



DAME NELLIE MELBA
KINDERGARTEN
EST 1915

Emergency and Evacuation Policy

Mandatory – Quality Area 2



PURPOSE

This policy will provide a framework for:

- the development of specific emergency and evacuation procedures, practices and guidelines at DNMK
- raising the awareness of everyone attending DNMK about potential emergency situations and appropriate responses.

POLICY STATEMENT

VALUES

DNMK is committed to:

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

SCOPE

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

RESPONSIBILITIES	Approved provider and persons with management or control	Nominated supervisor and persons in day-to-day charge	Early childhood teacher, educators and all other staff	Parents/guardians	Contractors, volunteers and students
R indicates legislation requirement, and should not be deleted					
Ensuring the <i>Emergency and Evacuation Policy</i> and procedures are in place	R	√			
Taking reasonable steps to ensure that nominated supervisors, early childhood teachers, educators, staff and volunteers follow the policy and procedures and are aware of their responsibilities	R	√			
Completing the DET Emergency Management Plan (<i>refer to Definitions</i>) (<i>refer to Attachment</i>), lodging this with the relevant DET regional office and having a copy available at the service	R	√	√		

Conducting a risk assessment (<i>refer to Definitions</i>) to identify potential emergencies that the service may encounter (<i>Regulation 97(2)</i>) (<i>refer to Attachment</i>)	R	√	√		
Conducting a risk assessment (<i>refer to Definitions</i>) of emergency evacuation routes and assembly points	R	√	√		
Developing instructions for what must be done in the event of an emergency (<i>Regulation 97(1)(a)</i>) (<i>refer to Attachment</i>)	R	√	√		
Appointing an Incident Management Team (IMT) to oversee safety at the service in the event of an emergency (<i>refer to Attachment</i>)	R				
Developing an emergency and evacuation floor plan (<i>refer to Definitions</i>) (<i>Regulation 97(1)(b)</i>) (<i>refer to Attachment</i>)	R	√			
Ensuring that a copy of the emergency and evacuation floor plan (<i>refer to Definitions</i>) and instructions are displayed in a prominent position near each exit at the service premises, and near each exit that forms part of the evacuation route out of the service (<i>Regulation 97(4)</i>)	R	√	√		
Ensuring that the emergency and evacuation drills (<i>refer to Definitions</i>) are rehearsed and documented at least once every 3 months by everyone attending the service. If the service has more than one emergency and evacuation procedure (evacuation and lockdown) all procedures must be rehearsed over the course of the year. (<i>Regulation 97(3)(a)</i>) (<i>refer to Attachment</i>)	R	√	√		
Ensuring that all staff, students, volunteers and visitors are aware of emergency evacuation points	R	√	√		
Ensuring up-to-date portable emergency contact lists are held in each room within the service and that evacuation procedures state who will carry this list during evacuation	R	√	√		
Developing procedures that consider collecting children's medication and managing children's medical conditions	R	√	√		
Providing feedback regarding the effectiveness of emergency and evacuation procedures to inform policy, procedures and manuals etc	√	√	√	√	√
Testing alarms and communication systems regularly, such as on a monthly basis	R	√			
Ensuring that those working at, or attending the service, have access to a phone for immediate communication with parents/guardians and emergency services (<i>Regulation 98</i>), and that phone numbers of emergency services are displayed	R	√			
Identifying potential onsite hazards and taking action to manage and minimise risks (<i>refer to Attachment</i>)	R	√	√		√
Ensuring all infrastructure and service equipment are regularly checked for condition and maintenance, including emergency exit lighting	R	√			
Ensuring the location of first aid kits, fire extinguishers and other emergency equipment are clearly signposted	R	√			

