

# SAMPLE Emergency Management Plan 2017-2018

## Mountain View Early Years Centre



Physical Address	66 Childs Road, MOUNTAIN VIEW VIC 8965
Phone Number	03 9999 8888
Email address	Mountain.view@edumail.vic.gov.au
DET Region	South East Victoria Region
Bureau of Meteorology/Fire District	East Gippsland Shire
Is the service on the Bushfire- At-Risk Register?	Yes – Category 2
Service SE Number	
Provider Number	
Approved Provider/Licensee Approving our Plan	Kim Purple
Date Approved	2 September 2017
Next Review Date	Commencement of Term 3 2018

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## 1. Purpose

The purpose of this Emergency Management Plan is to provide a detailed plan of how Mountain View Early Years Centre will prepare and respond to emergency situations.

## 2. Scope

This EMP applies to all educators, children, visitors, contractors and volunteers at Mountain View Early Years Centre. The facility is located in a hilltop community, with dense bushland to the east, north east and along the facility's southern boundary.

## 3. Distribution

A copy of our plan has been distributed to:

Name	Position Title and Organisation Name	Date Sent	Email Address or Postal Address
<b>Kevin O'Rourke</b>	Manager Operations and Emergency Management, Regional Office, DET	4 July 2017	Black.brian.b@children.vic.gov.au
<b>Officer</b>	Quality Assessment and Regulation Division (QARD)	4 July 2017	Gippsland.qar@edumail.vic.gov.au
<b>Officer in Charge</b>	Mountain View CFA	4 July 2017	PO Box 1, MOUNTAIN VIEW 8965
<b>Officer in Charge</b>	Mountain View Police	4 July 2017	PO Box 2, MOUNTAIN VIEW 8965
<b>Officer in Charge</b>	Mountain View SES	4 July 2017	PO Box 3, MOUNTAIN VIEW 8965
<b>Kim Purple</b>	Approved provider/licensee	4 July 2017	PO Box 4, MOUNTAIN VIEW 8965
<b>Sarah White</b>	Responsible person	4 July 2017	White.sara.s@mountainview-eyc.net.au
<b>Travis Orange</b>	Planning Officer	4 July 2017	Orange.travis.a@mountainview-eyc.net.au
<b>Pam Blue</b>	Operations	4 July 2017	Blue.pam.b@mountainview-eyc.net.au
<b>George Red</b>	Communications	4 July 2017	Red.george.t@mountainview-eyc.net.au
<b>Anthony Grey</b>	Logistics	4 July 2017	Grey.anthony.p@mountainview-eyc.net.au
<b>Nicole Brown</b>	First Aid	4 July 2017	Brown.nicole.u@mountainview-eyc.net.au
<b>Kate Gold</b>	Municipal Emergency response coordinator – Mountain View council	4 July 2017	gold.kate@mountainviewcouncil.net.au
In addition to the above individuals, copies of the EMP have been provided to all Committee of Management members, centre staff and municipal office.			

# **PART 1– EMERGENCY RESPONSE**

#### 4. In Case of Emergency

<b>In an Emergency</b>	
<b><i>Call</i></b>  <b>Police, Ambulance, Fire Services</b>	<b>000</b>
<b><i>For Advice call your</i></b>  <b>Approved Provider/Licensee or Person with Management or Control/Licensee Representative</b>	<b>Kim Purple 9589-xxxx</b>
<b><i>Convene your</i> Incident Management Team</b>	

## 5. Emergency Contacts

### 5.1 Emergency Services

In an emergency requiring **Police, Ambulance and MFB/CFA** 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	Kim Purple	09 6849 xxxx	09 6849 xxxx	0088 987 xxx
Responsible Person/Primary Nominee	Sarah White	09 9589 xxxx	09 9589 xxxx	0088 123 xxx
First Aid Officer	Nicole Brown	09 6849 xxxx	09 6849 xxxx	0088 456 xxx
OHS Representative	Pam Blue	09 6849 xxxx	09 6849 xxxx	0088 369 xxx
Bulk Messaging System Operator (eg SMS)	George Red	09 6849 xxxx	09 6849 xxxx	0088 456 xxx

### 5.3 Key Organisational/Regional Contacts

	Name	Phone	Mobile
Manager Access, Participation and Performance	Alison Clark	03 5127 0430	N/A
Quality Assessment and Regulation Division (QARD) Area Team	David Smith	09 9651 xxxx	
Regional DET Manager, Operations and Emergency Management	Kevin O'Rourke	09 8765 5761	0447 019 887
DET Regional Office	South-Eastern Victoria Region	09 8965 xxxx	0407 xxx xxx
Regional Office Switchboard	Reception	09 8965 xxxx	N/A

### 5.4 Local/Other Organisations Contacts

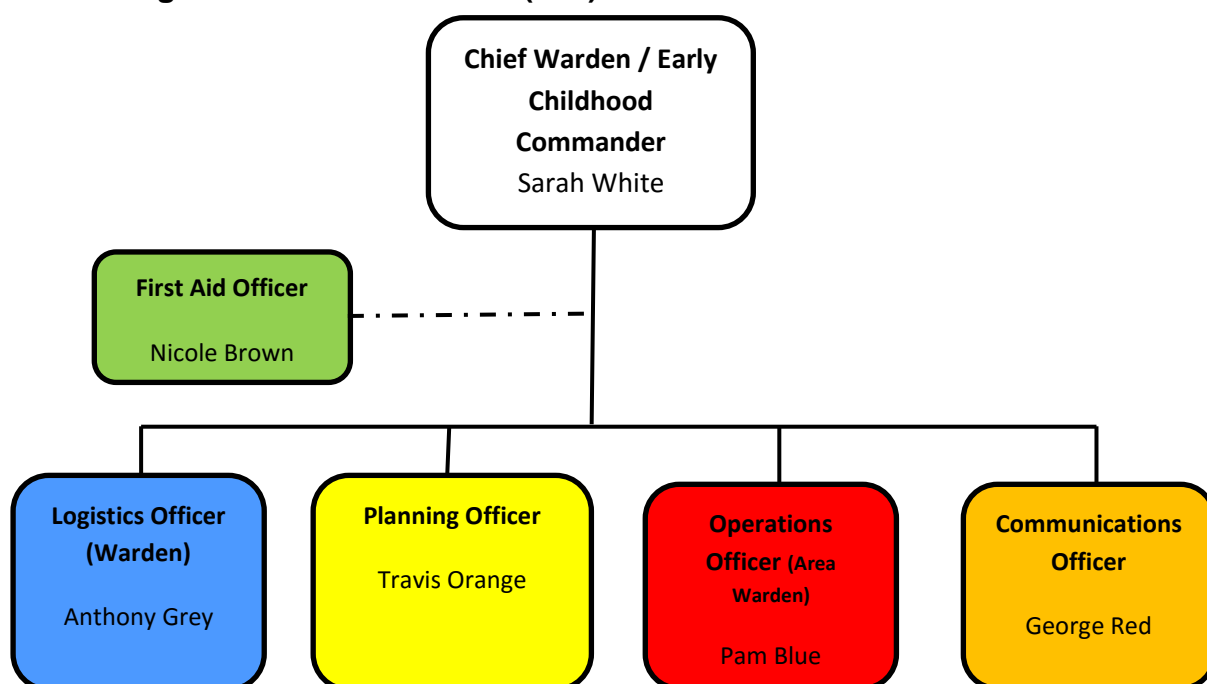
	Phone
Police Station	09 8900 xxxx
Hospital/s	09 8900 xxxx
Gas – Everheat Gas	09 8954 xxxx 135 xxx
Electricity – Powerless Direct	1300 689 xxx
Water Corporation – Gravity Water Corps	09 8965 xxxx
Facility Plumber – Kenny Smyth	09 8965 xxxx
Facility Electrician – Therese Sparks	09 8965 xxxx
Local Government	09 8965 xxxx
SES (flood, storm and earthquake)	132 500

