnect electrical equipment – cover and/or move this equipment away from windows.
* Listen to local radio or TV on battery-powered sets for weather warnings and advice.
* Seek advice from your Approved Provider/Licensee or Person with Management or Control/Licensee Representative if required.

**After the severe weather event**

* After storm passes, evaluate the need to evacuate if uncontrolled fires, gas leaks, or structural damage has occurred as a result of the storm.
* Contact parents as required.
* Education and care services and children’s services are reminded that they must report serious incidents to the relevant DET QARD Area Team in accordance with relevant regulatory requirements. This can be submitted on-line via the NQA IT portal. Service agreements also require approved providers or licensees to notify DET in the event of a serious incident.
  + Education and care services operating under the NQF refer to the fact sheet *Serious incidents and complaints* available at: <http://www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx>
  + Children’s services operating under the Children’s Services Act refer to thepractice note *Serious incidents* available at: <http://www.education.vic.gov.au/childhood/providers/regulation/Pages/vcspracnotes.aspx>

## 11.8 Earthquake

* Call **000** if emergency services are needed and seek and follow advice.
* Seek advice from your Approved Provider/Licensee or Person with Management or Control/Licensee Representative or if required.

**If outside**

Instruct educators, staff and children to:

* Stay outside and move away from buildings, streetlights and utility wires.
* DROP, COVER and HOLD
* DROP to the ground
* Take COVER by covering your head and neck with their arms and hands
* HOLD on until the shaking stops.

**If inside**

Instruct educators, staff and children to:

* Move away from windows, heavy objects, shelves etc.
* DROP, COVER and HOLD
* DROP to the ground.
* Take COVER by getting under a sturdy table or other piece of furniture or go into the corner of the building covering their faces and head in their arms.
* HOLD on until the shaking stops.

**After the earthquake**

* Evaluate the need to evacuate if there are uncontrolled fires, gas leaks or structural damage to the building you are in.
* If you evacuate, watch out for fallen trees, power lines, and stay clear of any structures that may collapse.
* Arrange medical assistance where required.
* Report any matter concerning the safety and wellbeing of children, staff and visitors to the Chief Warden.
* Contact parents as required.
* Tune in to ABC radio if you can and follow any emergency instructions.
* Education and care services and children’s services are reminded that they must report serious incidents to the relevant DET QARD Area Team in accordance with relevant regulatory requirements. This can be submitted on-line via the NQA IT portal. Service agreements also require approved providers or licensees to notify DET in the event of a serious incident.
  + Education and care services operating under the NQF refer to the fact sheet *Serious incidents and complaints* available at:[www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx)
  + Children’s services operating under the Children’s Services Act refer to thepractice note *Serious incidents* available at: [www.education.vic.gov.au/childhood/providers/regulation/Pages/vcspracnotes.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/vcspracnotes.aspx)

## 11.9 Influenza pandemic

For comprehensive guidelines and information on emergency response procedures to an influenza pandemic go to: [Human Influenza Pandemic Incident Response Procedures](http://www.education.vic.gov.au/childhood/providers/support/Pages/emergency.aspx)

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| PREPAREDNESS STAGE | | The scale and nature of preparedness activities is the same for all possible levels of clinical severity |
| Description - No novel strain detected (or emerging strain under initial detection) | |
| **Category** | **Key Actions** |
| **Review Emergency Management Plan** | * Review your Emergency Management Plan (EMP), including:   + pandemic planning arrangements   + up to date contact lists of staff, children, families, local services – DHHS and Local Government Emergency Management Coordinators   + communication tree of key staff. | Preparedness activities should be incorporated into normal business.  This includes incorporating a comprehensive risk management strategy that takes an ‘all hazards’ approach and includes influenza pandemic as a specific hazard that needs to be considered.  Regularly review, exercise and updates plans.  Communicate pandemic plans with staff. |
| **Influenza prevention** | * Promote basic hygiene measures including:   + provide children and staff with information about the importance of hand hygiene (more information is available at [Better Health](http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/handwashing_why_it's_important))   + provide convenient access to water and liquid soap and alcohol-based hand sanitiser   + educate staff and children about covering their cough with a tissue or their inner elbow to prevent the spread of germs   + careful disposal of used tissues. * Appropriate home based exclusion from education and care service or children’s service for children, educators and staff with flu-like illness. * Encourage staff to seek immunisation for seasonal influenza. |
| **Communications** | * Maintain personal hygiene messages with educators, staff and children. * Convey seasonal influenza messages as directed by DET. |
| **Travel advisories** | * Encourage educators, staff and parents/carers to access the [smartraveller](http://www.smartraveller.gov.au/) website prior to international travel. |
| **Business continuity** | * Ensure currency of business continuity plan which:   + identifies minimum requirements and key educators/staff for continued operations (including planning for the absence of the director)   + considers workforce strategies to enable continued operations, if pandemic impacted a portion of the education and care services/children’s services workforce. |

