

Emergency Management Plan 2022-2023

St Paul's Anglican Kindergarten



Physical Address	29 Highfield Road Canterbury 3126
Phone Number	(03) 9830 1117
Email Address	office@stpaulskinder.org.au
DET Region	North Eastern Region
Bureau of Meteorology/Fire District	Central
Is the service on the Bushfire- At-Risk Register?	No
Service SE Number	SE-00002846
Provider Number	PR-00001827
Approved Provider/Licensee Approving Plan	Pamela Nasiakos
Date Plan Approved	15 March 2022
Next Plan Review Date	16 February 2023

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1. Purpose

The purpose of this Emergency Management Plan (EMP) is to provide details of how St Paul's Anglican Kindergarten will prepare for and respond to emergency situations.

2. Scope

This EMP applies to all educators, staff, children, visitors, contractors, and volunteers at St Paul's Anglican Kindergarten.

3. Distribution

A copy of our plan has been distributed to:

Name	Position Title and Organisation Name	Date Sent	Email Address or Postal Address
Rachel McDougal	President	March 2022	vicar@stpaulscanterbury.org.au
Pamela Nasiakos	Vice President	March 2022	vp@stpaulskinder.org.au
Toula Kladouhos	Nominated Supervisor Educational Leader	March 2022	toula@stpaulskinder.org.au
Georgia Stryker	Secretary	March 2022	Secretary@stpaulskinder.org.au
Tara McMillan	OH&S representative	March 2022	tmcmillan4@gmail.com
Sarah Wilson	4-year-old Early Childhood Teacher	March 2022	Sarah@stpaulskinder.org.au
Lauren Hurst	Educator/ Office Duties	March 2022	office@stpaulskinder.org.au
Kate Elsbury	Educator	March 2022	office@stpaulskinder.org.au
Nat Coulson	3-year-old Activity Group Leader	March 2022	Nat@stpaulskinder.org.au
Rita Earl	4-year-old Early Childhood Teacher	March 2022	rita@stpaulskinder.org.au
Hazel Lu	Educator	March 2022	office@stpaulskinder.org.au
Alison D'Amico	Educator	March 2022	office@stpaulskinder.org.au
Rania Drakopoulos	Diploma Educator	March 2022	office@stpaulskinder.org.au
Mel Prior- Hocking	Early Childhood Teacher	March 2022	office@stpaulskinder.org.au
Julie O'Mahony	Early Childhood Teacher		office@stpaulskinder.org.au
Winnie Fung	Diploma Educator		office@stpaulskinder.org.au

PART 1– EMERGENCY RESPONSE

4. In case of emergency

In an Emergency	
<i>Call</i> Police, Ambulance, Fire Services	000
<i>For Advice call your</i> Approved Provider/Licensee or Person with Management or Control/Licensee Representative	Approved provider SE-00002846 Pamela Nasiakos Vice President 9830 1117 Toula Kladouhos Nominated Supervisor 9830 1117
<i>Convene your</i> Incident Management Team	

5. Emergency contacts

5.1 Emergency services

In an emergency requiring **Police, Ambulance and Fire Services** attendance call **000**.

5.2 Our early childhood service contacts

Key Roles	Name	Phone	Phone (After Hours)	Mobile
Approved Provider/Licensee or Person with Management or Control/Licensee Representative	Pamela Nasiakos	98301117		04XX XXX XXX
Responsible Person/Primary Nominee	Toula Kladouhos	98301117		04XX XXX XXX
First Aid Officer	Sarah Wilson	98301117		04XX XXX XXX
OHS Representative	Tara McMillan	9830117		04XX XXX XXX
Logistics Officer	Nat Coulson	9830117		04XX XXX XXX
Planning Officer	Lauren Hurst	9830117		04XX XXX XXX
Communications officer	Rita Earl	9830117		04XX XXX XXX
Operations Officer	Rania Drakopoulos	9830117		04XX XXX XXX

5.3 Key organisational and DET regional contacts

	Name	Phone	Mobile
Quality Assessment and Regulation Division (QARD) Area Team	Eastern Metropolitan Area	1300 651 940	
Regional Department of Education and Training (DET) Manager, Operations and Emergency Management	North Eastern Region	7505 3623	0448 284 749

5.4 Local/other organisations contacts

	Phone
Police Station 317 Camberwell Rd, Camberwell, VIC, 3124	(03) 9882 0688
Hospital/s Box Hill Hospital, Nelson Rd, Box Hill. VIC, 3128	1300 342 255 (03) 9895 3333
Gas AGL	132 691
Electricity CitiPower	131 280
Water Corporation Yarra Valley Water	1300 651 511
Facility Plumber Martin Haslinghouse	0417 039 419
Facility Electrician Laser Electrics	(03) 8520 9555
Local Government City of Boroondara	(03) 9278 4444
SES (flood, storm and earthquake)	13 25 00

5.5 Bus emergency contacts

Bus emergency contacts			
Bus Route Name and Number	Bus Company	Contact Name	Phone/Mobile
N/A	N/A	N/A	N/A

5.6 Reporting requirements

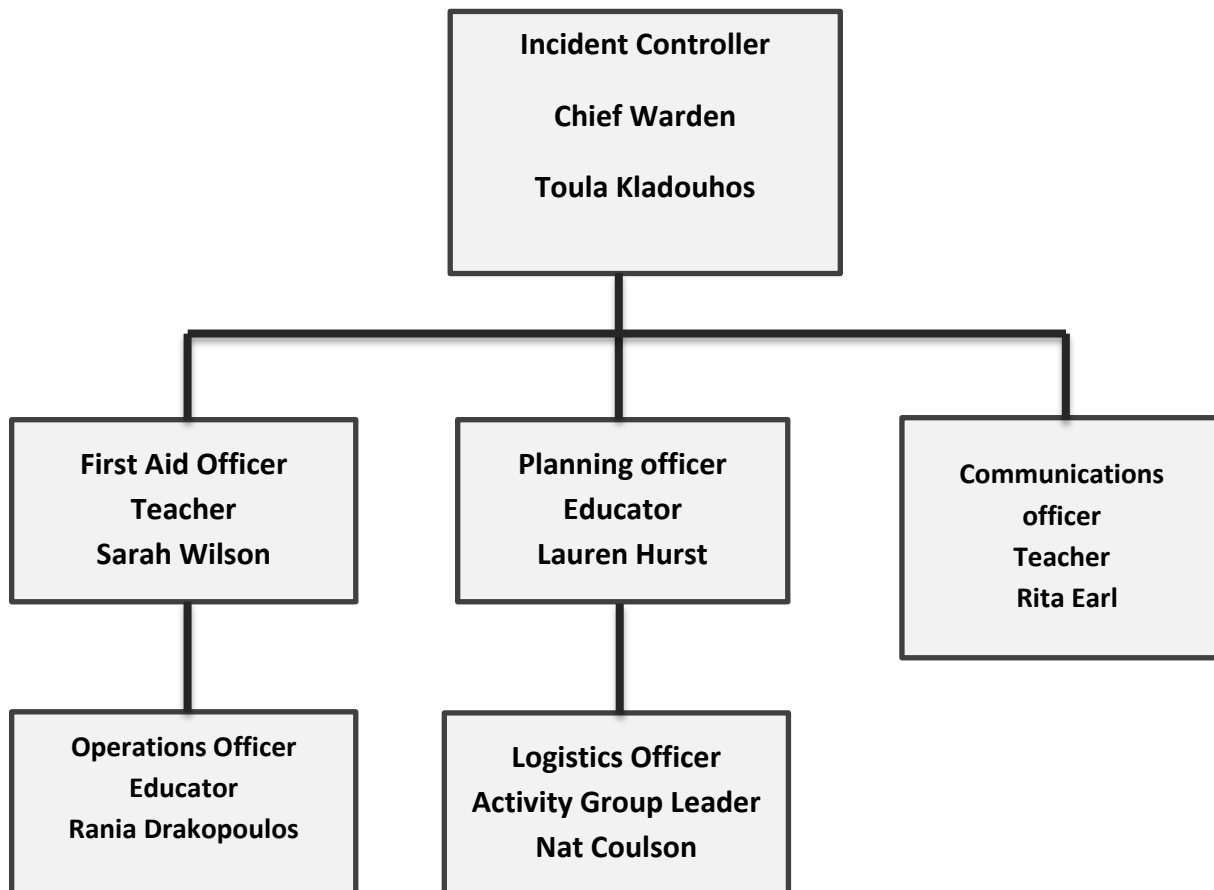
Early childhood services are reminded that they must report serious incidents to the relevant DET QARD Area Team in accordance with relevant regulatory requirements.

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

- [Education and care services](#) operating under the National Quality Framework (NQF), which include kindergartens (pre-school), long day care services, outside school hours care services and family day care services
- Notifications of serious incidents, incidents and complaints must be submitted online via the [National Quality Agenda IT System \(NQA ITS\)](#)
- To make notifications, see: [Notification types and timeframes | ACECQA, The National Quality Agenda IT System \(NQA ITS\)](#) or call: 1300 307 415. For more information, see [Regulation and Quality Assessment](#)
- **Children's services** operating under the *Children's Services Act 1996* (Children's Services Act), which include:
 - limited hours services (where children attend for a short period of time)
 - former Budget Based Funded services not funded for Child Care Subsidy
 - occasional care services
 - early childhood intervention services
 - mobile services
 - school holiday care programs that operate for up to 28 days a year.
 - refer to page 6 *Serious incidents* available at: [New regulatory requirements for Children's Services - Fact sheet](#).