## 5.5 School bus emergency contacts

Client School - School bus emergency contacts			
Bus Route Name and Number	Coordinating School(s) & Bus Company	Contact Name	Phone/Mobile Numbers
Route 66 – Mountain View to Lakeview	Mountain View Secondary College	Mandy Mustard	09 8965 xxxx 0088 221 xxx
	Acme Bus Company	Phillip Paisley	09 8965 xxxx 0088 760 xxx
Route 99 – Steep rise to Mountain View	Steep Rise Primary School	Nicola Navy	09 8965 xxxx 0088 451 xxx
	On-time Transport Co.	Isaac Indigo	09 8962 xxxx 0088 587 xxx

## 6. Incident Management Team

### 6.1 Incident Management Team Structure (IMT)



**Please note:** at the time of the Emergency Response, the Chief Warden/Early Childhood Commander may allocate additional roles depending on the incident. For example, Media Officer and Transport and Parking Officer.



## 6.2 Incident Management Team (IMT) Contact Details

IMT Role/Activities		Primary Contact		Back Up Contact
Chief Warden / Early Childhood Commander	Name	Sarah White	Name	Travis Orange
	Phone/Mobile	09 6849 xxxx 0088 123 xxx	Phone/Mobile	09 6849 xxxx 0088 862 xxx
Planning tasks will be performed by:	Name	Travis Orange	Name	Mary Bronze
	Phone/Mobile	09 6849 xxxx 0088 862 xxx	Phone/Mobile	09 6849 xxxx 0088 496 xxx
Operations (Area Warden) tasks will be performed by:	Name	Pam Blue	Name	Tracey Copper
	Phone/Mobile	09 6849 xxxx 0088 994 xxx	Phone/Mobile	09 6849 xxxx 0088 345 xxx
Communications tasks will be performed by:	Name	George Red	Name	Pam Blue
	Phone/Mobile	09 6849 xxxx	Phone/Mobile	09 6849 xxxx
Logistics (Warden) tasks will be performed by:	Name	Anthony Grey	Name	Paul Pink
	Phone/Mobile	09 6849 xxxx 0088 398 xxx	Phone/Mobile	09 6849 xxxx 0088 965 xxx
First Aid tasks will be performed by:	Name	Nicole Brown	Name	Brian Ruby
	Phone/Mobile	09 6849 xxxx 0088 456 xxx	Phone/Mobile	09 6849 xxxx 0088 123 xxx

## 7. Incident Management Team Responsibilities

### Chief Warden/Early Childhood Commander

#### Pre-Emergency

- Maintain current contact details of IMT members.
- Ensure children/staff with special 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.
  - Report serious incidents to the relevant Quality Assessment and Regulation Division (QARD) regional office of DET in accordance with relevant regulatory requirements. Service agreements also require approved providers or licensees to notify DET in the event of a serious incident:
  - services operating under the National Quality Framework (NQF) refer to the fact sheet *Serious incidents and complaints* available at: [www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx)
  - services operating under the *Children's Services Act 1996* (Children's Services Act) refer to the practice note *Serious incidents* available at: [www.education.vic.gov.au/childhood/providers/regulation/Pages/vcspracnotes.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/vcspracnotes.aspx)

### Planning

#### Pre- Emergency

- Assist the Chief Warden/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 (e.g. clear egress paths, access to first attack equipment e.g. fire extinguishers and disposal of rubbish) by Wardens throughout their areas.
- Participate in emergency exercises/drills.

### **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 their floor or area warrant this.
- Control the movement of people.
- Co-opt persons as required to assist the Logistics Officer (Warden/s) during an emergency.
- Confirm that the Logistics Officer's/Warden's activities have been completed and report this to the Chief Warden/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.

### **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.
- Keep a log of events that occurred during the emergency.
- Act as directed by the Chief Warden/Early Childhood Commander.

### **Post- Emergency**

- Collate logs of events completed by all IMT members during the emergency for the debrief

- and ensure they are secured for future reference.
- Contact parents as required.

## **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 e.g. fire extinguishers and disposal of rubbish).
- Participate in emergency exercises/drills.

### **During Emergency**

Persons selected to perform as Logistics Officer/Warden will carry out activities as set out in the emergency response procedures and as directed by the Operations Officer/Area Warden.

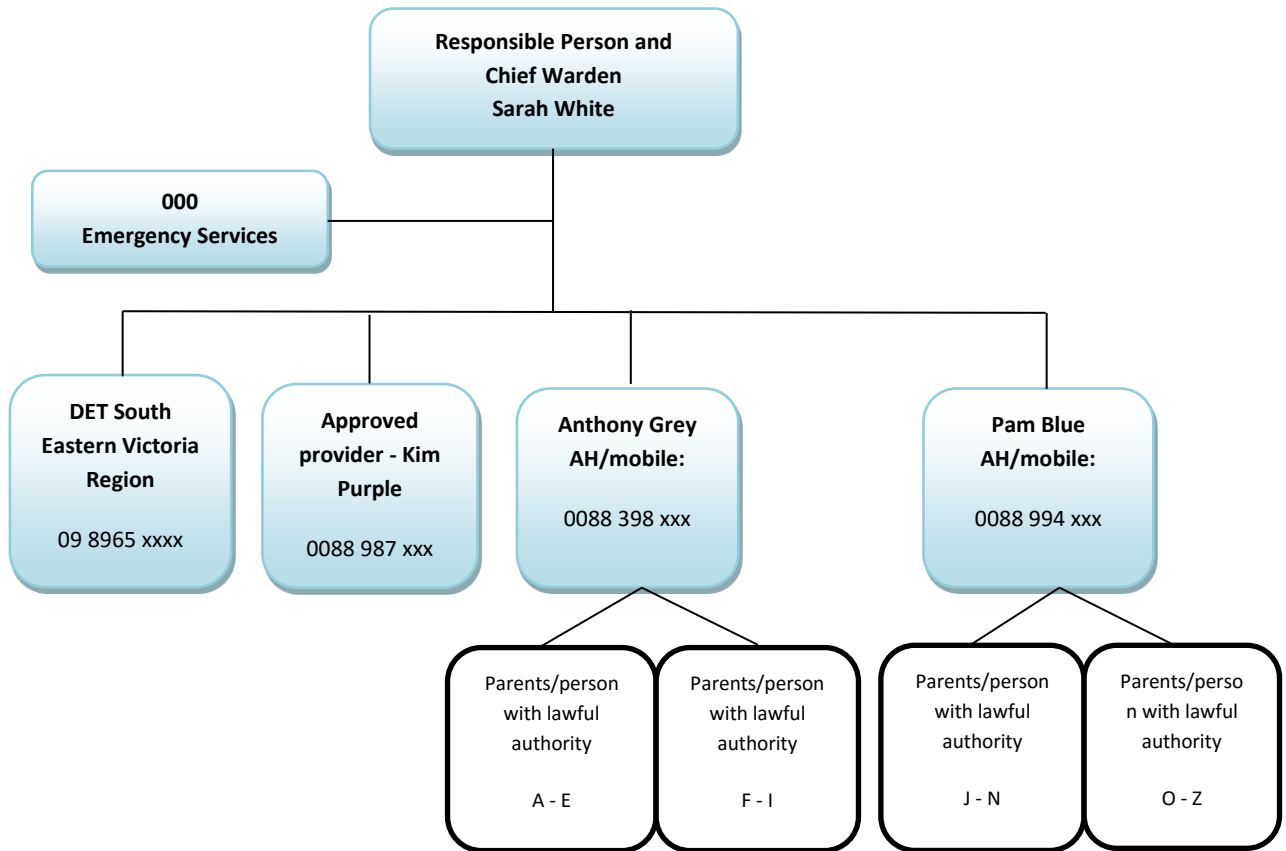
Activities may include the following:

- Attend the emergency control point.
- Operate the communication system in place.
- Check that any fire doors and smoke doors are properly closed.
- Close or open other doors in accordance with the emergency response procedures.
- Search the floor or area to ensure all people have evacuated. This function is of greater importance than a later physical count of those evacuated.
- Ensure orderly flow of people into protected area.
- Assist occupants with disabilities.
- Act as lead of groups moving to nominated assembly areas.
- Report status of required activities to the Operations Officer/ Area Warden on their completion.
- Act as directed by the Chief Warden/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

Staff Member	Training	Date Qualified To
Nicole Brown (First Aid Officer)	Wilderness Advanced First Aid	Expires December 2017
George Red	Provide an Emergency First Aid Response in an Education and Care Setting & CPR St John.	Expires July 2018
Travis Orange	Apply First Aid (HLTFA311A) Red Cross.	Expires August 2018
Pam Blue	Apply First Aid (HLTFA311A) Red Cross.	Expires September 2018
Sarah White	Apply First Aid (HLTFA311A) Red Cross.	Expires September 2018
Brian Ruby	Wilderness First Aid	Expires September 2018

## 10. Emergency response procedures

### 10.1 On-site evacuation/relocation procedure

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

- **Call 000** for emergency services and seek and follow advice.
- Determine which of the facility's pre-identified on-site evacuation points is most appropriate to use.
- Evacuate children, staff and visitors out of the main building to your onsite evacuation point at:
  - a) the playground on the east side of the main building, directly in front of the two emergency exits; or
  - b) beside the back gate, located at the south west end of the back fence, which is the farthest corner of the block away from Child's Road and Eucalyptus Avenue.
- Take the child attendance list, staff attendance list, your Emergency Kit/First Aid Kit and this Plan.
- Once at the assembly point, check all children, 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.

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

- Ensure any children, staff or visitors with medical or other needs are supported.
- Determine whether to activate our parent re-unification process.
- Determine if there is any specific information children, staff 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 Incident Management Team to identify any on-site evacuation and procedural changes that may be required.
- Complete our Post Emergency Record form (refer to Appendix 4 of the Guide to Developing Your Emergency Management Plan).
- Report any serious incidents to the relevant DET QARD officer in your region:
  - Services operating under the NQF, refer to the fact sheet Serious incidents and complaints available at:  
[www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx)
  - Services operating under the *Children's Services Act 1996* refer to practice note Serious incidents available at:  
[www.education.vic.gov.au/childhood/providers/regulation/Pages/vcspracnotes.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/vcspracnotes.aspx)

## 10.2 Off-site evacuation procedure

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

- **Call 000** for emergency services and seek and follow advice.
- Determine which of the facility's off-site evacuation points is most appropriate to use.
- Evacuate children, staff and visitors to your offsite evacuation point at:
  - a) the community centre at the west end of Child's Road at 16 Child's Road, MOUNTAIN VIEW; or
  - b) front yard of private residence located north west of the early years centre at 15 Scenic Drive, HILLTOP.
- Take the emergency kit/first aid kit (including our children and staff attendance lists and a copy of this EMP).
- Once at assembly point, check all children, 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.

## Actions after off-site evacuation procedure

- Ensure any children, staff or visitors with medical or other needs are supported.
- Determine whether to activate our parent re-unification process.
- Determine if there is any specific information children, staff 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 Incident Management Team to identify any off-site and procedural changes that may be required.
- Complete our Post Emergency Record form (refer to Appendix 4 of the *Guide to Developing Your Emergency Management Plan*).
- Report any serious incidents to the relevant DET QARD officer in your region:
  - Services operating under the NQF, refer to the fact sheet Serious incidents and complaints available at:  
[www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx)
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### 10.3 Lock-down procedure

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

- **Call 000** for emergency services and seek and follow advice.
- Initiate the lock-down and provide instructions to 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 staff to be posted at locked doors to allow children, 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, staff and visitors are accounted for.
- If it is safe to do so, have a 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.

### Actions after lock-down procedure

- Ensure any children, staff or visitors with medical or other needs are supported.
- Determine whether to activate our parent re-unification process.
- Determine if there is any specific information children, staff 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 Incident Management Team to identify any lock-down and procedural changes that may be required.
- Complete the Post Emergency Record form (refer to Appendix 4 of the *Guide to Developing Your Emergency Management Plan*).
- Report any serious incidents to the relevant DET QARD officer in your region:
  - Services operating under the NQF, refer to the fact sheet Serious incidents and complaints available at:  
[www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx)
  - Services operating under the *Children's Services Act 1996* refer to practice note Serious incidents available at:  
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## 10.4 Lock-out procedure

When an internal immediate danger is identified and it is determined that children should be excluded from buildings for their safety the Chief Warden on-site will take charge and activate the Incident Management Team 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 the facility's pre-identified on-site evacuation points is most appropriate to use.
- Assemble children, staff and visitors at the designated on-site evacuation point/s at:
  - a) the playground on the east side of the main building, directly in front of the two emergency exits; or
  - b) Beside the back gate, located at the south west end of the back fence, which is the farthest corner of the block away from Child's Road and Eucalyptus Avenue.

Check that children, 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.

### Actions after lock-out procedure

- Ensure any children, staff or visitors with medical or other needs are supported.
- Determine whether to activate our parent re-unification process.
- Determine if there is any specific information children, staff 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 Incident Management Team to identify any lock-out and procedural changes that may be required.
- Complete our Post Emergency Record form (refer to Appendix 4 of the *Guide to Developing Your Emergency Management Plan*).
- Report any serious incidents to the relevant DET QARD officer in your region:
  - Services operating under the NQF, refer to the fact sheet Serious incidents and complaints available at:  
[www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx)
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## 10.5 Shelter-in-place procedure

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

- **Call 000** for emergency services and seek and follow advice.
- Move all children, staff and visitors to your pre-determined shelter-in-place location in the multi-purpose music room, located at the south west corner of the main building.
- Take your emergency kit/first aid kit (including your children and staff attendance lists and a copy of this EMP).
- Check that all children, staff and visitors are accounted for.
- Ensure communications with emergency services is maintained. Wait for emergency services to arrive or provide further information.
- Where appropriate, confirm with emergency services personnel that it is safe to return to
- Maintain a record of actions/decisions undertaken and times.
- Seek advice from your Approved Provider/Licensee or Person with Management or Control/Licensee Representative if required.
- Contact parents as required.