Ensuring all emergency equipment is maintained on a regular basis in accordance with requirements specified by regulations, such as the Australian Standards Building Code e.g. fire extinguishers, smoke detectors, evacuation kits, sprinkler systems and alarm or duress systems	R	√			
Providing a fully-equipped portable first aid kit (<i>refer to Administration of First Aid Policy</i>)	R	√			
Ensure that designated emergency exits/routes are kept clear at all times to ensure that everyone can exit safely in the event of an evacuation	R	√	√		√
Keeping lock-down (<i>refer to Definitions</i>) areas in a state of readiness so they are safe for children, staff and visitors to use	√	√	√		√
Attending regular training to ensure that they are able to deal with emergency situations e.g. first aid (<i>Regulation 136</i>), emergency management and OHS training	R	R	√		√
Regularly reviewing, evaluating and updating emergency management plans, manuals and procedures (at least annually or following an emergency incident)	R	√	√		√
Developing procedures to debrief staff following emergency incidents	√	√			
Providing support to children before, during and after emergencies		√	√		√
Conducting checks of documentation and practices to ensure all requirements of this policy are being complied with	R	√	√		√
Informing the nominated supervisor or persons in day-to-day charge or, in their absence, the approved provider or person with management and control, about any serious incidents or notifiable incidents (<i>refer to Definitions</i>) at the service			√		√
Notifying DET in writing within 24 hours of a serious incident (<i>refer to Definitions</i>)	R	√			
Completing the Incident, Injury, Trauma and Illness Record (<i>refer to Definitions</i>) where required	R	√	√		√
Notifying DET within 7 days of an incident that required the service to be closed, or a circumstance that posed a significant risk to the health, safety or wellbeing of a child attending the service (<i>National Law: Section 174(2)(c); Regulations: 175(2)(b) & (c), 176</i>)	R	√			
Reporting notifiable incidents (<i>refer to Definitions</i>) in the workplace to WorkSafe Victoria (<i>refer to Definitions</i>)	R	√			
Engaging with Fire Rescue Victoria and/or Country Fire Authority (<i>refer to Definitions</i>) regarding fire safety awareness and training for the service, including demonstrations of fire equipment, basic fire safety, smoke alarm, fire blankets and escape plans	R	√	√		
Identifying staff and children requiring additional assistance in the event of an emergency (<i>refer to Attachment</i>)	√	√	√		√
Ensuring that emergency contact details are provided on each child's enrolment form and that these are kept up to date	R	R	√	√	

Ensuring that an attendance record (<i>refer to Definitions</i>) is completed and maintained to account for all children attending the service (<i>Regulation 158</i>)	R	R	R	R	
Keeping a written record of all visitors to the service, including time of arrival and departure	R	R	√		
Ensuring all staff, parents/guardians, children, volunteers and students on placement understand the procedures to follow in the event of an emergency	R	R	√	√	√
Ensuring there are induction procedures in place to inform new staff, including casual or relief staff, of the emergency and evacuation policy and procedures	R	√			
Ensuring all staff, parents/guardians, children, volunteers, students on placement and others attending the service are accounted for in the event of an evacuation	R	√			
Developing procedures to deal with loss of critical functions, such as power/water shut off.	R	√			
Ensuring that children are adequately supervised at all times and protected from hazards and harm (<i>refer to Supervision of Children Policy</i>)	R	R	R		
Raising children’s awareness about potential emergency situations and appropriate responses.		√	√		√

PROCEDURES

Every service is different; therefore, it is not practical to apply a generic emergency and evacuation procedure.

We recommend you refer to the Department of Education and Training’s the Guide to Developing Your Emergency Management Plan (the Guide). It will take you through your plan on a step-by-step basis. The Guide and other resources can be located at:

www.education.vic.gov.au/childhood/providers/regulation/Pages/emergencymanagementrequirements.aspx

BACKGROUND AND LEGISLATION

BACKGROUND

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

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

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

All services in Victoria are required to have an Emergency Management Plan (EMP) (*refer to Definitions*) as part of their everyday operations. All education and care services listed on the Department of Education and

Training (DET)'s Bushfire At-Risk Register (*refer to Sources*) are required as a condition of their service approval to submit their EMP to their regional office by September 1 each year. DET provides Emergency Management Plan Guidelines and an Emergency Management Plan template (*refer to Sources*) to assist services to develop and review their EMP (*refer to Sources*). All services must complete the required sections of the plan and lodge it with the relevant DET regional office. A copy should also be attached to this policy.