6. Incident Management Team

6.1 Incident Management Team (IMT) structure



6.2 Incident Management Team contact details

IMT Role/Activities		Primary Contact		Back Up Contact
Chief Warden/ Early Childhood Commander	Name	Toula Kladouhos	Name	Rachel McDougall
	Phone/Mobile	98301117	Phone/Mobile	98300729
Planning tasks will be performed by:	Name	Lauren Hurst	Name	Nominated Person in Charge
	Phone/Mobile	98301117	Phone/Mobile	98301117
Operations (Area Warden) tasks will be performed by:	Name	Rania Drakopoulos	Name	Nominated Person in Charge
	Phone/Mobile	98301117	Phone/Mobile	98301117
Communications tasks will be performed by:	Name	Rita Earl	Name	Nominated Person in Charge
	Phone/Mobile	98301117	Phone/Mobile	98301117
Logistics (Warden) tasks will be performed by:	Name	Nat Coulson	Name	Nominated Person in Charge
	Phone/Mobile	98301117	Phone/Mobile	98301117
First Aid tasks will be performed by:	Name	Sarah Wilson	Name	Nominated Person in Charge
	Phone/Mobile	98301117	Phone/Mobile	98301117

7. Incident Management Team responsibilities

Chief Warden/Early Childhood Commander

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 and recovery 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.
- Ensure recovery activities are considered and implemented as required.
- Complete the Post Emergency Record (see Appendix 1).
- Report serious incidents to the relevant DET QARD Area Team in accordance with relevant regulatory requirements. Service agreements also require approved providers to notify DET in the event of a serious incident (see Reporting requirements in the Emergency contacts section).

Planning

Pre- emergency

- Assist the Chief Warden/Early Childhood Commander.
- 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/Early Childhood Commander.
- Act as directed by the Chief Warden/Early Childhood Commander.
- 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 in line with regulatory requirements.

During emergency

- Attend the emergency control point.
- Communicate with the Chief Warden/Early Childhood Commander 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/Early Childhood Commander is notified.
- Direct the Logistics Officer/Wardens to check the floor or area for any abnormal situation.
- Commence evacuation if the circumstances on the 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/Early Childhood Commander or a senior officer of the attending emergency services if the Chief Warden/Early Childhood Commander is not contactable.

Post emergency

- Compile report of the actions taken during the emergency for the debrief.

Communications

Pre- emergency

- Assist the Chief Warden/Early Childhood Commander.
- 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 in line with regulatory requirements.

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/Early Childhood Commander provide instruction and information to staff, children and parents as required.
- At the direction of the Chief Warden/Education Commander provide instruction and information to the staff member responsible for bulk messaging as required.
- Keep a log of events that occurred during the emergency.
- Act as directed by the Chief Warden/Early Childhood Commander.

Post- emergency

- Contact parents as required.
- Collate logs of events completed by all IMT members during the emergency for the debrief and ensure they are secured for future reference.

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.

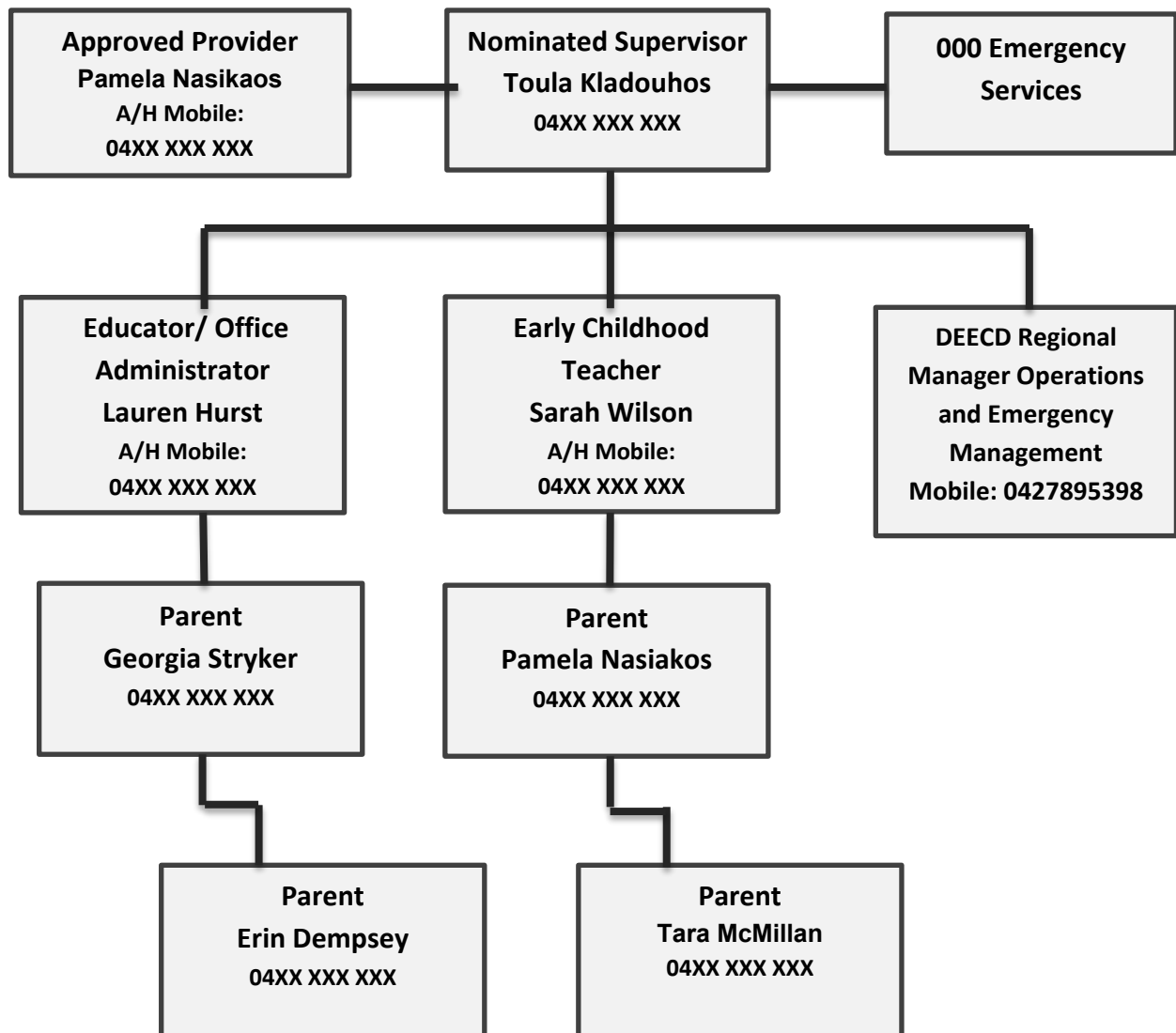
Activities may include the following:

- 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 non-ambulant occupants and those 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/Early Childhood Commander.

Post- emergency

- Compile report of the actions taken during the emergency for the debrief.

8. Communication tree



9. 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 95 (Staff members to have first aid and anaphylaxis management training) of the Children's Services Regulations 2020.

Staff Member	Training	Date Qualified To
Toula Kladouhos	HLTAID004 HLTAID009	01/02/2024 10/02/2023
Lauren Hurst	HLTAID004 HLTAID009	01/02/2024 10/02/2023
Sarah Wilson	HLTAID004 HLTAID009	01/02/2024 10/02/2023
Rita Earl	HLAID004 HLAID009	01/02/2024 10/02/2023
Nat Coulson	HLTAID004 HLTAID009	25/04/2023 10/02/2023
Kate Elsbury	HLTAID004 HLTAID009	01/02/2024 10/02/2023
Alison D'Amico	HLTAID004 HLTAID009	01/02/2024 10/02/2023
Rania Drakopoulos	HLTAID004 HLTAID009	01/02/2024 10/02/2023
Hazel Lu	HLTAID004 HLTAID009	25/04/2023 10/02/2023
Mel Prior- Hocking	HLTAID004 HLTAID009	01/02/2024 10/02/2023
Winne Fung	HLTAID009 HLTAID010 HLTAID011 HLTAID012	12/03/2023 12/03/2023 12/03/2023 13/03/2023

Staff Member	Training	Date Qualified To
Julie O'Mahony	HLTAID009 HLTAID011	10/02/2023 22/03/2025

10. Core emergency response procedures

During an emergency it may be necessary to activate one or a combination of the following five core emergency procedures:

- On-site evacuation (relocation)
- Off-site evacuation
- Lock-down
- Lock-out
- Shelter-in-place

Use the procedures as a basis to develop new emergency procedures for threats/hazards you have identified in your risk assessment.

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 identifying potential emergencies that are relevant to the service. As such, ensure you complete the risk assessment before updating emergency response procedures.

Remember to adapt these pre-populated procedures to ensure relevance to your facility and services.

10.1 On-site evacuation/relocation procedure

When it is unsafe for children, educators, staff and visitors to remain inside the facility, the Chief Warden/Early Childhood Commander 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 **Grassed area in front of St Paul's Anglican Church**.
- Take the child attendance list, educator and staff attendance list, your Emergency Kit/First Aid Kit, a copy of this EMP and an operating telephone or other similar means of communication to enable immediate communication to and from parents/guardians and emergency services.
- 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.
- Report serious incidents to the relevant DET QARD Area Team in accordance with relevant regulatory requirements and service agreement (see Reporting requirements in the Emergency contacts section).

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/Early Childhood Commander 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 **Residence of Greg Smart of 16 Highfield Road Canterbury**.
- Take your emergency kit/first aid kit (including your children, educator and staff attendance lists, a copy of this EMP and an operating telephone or other similar means of communication to enable immediate communication to and from parents/guardians and emergency services).
- 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 (see Appendix 1)
- Report serious incidents to the relevant DET QARD Area Team in accordance with relevant regulatory requirements and service agreement (see Reporting requirements in the Emergency contacts section).