### Actions after shelter-in-place procedure

- Ensure any children, staff or visitors with medical or other needs are supported.
- Determine whether to activate our parent re-unification process.
- Determine if there is any specific information children, staff 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 Incident Management Team to identify any shelter-in-place and procedural changes that may be required.
- Complete our Post Emergency Record form (refer to Appendix 4 of the *Guide to Developing Your Emergency Management Plan*).
- Report any serious incidents to the relevant DET QARD officer in your region:
  - Services operating under the NQF, refer to the fact sheet Serious incidents and complaints available at: [www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx)
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## 11. Response procedures for specific emergencies

### 11.1 Building Fire

- Call **000** for emergency services and seek and follow advice.
- Activate the fire alarm.
- If appropriate, follow the procedure for **on-site evacuation**.
- Report the emergency immediately to the Chief Warden who will convene your IMT if necessary.
- Remain calm and activate the fire alarm.
- Extinguish the fire (**only if safe to do so**).
- Determine which of the facility's pre-identified on-site evacuation points is most appropriate to use.
- Assemble children, staff and visitors at the designated on-site evacuation point/s at:
  - a) the playground on the east side of the main building, directly in front of the two emergency exits; or
  - b) Beside the back gate, located at the south west end of the back fence, which is the farthest corner of the block away from Child's Road and Eucalyptus Avenue.
- Check that all areas have been cleared and notify the Chief Warden.
- Check that all children, 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.
- Report any serious incidents to the relevant DET QARD officer in your region:
  - Services operating under the NQF, refer to the fact sheet Serious incidents and complaints available at:  
[www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx)
  - Services operating under the *Children's Services Act 1996* refer to practice note Serious incidents available at:  
[www.education.vic.gov.au/childhood/providers/regulation/Pages/vcspracnotes.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/vcspracnotes.aspx)

### 11.2 Bushfire

- Call **000** for emergency services and seek and follow advice.
- Report the emergency immediately to the Chief Warden who will convene your IMT if necessary.
- Determine appropriate response strategy (evacuate or shelter-in-place) in consultation with emergency services, if possible.
- If evacuation is required and time permits before you leave:
  - Make sure you close all doors and windows
  - Turn off power and gas.
- Check that all children, staff and visitors contractors are accounted for.
- Listen to TV or local radio on battery-powered sets for bushfire/weather warnings and advice.
- Ensure staff and children do not hinder emergency services or put themselves at risk by going near damaged buildings or trees.
- Seek advice from your Approved Provider/Licensee or Person with Management or Control/Licensee Representative if required.
- Contact parents as required.
- Report any serious incidents to the relevant DET QARD officer in your region:

- Services operating under the NQF, refer to the fact sheet Serious incidents and complaints available at:  
[www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx)
- Services operating under the *Children's Services Act 1996* refer to practice note Serious incidents available at:  
[www.education.vic.gov.au/childhood/providers/regulation/Pages/vcspracnotes.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/vcspracnotes.aspx)

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

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

- Call **000** for emergency services and seek and follow advice.
- Report the emergency immediately to the Chief Warden who will convene your IMT if necessary.
- Turn off gas supply.
- If the gas leak is onsite, notify your gas provider.
- Determine which of the facility's pre-identified on-site evacuation points is most appropriate to use.
- Assemble children, staff and visitors at the designated on-site evacuation point/s at:
  - a) the playground on the east side of the main building, directly in front of the two emergency exits; or
  - b) Beside the back gate, located at the south west end of the back fence, which is the farthest corner of the block away from Child's Road and Eucalyptus Avenue.
- Check children, 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.
- Report any serious incidents to the relevant DET QARD officer in your region:
  - Services operating under the NQF, refer to the fact sheet Serious incidents and complaints available at:  
[www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx)
  - Services operating under the *Children's Services Act 1996* refer to practice note *Serious incidents* available at:  
[www.education.vic.gov.au/childhood/providers/regulation/Pages/vcspracnotes.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/vcspracnotes.aspx)

### 11.4 Intruder

- Call **000** for emergency services and seek and follow advice.
- Report the emergency immediately to the Chief Warden.
- Do not do or say anything to the person to encourage irrational behaviour.
- Initiate action to restrict entry to the building if possible and confine or isolate the threat from building occupants.
- Determine whether **evacuation, lock-down or shelter-in-place** is required in consultation with Police where possible. Evacuation only should be considered if safe to do so.
- Seek advice from our Approved Provider/Licensee or Person with Management or Control/Licensee Representative if required.
- Contact parents as required.
- Report any serious incidents to the relevant DET QARD officer in your region:

- Services operating under the NQF, refer to the fact sheet Serious incidents and complaints available at:  
[www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx)
- Services operating under the *Children's Services Act 1996* refer to practice note Serious incidents available at:  
[www.education.vic.gov.au/childhood/providers/regulation/Pages/vcspracnotes.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/vcspracnotes.aspx)
- A panic button is located within the reception area of the main building and this may be activated to alert others in the facility as to the presence of an intruder.

### 11.5 Bomb/substance threat

- Call **000** for emergency services and seek and follow advice.
- Report the threat to the Chief Warden.
- Do not touch any suspicious objects found.
- If a suspicious object is found or if the threat specifically identified a given area, then **evacuation** may be considered:
  - If appropriate under the circumstances, clear the area immediately within the vicinity of the object of children and staff
  - Ensure children and staff are not directed past the object
  - Ensure children and staff that have been evacuated are moved to a safe, designated location
- Seek advice from your Approved Provider/Licensee or Person with Management or Control/Licensee Representative if required.
- Contact parents as required.
- Report any serious incidents to the relevant DET QARD officer in your region:
  - Services operating under the NQF, refer to the fact sheet Serious incidents and complaints available at:  
[www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx)
  - Services operating under the *Children's Services Act 1996* refer to practice note Serious incidents available at:  
[www.education.vic.gov.au/childhood/providers/regulation/Pages/vcspracnotes.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/vcspracnotes.aspx)

#### If a bomb/substance threat is received by telephone:

- **Do not** hang up
- If possible fill out the bomb threat checklist while you are on the phone to the caller
- Keep the person talking for as long as possible and obtain as much information as possible
- Have a co-worker call 000 for emergency services on a separate phone without alerting the caller and notify the Chief Warden
- Listen carefully for a full description:
  - Sex of caller
  - Age of caller
  - Accents and speech impediments
  - Background noises
  - Key phrases used by the caller
- Ask the caller:
  - What is the threat?
  - When is the threat to be carried out?
  - Where the threat may be located?
  - Why the threat is being made?
  - Where are you? Where do you live?
  - What is your name?
- Once a call is finished:

- DO NOT HANG UP – it may be possible to trace the call if the telephone line is kept open, regardless of whether the caller hangs up
- Ensure all information has been written down
- Inform management and report threat to emergency services immediately – use a separate telephone line or mobile phone (in case the caller rings again)
- Do not touch, tilt or tamper with the object
- Follow any instructions given by emergency services

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

- Place the letter in a clear bag or sleeve
- Avoid any further handling of the letter or envelope or package
- Call 000 for emergency services and seek and follow advice
- Notify the Chief Warden

**If a bomb/substance threat is received electronically or through the service's website:**

- Do not delete the message
- Call 000 for emergency services and seek and follow advice
- Notify the Chief Warden

# 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



<b>TELEPHONE</b>	<input type="checkbox"/> Uneducated	<input type="checkbox"/> Pleasant	<input type="checkbox"/> Aircraft
<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 who will convene your IMT if necessary.
- Move staff/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 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.
- Notify the Victorian WorkCover Authority (formerly WorkSafe Victoria) if required.
- Report any serious incidents to the relevant DET QARD officer in your region:
  - Services operating under the NQF, refer to the fact sheet Serious incidents and complaints available at:  
[www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx)
  - Services operating under the *Children's Services Act 1996* refer to practice note Serious incidents available at:  
[www.education.vic.gov.au/childhood/providers/regulation/Pages/vcspracnotes.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/vcspracnotes.aspx)

## 11.7 Severe weather event

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

### After the severe weather event

- After storm passes, evaluate the need to evacuate if uncontrolled fires, gas leaks, or structural damage has occurred as a result of the storm.
- Contact parents as required.
- Report any serious incidents to the relevant DET QARD officer in your region:
  - Services operating under the NQF, refer to the fact sheet Serious incidents and complaints available at:  
[www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx)
  - Services operating under the *Children's Services Act 1996* refer to practice note Serious incidents available at:  
[www.education.vic.gov.au/childhood/providers/regulation/Pages/vcspracnotes.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/vcspracnotes.aspx)

## 11.8 Earthquake

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

### If outside

Instruct 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 staff and children to:

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

### After the earthquake

- Evaluate the need to evacuate if there are uncontrolled fires, gas leaks or structural damage to the building you are in.
- If you evacuate, watch out for fallen trees, power lines, and stay clear of any structures that may collapse.
- Arrange medical assistance where required.
- Report any matter concerning the safety and wellbeing of children, staff and visitors to the Chief Warden.
- Contact parents as required.
- Tune in to ABC radio if you can and follow any emergency instructions.
- Report any serious incidents to the relevant DET QARD officer in your region:
  - Services operating under the NQF, refer to the fact sheet Serious incidents and complaints available at:  
[www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx)
  - Services operating under the *Children's Services Act 1996* refer to practice note Serious incidents available at:  
[www.education.vic.gov.au/childhood/providers/regulation/Pages/vcspracnotes.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/vcspracnotes.aspx)

## 11.9 Influenza pandemic

For comprehensive guidelines and information on emergency response procedures to an influenza pandemic go to: [Human Influenza Pandemic Incident Response Procedures](#)

If you have any queries about pandemic response, contact the DET Manager, Operations and Emergency Management in your region.

PREPAREDNESS STAGE		The scale and nature of preparedness activities is the same for all possible levels of clinical severity
Description - No novel strain detected (or emerging strain under initial detection)		
Category	Key Actions	
<b>Review Emergency Management Plan</b>	<ul style="list-style-type: none"> <li>● Review your Emergency Management Plan (EMP), including:               <ul style="list-style-type: none"> <li>○ pandemic planning arrangements</li> <li>○ up-to-date contact lists of staff, children, families, local services – DHHS and Local Government Emergency Management Coordinators</li> <li>○ communication tree of key staff.</li> </ul> </li> </ul>	<p>Preparedness activities should be incorporated into normal business.</p> <p>This includes incorporating a comprehensive risk management strategy that takes an 'all hazards' approach and includes influenza pandemic as a specific hazard that needs to be considered.</p> <p>Regularly review, exercise and updates plans.</p> <p>Communicate pandemic plans with staff.</p>
<b>Influenza prevention</b>	<ul style="list-style-type: none"> <li>● Promote basic hygiene measures including:               <ul style="list-style-type: none"> <li>○ provide children and staff with information about the importance of hand hygiene (more information is available at <a href="#">Better Health</a>)</li> <li>○ provide convenient access to water and liquid soap and alcohol-based hand sanitiser</li> <li>○ educate staff and children about covering their cough with a tissue or their inner elbow to prevent the spread of germs</li> <li>○ careful disposal of used tissues.</li> </ul> </li> <li>● Appropriate home based exclusion from early childhood service for children and staff with flu-like illness.</li> <li>● Encourage staff to seek immunisation for seasonal influenza.</li> </ul>	
<b>Communications</b>	<ul style="list-style-type: none"> <li>● Maintain personal hygiene messages with staff and children.</li> <li>● Convey seasonal influenza messages as directed by DET.</li> </ul>	
<b>Travel advisories</b>	<ul style="list-style-type: none"> <li>● Encourage staff and parents/carers to access the <a href="#">smartraveller</a> website prior to international travel.</li> </ul>	
<b>Business continuity</b>	<ul style="list-style-type: none"> <li>● Ensure currency of business continuity plan which:               <ul style="list-style-type: none"> <li>○ identifies minimum requirements and key staff for continued operations (including planning for the absence of the director)</li> <li>○ considers workforce strategies to enable continued operations, if pandemic impacted a portion of the early childhood workforce.</li> </ul> </li> </ul>	