LEGISLATION AND STANDARDS

Relevant legislation and standards include but are not limited to:

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

The most current amendments to listed legislation can be found at:

- Victorian Legislation – Victorian Law Today: www.legislation.vic.gov.au
- Commonwealth Legislation – Federal Register of Legislation: www.legislation.gov.au

DEFINITIONS

The terms defined in this section relate specifically to this policy. For regularly used terms e.g. Approved provider, Nominated supervisor, Notifiable complaints, Serious incidents, Duty of care, etc. refer to Attachment 2: General Policy Definitions

Country Fire Authority (CFA): CFA respond to a variety of fire and emergency incidents. They are also involved in a range of other activities including:

- fire safety building inspections
- delivering community awareness, education and safety programs
- post-incident analysis and fire investigation
- fire prevention planning and land use planning at a municipal level.

Emergency drill/rehearsal: A process to rehearse anticipated emergency scenarios or events, designed to help clarify roles and responsibilities, provide training and verify the adequacy of the emergency response

Emergency Management Plan (EMP): A written set of instructions for the service to prepare for and respond to emergencies. A guide to preparing an emergency plan and an Emergency Management Plan template are available on the DET website (*refer to Sources*)

Emergency services: Includes ambulance, fire brigade, police and state emergency services - <https://info.australia.gov.au/information-and-services/public-safety-and-law/emergency-services>

Evacuation floor plan: An evacuation plan is used where it is deemed necessary to evacuate the immediate area or building to ensure the safety and wellbeing of children and adults. It may also have the name 'evacuation diagram'

Evacuation route: Continuous path of travel (including exits, public corridors and the like) from any part of a building to a safe place

Fire Rescue Victoria (FRV): (previously known as Metropolitan Fire Brigade) respond to fires, complex rescues, road crashes, emergency medical calls and hazardous chemical spills. The FRV aims to reduce the incidence and impact of fire and other emergencies on the community. This is achieved through the delivery of educational strategies that assist the community to become more self-reliant, including:

- delivering expert fire and rescue services to the community they serve
- driving systemic change to the built environment through reforms to building design, regulations and legislation, and

- educating the community through fire prevention programs that improve community safety and build resilience.

Hazard: A source or situation with a potential for harm in terms of human injury or ill health, damage to property, damage to the environment or a combination of these.

Lock down: A security measure taken during an emergency to prevent people from leaving or entering a building or premises until the threat or risk has been resolved

Planned closure: services identified as being at high fire risk and on the DET’s Bushfire At-Risk Register will close on days determined to have a fire danger rating of Code Red by the Emergency Management Commissioner. Where possible, four to seven days’ notice of a planned closure will be provided. Services not on the Department’s Bushfire At-Risk Register will remain open, unless directly threatened by fire or another emergency.

Risk management: A structured approach to managing uncertainty related to a threat; a sequence of activities including the identification, assessment and prioritisation of risks followed by co-ordinated and economical application of resources to minimise, monitor and control the probability and/or impact of those risks.

WorkSafe Victoria: The manager of Victoria’s workplace safety system. WorkSafe Victoria:

- strives to prevent workplace injuries, illness and fatalities
- provides benefits to injured workers and helps them to return to work
- enforces Victoria’s occupational health and safety laws
- provides reasonably priced workplace injury insurance for employers
- provides an emergency response service 24 hours per day.