10.3 Lock-down procedure

When an external and immediate danger is identified and it is determined that the children should be kept securely inside the building the Chief Warden/Early Childhood Commander 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 (see Appendix 1)
- Report serious incidents to the relevant DET QARD Area Team in accordance with relevant regulatory requirements and service agreement (see Reporting requirements in the Emergency contacts section).

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/Early Childhood Commander 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.
- Ensure any children, staff, or visitors with medical or other needs and including those that are non-ambulant are supported and have access to any required medications.
- Assemble children, educators, staff and visitors at your nominated on-site evacuation assembly point.
- 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 (Appendix 1)
- Report serious incidents to the relevant DET QARD Area Team in accordance with relevant regulatory requirements and service agreement (see Reporting requirements in the Emergency contacts section).

10.5 Shelter-in-place procedure

When an incident occurs outside the early childhood service and emergency services or the Chief Warden/Early Childhood Commander 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), the Chief Warden/Early Childhood Commander on-site will take charge and activate the IMT if necessary.

- **Call 000** for emergency services and seek and follow advice.
- Move all children, educators, staff and visitors to your pre-determined shelter-in-place location (refer to Guide).
- Take your emergency kit/first aid kit (including your children and educator and staff attendance lists, a copy of this EMP and an operating telephone or other similar means of communication to enable immediate communication to and from parents/guardians and emergency services).
- Check that all children, educators, staff and visitors are accounted for.

- Ensure any children, staff or visitors with medical or other needs and including those that are non-ambulant are supported and have access to any required medications.
- 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 (see Appendix 1).
- Report serious incidents to the relevant DET QARD Area Team in accordance with relevant regulatory requirements and service agreement (see Reporting Requirements in the Emergency contacts section).

11. Response procedures for specific emergencies and critical incidents

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 identifying potential emergencies that are relevant to the service. As such, ensure you complete the risk assessment before updating emergency response procedures.

11.1 Building Fire

- Call **000** for emergency services and seek and follow advice.
- Activate the alert fog horn.
- If appropriate, follow the procedure for **on-site evacuation**.
- Report the emergency immediately to the Chief Warden/Early Childhood Commander who will convene your IMT if necessary.
- 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 evacuation point.
- Evacuate to the **Grassed area in front of St Paul's Anglican Church**, closing all doors and windows.
- Check that all areas have been cleared and notify the Chief Warden/Early Childhood Commander.
- 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.
- Report serious incidents to the relevant DET QARD Area Team in accordance with relevant regulatory requirements and service agreement (see Reporting Requirements in the Emergency contacts section).

11.2 Loss of essential services

When there is a loss of essential services (power, water, communications):

- Determine which services are affected and the extent of the impact.
- Respond to any immediate threat to student and staff safety and isolate/secure buildings/areas if necessary.
- Call 000 if emergency services are required to respond e.g. power lines down in front of school.
- Contact the relevant provider/s to report outage and ascertain when restoration will occur.
- Consider consequential impacts, e.g. power outage will impact on phone lines and IT systems.
- Notify and/or seek advice from your PMC if required.
- Contact parents/guardians as required.
- Report serious incidents to the relevant DET QARD Area Team in accordance with relevant regulatory requirements and service agreement (See reporting requirements in the Emergency contacts section).
- Refer to the school's Business Continuity Management Plan

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/Early Childhood Commander who will convene your IMT if necessary.
- Turn off gas supply if possible.
- 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 **Residence of Greg Smart of 16 Highfield Road, Canterbury (120 meters)**. This may be an off-site location.
- 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.
- Report serious incidents to the relevant DET QARD Area Team in accordance with relevant regulatory requirements and service agreement (see Reporting Requirements in the Emergency contacts section).

11.4 Intruder

- Call 000 for emergency services and seek and follow advice.
- Report the emergency immediately to the Chief Warden/Early Childhood Commander.
- 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.
- Report serious incidents to the relevant DET QARD Area Team in accordance with relevant regulatory requirements and service agreement (see Reporting Requirements in the Emergency contacts section).

11.5 Bomb/substance threat

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/Early Childhood Commander.
- 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 police or emergency services

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.
- Report serious incidents to the relevant DET QARD Area Team in accordance with relevant regulatory requirements and service agreement (see Reporting Requirements in the Emergency contacts section).

If a bomb/substance threat is received by telephone (see checklist)

- **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/Early Childhood Commander.
- Fill out the bomb threat checklist and 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:

- **DO NOT HANG UP** - it may be possible for police to trace the call if the telephone line is kept open, regardless of whether the caller hangs up.
- Immediately:
 - inform the Chief Warden/Early Childhood Commander 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

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/Early Childhood Commander
- 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 the *Evacuation* section above
- Report serious incidents to the relevant DET QARD Area Team in accordance with relevant regulatory requirements and service agreement (see Reporting requirements in the Emergency contacts section).

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/Early Childhood Commander
- 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 the *Evacuation* section above.

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 the *Evacuation* section above. 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.

TELEPHONE BOMB THREAT CHECKLIST

March
2017

STAY CALM

DATE CALL RECEIVED: / /

TIME OF CALL:

TIME CALL ENDED:

EXACT WORDING OF THREAT

.....

.....

.....

Could you identify the caller's phone number?

DON'T HANG UP

KEEP THE CALLER TALKING

ASK THE CALLER

When is the bomb going to explode?

Where is the bomb?

What will make the bomb explode?

What kind of bomb is it?

What does the bomb look like?

Why did you place the bomb here?

Where are you now?

What is your name?

What is your address?

When was the bomb placed here?

Who placed the bomb?

DON'T HANG UP (the call may be traceable if the phone line is kept open, even if the caller hangs up!)

CALL DETAILS (where possible to obtain)

Did you recognise the caller? If so, who do you think it was?

Was the call: ☐ Robotic/Automated ☐ In-Person ☐ Pre-Recorded

Estimated age of caller? Did the caller seem familiar with the site?

Characteristics of the call:

VOICE	SPEECH	MANNER	BACKGROUND NOISES
<input type="checkbox"/> Man	<input type="checkbox"/> Fast	<input type="checkbox"/> Hesitant	<input type="checkbox"/> Music
<input type="checkbox"/> Woman	<input type="checkbox"/> Slow	<input type="checkbox"/> Calm	<input type="checkbox"/> Talk/voices
<input type="checkbox"/> Child	<input type="checkbox"/> Well spoken	<input type="checkbox"/> Angry	<input type="checkbox"/> Typing
<input type="checkbox"/> Muffled	<input type="checkbox"/> Impeded	<input type="checkbox"/> Emotional	<input type="checkbox"/> Children
<input type="checkbox"/> Unknown	<input type="checkbox"/> Stutter	<input type="checkbox"/> Loud	<input type="checkbox"/> Traffic/street
Accent:	<input type="checkbox"/> Nasal	<input type="checkbox"/> Soft	<input type="checkbox"/> Machinery
TELEPHONE	<input type="checkbox"/> Uneducated	<input type="checkbox"/> Pleasant	<input type="checkbox"/> Aircraft

VOICE	SPEECH	MANNER	BACKGROUND NOISES
<input type="checkbox"/> Mobile	<input type="checkbox"/> Lisp	<input type="checkbox"/> Raspy	<input type="checkbox"/> Trains
<input type="checkbox"/> Landline <input type="checkbox"/> Internal Ext	<input type="checkbox"/> Incoherent	<input type="checkbox"/> Intoxicated	<input type="checkbox"/> Railway crossing
<input type="checkbox"/> Overseas	<input type="checkbox"/> Slurred:	<input type="checkbox"/> Irrational	<input type="checkbox"/> Construction
<input type="checkbox"/> Unknown	<input type="checkbox"/> Other:	<input type="checkbox"/> Other:	<input type="checkbox"/> Other:

Phone number call received on: School Phone system (e.g. menu):

Who did you report the threatening call to? Date: / / Time:

YOUR NAME: **SCHOOL/CAMPUS:**

11.6 Internal emission/spill

- Call **000** for emergency services and seek and follow advice.
- Report the emergency immediately to the Chief Warden/Early Childhood Commander 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.
- Report serious incidents to the relevant DET QARD Area Team in accordance with relevant regulatory requirements and service agreement (see Reporting Requirements in the Emergency contacts section).

11.7 Loss of essential services

When there is a loss of essential services (power, water, communications):

- Determine which services are affected and the extent of the impact.
- Respond to any immediate threat to student and staff safety and isolate/secure buildings/areas if necessary.
- Call 000 if emergency services are required to respond e.g. power lines down in front of school.
- Contact the relevant provider/s to report outage and ascertain when restoration will occur.
- Consider consequential impacts, e.g. power outage will impact on phone lines and IT systems.
- Notify and/or seek advice from your PMC if required.
- Report serious incidents to the relevant DET QARD Area Team in accordance with relevant regulatory requirements and service agreement (see Reporting requirements in the Emergency contacts section)
- Contact parents/guardians as required.
- Refer to the school's Business Continuity Management Plan

11.8 Heat (extreme)

To minimise the risks associated with extreme hot weather, schools must develop appropriate strategies and measures. Actions may include the following:

- Call '000' if immediate medical assistance is required

Scheduling/Activities

- Restrict outdoor time.
- Cancel or re-schedule any outdoor activities by duration and intensity i.e. to start earlier or later in the day when the heat is less intense, and to include more rest breaks.