RESPONSE STAGE – INITIAL ACTION		Clinical Severity		
Description – Cases detected in Australia – information about the disease is scarce		Low	Med	High
Category	Key Actions	Low	Med	High
<b>Incident response</b>	<ul style="list-style-type: none"> <li>Enact your EMP where necessary.</li> <li>Activate Incident Management Team (IMT) to implement the organisation's response as appropriate to advice from DET.</li> </ul>	Apply  Not suggested	Apply  Not suggested	Apply  Apply
<b>Hygiene measures</b>	<ul style="list-style-type: none"> <li>Reinforce basic hygiene measures including: <ul style="list-style-type: none"> <li>provide children and staff with information about the importance of hand hygiene (more information is available at <a href="#">Better Health</a>)</li> <li>provide convenient access to water and liquid soap and alcohol-based hand sanitiser</li> <li>educate staff and children about covering their cough with tissue or inner elbow to prevent the spread of germs</li> <li>careful disposal of used tissues.</li> </ul> </li> <li>Ensure germicidal wipes are available in stationary supplies for staff to clean staff administrative area, telephones etc.</li> </ul>	Apply  Apply	Apply  Apply	Apply  Apply
<b>Communications</b>	<ul style="list-style-type: none"> <li>Follow and distribute information and advice from DET in accordance with instructions, including information about: <ul style="list-style-type: none"> <li>the status/situation</li> <li>personal hygiene measures</li> <li>containment measures including any plans for closure if applicable to staff parents/carers using templates developed by DET.</li> </ul> </li> <li>Communicate the risk of influenza and how to identify cases of possible pandemic influenza based on current, up-to-date case definition by the Chief Health Officer, DHHS.</li> <li>School Nursing Program nurses may assist with information dissemination as directed by Regional Nurse Managers (based at regional offices).</li> </ul>	Apply  Apply  Apply as necessary	Apply  Apply  Apply	Apply  Apply  Apply
<b>Containment strategies</b>	<ul style="list-style-type: none"> <li>The appropriate containment strategy will vary depending upon the level of clinical severity as determined by the DHHS.</li> <li>Management of service workforce <ul style="list-style-type: none"> <li>encourage staff who develop flu-like symptoms during a pandemic to stay away from work until completely well</li> <li>ensure staff who develop influenza-like illness to leave immediately and seek medical attention.</li> </ul> </li> <li>Follow the advice of the DHHS and DET regarding service closures and exclusion periods for infectious diseases.</li> <li>Identify a designated area to keep sick children quarantined from others until they can be taken home by parents/carers.</li> <li>Following any service closures, notify the relevant QARD regional office, as outlined in the governance and reporting sections below.</li> <li>Inform carers of their obligations regarding early childhood development during closures.</li> <li>School Nursing Program nurses may be asked to assist the DHHS with the distribution of antiviral medication at the direction of the Regional Nurse Manager (based in regions).</li> </ul>	Not suggested  Apply  Apply  Apply  Apply  Apply	Apply  Apply  Apply  Apply  Apply	Apply  Apply  Apply  Apply  Apply
<b>Travel advisories</b>	<ul style="list-style-type: none"> <li>Encourage staff and parents/carers to access the <a href="#">smartraveller</a> website prior to international travel.</li> </ul>	Apply	Apply	Apply
<b>Governance and reporting obligations</b>	<ul style="list-style-type: none"> <li>Notify the relevant QARD regional office about any service closures or any serious incidents and circumstances that pose risk to the health, safety or wellbeing of a child attending the service. <ul style="list-style-type: none"> <li>services operating under the NQF, refer to the fact sheet</li> </ul> </li> </ul>	Apply	Apply	Apply

	<ul style="list-style-type: none"> <li>○ regarding <a href="#">serious incidents and complaints</a></li> <li>○ services operating under the <i>Children's Services Act 1996</i> refer to practice note regarding <a href="#">serious incidents</a>.</li> <li>● You will be advised of any additional reporting requirements by DET and/or the DHHS.</li> </ul>	Apply	Apply	Apply
<b>Business continuity</b>	<ul style="list-style-type: none"> <li>● Implement business continuity plan to promote adequate workforce supply and capacity to continue service, by: <ul style="list-style-type: none"> <li>○ prioritising work functions to ensure adequate workforce availability to deliver early childhood service</li> <li>○ implementing contingency strategy, which may include employing replacement staff and/or modifying programs</li> </ul> </li> <li>● In the event that service closure cannot be avoided: <ul style="list-style-type: none"> <li>○ contact the Quality Assessment and Regulations Manager regarding service closure policy.</li> <li>○ following any closures, notify the relevant QARD regional office as outlined in the governance and reporting sections above.</li> </ul> </li> <li>● Inform staff of their obligations during service closures.</li> </ul>	Apply	Apply	Apply
		Apply	Apply	Apply

RESPONSE STAGE – TARGETTED ACTION		Clinical Severity		
Description – Cases detected in Australia - enough is known about the disease to tailor measures to specific needs		Low	Med	High
Category	Key Actions	Low	Med	High
<b>Incident response</b>	<ul style="list-style-type: none"> <li>● Enact your EMP.</li> <li>● Activate Incident Management Team (IMT) to implement the organisation's response as appropriate to advice from DET.</li> <li>● School Nursing Program nurses may be asked to assist the DHHS with the distribution of antiviral medication at the direction of the Regional Nurse Manager (based in regions).</li> </ul>	Apply	Apply	Apply
<b>Hygiene measures</b>	<ul style="list-style-type: none"> <li>● Reinforce basic hygiene measures including: <ul style="list-style-type: none"> <li>○ provide children and staff with information about the importance of hand hygiene (more information is available at Better Health)</li> <li>○ provide convenient access to water and liquid soap and/or alcohol-based hand sanitiser</li> <li>○ educate staff and children about covering their cough to prevent the spread of germs</li> <li>○ careful disposal of used tissues.</li> </ul> </li> <li>● Ensure germicidal wipes are available in stationary supplies for staff to clean staff administrative area, telephones etc.</li> </ul>	Apply	Apply	Apply
<b>Communications</b>	<ul style="list-style-type: none"> <li>● Follow and distribute information and advice from DET in accordance with instructions, including information about: <ul style="list-style-type: none"> <li>○ the status/situation</li> <li>○ personal hygiene measures</li> <li>○ containment measures including any plans for closure if applicable to staff parents/carers using templates developed by DET.</li> </ul> </li> <li>● Communicate the risk of influenza and how to identify cases of possible pandemic influenza based on current, up-to-date case definition by the Chief Health Officer, DHHS.</li> <li>● School Nursing Program nurses may assist with information dissemination as directed by Regional Nurse Managers (based at regional offices).</li> </ul>	Apply	Apply	Apply
<b>Containment strategies</b>	<ul style="list-style-type: none"> <li>● The appropriate containment strategy will vary depending upon the level of clinical severity as determined by the DHHS. In particular, the: <ul style="list-style-type: none"> <li>○ need to restrict public access to the premises, and the need for social distancing measures (e.g. cancelling kindergarten fetes or like events) will be communicated to services by DET, if the</li> </ul> </li> </ul>	Apply	Apply	Apply

	<ul style="list-style-type: none"> <li>○ clinical severity requires this</li> <li>○ state controller will provide advice about the appropriate use of PPE according to clinical severity.</li> <li>● Management of service workforce by: <ul style="list-style-type: none"> <li>○ encouraging staff who develop flu-like symptoms during a pandemic to stay away from work until completely well</li> <li>○ ensuring staff who develop influenza-like illness to leave immediately and seek medical attention.</li> </ul> </li> <li>● Follow the advice of the DHHS and DET regarding service closures and exclusion periods for infectious diseases.</li> <li>● Identify a designated area to keep sick children quarantined from others until they can be taken home by parents/carers.</li> <li>● Following any service closures, notify the relevant QARD regional office, as outlined in the governance and reporting sections below.</li> <li>● School Nursing Program nurses may be asked to assist the DHHS with the distribution of antiviral medication at the direction of the Regional Nurse Manager (based in regions).</li> </ul>	Apply	Apply	Apply
<b>Travel advisories</b>	<ul style="list-style-type: none"> <li>● Encourage staff and parents/carers to access the <a href="#">smartraveller</a> website prior to international travel.</li> </ul>	Apply	Apply	Apply
<b>Governance and reporting obligations</b>	<ul style="list-style-type: none"> <li>● Notify the relevant QARD regional office about any service closures or any serious incidents and circumstances that pose risk to the health, safety or wellbeing of a child attending the service. <ul style="list-style-type: none"> <li>○ services operating under the NQF, refer to the fact sheet regarding <a href="#">serious incidents and complaints</a></li> <li>○ services operating under the Children's Services Act 1996 refer to practice note regarding <a href="#">serious incidents</a>.</li> </ul> </li> <li>● You will be advised of any additional reporting requirements by DET and/or the DHHS.</li> </ul>	Apply	Apply	Apply
<b>Business continuity</b>	<ul style="list-style-type: none"> <li>● Implement business continuity plan to promote adequate workforce supply and capacity to continue service, by: <ul style="list-style-type: none"> <li>○ prioritising work functions to ensure adequate workforce availability to deliver early childhood service</li> <li>○ implementing contingency strategy, which may include employing replacement staff and/or modifying programs</li> </ul> </li> <li>● In the event that service closure cannot be avoided: <ul style="list-style-type: none"> <li>○ contact the Quality Assessment and Regulations Manager, DET regarding service closure policy.</li> <li>○ notify the relevant QARD regional office about any closures as outlined in the governance and reporting sections above.</li> </ul> </li> <li>● Inform staff of their early childhood development obligations during service closures.</li> </ul>	Apply	Apply	Apply