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| RESPONSE STAGE – STANDBY | | Clinical severity | | |
| Description - Sustained community person-to-person transmission detected overseas | |
| **Category** | **Key Actions** | **Low** | **Med** | **High** |
| **Review Emergency Management Plan** | * In April, (or at the time of the overseas detection, if earlier):   + ensure EMP (including emergency numbers and key contacts) are up to date and pandemic planning arrangements are included   + ensure contact lists of staff, children, families, local services – DHHS and Local Government Emergency Management Coordinators are up to date   + ensure communication tree of key staff is circulated to nominated school Incident Management Team members. | Apply | Apply | Apply |
| **Incident response** | * In April, (or at the time of the overseas detection if earlier), prepare to enact pandemic response section of your EMP with stakeholders and prepare to activate IMT. | Apply | Apply | Apply |
| **Hygiene measures** | * Reinforce basic hygiene measures including:   + provide children and staff with information about the importance of hand hygiene (more information is available at [Better Health](http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/handwashing_why_it's_important))   + provide convenient access to water and liquid soap and alcohol-based hand sanitiser   + educate staff and children about covering their cough with tissue or inner elbow to prevent the spread of germs   + careful disposal of used tissues. * Ensure germicidal wipes are available in stationary supplies for staff to clean staff administrative area, telephones etc. | Apply  Recommend | Apply  Apply | Apply  Apply |
| **Communications** | * In May, (or at the time of the overseas detection, if earlier), ensure hygiene information/posters are communicated/ displayed. * In late May, (or at the time of the overseas detection, if earlier), consider providing information sessions for staff and parents/carers to communicate:   + the status of the situation   + the risk of influenza and how to identify pandemic influenza symptoms and cases of possible influenza based on the current, up to date case definition by the Chief Health Officer, DHHS   + best practice hygiene measures   + considerations and measures for vulnerable children. * Access and follow Chief Health Officer, DHHS/ Commonwealth Chief Medical Officer, Commonwealth Department of Health advice provided by DET and distribute consistent messaging to staff, children and parents/carers. * Encourage staff and parents/carers to obtain seasonal flu vaccination as appropriate (especially those people/families at a greater risk of infection). * School Nursing Program nurses may assist with information dissemination (provided by the DHHS) as directed by Regional Nurse Managers (based at regional offices). * Utilise the sample letters developed by DET to inform parents/carers of current situation. | Apply  Apply  Apply  N/A  Apply as required  Apply as required | Apply  Apply  Apply  Apply  Apply  Apply as required | Apply  Apply  Apply  Apply  Apply  Apply as required |
| **Travel advisories** | * Encourage staff and parents/carers to access the [smartraveller](http://www.smartraveller.gov.au/) website prior to international travel. | Apply | Apply | Apply |
| **Business continuity** | * Ensure currency of business continuity plan which:   + identifies minimum requirements and key staff for continued operations (including planning for the absence of the director)   + considers workforce strategies to enable continued operations, if pandemic impacted a portion of the early childhood workforce. | Apply | Apply | Apply |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| RESPONSE STAGE – INITIAL ACTION | | Clinical Severity | | |
| Description – Cases detected in Australia – information about the disease is scarce | |
| **Category** | **Key Actions** | **Low** | **Med** | **High** |
| **Incident response** | * Enact your EMP where necessary. * Activate Incident Management Team to implement the organisation’s response as appropriate to advice from DET. | Apply  Not suggested | Apply  Not suggested | Apply  Apply |
| **Hygiene measures** | * Reinforce basic hygiene measures including:   + provide children and staff with information about the importance of hand hygiene (more information is available at [Better Health](http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/handwashing_why_it's_important))   + provide convenient access to water and liquid soap and alcohol-based hand sanitiser   + educate staff and children about covering their cough with tissue or inner elbow to prevent the spread of germs   + careful disposal of used tissues. * Ensure germicidal wipes are available in stationary supplies for staff to clean staff administrative area, telephones etc. | Apply  Apply | Apply  Apply | Apply  Apply |
| **Communications** | * Follow and distribute information and advice from DET in accordance with instructions, including information about:   + the status/situation   + personal hygiene measures   + containment measures including any plans for closure if applicable to staff parents/carers using templates developed by DET. * Communicate the risk of influenza and how to identify cases of possible pandemic influenza based on current, up to date case definition by the Chief Health Officer, DHHS. * School Nursing Program nurses may assist with information dissemination as directed by Regional Nurse Managers (based at regional offices). | Apply  Apply  Apply as necessary | Apply  Apply  Apply | Apply  Apply  Apply |
| **Containment strategies** | * The appropriate containment strategy will vary depending upon the level of clinical severity as determined by the DHHS. * Management of service workforce   + encourage staff who develop flu-like symptoms during a pandemic to stay away from work until completely well   + ensure staff who develop influenza-like illness to leave immediately and seek medical attention. * Follow the advice of the DHHS and DET regarding service closures and exclusion periods for infectious diseases. * Identify a designated area to keep sick children quarantined from others until they can be taken home by parents/carers. * Following any service closures, notify the relevant DET QARD officer in your region, as outlined in the Governance and Reporting sections below. * Inform carers of their obligations regarding early childhood development during closures. * School Nursing Program nurses may be asked to assist the DHHS with the distribution of antiviral medication at the direction of the Regional Nurse Manager (based in regions). | Not suggested  Apply  Apply  Apply  Apply  Apply  Apply | Apply  Apply  Apply  Apply  Apply  Apply  Apply | Apply  Apply  Apply  Apply  Apply  Apply  Apply |
| **Travel advisories** | * Encourage staff and parents/carers to access the [smartraveller](http://www.smartraveller.gov.au/) website prior to international travel. | Apply | Apply | Apply |
| **Governance and reporting obligations** | * Education and care services and children’s services are reminded that they must report serious incidents to the relevant DET QARD Area Team in accordance with relevant regulatory requirements. Service agreements also require approved providers or licensees to notify DET in the event of a serious incident.   + Education and care services operating under the NQF refer to the fact sheet *Serious incidents and complaints* available at:[www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx)   + Children’s services operating under the Children’s Services Act refer to thepractice note *Serious incidents* available at: [www.education.vic.gov.au/childhood/providers/regulation/Pages/vcspracnotes.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/vcspracnotes.aspx) * You will be advised of any additional reporting requirements by DET and/or the DHHS. | Apply  Apply | Apply  Apply | Apply  Apply |
| **Business continuity** | * Implement business continuity plan to promote adequate workforce supply and capacity to continue service, by:   + prioritising work functions to ensure adequate workforce availability to deliver education and care service/children’s service   + implementing contingency strategy, which may include employing replacement educators/staff and/or modifying programs * In the event that service closure cannot be avoided:   + contact your DET QARD Area Team regarding service closure policy.   + following any closures, notify the relevant DET QARD Area Team as outlined in the Governance and Reporting sections above. * Inform staff of their obligations during service closures. | Apply  Apply  Apply | Apply  Apply  Apply | Apply  Apply  Apply |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| RESPONSE STAGE – TARGETTED ACTION | | **Clinical Severity** | | |
| Description – Cases detected in Australia - enough is known about the disease to tailor measures to specific needs | |
| **Category** | **Key Actions** | **Low** | **Med** | **High** |
| **Incident response** | * Enact your EMP. * Activate IMT to implement the organisation’s response as appropriate to advice from DET. * School Nursing Program nurses may be asked to assist the DHHS with the distribution of antiviral medication at the direction of the Regional Nurse Manager (based in regions). | Apply  Apply  Seek advice | Apply  Apply  Seek advice | Apply  Apply  Seek advice |
| **Hygiene measures** | * Reinforce basic hygiene measures including:   + provide children, educators and staff with information about the importance of hand hygiene (more information is available at [Better Health](http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/handwashing_why_it's_important))   + provide convenient access to water and liquid soap and/or alcohol-based hand sanitiser   + educate children, educators and staff about covering their cough to prevent the spread of germs   + careful disposal of used tissues. * Ensure germicidal wipes are available in stationary supplies for educators and staff to clean staff administrative area, telephones etc. | Apply  Apply | Apply  Apply | Apply  Apply |
| **Communications** | * Follow and distribute information and advice from DET in accordance with instructions, including information about:   + the status/situation   + personal hygiene measures   + containment measures including any plans for closure if applicable to staff parents/carers using templates developed by DET. * Communicate the risk of influenza and how to identify cases of possible pandemic influenza based on current, up to date case definition by the Chief Health Officer, DHHS. * School Nursing Program nurses may assist with information dissemination as directed by Regional Nurse Managers (based at regional offices). | Apply  Apply  Apply | Apply  Apply  Apply | Apply  Apply  Apply |
| **Containment strategies** | * The appropriate containment strategy will vary depending upon the level of clinical severity as determined by the DHHS. In particular, the:   + need to restrict public access to the premises, and the need for social distancing measures (e.g. cancelling kindergarten fetes or like events) will be communicated to services by DET, if the clinical severity requires this   + state controller will provide advice about the appropriate use of PPE according to clinical severity. * Management of service workforce by:   + encouraging educators/staff who develop flu-like symptoms during a pandemic to stay away from work until completely well   + ensuring educators/staff who develop influenza-like illness to leave immediately and seek medical attention. * Follow the advice of the DHHS and DET regarding service closures and exclusion periods for infectious diseases. * Identify a designated area to keep sick children quarantined from others until they can be taken home by parents/carers. * Following any service closures, notify the relevant DET QARD Area Team, as outlined in the Governance and Reporting sections below. * School Nursing Program nurses may be asked to assist the DHHS with the distribution of antiviral medication at the direction of the Regional Nurse Manager (based in regions). | Apply  Apply  Apply  Apply  Apply  As required | Apply  Apply  Apply  Apply  Apply  As required | Apply  Apply  Apply  Apply  Apply  As required |
| **Travel advisories** | * Encourage educators, staff and parents/carers to access the [smartraveller](http://www.smartraveller.gov.au/) website prior to international travel. | Apply | Apply | Apply |
| **Governance and reporting obligations** | * Notify the relevant DET QARD Area Team about any service closures or any serious incidents and circumstances that pose risk to the health, safety or wellbeing of a child attending the service.   + services operating under the NQF, refer to the fact sheet regarding [serious incidents and complaints](http://www.education.vic.gov.au/Documents/childhood/providers/regulation/nqfseriousincidents-16-04-2015.pdf)   + services operating under the Children’s Services Act 1996 refer to practice note regarding [serious incidents](http://www.education.vic.gov.au/Documents/childhood/providers/regulation/pracnotesseriousincidents-04-05-2015.pdf). * You will be advised of any additional reporting requirements by DET and/or the DHHS. | Apply  Apply | Apply  Apply | Apply  Apply |
| **Business continuity** | * Implement business continuity plan to promote adequate workforce supply and capacity to continue service, by:   + prioritising work functions to ensure adequate workforce availability to deliver early childhood service   + implementing contingency strategy, which may include employing replacement staff and/or modifying programs * Education and care services and children’s services are reminded that they must report serious incidents to the relevant DET QARD Area Team in accordance with relevant regulatory requirements. This can be submitted on-line via the NQA IT portal. Service agreements also require approved providers or licensees to notify DET in the event of a serious incident.   + Education and care services operating under the NQF refer to the fact sheet *Serious incidents and complaints* available at:[www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx)   + Children’s services operating under the Children’s Services Act refer to thepractice note *Serious incidents* available at: [www.education.vic.gov.au/childhood/providers/regulation/Pages/vcspracnotes.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/vcspracnotes.aspx) * Inform staff of their early childhood development obligations during service closures. | Apply  Apply  Apply | Apply  Apply  Apply | Apply  Apply  Apply |