- Consider using alternative venues to modify and relocate activities during extreme hot weather (e.g. indoor recess and lunch, sports programs moved to gym/indoor area).
- Reschedule/move classes from classrooms with direct sunlight/no cooling.
- In extreme weather conditions, schools may adjust dismissal time accordingly.
- Ensure students make use of extra shade from both man-made structures (e.g. sails and umbrellas) and natural features such as trees to provide cooler environments for outdoor activities.
- Implement sun and UV protection policy.
- Where possible, ensure sufficient shelter is available for students awaiting pick-up by parents.

Hydration

- Ensure students and staff continue to hydrate and monitor the hydration of children with additional needs.
- Remind parents/guardians to provide their child with water and modified uniform
- Ensure staff monitor students for early signs of heat stress/dehydration.

Notification/Information

- Seek advice from PMC if required.
- Notify parents about school heat conditions
- Brief staff to be extra vigilant during periods of prolonged heat

11.9 Severe weather event

- Call **000** if emergency services are needed and seek and follow advice.
- Before the storm:
 - Consider notifying parents/guardians, especially those with children with additional needs
 - Store or secure loose items external to the building, such as outdoor furniture and rubbish bins
 - Disconnect/cover/move electrical equipment away from windows
 - 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.
- Notifying and/or seek advice from your PMC if required.
- 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.

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.

- Report serious incidents to the relevant DET QARD Area Team in accordance with relevant regulatory requirements and service agreement (see Reporting Requirements in the Emergency contacts section).

11.10 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/guardians as required.
- Tune in to ABC radio if you can and follow any emergency instructions.
- If the service's property is damaged and it is safe to do so, take notes and photographs for insurance purposes.
- Report serious incidents to the relevant DET QARD Area Team in accordance with relevant regulatory requirements and service agreement (see Reporting Requirements in the Emergency contacts section).

11.10 Pandemics and Communicable Diseases (COVID-19 and Influenza)

COVID-19

Advice is available about safely managing early childhood services and day to day operations during COVID-19 on the COVID-19 pages of the [Department of Education and Training Victoria](#) website.

Key steps to respond to a confirmed COVID-19 case are outlined in the [Managing a confirmed case of COVID-19 in early childhood education and care services and include:](#)

- Process for closing
 - On receipt of notification from DoH – follow advice provided
 - On becoming aware directly from parents/guardians or staff – notify QARD via NQAITS system or call 1300 307415.
- Inform families – download the [communications pack](#).
- Lodge a notification through the [National Quality Agenda IT System \(NQA ITS\)](#) or call [1300 307 415](#).
- Arrange a deep clean (see [factsheet](#)).
- Update your emergency contact details on NQAITS - these details will be used if DET or DoH need to contact the service after hours.
- Report a closure – on QAITs within 24 hours of closure. Services operating under the *Children's Services Act 1996* email licensed.childrens.services@edumail.vic.gov.au within 48 hours of closure.

For more information about early childhood services operating during COVID-19 see:

- [Advice about safely managing a service during COVID-19](#)
- [Operating guidelines for early childhood education and care services](#)
- [Managing illness in schools and early childhood education and care services](#)
- [Managing an unwell child or staff member](#)

Kindergarten providers having staffing difficulties for unavoidable reasons (such as staff on medical absence) should call the dedicated COVID-19 phone advice line on [1800 338 663](#) to discuss your situation.

Report serious incidents to the relevant DET QARD Area Team in accordance with relevant regulatory requirements and service agreement (see Reporting requirements in the Emergency contacts section).

Influenza Pandemic

Appendix C of the DET Pandemic Influenza Incident Response Plan provides details of the [Key Actions](#) for early childhood services to implement at each of the preparedness and response stages of a pandemic influenza event.

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.

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](#)).
- 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.

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/guardians 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, DoH
 - best practice hygiene measures
 - measures for vulnerable children.
- Access and follow Chief Health Officer, DoH/Principal Health Advisor advice provided by DET and distribute consistent messaging to staff, children and parents/guardians.
- Encourage staff and parents/guardians to obtain seasonal flu vaccination as appropriate (especially those people/families at a greater risk of infection).
- Prepare sample letters for parents/guardians for the next stage (if required).

Travel advisories:

- Encourage staff and parents/guardians to access the smartraveller website prior to international travel.

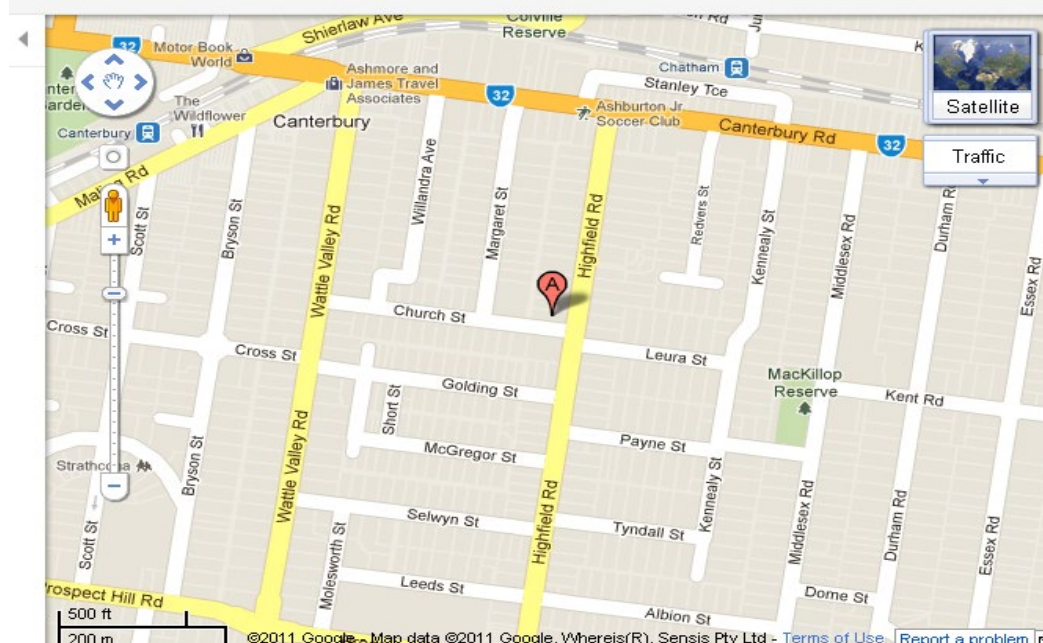
Business continuity:

- Ensure currency of business continuity plan which:
 - identifies minimum requirements and key staff for continued operations (including planning for the absence of the PMC)
 - considers workforce strategies to enable continued operations, if pandemic affects a portion of the workforce.
- Report serious incidents to the relevant DET QARD Area Team in accordance with relevant regulatory requirements and service agreement (see Reporting requirements in the Emergency contacts section).

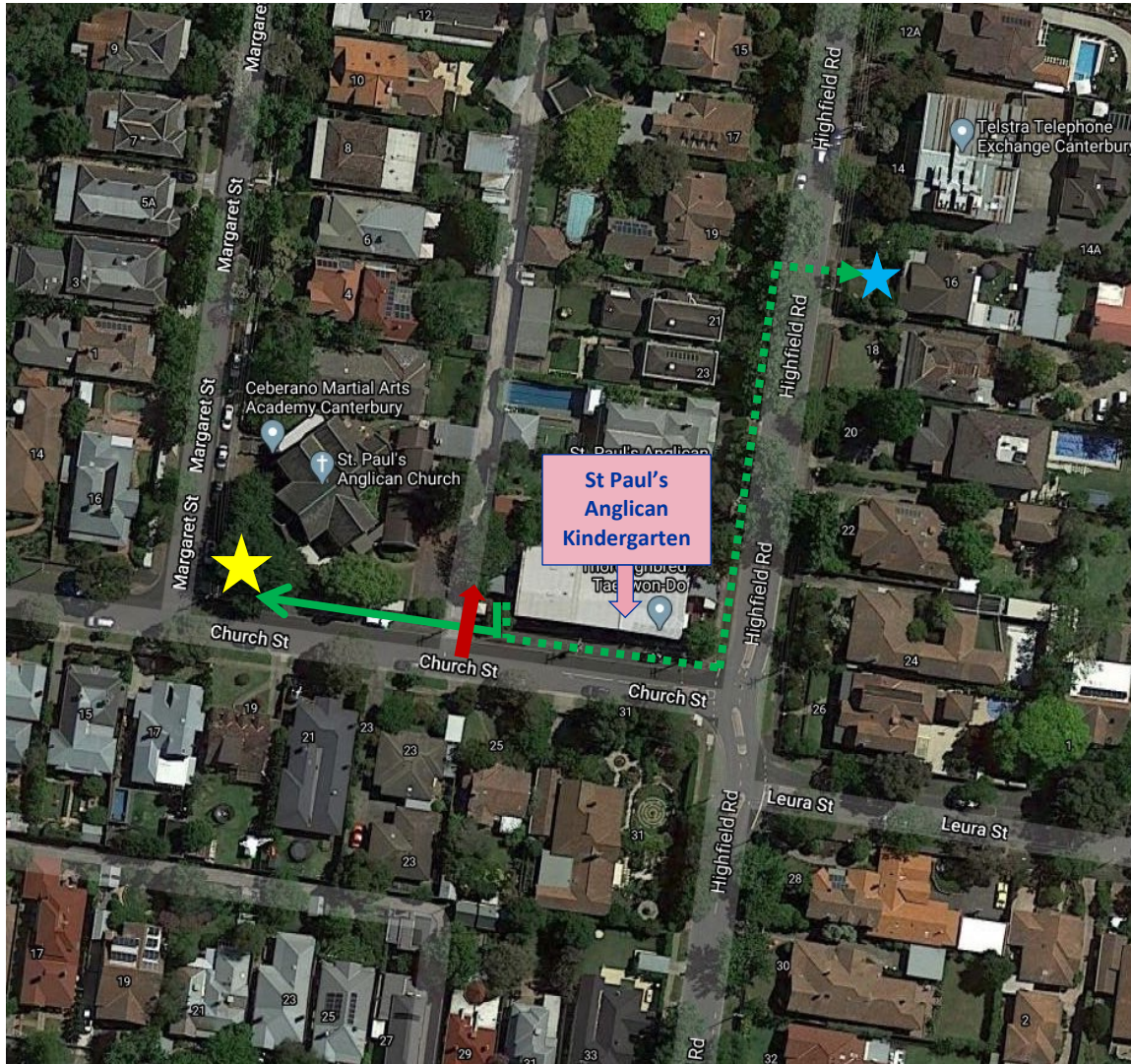
12 Area map






Date Area Map Validated: 20/02/2020

Street View of St Paul's Anglican Kindergarten - entrance to kindergarten via Church Street, Canterbury