SOURCES AND RELATED POLICIES

SOURCES

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

RELATED POLICIES

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

EVALUATION

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

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

ATTACHMENTS

- Emergency Management Plan template:
https://www.education.vic.gov.au/Documents/childhood/providers/support/ECS_EMP_Template_2021-22_AUG21.docx
- Attachment 2: General Policy Definitions

AUTHORISATION

This policy was adopted by the approved provider of DNMK on May 2023

REVIEW DATE: May 2024

Attachment 2

General Policy Definitions

Approved Provider: An individual or organisation that has completed an application and been approved by the Regulatory Authority as fit and proper (in accordance with Sections 12, 13 and 14 of the National Law) to operate one or more education and care services. Where the applicant is an organisation, each person with management and control (see definition below) of that organisation must complete a separate application form. (Note: Under the Education and Care Services National Law Act 2010, Section 5, Definitions: “**person with management or control**, in relation to an education and care service, means – (b) if the provider of the service is an eligible association, each member of the executive committee of the association who has the responsibility, alone or with others, for managing the delivery of the education and care service”.)

Australian Children’s Education and Care Quality Authority (ACECQA): The national authority established to oversee the National Quality Framework and guide its implementation in a consistent way throughout Australia.

Department of Education and Training (DET): The Victorian State Government department with Primary responsibility for the approval, monitoring and quality assessment of services in Victoria in accordance with the national legislative framework and in relation to the *National Quality Standards*

Early childhood teacher: A person with an approved early childhood teaching qualification as listed on the ACECQA website www.acecqa.gov.au

Educational Leader: The Approved Provider of an education and care service must designate, in writing, a suitably qualified and experienced educator, coordinator or other individual to lead the development and implementation of education programs at the service (Regulation 118). This person must have a thorough understanding of the Early Years Learning Framework (or other approved learning framework), be able to guide other educators in their planning and reflection, and mentor colleagues in their implementation practices.

Educator: An individual who is qualified to provide education and care for children as part of an education and care service.

Learning frameworks: Under the National Quality Framework (NQF), education and care services are required to ensure that the program delivered to all children being cared for and educated by the service is based on and delivered in a manner that accords with an approved learning framework. In Victoria, the approved frameworks are:

- ☐ *Early Years Learning Framework (EYLF)*
- ☐ *Victorian Early Years Learning and Development Framework (VEYLDF)*
- ☐ *My Time, Our Place: Framework for School Age Care in Australia.*

National Law: Refers to the *Education and Care Services National Law Act 2010*: the national law regulating education and care services for children.

National Quality Framework (NQF): This framework for the early childhood education and care sector helps providers to improve the quality of services in areas that impact on a child’s development. The framework includes:

- ☐ a National Law – the Education and Care Services National Law Act 2010
- ☐ National Regulations – the Education and Care Services National Regulations 2011 (please check online to ensure the most current version is being used)
- ☐ the National Quality Standard
- ☐ an assessment and rating system
- ☐ a Regulatory Authority in each state and territory with primary responsibility for the approval, monitoring and quality assessment of services in their jurisdiction in accordance with the national legislative framework and in relation to the National Quality Standard
- ☐ the Australian Children’s Education and Care Quality Authority (ACECQA). The national body responsible for providing oversight of the system and ensuring consistency of approach.

National Quality Standard (NQS): The NQS sets a National benchmark for the quality of children’s education and care services. The NQS is comprised of guiding principles, quality areas, standards and elements. There are seven quality areas which capture aspects critical to the provision of quality education and care.

National Regulations: Refers to the *Education and Care Services National Regulations 2011*: the regulations or rules under which education and care services must operate. The regulations are the way in which the law is applied.

Nominated Supervisor: A person who has been nominated by the Approved Provider of the service under Part 3 of the Act and who has consented to that nomination in writing can be the Nominated Supervisor. All services must have a Nominated Supervisor with responsibility for the service in accordance with the National Regulations. The Approved Provider must take reasonable steps to ensure that the Nominated Supervisor is a fit and proper person (in accordance with Sections 12, 13 and 14 of the National Law), with suitable skills, qualifications and experience. The Regulatory Authority must be notified if the Nominated Supervisor for the service changes, or is no longer employed at the service.