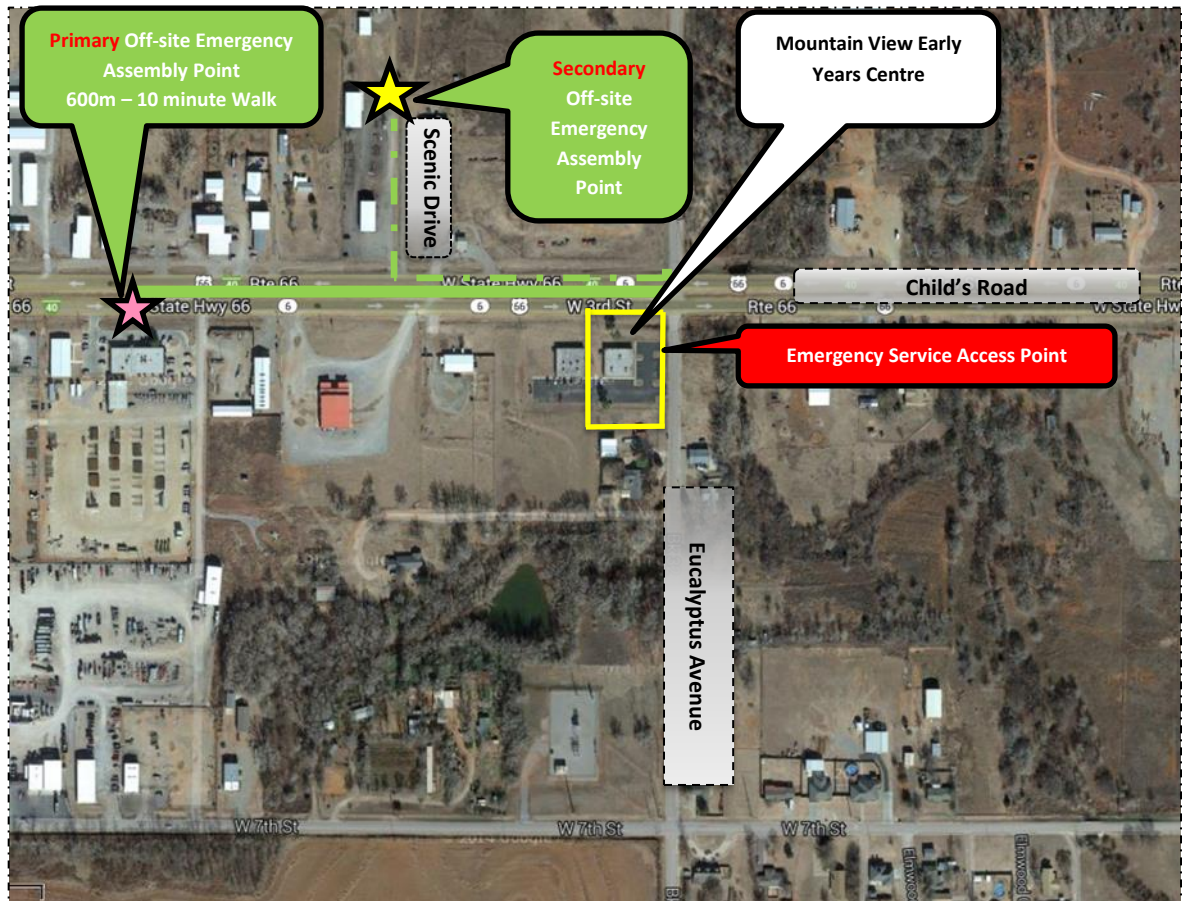
<b>RESPONSE STAGE – STAND DOWN</b>		<b>Clinical Severity</b>		
<b>Description – The public health threat can be managed within normal arrangements and monitoring for change is in place</b>				
<b>Category</b>	<b>Key Actions</b>	<b>Low</b>	<b>Med</b>	<b>High</b>
<b>Containment strategies</b>	<ul style="list-style-type: none"> <li>● Be aware that multiple waves of the virus may occur.</li> <li>● Replenish PPE (if required).</li> </ul>	Apply N/A	Apply As required	Apply As required
<b>Business continuity</b>	<ul style="list-style-type: none"> <li>● Implement business continuity plans for resumption of full business capacity which may involve: <ul style="list-style-type: none"> <li>○ restoring workforce capacity</li> <li>○ following procedures for re-opening of service (if applicable)</li> <li>○ providing supports, including counselling (if required)</li> </ul> </li> </ul>	N/A	Apply	Apply



	<ul style="list-style-type: none"> <li>○ monitoring cumulative effects of pandemic and identifying and supporting those who may need assistance.</li> <li>● Chief Warden to de-activate Incident Management Team and conduct final debrief(s).</li> <li>● Utilise the sample letters developed by DET to communicate status of situation to staff and parents/carers, including supports that may be available.</li> <li>● Review effectiveness of your EMP and update as appropriate – involving relevant staff and others, particularly as multiple waves of the virus may occur.</li> </ul>	N/A	Apply	Apply
		Apply	Apply	Apply
		Apply	Apply	Apply
<b>Communications</b>	<ul style="list-style-type: none"> <li>● Communicate the updated status to staff and parents/carers including supports that may be available</li> </ul>	Apply	Apply	Apply
<b>Travel</b>	<ul style="list-style-type: none"> <li>● Continue to encourage staff and parents/carers to access the <a href="#">smartraveller</a> website prior to international travel.</li> </ul>	Apply	Apply	Apply