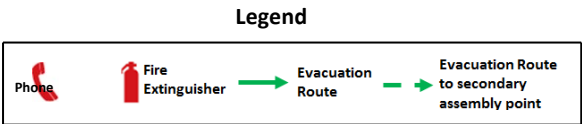
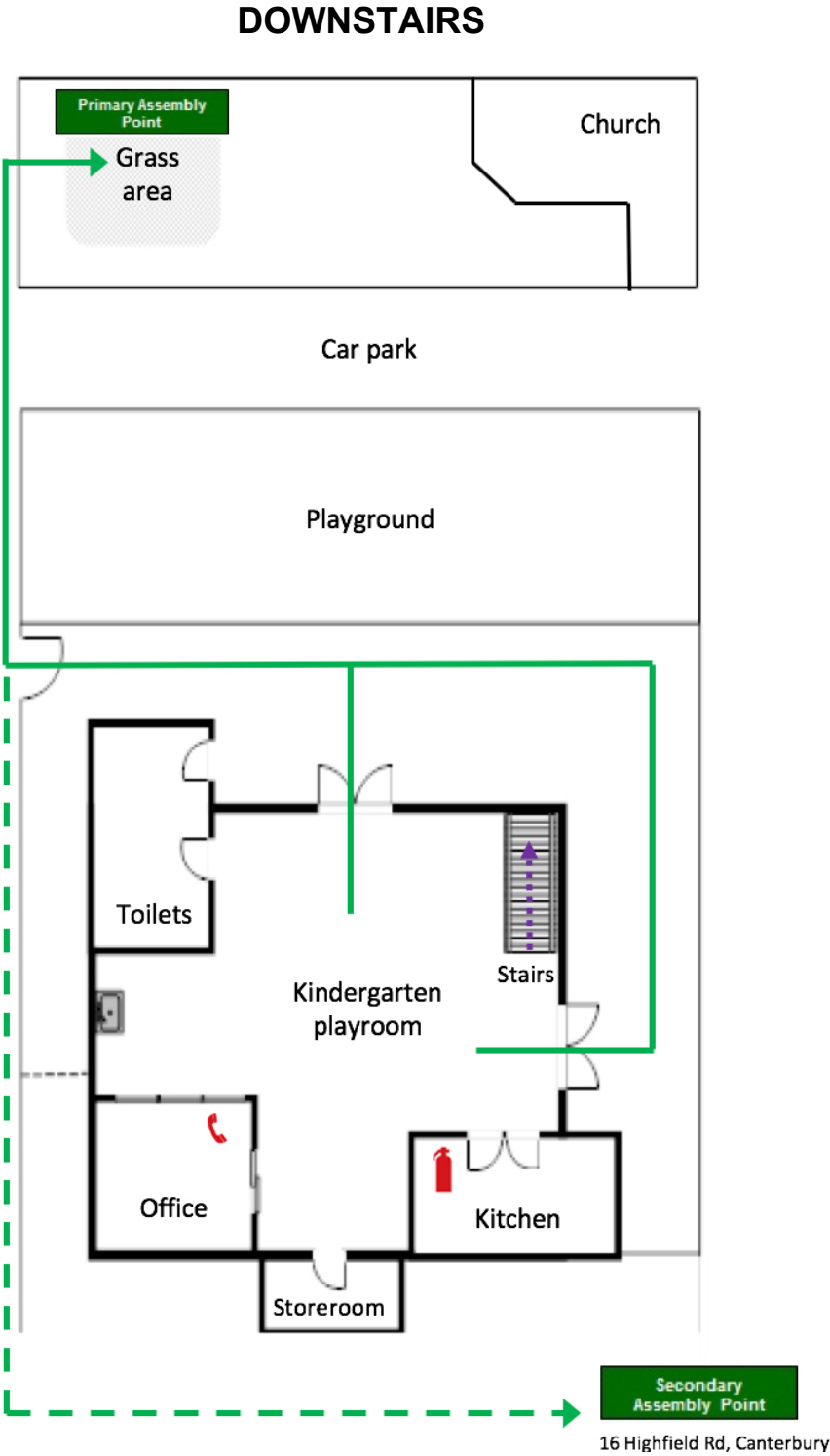
Map and surrounding area to St Paul's Anglican Kindergarten – Position (A) shows kindergarten location



Distance to Primary off-site assembly point:	50m
Approx. time to reach Primary off-site assembly point:	30 seconds
Distance to Secondary off-site assembly point:	150m
Approx. time to reach Secondary off-site assembly point:	1.25 minutes
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	

13 Evacuation diagram

Date Evacuation Diagram Validated: 22/02/2020



In Case of Fire



Remove persons from immediate danger.



Alert nearby personnel and the Chief Warden, call 000.



Confine fire and smoke. Close windows and doors (if safe).
Keep low, under the smoke.



Extinguish or control the fire (if safe to do so).

Evacuation Procedure

On hearing this Alert Fog Horn (three loud blows)...

1. Evacuate all the children from the immediate danger area
2. Close door if safe to do so
3. Move all children towards the emergency exit/s
4. Ensure all rooms are checked and free of children, adults, after door closed
5. Collect attendance/visitors/volunteer books and phone (if safe to do so)
6. Collect emergency bag, children medication (if safe to do so)
7. Proceed to designated assembly point
8. Account for all children and remain at assembly area/s until otherwise directed by the Director or fire officer

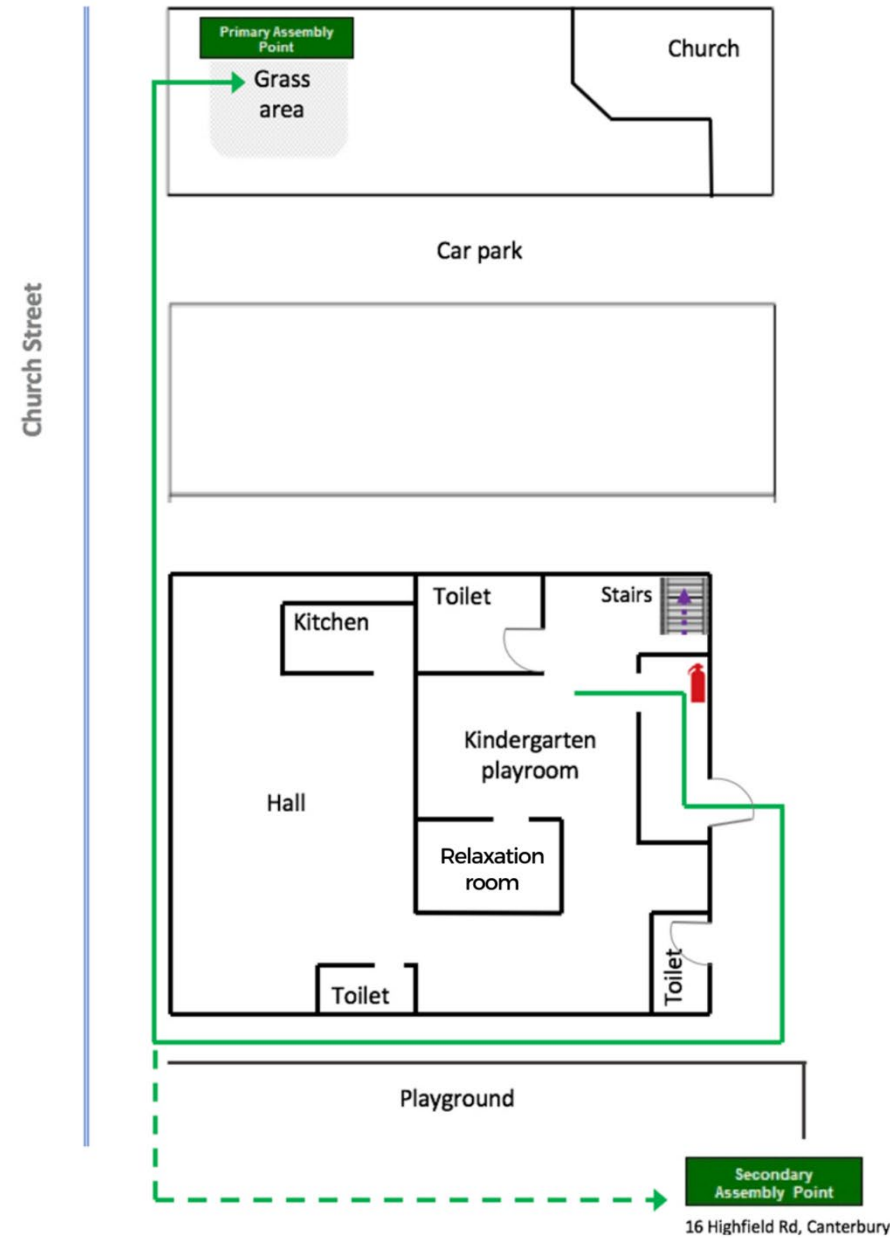
Emergency Lock down Procedure

As per Emergency Lock Down Procedure

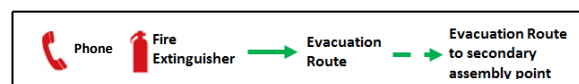
On hearing this Alert Fog Horn (one long blow)...