Person with management or control: Means— (a) if the provider or intended provider of the service is a body corporate, an officer of the body corporate within the meaning of the Corporations Act 2001 of the Commonwealth who is responsible for managing the delivery of the education and care service; or (b) if the provider of the service is an eligible association, each member of the executive committee of the association who has the responsibility, alone or with others, for managing the delivery of the education and care service; or (c) if the provider of the service is a partnership, each partner who has the responsibility, alone or with others, for managing the delivery of the education and care service; or (d) in any other case, a person who has the responsibility, alone or with others, for managing the delivery of the education and care service (Note: Under the *Education and Care Services National Law Act 2010*, Section 5).

Person in day-to-day charge: A person is in day-to-day charge if (a) the person is placed in day-to-day charge by the approved provider or a nominated supervisor of the education and care service after meeting the definition for a service supervisor certificate: and (b) the person consents to the placement in writing (Regulation 54)

Policy: A formal statement of principles which provides a framework for decision-making and indicates the course of action to be taken in specific circumstances. Policies provide services with an approved way of operating in relation to particular matters and improve the management of risk. They reflect the values and beliefs of a service, current thinking, national standards and community expectations, and are relevant in terms of current laws and regulations.

Procedures: The steps required to implement and comply with a policy. Procedures specify how to achieve the necessary result by outlining who does what and when. Procedures are succinct, factual and to the point, and are generally expressed as a list.

Program: The group/activity in which a child is enrolled and which has specific hours of attendance.

Regulatory Authority: see definition for the Department of Education and Training.

Responsible Person: The Approved Provider (if that person is an individual, and in any other case the person with management or control of the service operated by the Approved Provider) or a Nominated Supervisor or person who has been placed in day-to-day charge of the service in accordance with the National Regulations.

Service Supervisor Certificates: On 1st November 2016 the National Regulations were amended to expand the classes of people who may be covered by a prescribed class supervisor certificate.

The new prescribed classes are set out in regulation 238A, and include a person who is:

- ☐ *responsible for day to day management of the service, or*
- ☐ *exercising supervisory and leadership responsibilities for part of the service, or*
- ☐ *a family day care coordinator*

Certificates issued for people working in one of these roles are referred to as “*service supervisor certificates*”.

Service supervisor certificates will not be issued to a particular person. Instead they may apply to any person working at the service who has been identified by the approved provider as working in one of the above roles.

For example, if the service director is responsible for day to day management of the service, they can be covered under the service supervisor certificate. Similarly, a room leader who is responsible for supervising part of the service can also be covered by the service supervisor certificate.

With this new flexibility, most individuals do not need to apply to the regulatory authority for a supervisor certificate.

Under these arrangements, a person is covered under the service supervisor certificate and may be a nominated supervisor if:

- ☐ the approved provider identifies that they meet the definition for a service supervisor certificate and
- ☐ they give their written consent to be the nominated supervisor (required under sections 35, 44 and regulation 56).

Nominated supervisors have specific obligations under the National Law (See Nominated Supervisors above).

A person is covered and may be placed in day to day charge of the service if:

- ☐ the approved provider or the nominated supervisor identifies that they meet the definition for a service supervisor certificate and
- ☐ they give their written consent to be placed in day to day charge of the service (required under regulation 54).

These arrangements apply for centre based and family day care services, and make it easier for providers to meet the requirements to ensure that:

☒ for centre based services, either the approved provider, nominated supervisor or certified supervisor in day to day charge is present at the service at all times the service is educating and caring for children (section 162) and

☒ for family day care services, either the approved provider, nominated supervisor or a certified supervisor in day to day charge is available at all times to support family day care educators

Staff: Any individual (other than the Nominated Supervisor or a volunteer) employed, appointed or engaged to work in or as part of an education and care service.