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| --- | --- | --- | --- | --- |
| RESPONSE STAGE – STAND DOWN | | **Clinical Severity** | | |
| Description – The public health threat can be managed within normal arrangements and monitoring for change is in place | |
| **Category** | **Key Actions** | **Low** | **Med** | **High** |
| **Containment strategies** | * Be aware that multiple waves of the virus may occur. * Replenish PPE (if required). | Apply  N/A | Apply  As required | Apply  As required |
| **Business continuity** | * Implement business continuity plans for resumption of full business capacity which may involve:   + restoring workforce capacity   + following procedures for re-opening of service (if applicable)   + providing supports, including counselling (if required)   + monitoring cumulative effects of pandemic and identifying and supporting those who may need assistance. * Chief Warden to de-activate Incident Management Team and conduct final debrief(s). * Utilise the sample letters developed by DET to communicate status of situation to staff and parents/carers, including supports that may be available. * Review effectiveness of your EMP and update as appropriate – involving relevant staff and others, particularly as multiple waves of the virus may occur. | N/A  N/A  Apply  Apply | Apply  Apply  Apply  Apply | Apply  Apply  Apply  Apply |
| **Communications** | * Communicate the updated status to educators, staff and parents/carers including supports that may be available | Apply | Apply | Apply |
| **Travel** | * Continue to encourage educators, staff and parents/carers to access the [smartraveller](http://www.smartraveller.gov.au/) website prior to international travel. | Apply | Apply | Apply |