9. Evacuate all the children from the immediate danger area
10. Close all doors if safe to do so.
11. Move all children towards the emergency exit.
12. Ensure all rooms are checked and free of children, adults, after door closed.
13. Collect attendance/volunteers/Visitors Book and phone (if safe to do so)
15. Proceed to designated assembly point (upstairs corridor)
16. Account for all children and remain at assembly area until otherwise directed by the Director or Emergency Services

UPSTAIRS



Legend



In Case of Fire



Remove persons from immediate danger.



Alert nearby personnel and the Chief Warden, call 000.



Confine fire and smoke. Close windows and doors (if safe).
Keep low, under the smoke.



Extinguish or control the fire (if safe to do so).

Evacuation Procedure

On hearing this Alert Fog Horn (three loud blows)...

1. Evacuate all the children from the immediate danger area
2. Close door if safe to do so
3. Move all children towards the emergency exit/s
4. Ensure all rooms are checked and free of children, adults, after door closed
5. Collect attendance/visitors/volunteer books and phone (if safe to do so)
6. Collect emergency bag, children medication (if safe to do so)
7. Proceed to designated assembly point
8. Account for all children and remain at assembly area/s until otherwise directed by the Director or fire officer

Emergency Lock down Procedure

As per Emergency Lock Down Procedure

On hearing this Alert Fog Horn (one long blow)...

9. Evacuate all the children from the immediate danger area
10. Close all doors if safe to do so.
11. Move all children towards the emergency exit.
12. Ensure all rooms are checked and free of children, adults, after door closed.
13. Collect attendance/volunteers/Visitors Book and phone (if safe to do so)
15. Proceed to designated assembly point (upstairs corridor)
16. Account for all children and remain at assembly area until otherwise directed by the Director or Emergency Services

14 Parent / family contact information

Note: To ensure adherence to the provisions of the *Information Privacy Act 2000*, maintain parent/guardian contact details in soft and hard copy separately to your EMP (or remove before distributing copies of your EMP).

- All contact information is located in the two Emergency Bags in the two rooms.
- There are information class lists of each group that attend which are updated regularly.

Child's Name	Parent/Guardian	Phone/ Mobile Number	After Hours Number	Alternate Contact
<Refer to the Parent / Family Contact Information section of the Guide>				

15 Children, educators and staff with additional needs

Note: To ensure adherence to the provisions of the *Information Privacy Act 2000*, maintain parent/guardian contact details in soft and shared copy separately to your EMP (or remove before distributing copies of your EMP).

Children				
Name	Room / Area	Condition	Assistance needed during an emergency	Who will be responsible ?
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

Additional Needs Summary		
Additional needs		
Medical Condition		

PART 2 – EMERGENCY PREPAREDNESS

16 Early childhood service facility profile

16.1 General Information

Early Childhood Service Name	St Paul's Anglican Kindergarten
Physical Address	29 Highfield Rd Canterbury 3126
Operating Days	Monday – Friday
Operating Hours	8.00am – 4.30pm
Phone	03 9830 1117
Email	office@stpaulskinder.org.au
Fax	
Website	https://stpaulskinder.org.au/
Number of buildings	1
Is the facility a designated Neighbourhood Safer Place?	No
Shelter-In-Place Location	Yes
Number of Children (or approved places)	75
Total Number of Educators/Staff	12 staff
Methods used for communications to our service's community	Toula Kladouhos, Nominated Supervisor

16.2 Other services/users of site

Service / User Name	N/A
Location	
Children/Visitor Numbers	
Operating Hours/Days	
Emergency Contact Name	
Phone Number	
Mobile Number	

16.3 Building information summary

Telephones (Landlines)					
Location		Number	Location		Number
Office (Handset 1)		(03) 9830 1117			
Upstairs Office (Handset 2)		(03) 9830 1117			
Alarms	Location		Monitoring Company		Location of Shut-off Instructions
Fire:	Kitchen Downstairs Room Upstairs room		None		
Intrusion:	Downstairs Room Upstairs room/ Corridor		Art Security		Downstairs Room (Garden room)
Other:					
Utilities	Location		Service provider		Location of Shut-off Instructions
Gas / Propane:	Church playground on Church St		AGL		
Water:	Kinder playground on Highfield Rd		Yarra Valley Water		
Electricity:	Inside Garden Room on Church St		CitiPower		
Sprinkler System					
Location of Control Valve:			None		
Location of Shut-off Instructions:					
Building and site hazards					
Hazard Description				Location	
None					

17 Risk assessment

This table lists the identified hazards and threats to our early childhood 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 or Threat	2. Description of Risk	3. Current Risk Control Measures Implemented at our Service	4. Risk Rating			5. Treatments to be Implemented Measures to be taken by our service to eliminate or reduce impact of the risk	6. Revised Risk Rating After implementing Treatments		
			Consequence	Likelihood	Risk Level		Consequence	Likelihood	Risk Level
Bomb threat	Probable Cause: Known or unknown person with intent or harm or cause fear to staff and students. Probable Consequences: <ul style="list-style-type: none"> Physical injury to staff or students Stress or psychological injury requiring clinical support for multiple individuals 	<ul style="list-style-type: none"> Emergency and Evacuation Policy is in place and subject to regular review. Bomb Threat Checklist located next to each phone. Emergency evacuation drills scheduled and practiced on a regular basis (every term). Implement bomb/substance threat response as required. 	Severe	Rare	Med				
Major external emission/spill	Probable Causes: <ul style="list-style-type: none"> Leak of flammable or toxic materials due to truck roll-over Gas leak Probable Consequences: <ul style="list-style-type: none"> Physical injury to staff or students 	<ul style="list-style-type: none"> Emergency and Evacuation Policy is in place and subject to regular review. Emergency evacuation drills scheduled and practiced on a regular basis (every term). 	Minor	Unlikely	Low				

	<ul style="list-style-type: none"> Stress or psychological injury requiring clinical support for multiple individuals 								
Intruder	<p>Probable Causes:</p> <ul style="list-style-type: none"> Drug affected Mental health issues Custodial/Parent dispute Political views Police operation <p>Probable Consequences:</p> <ul style="list-style-type: none"> Physical injury to staff or students Stress or psychological injury requiring clinical support for multiple individuals 	<ul style="list-style-type: none"> Visitors must report to reception and sign in using the Visitor Register. Visitors are required to wear and display visitor pass/badge. Parents must make an appointment to meet with staff. Lockdown/lockout/ evacuation procedures are regularly practiced. Values of mutual respect and acceptable parent behaviour policy are communicated and regularly reinforced e.g. at parent forums and in newsletters. Encourage engagement of parents in kindergarten activities. In relation to court orders / custody papers: <ul style="list-style-type: none"> the kindergarten maintains a register of current documents parents are advised of the relevant kindergarten processes and duty of care to other students and staff. For parent meetings where staff feel a need for support: <ul style="list-style-type: none"> two staff attend staff use a signal to obtain support from another staff member if required an appropriate room for meeting selected e.g. one with two exit points. 	Moderate	Possible	Med				
Internal emissions/spill	<p>Probable Cause:</p> <p>Gas leak</p> <p>Probable Consequences:</p> <ul style="list-style-type: none"> Physical injury to staff or students 	<ul style="list-style-type: none"> Emergency and Evacuation Policy is in place and subject to regular review. Emergency evacuation drills scheduled and practiced on a regular basis. 	Moderate	Unlikely	Med				

	<ul style="list-style-type: none"> Stress or psychological injury requiring clinical support for multiple individuals 								
Severe weather event	<p>Probable Causes:</p> <ul style="list-style-type: none"> 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. <p>Probable Consequences:</p> <ul style="list-style-type: none"> Physical injury to staff or students Stress or psychological injury requiring clinical support for multiple individuals Kindergarten premises becomes unsafe or impractical to use. 	<ul style="list-style-type: none"> Emergency and Evacuation Policy is in place and subject to regular review. 	Moderate	Possible	Med				
Building fire	<p>Probable Causes:</p> <ul style="list-style-type: none"> Inappropriate management of stored chemicals such as cleaning fluids Exploding gas tank Faulty electrical wiring Faulty electrical equipment <p>Probable Consequences:</p> <ul style="list-style-type: none"> Physical injury to staff or students Stress or psychological injury requiring clinical support for multiple individuals Damage to kindergarten premises 	<ul style="list-style-type: none"> Emergency and Evacuation Policy is in place and subject to regular review. Fire services equipment (fire hose reels, fire extinguishers, fire blankets, hydrants) is tested and tagged as per Australian Standards. A Workplace Inspection is completed once per term to check that exit signs and other emergency equipment is working. A fire blanket (tested and tagged to Australian Standards) is available in kitchen area. 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. 	Major	Unlikely	Med				