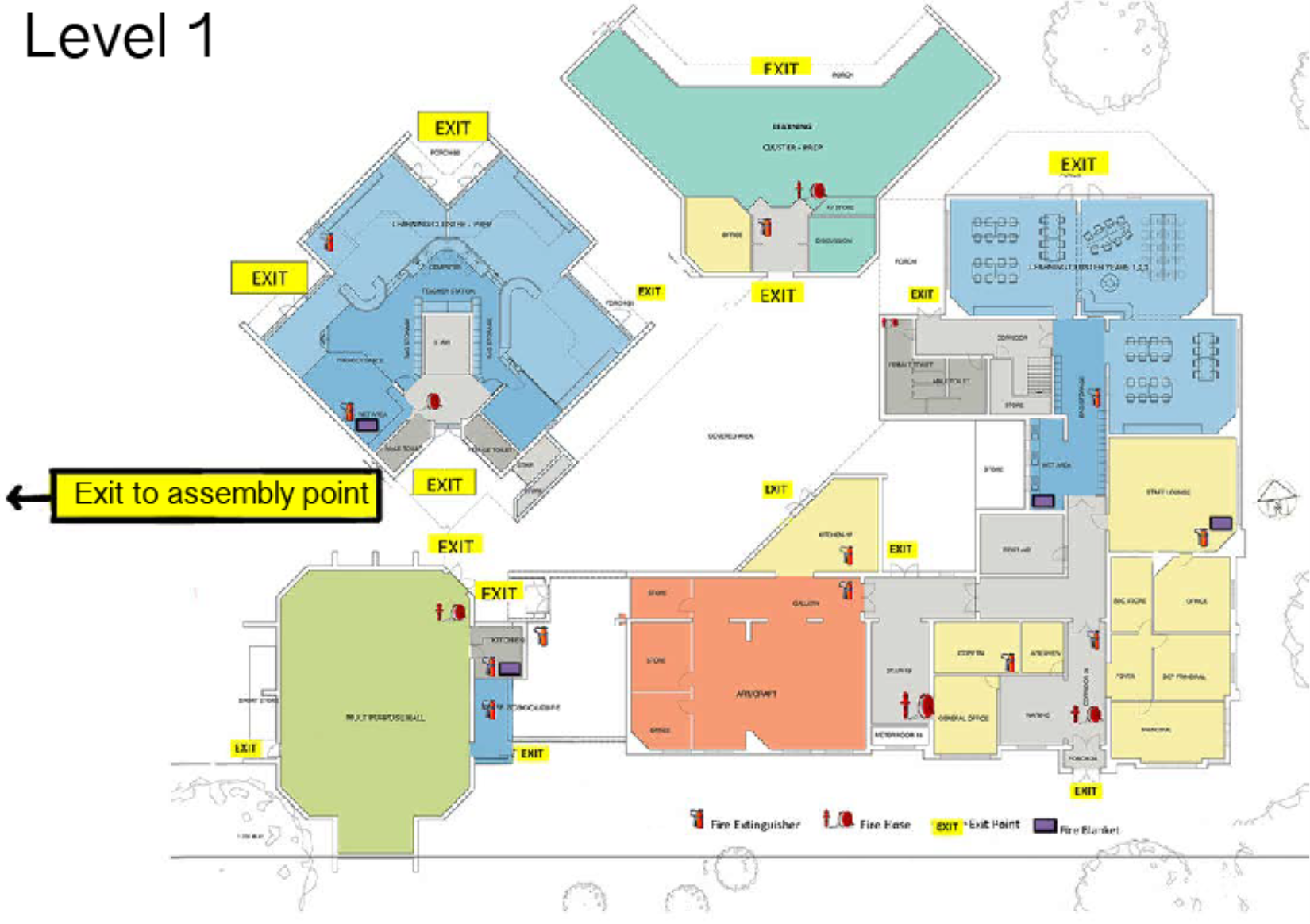
# Area map

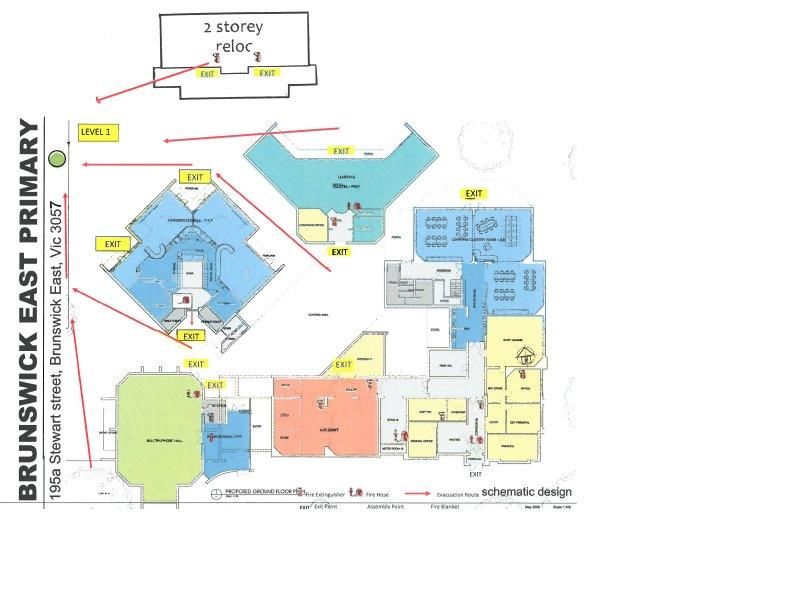
|  |  |
| --- | --- |
| Date Area Map Validated: | 24/05/2017 |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  | | --- | --- | | **Distance to Primary off-stie assembly point:**  Approx. time to reach Primary off-site assembly point: |  | | **Distance to Secondary off-site assembly point:**  Appox. time to reach Secondary off-site assembly point: |  | | **Legend** | | | **Primary off-site assembly point** |  | | **Route to Primary off-site assembly point** |  | | **Secondary off-site assembly point** |  | | **Route to Secondary off-site assembly point** |  | | **Emergency services access point** |  | |
|  |

# Evacuation diagram

|  |  |  |  |
| --- | --- | --- | --- |
| Building Name: | **Brunswick East Primary School Level 1- OSHC Room, Hall & Art room, Tinker Lab** | Date Evacuation Diagram Validated: | **3/08/2017** |



WW

|  |  |
| --- | --- |
| Date Evacuation Diagram Validated: | **3/08/2017** |



|  |  |  |  |
| --- | --- | --- | --- |
| **Evacuation Procedure**   |  |  | | --- | --- | | **Evacuation Procedure**  **EVACUATION**  The OSHC Coordinator or incident controller will:   1. Decide whether evacuation is required. 2. Advise Educators and students to remain indoors, to close doors and windows and to turn off pilot lights, gas and electrical appliances, if necessary.   **OR**   1. Direct Educators and students to move to a nominated assembly area upwind and well clear of the emergency which is:  * in another part of the building, or * within the school grounds, or * beyond the school grounds.   4. Direct Educators to collect attendance rolls before leaving classrooms, to mark rolls and account for all students once at the assembly area.  5. Decide when students can be dismissed in safety.  **EVACUATION INFORMATION**  **1. GENERAL INSTRUCTIONS**  Alarm will be given by siren over the public address system or by repeated blasts from the hooter in case of electrical fire. (Awareness and procedure by either method is of importance).  On sounding of the alarm, everyone must leave the buildings quickly and quietly and await further instructions.  Educators are to attempt (where practicable) to close as many doors and windows as possible.  Educators are to take attendance rolls with them when evacuating.  Assemble on the Basketball Court. Mark the attendance roll.  If a pupil is missing notify the Principal or Incident Controller.  Report all clear to the Principal or Incident Controller and await instruction to return into school.  **2. EXIT ROUTES**  Exit routes are not given as it is expected that the safest possible route must be left to the discretion of the Incident Controller as circumstances dictate.   1. **FIRE EXTINGUISHER, HOSE REELS AND FIRE BLANKETS**   (see floor plan)   1. **ELECTRICAL SWITCHBOARDS**   Main Board Office foyer  Sub stations 123 Bicecletta  Hall  Teaching/Prep Unit   1. **GAS METER**   Outside at the front of the school – shifted from under the stairs 2014  **6. CLEARANCE CHECKS**  Office Educators to check OSHC room, Hall, OSHC office, kitchen, children’s toilets and external areas.  ***OSHC COORDINATOR OR INCIDENT CONTROLLER INSTRUCTIONS***  **A. IN THE EVENT OF AN EMERGENCY:**  Locate yourself in the OSHC office, OSHC room or appropriate site.  Establish the nature of the emergency.  With First Aid Officer decide on First Aid Post.  Brief Police/Fire Brigade etc. on their arrival.  Move to evacuation area on completion of the evacuation and establish presence of all Educators, students and others present on site.  Inform Police/Fire Brigade etc. of Educators/student position.  **B. ENSURE THAT THE ASSISTANT INCIDENT CONTROLLER IS FAMILIAR WITH YOUR DUTIES.**  ***Educators Instructions***  **A. ON HEARING THE ALARM YOU ARE TO:**  Collect attendance roll.  Assemble all children in the group and evacuate as per DISPLAN  Proceed to the Basketball Court  Check to ensure all students are present.  Wait for instructions from the OSHC Coordinator/Incident Controller.  **B. STUDENTS IN AREAS OTHER THAN NORMAL OSHC AREAS ARE TO BE:**  Evacuated by Educators member in charge at that time.  Educators in this case collect rolls, move to evacuation area, hand over roll to OSHC Coordinator/Incident Controller for instructions.  ***First Aid Officer Instructions***  **A. IN THE EVENT OF AN EMERGENCY, YOU ARE TO:**  Arrange supervision of your students once they have been evacuated.  Contact the Principal’s Office.  With Principal/Incident Controller, decide on location of First Aid Post, collect First Aid Kit from Administration Educators and establish yourself at the First Aid Post.  Attend to casualties, especially those that are handed over to medical authorities.  Await instructions from Principal/Incident Controller.  ***OSHC Counter Disaster Plan***  **A. AIM**  The aim of this plan is to detail arrangements to cope with the onset of disaster and its resultant effects within the school/OSHC.  **B. CONTROL CENTRE**  Main location is the OSHC Office. Alternative location (dictated by circumstances) is the OSHC Room. |  | |  |

# Parent / family contact information

**Note: To ensure adherence to the provisions of the Information Privacy Act 2000, please remove this section before distributing copies of your EMP to organisations or individuals outside your workplace.**

Please see attached list of contact information in our workplace copy only.

# Children, educators and staff with additional needs

**Note: To ensure adherence to the provisions of the Information Privacy Act 2000, please remove child, educator and staff identifying details from this section before distributing copies of your EMP to organisations or individuals outside your workplace.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Children** | | | | |
| Name | Room / Area | Condition | Assistance needed during an emergency | Who will be responsible? |
| Highlight these children on the original list for workplace copy |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| Educators and Staff | | | | |
| Name | Room / Area | Condition | Assistance needed during an emergency | Who will be responsible? |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| **Additional Needs Summary** | | |
| Additional Needs Category | Number of Students | Number of Educators/Staff |
|  |  |  |
|  |  |  |

# PART 2 – EMERGENCY PREPAREDNESS

# Education and care service/children’s service facility profile

**16.1 General Information**

|  |  |
| --- | --- |
| **Education and care service/children’s service Name** | Brunswick East Primary Out of School Hours Care Service |
| Physical Address | 195a Stewart St, East Brunswick, 3057, Victoria |
| Operating Days | During School Terms; Monday-Friday |
| Operating Hours | Beforecare; 7.30am-9.00am Aftercare; 3.30pm-6.00pm |
| Phone | 03 93872631 |
| Email | oshc@beps.vic.edu.au |
| Fax | 03 93881949 |
| Website |  |
| Number of buildings | 4 |
| Is the facility a designated Neighbourhood Safer Place? | located within the primary school |
| Shelter-In-Place Location |  |
| Number of Children (or approved places) | |  | | --- | | Beforecare; 106 children Aftercare; 106 children per day | |  | |
| Total Number of Educators/Staff | 14 |
| Methods used for communications to our service’s community | Telephone, text, email. |

**16.2 Other services/users of site**

N/A

**16.3 information summary**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Telephones (Landlines)** | | | | | | |
| Location | | Number | | Location | | Number |
| OSHC room | | 03 93872631 | | Next to fridge near sink | | 1 |
| OSHC room | | 03 93872631 | | On top of bookcase | | 1 |
| Hall OSHC office | | 03 93872631 | | On desk next to computer | | 1 |
|  | |  | |  | |  |
|  | | | | | | |
| **Alarms** | Location | | Monitoring Company | | Location of Shut-off Instructions | |
| Fire: | Manual megaphone | | OSHC | | Manual | |
| Intrusion: | Mobiles | | OSHC | |  | |
| Other: | School intercom system | | OSHC or office staff | |  | |
|  |  | |  | |  | |
| **Utilities** | Location | | Service provider | | Location of Shut-off Instructions | |
| Gas / Propane: | Outside at the front of the school | | Energy Australia 133466 | | N/A | |
| Water: | Next to Stewart Street gate/OSHC gate | | Yarra Valley Water 131721 | | N/A | |
| Electricity: | Main board- Office foyer  Substations- Library  - Hall  - Prep unit | | Energy Australia 133466 | | N/A | |
| **Sprinkler System** | | | | | | |
| Location of Control Valve: | | | N/A | | | |
| Location of Shut-off Instructions: | | | N/A | | | |
| **Building and site hazards** | | | | | | |
| **Hazard Description** | | | | **Location** | | |
| |  | | --- | | Gas heaters | | | | | OSHC room, art room, library and hall | | |
| |  |  | | --- | --- | | Gas Stove |  | | | | | Hall kitchen | | |
| |  |  | | --- | --- | | Cleaning products |  | | | | | OSHC Kitchen sink cupboard (kept locked), hall kitchen sink cupboard (kept locked). | | |
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# Risk assessment

This table lists the identified hazards to our education and care service/children’s service, assessment of the risks associated with those hazards and how we reduce their impact.