Transport accident (on excursion)	Probable Causes: <ul style="list-style-type: none"> Lack of care by road users Poor weather conditions Probable Consequences: <ul style="list-style-type: none"> Physical injury to staff or students Stress or psychological injury requiring clinical support for multiple individuals 	<ul style="list-style-type: none"> Road Safety and Safe Transport Policy is in place and subject to regular review. Only trusted companies/drivers engaged to provide transport 	Major	Unlikely	Med				
Heat health	Probable cause: <ul style="list-style-type: none"> Extremely hot day and/or prolonged period of excessively hot weather Probable Consequences <ul style="list-style-type: none"> hyperthermia: heat and sunlight overheat human body resulting in heat cramps, heat exhaustion, heat stress and heat stroke. dehydration exacerbating existing medical conditions power outages due to high use of air-con, refrigeration failure of public transport (rail) food poisoning due to unrefrigerated lunch 	<ul style="list-style-type: none"> Sun Protection Policy is in place and subject to regular review. Administration of First Aid Policy is in place and subject to regular review. Dealing with Medical Conditions Policy is in place and subject to regular review. Sun and UV protection policy Playground areas are shaded Sufficient shelter available for students awaiting pick-up by parents Sufficient unrestricted water available Restricted outdoor time during hot days Staff are trained in identifying early signs of heat stress/dehydration 	Minor	Unlikely	Low				
Loss of water, electricity or gas	Probable Causes: <ul style="list-style-type: none"> Issue with supply due to storm/accident Planned outage Bill not paid on time Probable Consequences: <ul style="list-style-type: none"> Lack of availability of resources such as computers 	<ul style="list-style-type: none"> The size and health of trees growing close to power lines are regularly checked and pruned or removed if necessary Alternative communication source such as charged mobile phone/satellite phone are available Alternate lighting sources, such as a torch or battery-operated light are contained in the emergency kit A list of emergency phone numbers is located next to all office phones 	Minor	Possible	Low				

	<ul style="list-style-type: none"> Lack of availability of fresh drinking water and water for flushing toilets and washing hands Kindergarten lacks cooling and/or heating 	<ul style="list-style-type: none"> Process is in place to ensure all utility bills are paid on time 							
Poor air quality	<p>Probable Causes:</p> <ul style="list-style-type: none"> Fire at nearby property Road accident involving a vehicle transporting a hazardous substance. Bushfire smoke <p>Probable Consequences:</p> <ul style="list-style-type: none"> Physical injury to staff or students Stress or psychological injury requiring clinical support for multiple individuals 	<ul style="list-style-type: none"> Administration of First Aid Policy is in place and subject to regular review. Asthma Policy is in place and subject to regular review. Ensure medical treatment plans for children with pre-existing heart or lung conditions are current and accessible Keep medication accessible Ensure air conditioners allow recirculation of air and are maintained regularly Restrict time spent outside 	Minor	Likely	Med				
Car collision with centre	<p>Probable Causes:</p> <ul style="list-style-type: none"> Cars driving along Highfield Rd at excessive speed Proximity of kindergarten to road. <p>Probable Consequences:</p> <ul style="list-style-type: none"> Physical injury to staff or students Stress or psychological injury requiring clinical support for multiple individuals Damage to kindergarten building and property 	<ul style="list-style-type: none"> Road layout altered following discussions with VicRoads and City of Boroondara. Ongoing conversations with VicRoads and City of Boroondara. 	Moderate	Unlikely	Med				

18 Emergency response drills schedule

	Type of Drill	Person Responsible	Target Date & Date Drill Performed	Observer's Record Completed* ✓
Term 1	Emergency Evacuation to evacuation assembly area	Toula Kladouhos Nat Coulson		
Term 2	Emergency Evacuation	Rita Earl Sarah Wilson		
Term 3	Emergency Evacuation	Rita Earl Sarah Wilson		
Term 4	Emergency Evacuation	Toula Kladouhos Nat Coulson		

Emergency Management Plans are required to be tested regularly.

19 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	✓
Standard portable First Aid Kit. Refer to <u>First Aid Kits Contents Checklist</u>	✓
A charged mobile phone and charger/s (batteries checked and charged)	✓
Torch with replacement batteries or wind up torch (batteries checked and charged)	✓
Whistle	✓
Portable battery powered radio (batteries checked and charged)	
Copy of facility site plan and EMP including evacuation routes	✓
Bottled water (use by date checked)	✓
Portable non-perishable snacks such as sultanas, dried fruits and energy bars (use by date checked)	✓
Sunscreen and spare sunhats	✓
Plastic garbage bags and ties	✓
Toiletry supplies	✓
Other	

Date Emergency Kit checked:	March 2022
Next check date:	Checked monthly

20 Business Continuity Management Plan (BCMP)

Business continuity planning is intended to minimise any safety, financial, educational, operational, reputational and/or other damaging consequences of a disruptive event.

Develop your service's BCMP using the template below which provides strategies to consider for the more common business continuity events that can arise from:

- Arrangements to manage inability to access a building or facility site
- Arrangements to manage a loss of technology / telephony / data / essential services including electricity and water
- Arrangements to manage a loss or shortage of staff or skills

Sample Post Emergency Record

Early childhood services must report serious incidents to the relevant Department of Education and Training (DET) QARD Area Team in accordance with relevant regulatory requirements.

Services with a funding and service agreement will need to contact their regional Early Childhood Improvement Branch and/or your Early Childhood Performance and Planning Advisor

Facility Name	
Emergency Event	
Date and Time of Emergency	
Description/Details Of Emergency	

Immediate Actions Taken	Chief Warden/Early Childhood Education Commander Notified: YES / NO Time _____	IMT Convened: YES / NO Time _____
	Other staff Notified: YES / NO Time _____	PMC Notified: YES / NO Time _____
	Emergency Services Notified: YES / NO Time _____	
Key Actions Taken	Parent/Guardian notified	
Issues	Operational Debriefing Required: YES / NO Date/Time _____	
	Person Responsible to Organise:	
	Confirmation of Operational Debriefing: Date/Time:	
	Issues for Follow Up Action:	

This Record Completed By:	
Position Title:	
Telephone Number:	
Signature and Date:	

NOTE: This sample template is a guide only and should be used as an aid to develop or supplement your EMP. Please adapt it as appropriate to ensure relevance to your facility and services)

Sample Emergency Response Drill Observer's Record

Service Name:			
Drill Address			
Drill Type <i>(Evacuation / Lock-down / Shelter-In-Place)</i>		Drill Date	
Drill Scenario <i>(What is the cause of the emergency?)</i>			
Drill Debrief Date			
Observer Name			

Depending on the type of drill conducted, it is recommended you advise emergency services, neighbouring properties and members of the community who may be affected ahead of the exercise.

Drill Items <i>(all drills)</i>	Ye s	No	N/A
	ü	ü	ü
Did the Chief Warden/Early Childhood Education Commander take charge and brief IMT/Wardens?			
Was the (simulated) call to the following done promptly:			
o Emergency services			
o Approved provider/person with management or control			
o Co-located facility			
Could the alarm/signal/PA announcements be heard in all parts of the facility?			
Was someone appointed to maintain situational awareness e.g. by monitoring information sources and liaising with the relevant authorities?			
Did all the staff assigned response roles, including Wardens and IMT understand their responsibilities?			
Was someone appointed to liaise with the parents/guardians/community?			
Was the Chief Warden's instructions followed by everyone?			
Were any people with additional needs identified during the drill?			
Was emergency equipment/resources needing to be used in a real emergency operationally ready?			

Evacuation Drill

Evacuation Drill Sequence Checklist	Time	
	Hour	Min
Evacuation alarm sounded		
Warden/s respond		
Emergency services notified		
Wardens check floor/area		
Evacuation commenced		
Wardens report floor/area clear		
Arrive at assembly area/s		
Wardens check all present		
Evacuation completed		
Drill terminated		

Evacuation Drill Items	Yes ü	No ü	N/A ü
Was the correct alarm/signal sounded for an evacuation?			
Were Personal Emergency Evacuation Plans implemented?			
Were all persons accounted for (children, staff, visitors, contractors and volunteers)			
Were floor areas checked / isolated areas searched by Wardens?			
Was the Emergency kit readily available?			
Wardens/response staff were able to get instructions from/provide feedback to the Chief Warden			
Did anyone re-enter the premises/building before the "all clear" was given?			
Was the Evacuation procedure documented in the EMP followed, including paths of travel, assembly at the designated point/s, communication tree?			
Off-Site Evacuation:			
<ul style="list-style-type: none"> Was the route to the designated assembly point in the EMP followed? 			
<ul style="list-style-type: none"> Did the assembly point provide access to shelter, toilets and water? 			

Comments/Issues for follow up by the EMP Planning Team

Lockdown Drill

Lockdown Drill Sequence Checklist	Time	
	Hour	Min
Lockdown alarm/notification sounded		
Emergency services notified		
Warden/s report building/s secure		
Wardens check everyone is in the building/s and actively monitor external threat		
All persons accounted for		
Drill terminated		

Lockdown Drill Items	Yes	No	N/A
	ü	ü	ü
Was the correct alarm/signal sounded for a lockdown?			
Were all persons on site accounted for (children, staff, visitors, contractors and volunteers)?			
Was access to buildings restricted to authorised people only?			
Were needs of children/staff able to be met for an extended lockdown e.g. toileting, water?			
Was a check made or direction given to ensure windows and doors locked?			
Wardens/response staff were able to get instructions from/provide feedback to the Chief Warden?			
Did anyone leave the premises/building before the “all clear” was given?			
Was the Lockdown procedure documented in the EMP followed?			