\*Please note that under regulation 168(2)(e) of the National Regulations, services operating under the NQF must have emergency procedures that are based on a risk assessment that is conducted to identify potential emergencies that are relevant to the service.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. **Identified Hazard** | 1. **Description of Risk** | 1. **Current Risk Control Measures Implemented at our Service** | 1. **Risk Rating** | | | 1. **Treatments to be Implemented**   **Measures to be taken by our service to eliminate or reduce impact of the risk** | 1. **Revised Risk Rating**   **After implementing Treatments** | | |
| **Consequence** | **Likelihood** | **Risk Level** | **Consequence** | **Likelihood** | **Risk Level** |
| **Accident or serious injury to child or staff member where medical attention or hospitalisation is required** | **Probable Cause:**  *Identify the key cause/s e.g.:*  A child falling off playground equipment or injuring themselves during play/ sports activities or  An educator hurting themselves in the workplace  **Probable Consequences:**  *Identify the key consequence/s e.g.:*  Risk of physical injury or death. | * Active supervision is practised with all outdoor/indoor play activities, 1:15 ratio. * Rules are discussed for safety reasons when playing organised sports/games with staff and children. * Soft-fall is regularly maintained by the school. * Daily Safety checklists are maintained. * Educators receive current training in First Aid Level 2, CPR, Anaphylaxis and Asthma response. * Educators attend to accidents and give first aid, children are closely monitored if an accident is deemed serious, and parents are called. * An ambulance will be called in the event of a serious accident. * Parents are always called if the child has had a head injury, or suspected broken bone. * All injuries attended are written up on an accident/incident form, and a copy is given to parents. * Educators are trained in OH&S and engage in safe work practices. * In Winter, as daylight hours get shorter, children will be brought in from the playground earlier to improve visibility. * Improvements on dividing physical team games (such as dodgeball) into groups of older and younger children. * Care taken to supervise children straight away when they leave the hall to go out to the yard after afternoon tea. * Processes will be developed so that supervision of active play will be directed more to contained areas in the playground, each educator to keep their group for longer periods of time before moving to another area. * Use of personal protective equipment- helmets, padding etc. | Moderate | Possible | Medium |  |  |  |  |
| Abuse of students by employees | **Probable Cause:**  *Identify the key cause/s e.g.:*  Physical, sexual and/or emotional abuse by an educator  **Probable Consequences:**  *Identify the key consequence/s e.g.:*  Physical and/or psychological harm to  children | * Working with Children Check required for all educators, visiting volunteers and facilitators. * VIT Registration for all teachers. * Sign in and out procedure for all contractors and visitors. * Appropriate levels of supervision. * Mandatory reporting of incidents. * Educators regularly to receive training in Child Safe standards and procedures. | Moderate | Rare | Low |  |  |  |  |
| Fatal incident involving a child, family member or staff member at the OSHC service | **Probable Cause:**  *Identify the key cause/s e.g.:*  A serious accident involving a child or educator or  A fatality as the result of an illness. (e.g. anaphylaxis, heart attack)  **Probable Consequences:**  *Identify the key consequence/s e.g.:*  Death, psychological trauma to other children, and/or educators. | |  | | --- | | * Educators receive current training in First Aid Level 2, CPR, Anaphylaxis and Asthma response. * Educators attend to accidents and give first aid, children are closely monitored if an accident is deemed serious, and parents are called. * An ambulance will be called in the event of a serious accident * Parents are always called if the child has had a head injury, or suspected broken bone. * All injuries attended are written up on an accident/incident form, and a copy is given to parents. * Educators are trained in OH&S and engage in safe work practices. | | * If an emergency results in the death of a child, educator or other adult, it will be distressing for all involved. It is important that the needs of children and adults are the priority. Children will be removed from the area and educators to be open and honest with the children that they are concerned about the individual’s wellbeing. * The Nominated Supervisor must call emergency services immediately. If the situation involved a child at an education and care service, the Nominated Supervisor must contact the family and state that there has been an emergency situation involving their child. An ambulance will be called and will meet with parents/carers at the hospital. Only medical services and practitioners can pronounce a person as deceased. * The education and care service must ensure that they follow Regulatory requirements for notification and records relating to emergency situation involving children or staff. * All serious and fatal incidents will be reported to the Department of Education. * Children and educators who witnessed a fatal incident will be offered trauma counselling. | | Severe | Rare | Medium |  |  |  |  |
| Intruder | **Probable Cause:**  *Identify the key cause/s e.g.:*  Unknown/known person entering the facility and demonstrating threatening behaviour due to*:*   * Police operation/siege, pursuit of an offender * Drug affected or mentally unstable person * Armed intruder * Custodial/Parent dispute.   **Probable Consequences:**  *Identify the key consequence/s e.g.:*  Physical and/or psychological harm to educators, staff and/or children. | * Supervised entry into the early childhood service during outside play times. * Visitors must report to coordinator/reception and sign in using the Visitor Register. * Back gates are locked at 4.00pm (Glenda’s Gate) * Lockdown/lockout/ evacuation procedures are regularly practiced. * Procedures for responding to Intruder incident are readily accessible to educators and staff in case of emergency. * Educators and staff carry their mobile phones for communication in case of an incident/emergency. * Values of mutual respect and acceptable parent behaviour are communicated e.g. via email and in the OSHC newsletters. * Encouraging engagement of parents in the service’s activities with Working with Children Checks in place. * In relation to court orders / custody papers: the service maintains a register of current documents. * Parents are advised of the service’s relevant processes and duty of care to other children, educators and staff. * The early childhood service will provide training for educators and staff in managing aggressive people/diffusing tense situations. * Educators and staff will share information on a ‘need to know’ basis concerning parent issues. * The service will develop a process and pre-determined actions to discretely alert others of an intruder. * Educators will be trained to manage intruders on the facility’s grounds. * Where educators and staff feel the need for support in arranged meetings with parent/s   two educators/staff will attend where possible.   * Educators and staff will use a signal to obtain support from another staff member. * An appropriate room will be selected for meetings where possible e.g. one with two exit points. * Where necessary, the service will seek legal advice regarding obtaining a trespass order for parents who use threatening behaviour. * If there is an escalation of Intruder incidents, the service will consider: liaising with local police to arrange a prompt response to any call for assistance, and putting in CCTV. | Major | Possible | High | * Consider locking gates after a certain time | Moderate | Possible | Medium |
| Lost, missing, unaccounted for or abandoned child | **Probable Cause:**  *Identify the key cause/s e.g.:*  Child leaving the program on their own, without parent permission or  Child not being picked up  **Probable Consequences:**  *Identify the key consequence/s e.g.:*  Physical and/or psychological harm to children. Psychological stress to educators, parents/carers of child. Risk of abduction or injury. | * Attendance Roll is taken at the beginning of afternoon tea and parents/guardians called if children have not turned up who are booked in on that day * Before care roll is called before children leave to go to their classes for the day * Active supervision of children is practised by educators at all times 1:15 ratio, educators do regular headcounts * Educators make lists of children who are going to different rooms in the school such as the library or art room for activities and placed at the attendance roll. * Supervision of gate during outside play times * Parents sign out on roll when children are picked up. This is then checked at the end of every day, parents are called if a child has not been signed out. * If a child is left at the program, two educators to stay with them until a parent or person on their contact list comes to pick them up. * If no response, educators to continue contacting the family and emergency contacts; If still there is no response, reassure the child and contact the local police as per policy. * Educators will help the police with their enquiries; If there is still no response from contacts this becomes a police matter. The child is to be left with the police. * Educators will advise police of any special dietary, medical or emotional concerns the child may have. * Educators’ contact details to be left with police for any follow up questions; and a mandatory report will be necessary if there is evidence of parental neglect. * Educators will know children’s names, and communicate with parents daily. * New Prep students are to be introduced to the OSHC program slowly as part of their orientation program, beginning with eating afternoon tea separately in a room away from the busy hall. They are guided by educators in learning the boundaries, buddied up with older children, and handed over to other educators’ activities during first term, while they are still getting used to the program. * Extra staffing is available for children requiring inclusion support, and they will be able to have 1:1 supervision when necessary. * Educators receive training on special needs, including ASD, trauma and hearing impairments and will regularly communicate to each other about the needs of our children who require inclusion support. | Major | Rare | Medium | * As the service grows in size, we will consider the use of technology such as signing in/out on IPADs to keep track of which areas children are going to at the program * Processes will be developed so that supervision of active play will be directed more to contained areas in the playground, each educator to keep their group for longer periods of time before moving to another area |  |  |  |
| **Traffic accident** | **Probable Cause:**  *Identify the key cause/s e.g.:*  Child running out onto the road and being hit by a car or  a vehicle crashing through the school fence.  Busy road on Nicholson street side of the school, has often fast and congested city traffic at peak hour times (when OSHC is open.)  **Probable Consequences:**  *Identify the key consequence/s e.g.:*  Physical and/or psychological harm to educators, staff and/or children. Risk of physical injury or death. | * Active supervision of children is practised by educators at all times 1:15 or less ratio. * Supervision of gate during outside play times. * Except for rare occasions, children play on the other side of the playground to the busy road. * Children are educated in basic road safety and encouraged to cross at the school crossings. * The school actively reminds families about driving safely and slowly around the school at all times. | Severe | Rare | Medium | * Moreland Council has recently changed the speed limit on Nicholson st. from 60kms<40kms; April 2017 – with heavy signage * Consider locking gates after a certain time |  |  |  |
| **Building Fire** | **Probable Cause:**  *Identify the key cause/s e.g.:*  A building fire resulting from:   * Stored chemicals such as cleaning fluids. * Exploding gas tank. * Faulty electrical wiring. * Faulty electrical equipment.   **Probable Consequences:**  *Identify the key consequence/s e.g.:*  Risk of injury from burns or smoke inhalation. | * Fire services equipment (fire hose reels, fire extinguishers, fire blankets, hydrants) are tested and tagged as per Australian Standards on an annual basis. * Test communication systems (PA system) on a regular basis. * A fire blanket (tested and tagged to Australian Standards) is available in all kitchen areas. * All electrical equipment is tested and tagged as per Australian Standards and that frayed leads, damaged equipment and so on are disposed of in an appropriate manner. * EMP in place with procedures for evacuation in event of a fire. * Evacuation procedures are regularly practiced – once per term. | severe | rare | medium |  |  |  |  |