Comments/Issues for follow up by the EMP Planning Team:

Shelter-In-Place (SIP) Drill

SIP Drill Sequence Checklist	Time	
	Hour	Min
SIP alarm/notification sounded		
Emergency services notified		
Warden/s respond		
Evacuation to the SIP commenced		
Wardens check and report everyone has evacuated the non-SIP building/s		
All persons accounted for in the SIP location		
Drill terminated		

SIP Drill Items	Yes	No	N/A
	ü	ü	ü
Was the correct alarm/signal sounded for SIP?			
Were Personal Emergency Evacuation Plans implemented?			
Were floor areas checked/isolated areas searched by Wardens?			
Were all persons accounted for (children, staff, visitors, contractors and volunteers)?			
Did anyone refuse to leave the building/site?			
Was the Emergency kit readily available?			
Were people able to access toilets and water in the SIP?			
Was the SIP able to be secured against a fire emergency e.g. tape to seal windows/doors?			
Was alternate lighting available in the SIP (in case of power outage)?			
Could everyone on the site be accommodated in the SIP?			
Was the SIP procedure documented in the EMP followed, including designated SIP location?			

Comments/Issues for follow up by the EMP Planning Team:

NOTE: This sample template is a guide only and should be used as an aid to develop or supplement your EMP. Please adapt it as appropriate to ensure relevance to your facility and services)

Sample Personal Emergency Evacuation Plan (PEEP)

☐ CHILD

☐ Employee

Occupant name

<Insert name here> NOTE: This sample template is a guide only and should be used as an aid to develop/supplement your EMP. Please adapt it as appropriate to ensure relevance to your facility and services

Is an Assistance Animal involved?

 Yes ☐ No ☐
Does the child/employee understand the emergency response and evacuation procedures?

 Yes ☐ No ☐ N/A ☐
How will the child/employee be informed of or receive updates to the emergency response procedures?
(Please state, e.g. text, email, Braille etc.)
How will the child/employee be notified of an emergency?
(Please state, e.g. visual alarm, personal vibrating device, SMS, etc. Add lines as necessary)
What type of assistance will be provided?
(Please list procedures necessary for assistance. Add lines as necessary)
What, if any, equipment is required for evacuation?
(Please list. Add lines as necessary)
Egress procedure:
(Give step by step details)

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Designated assistants and contact details: <i>(Add lines as necessary)</i>			
Name	Mobile	Email	Noted

Is the designated assistant/s trained in the emergency response and evacuation procedures as well as the use of any required evacuation equipment?

Yes ☐ No ☐

Diagram of preferred route for assisted evacuation: <i>(As appropriate, please insert diagram here or attach to this form)</i>	
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Issue Date: / /

Review Date: / /

Child's Parent/Guardian:

.....

(signature)

Or Employee:

(signature)

Date://

Nominated Supervisor:

(signature)

Date://

NOTE: This sample template is a guide only and should be used as an aid to develop or supplement your EMP. Please adapt it as appropriate to ensure relevance to your facility and services)

Sample Emergency Response Drill Debrief Report

(Please attach Drill Observer Records to this report)

Drill Date	
Debrief Facilitator/Chair	
Drill Observers	
Drill Scenario	<E.g. Building fire, Bushfire, Intruder/Aggressive person, Flood>>>
Emergency Response Type	<Onsite/Offsite Evacuation; Lockdown; Shelter In Place, Lockout>>
Debrief Date	

Debrief Participants		
Name	Position title	Role during drill

Discussion points

- Chief Warden/Early Childhood Education Commander describes drill scenario and emergency response implemented
- Observations and facts – Incident Management Team and staff involved/assigned a role in the response, observer/s and other relevant parties such as co-located facilities
- Understanding and execution of response roles, decision making, communications, safety, accounting for children and staff
- What went well, what could be improved/done differently and identified issues
- Required actions – including risk treatments, varying procedures and roles, reviewing specific arrangements and updating the EMP

What went well?

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What can be improved?

Action Items			
Ref #	Action	By who?	Due date

NOTE: This sample template is a guide only and should be used as an aid to develop or supplement your EMP. Please adapt it as appropriate to ensure relevance to your facility and services

Example Business Continuity Plan – Sunny Side Kindergarten

Business continuity planning is intended to minimise any safety, financial, educational, operational, reputational and/or other damaging consequences of a disruptive event.

1. Arrangements to manage inability to access a building or children's services approved site

Details of arrangements	<p>Workaround</p> <p><i>Partial site unavailable:</i></p> <p><i>Consider</i></p> <ul style="list-style-type: none"> • Determine if remaining areas of the site are suitable for operations based on service approval • Approved provider and nominated supervisor determine what changes to operations are required. <p><i>Notify</i></p> <ul style="list-style-type: none"> • Contact Quality Assessment and Regulation Division (QARD) Area Team to notify of any operation changes • Admin staff may need to work remotely from a neighbouring service site or from home. • Provide regular updates to families and carers to notify of any operation changes via SMS, emails, social media and newsletter • If co -located, notify site users. E.g. School Principal, Allied Health, other children's services <p><i>Whole site unavailable:</i></p> <p><i>Consider</i></p> <ul style="list-style-type: none"> • Approved provider to discuss issues and possible options for relocation once length of reinstatement program is confirmed. • Approved provider determine what changes to operations are required. <p><i>Notify</i></p> <ul style="list-style-type: none"> • Contact QARD Area Team to notify of any operation changes. • Complete and submit any required service applications to QARD via the National Quality Agenda IT System (NQAITS) • Provide regular updates to families and carers to notify of any operation changes via SMS, emails, social media and newsletter • If co -located, notify site users. E.g. School Principal, Allied Health, other children's services. • Redirect suppliers to alternate site. <p>IT Resources required</p> <ul style="list-style-type: none"> • Access to wireless network. <p>Considerations</p> <ul style="list-style-type: none"> • OH&S issues in relocating children's service equipment and resources
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- Transport arrangements for children in regional and remote areas
- Children's access to early education and care.
- Demands placed on families and carers due to loss of access to early education and care, co – located services and resources, relocation, etc
- Demands placed on staff due to loss of resources, relocation, etc

Key Contacts can be found in the Contacts section of the Emergency Management Plan.

2. Arrangements to manage a loss of technology / telephony / data / power / water

Details of arrangements

Workarounds

Data/technology:

- Relocate admin and staff facilities to other networked space within the school if co-located
- Admin staff may need to work remotely from Sunny Side PS to access network
- Utilise laptops where available to provide access to network

Telephones:

- Ensure there is an up to date, printed, hard copy list of all child and staff contact details in an accessible, secure location.
- Utilise mobile phones to contact staff.
- Place message on answering machine, if possible, referring callers to an emergency contact number either on site or at alternative location.

Power:

- Determine the requirement for the operation of the service. I.e. water pump for toilet operation.
- Battery back-up (UPS) is on servers. Determine time limit of UPS and back up servers as required.
- Restructure the program to account of the lack of power.

Water:

- Purchase/have a supply of bottled water
- Order bulk water delivery

Considerations

- Ensure OH&S issues are considered when using back up power and water pumps
- Review and update staff contact details to include mobile phone numbers.
- Staff Communications Tree to include details of messaging systems

Key contacts

- QARD Area Team - contact number
- Phone provider – contact number

3. Arrangements to manage a loss or shortage of staff or skills

Details of arrangements

Workarounds

- Prioritise work allocations for remaining staff
- Determine the number of Casual Relief Educators required.
- Casual Relief Educators to be sourced from:
 - Service's own pool of emergency educators.
 - Approved provider's own pool of emergency educators.
 - Approved provider's preferred CRT agency
- Delivery multi aged program where possible to make up full groups
- Implement succession plan/back up for key roles within service. i.e. person in day-to-day charge, nominated supervisor
- Inform service community of issues via social media, newsletter or via phone or face to face conversations where necessary.

Considerations

- Workload of staff and emergency educators

Table of key contacts

Casual Relief agency – 03 99999999

NOTE: This example template is a guide only and should be used as an aid to develop or supplement your EMP. Please adapt it as appropriate to ensure relevance to your facility and services

Sample Business Continuity Checklist

Action	Actioned?
Activate the service's Incident Management Team	
Evaluate the impact of the incident for: <ul style="list-style-type: none"> • Service operations • Impact over time • Manageability • Staffing levels • Resources for recovery 	
Identify actions to mitigate impact, including: <ul style="list-style-type: none"> • Suspension of non-critical operational functions • Mutual support arranged with other facilities/services • Distance/virtual learning Use of different areas within site • Off-site activities • Back-up of key service data • Using paper-based systems • Flexible educational program plans • Using generators, portable lighting 	
Produce an Action Plan for maintaining critical activities that includes: <ul style="list-style-type: none"> • Priorities • Communications • Resource deployment • Allocation of specific roles • Monitoring • Reporting • Stakeholder engagement 	
Establish a register to log all decisions and actions	
Establish a register to log all financial expenditure incurred	
Secure resources for continuity/recovery including: <ul style="list-style-type: none"> • Staffing • Premises • IT and equipment • Welfare 	
Deliver appropriate communications including to: <ul style="list-style-type: none"> • Staff • Parents/guardians • Allied Health • Co-located services/faculties e.g. School Principal 	

<ul style="list-style-type: none"> • Other users of site • QARD Area Team • Suppliers • Local Shire/Municipality (as appropriate) 	
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NOTE: This sample checklist is a guide only and should be used as an aid to develop or supplement your EMP. Please adapt it as appropriate to ensure relevance to your facility and services.

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: Lauren Hurst

Date: March 2022

Component	✓ x	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.	✓	
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 has been updated.	✓	
Area map		
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 complies with Australian Standard 3745—2010 'Planning for emergencies in facilities'	✓	
Parent contact information		
Parent contact information has been obtained and is up to date.	✓	
Provisions of the Information Privacy Act 2000 have been adhered to.	✓	
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.	✓	
Provisions of the Information Privacy Act 2000 have been adhered to.	✓	
Site 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 early childhood service's requirements.	✓	
Business continuity		
Strategies to address potential business continuity incidents have been developed.	✓	