| Severe Weather Event | **Probable Cause:**  *Identify the key cause/s e.g.:*  A severe weather event could result from:   * Electrical storm causing fire * High winds causing roof to collapse, limbs to fall from trees and airborne debris shattering windows * Rain inundation resulting in unsafe electrical wiring/loss of power and communications.   **Probable Consequences:**  *Identify the key consequence/s e.g.:*  Risk of injury or death. | * Regular scheduled maintenance to roofs/gutters/drains to keep clear. * Liaison with SES/local government to identify potential local risks. * Contingency for storage of equipment/materials if necessary. * On the basis of weather forecast, secure loose objects in open areas e.g. play equipment and garbage bins. * Communications tested. * Utility shut-off instructions/points are known. * Back up communications and contact lists maintained in case power fails. * Condition of large trees regularly checked and/or removed. * Shade sail structures regularly checked. * EMP – severe weather event procedure in place. | Major | Unlikely | Medium | * Leaks in roof of hall to be fixed in the future |  |  |  |
| Hazardous Substance Release (Inside and Outside school grounds) | **Probable Cause:**  *Identify the key cause/s e.g.:*  Fire or leak at nearby factory or house.  Road accident involving a vehicle transporting a hazardous substance.  Leaking fuel storage at facility.  **Probable Consequences:**  *Identify the key consequence/s e.g.:*  Risk ofillness/death. | * Chemicals onsite are kept to a minimum and in small amount and are low risk. * Safe work procedures for handling chemicals are followed. * Appropriate storage and segregation of Dangerous Goods and Hazardous Substances * Emergency evacuation drills are scheduled and practiced on a regular basis. * Material Safety Data Sheets (MSDS) for all Dangerous Goods and Hazardous Substances on-site from the supplier/manufacturer or [Chemwatch](https://edugate.eduweb.vic.gov.au/Services/HR/Pages/ChemwatchMSDSdb.aspx) are followed. * EMP – evacuation procedure in place. * Provision of personal protective equipment(e.g. gloves, goggles etc) * Provision of spill kits. | Major | Rare | Medium |  |  |  |  |
| Burst water main or pipe | **Probable Cause:**  *Identify the key cause/s e.g.:*  A leak in old plumbing  Burst water main near the school gates  **Probable Consequences:**  *Identify the key consequence/s e.g.:*  Risk of flooding the program, injury to children and/or staff | * Regular scheduled maintenance to plumbing of water pipes. * Emergency evacuation drills are scheduled and practiced on a regular basis. * Utility shut-off instructions/points are known. EMP – evacuation procedure in place. | Major | Rare | Medium |  |  |  |  |
| Food Poisoning | **Probable Cause:**  *Identify the key cause/s e.g.:*  Serving the children food which has been contaminated with bacteria  **Probable Consequences:**  *Identify the key consequence/s e.g.:*  Risk of gastro-intestinal illness, and death in severe cases. | * Food Safety Plan is followed and licensed by Moreland Council to operate a food program. Spot checks are undertaken annually. * Educators receive food safety training and practise safe food handling procedures. * Basic hygiene measures are in place. * There is convenient access to water and liquid soap and/or alcohol-based sanitiser. * High risk foods are kept to a minimum. * Food is served with tongs, to lessen contact with hands * Reheated frozen food is checked by thermometers to ensure being fully warmed through. * Provision of fridge/freezer/stove/oven to ensure appropriate storage of potentially hazardous foods (i.e. safe temperature range of 5ºC or colder, 60ºC or hotter), fresh products not stored above cooked products etc.) * Different coloured chopping boards are used, to prevent cross contamination. * Food suppliers are recorded, and food is regularly checked for freshness. * Food is offered to the children for a limited amount of time within the Food Safety guidelines, then discarded. * Children are encouraged to practice hygienic practices around food consumption. * Supervision of children while eating, handling and cooking food. | Major | Possible | High | * Kitchen staff to attend food safety training * Increase rigorous cleaning practices and have a system for regular internal audits * Minimise or remove high risk foods | m  Major | Unlikely | Medium |
| Pandemic | **Probable Cause:**  *Identify the key cause/s e.g.:*  Strain of influenza virus for which there is no vaccine available in Victoria.  **Probable Consequences:**  *Identify the key consequence/s e.g.*  Risk to health and/or death in severe cases. | * Basic hygiene measures are in place and posters are displayed at the beginning of flu season (April). * There is convenient access to water and liquid soap and/or alcohol-based sanitiser. * Staff and students are educated about covering their cough to prevent the spread of germs. * Infected employees/students to be referred for medical treatment/advice and remain at home until they are no longer contagious. * Employees, students and parents are provided with information on the signs and symptoms of communicable diseases. * Implement Human Influenza Pandemic Incident response procedures as required. | Severe | Rare | Medium |  |  |  |  |
| Food Allergies | **Probable Cause:**  *Identify the key cause/s e.g.:*  A child withanaphylaxis is exposed to an allergen through contact with food  **Probable Consequences:**  *Identify the key consequence/s e.g.*  Anaphylactic reaction, illness and possible death | * Workplace ban on all nut containing food products. * Restrictions on the use of high risk food products (e.g. peanuts, peanut butter etc.) * Supervision of students at meal times, no food to be shared from home. * Medical records of students. * Regular checks of children’s epipen use by dates. * All staff attend training on anaphylaxis awareness. | Major | Unlikely | Medium |  |  |  |  |
| Animal and insect bites and allergic reactions to vegetation | **Probable Cause:**  *Identify the key cause/s e.g.:*  Bite from snakes, spiders, bees or wasps etc. or  Hayfever, and grass allergies.  A child with anaphylaxis bitten by an insect or affected by an allergen  **Probable Consequences:**  *Identify the key consequence/s e.g.*  Physical harm  Allergic reaction, anaphylactic reaction, illness and possible death | |  | | --- | | * Alternative activities for students with allergies if needed. * Selection and planting of low irritant/non- poisonous varieties of plants by the school. * Grounds maintenance program. * Supervision of children in outdoor areas. * Procedure for isolation of animals (e.g. snake) on site. * All staff attend regular first aid and anaphylaxis awareness training * Medical information and records for each student (e.g. anaphylaxis and asthma action plans) * Regular checks of children’s epipen use by dates. | | Major | Unlikely | Medium |  |  |  |  |
| Bomb, Chemical or Biological Threat | **Probable Cause:**  *Identify the key cause/s e.g.:*  Unknown/known person contacting the program and making a threat to explode a bomb  Or release a harmful chemical or biological substance  **Probable Consequences:**  *Identify the key consequence/s e.g.*  Risk of injury and/or death of children and educators. | * Supervised entry into the early childhood service during outside play times. * Visitors must report to service manager/reception and sign in using the Visitor Register. * Lockdown/lockout/ evacuation procedures are regularly practiced. * Procedures for responding to Bomb Threat situation incident are readily accessible to educators and staff in case of emergency. * Educators and staff carry mobile phones. | Severe | Rare | Medium |  |  |  |  |
| Siege/Hostage situation | **Probable Cause:**  *Identify the key cause/s e.g.:*  Unknown/known person entering the facility and taking hostages or enacting a siege due to*:*   * Police operation/siege, pursuit of an offender * Drug affected or mentally unstable person * Armed intruder * Custodial/Parent dispute. * An act of terrorism   **Probable Consequences:**  *Identify the key consequence/s e.g.*  Physical and/or psychological harm to educators, staff and/or children. | * Supervised entry into the early childhood service during outside play times. * Visitors must report to service manager/reception and sign in using the Visitor Register. * Lockdown/lockout/ evacuation procedures are regularly practiced. * Procedures for responding to Siege/Hostage situation incident are readily accessible to educators and staff in case of emergency. * Educators and staff carry mobile phones. * Values of mutual respect and acceptable parent behaviour policy are communicated and regularly reinforced e.g. at parent forums and in the newsletters. * Encouraging engagement of parents in the service’s activities. * In relation to court orders / custody papers:   + the service maintains a register of current documents   + parents are advised of the service’s relevant processes and duty of care to other children, educators and staff. * Educators and staff will share information on a ‘need to know’ basis concerning parent issues. * The service will develop a process and pre-determined actions to discretely alert others of an intruder. * Educators will be trained to manage intruders on the facility’s grounds. | Severe | Rare | Medium | * The OSHC service will provide training for educators and staff in managing aggressive people/diffusing tense situations. |  |  |  |
| **Burns from contact with hot objects/liquids (e.g. using cooking appliances, washing dishes, making coffee etc.)** | **Probable Cause:**  *Identify the key cause/s e.g.:*  Cooking appliances (e.g. ovens, stove tops etc.) and wash facilities  **Probable Consequences:**  *Identify the key consequence/s e.g.*  Physical harm and injury | * Supervision/education of students and employees. * Informal risk assessment of cooking appliance used. * Preventative maintenance of hot water systems. * Provision of personal protective equipment (e.g. oven mitts, aprons etc) | Minor | Likely | Medium |  |  |  |  |
| **Burns from radiation** | **Probable Cause:**  *Identify the key cause/s e.g.:*  Sunburn (UV radiation), exposure to microwaves  **Probable Consequences:**  *Identify the key consequence/s e.g.*  Physical harm and injury to children and/or educators | * Sunsmart policy to include the mandatory wearing of hats outside by staff and students (April to September). * Ensure appropriate personal protective equipment is used during outdoor activities (e.g. sunscreen, hats, long sleeve tops, sunglasses etc.) * Shade creation by tree cover. * Safe work procedures followed for microwave use by staff. | Minor | Possible | Medium |  |  |  |  |
| **Cuts from sharps (e.g. knives, scissors, Stanley knives etc)** | **Probable Cause:**  *Identify the key cause/s e.g.:*  Use of kitchen knives, scissors, Stanley knives etc.  **Probable Consequences:**  *Identify the key consequence/s e.g.*  Physical harm and injury to children and/or educators | * Safe storage of knives and other sharp equipment. * Pre task risk assessment. * Education and training of employees and students. * Proper supervision of students during cooking and art/craft activities. * Maintenance of knives. * Knives to be stored out of children’s reach in the kitchen. * Suitable footwear as part of uniform policy. * Provision of smaller scissors and tools for children’s use. | Minor | Likely | Medium |  |  |  |  |
| **Manual Handling** | **Probable Cause:**  *Identify the key cause/s e.g.:*  Storage, handling and transport of materials, plant and equipment (e.g. transporting awkward/heavy loads, items stored inappropriately above shoulder height etc.)  **Probable Consequences:**  *Identify the key consequence/s e.g.*  Physical harm and injury to children and/or educators | * Design of storage areas (e.g. shelving and cupboards appropriate for purpose) * Lockers for students. * Manual Handling Procedure. * Education and training of staff and students on manual handling techniques and appropriate storage practises (e.g. frequently accessed or heavy items should be stored between shoulder and knee height, group lifting etc) * For removal of objects from up high (e.g. balls from off the roof) one staff member has a current ladder license. | moderate | possible | medium |  |  |  |  |
| **Slips, Trips and Falls** | **Probable Cause:**  *Identify the key cause/s e.g.:*  Slip Trip or Fall hazards (e.g. loose carpet/flooring, pot holes, cracks in concrete, furniture and stored objects, cables, kerbing, poor slip resistance/condition of floor surface, stairs, playground equipment etc.)  **Probable Consequences:**  *Identify the key consequence/s e.g.*  Physical harm or injury to children and/or educators | * Removal of trip hazards. * Modified equipment to reduce potential height of falls. * Non slip mats placed at the entrance to rooms. * School to ensure appropriate soft fall (minimum 300mm deep) /padding is installed in playground fall zones. * Incident and hazard reporting. * Workplace checklists of maintenance issues done daily. * Lighting at stairs regularly checked. | likely | minor | medium |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 18   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | Type of Drill | Person Responsible | Target Date  &  Date Drill Performed | Observer’s Record Completed\*  ✓ | | **Term 1** | Emergency Evacuation (on-site) | Phyllis Emonson | TBA |  | | **Term 2** | Emergency Evacuation (on-site) | Phyllis Emonson | TBA |  | | **Term 3** | Emergency Evacuation (off-site) | Phyllis Emonson and  Ranita Swamy | TBA |  | | **Term 4** | Emergency Evacuation (on-site) and lockdown procedure drill | Phyllis Emonson and  Ranita Swamy | TBA |  |   Emergency Management Plans are required to be tested regularly. Facilities on the Bushfire at Risk Register (BARR) should test their evacuation procedures and drills at least once per term during the October to March bushfire season. |

# Emergency response drills schedule

# Emergency kit checklist

|  |  |  |
| --- | --- | --- |
| **Our Emergency Kit Contains:** | | ✓ |
| Children’s data and parent contact information (contained in EMP) | | ✓ |
| Children, education and staff with additional needs list (contained in EMP) including any children’s medications | | ✓ |
| Enrolment records including authorisations and parent contact details | | ✓ |
| Education/staff contact information | | ✓ |
| Traffic/emergency safety vest and tabards | | ✓ |
| Facility keys | | On staff |
| Standard portable First Aid Kit. Refer to [First Aid Kits Contents Checklist](http://www.education.vic.gov.au/Documents/school/principals/governance/firstaidkitschecklist.doc) | | ✓ |
| A charged mobile phone and charger/s | | All staff carry charged mobile phones |
| Torch with replacement batteries (or wind up torch) | | ✓ |
| Whistle | | ✓ |
| Portable battery powered radio | | Can use mobile phone radios |
| Copy of facility site plan and EMP including evacuation routes | | With EMP |
| Bottled water | | ✓ |
| Portable non-perishable snacks such as sultanas, dried fruits and energy bars | | ✓ |
| Sunscreen and spare sunhats | | ✓ |
| Plastic garbage bags and ties | | ✓ |
| Toiletry supplies | | ✓ |
| Other | |  |
|  | |  |
| **Date Emergency Kit checked:** | 16/10/19 | |
| **Next check date:** | 16/10/20 | |

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| --- |
|  |

# Emergency Management Plan completion checklist

This EMP Completion Checklist has been developed for use as a ‘final check’ to assist you to confirm that you have completed all the components of your EMP.

Please note that it is your responsibility to identify potential local hazards to your facility, assess the risks these pose and develop measures to reduce or mitigate the risks to your early childhood service community.

**Final Check Completed by: Date:**

|  |  |  |
| --- | --- | --- |
| **Component** | **🗸 🗴** | **Action Required** |
| **Cover page** |  |  |
| Approved Provider/Licensee name, service address, EMP issue date, EMP review date, BARR status, fire district have been specified. (see front cover page) |  |  |
| **Distribution list** |  |  |
| Distribution list has been completed. |  |  |
| **Contact numbers and Communications Tree** |  |  |
| Appropriate key local community contact numbers have been added for example Fire, Ambulance, Police, local government, nearest hospital. (see page 5) |  |  |
| Key contact numbers for internal staff have been added. |  |  |
| Approved Provider/Licensee or Person with Management or Control/Licensee Representative and DET regional contact numbers are included. |  |  |
| **Communications Tree** detailing process for contacting emergency services, staff and parents included. |  |  |
| **Incident management team** |  |  |
| An Incident Control structure has been identified, with appropriate persons assigned and contact details provided. |  |  |
| Responsibilities are clearly defined and back up names included for each position on the IMT. |  |  |
| **Evacuation, lockdown, lockout and shelter-in-place procedures** |  |  |
| Procedures that are specific to the early childhood service’s processes have been completed for: |  |  |
| * Evacuation on-site |  |  |
| * Evacuation offsite |  |  |
| * Lockdown |  |  |
| * Lockout |  |  |
| * Shelter-in-place |  |  |
| **Emergency response procedures** |  |  |
| Localised emergency response procedures have been developed for specific emergencies in-line with the hazards/threat identified in the risk assessment. |  |  |
| **Staff trained in first aid** |  |  |
| Staff trained in first aid list is included. |  |  |
| **Area map and evacuation diagram** |  |  |
| The area map is clear and easy to follow. |  |  |
| The area map has:   * two evacuation assembly areas on-site |  |  |
| * external evacuation routes |  |  |
| * surrounding streets and safe exit points marked |  |  |
| * emergency services access points marked |  |  |
| **Evacuation diagram** |  |  |
| The evacuation diagram is clear and easy to follow |  |  |
| The evacuation diagram has:   * a pictorial diagram of the floor or area (at least 200mm x 150mm in size, A3) |  |  |
| * a title, for example EVACUATION DIAGRAM |  |  |
| * the ‘YOU ARE HERE’ location |  |  |
| * the designated exits, which shall be in green |  |  |
| * hose reels, marked in red |  |  |
| * hydrants, marked in red |  |  |
| * extinguishers, marked in red |  |  |
| * designated shelter-in-place location |  |  |
| * date plan was validated |  |  |
| * location of primary and secondary assembly areas |  |  |
| * a legend. |  |  |
| **Parent contact information** |  |  |
| Parent contact information has been obtained and is up to date. |  |  |
| **Children, educators and staff with additional needs list** |  |  |
| Children, educators and staff with additional needs have been identified and strategies put in place for these persons where they require assistance in the event of an emergency. |  |  |
| **Profile** |  |  |
| Profile has been populated and reflects the service’s buildings, utilities etc. |  |  |
| **Risk assessment** |  |  |
| Potential local hazards have been identified. |  |  |
| Risks have been rated and risk assessments included. |  |  |
| Local mitigations/controls have been specified. |  |  |
| **Emergency drill schedule** |  |  |
| Drills have been scheduled once per term (quarterly) for different types of emergencies |  |  |
| **Emergency kit checklist** |  |  |
| Emergency Kit Checklist has been developed with education and care/children’s service’s requirements. |  |  |