## 12. Area Map

Date Area Map Validated: 1 September 2015

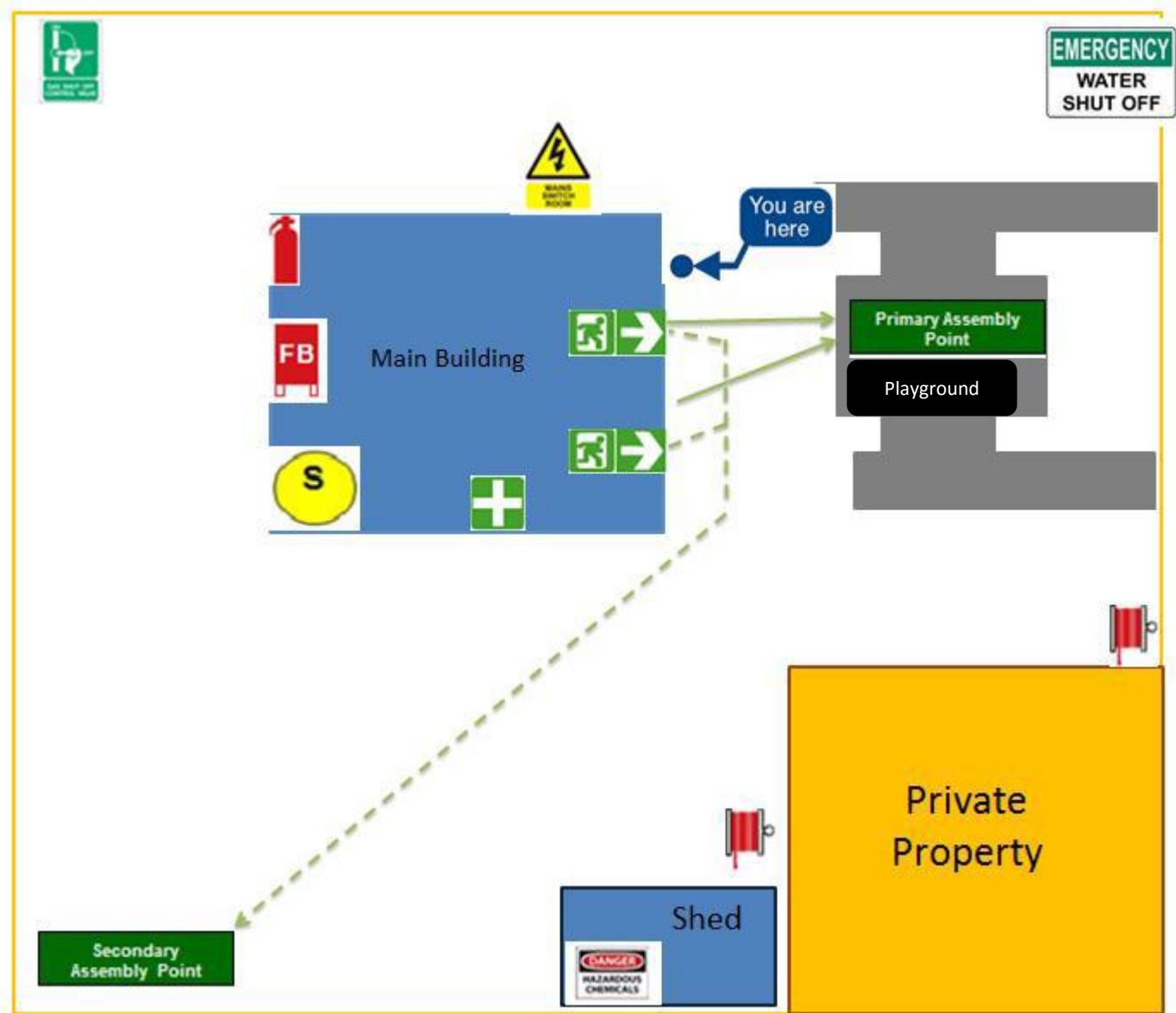


### LEGEND

- Primary off site evacuation route —————
- Secondary off-site evacuation route - - - - -
- Primary off-site evacuation point ★
- Secondary off-site evacuation point ★
- Mountain View Early Years Centre Boundary □

### 13.Evacuation Diagram

Date Evacuation Diagram Validated: 5 August 2015



### Legend

Shelter in Place	
Gas Shut Off Valve	
Fire Blanket	
Water Shut Off Valve	
Fire Hose Reel	
Emergency Exit	
Fire Extinguisher	
First Aid Kit	
Evacuation Route to Primary Assembly Area	
Evacuation Route to Secondary Assembly Area	
Hazardous Chemical	
Mains Power	

## Evacuation Procedure

Close classroom windows, switch off power, lights, if safe to do so

Direct children to leave books, etc., to walk briskly in a calm, orderly manner to the instructed assembly area (refer also to emergency map located in classroom)

Do not allow any children to leave the class group during an evacuation/lockdown situation

If any of your children panic and /or disobey your instructions by leaving your group, do not follow them, but report their absence to the relevant warden at the designated assembly area

Collect form lists from Evacuation Box at the assembly area

Once at the assembly area, check all children and staff are accounted for and follow instruction of the Incident Control Person

Focus on safety and well-being of staff and children

**REMEMBER!!**

**YOU ARE IN CHARGE**

**CHILDREN FOLLOW YOUR INSTRUCTIONS**

## In Case of Fire



**R**emove persons from immediate danger.



**A**lert nearby personnel and the Incident Controller, call 000.



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



**E**xtinguish or control fire (if safe to do so).

### Fire Extinguisher Operation:

Fire Extinguisher operation is voluntary and should only be used when it is safe to do so.

Where practicable, there should be two people in attendance when an extinguisher is being operated. Always ensure you have a safe line of retreat.

**DO NOT let the fire get between you and the doorway**

## 14. Parent / Family Contact Information

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

Child's Name	Parent/Guardian	Phone/ Mobile Number	After Hours Number	Alternate Contact
A hard copy of this student list is kept by the responsible person, Sarah White on site and also in a secure location in the responsible person's home office. This list is updated quarterly.				
Anna Apple	Gwenyth Apple (mother)	09 6849 xxxx	0088 262 xxx	Chris Apple (father) 09 6849 xxxx or 0088 454 xxx.

## 15. Children and Staff with Additional Needs

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

Children				
Name	Room / Area	Condition	Assistance needed during an emergency	Who will be responsible?
A printed copy of staff and students with special needs is included in the EMP located on the right hand side of the entrance of the responsible person's office door in the Administration building.				
Bill Blue	Main Building	Mild visual impairment	Escort student to the exit.	Educator Anne
Campbell Citrone	Main Building	Mild Autism Spectrum Disorder	Keep child calm and 1:1 care and support to be provided by carer throughout emergency. Try to soothe child a little set back from the other children to minimise child's distress from increased noise and disruption.	Educator Anton
Zoe Violet	Main Building	Asthma	Assist with asthma Ventolin inhaler, provide 1:1 care and support throughout emergency, keep student calm.	Educator Aide Aiden
Stacey Beige	Main Building	Peanut allergy	Epi pen administration in the event of any contact with peanut in accordance with child's Anaphylaxis Management Plan.	All staff have been trained in administering the Epi pen.

<b>Staff</b>				
Name	Room / Area	Condition	Assistance needed during an emergency	Who will be responsible?
Michelle Marigold has permitted disclosure of her additional needs to facilitate additional assistance in an emergency (particularly fire).	Admin	Post-Traumatic Stress Disorder following recent house fire	May require additional assistance from other staff members with staying calm during evacuation in the event of a fire.	George Red

<b>Additional Needs Summary</b>		
Additional Needs Category	Number of Children	Number of Staff
A printed copy of children and staff with additional needs is included in the EMP located on the right hand side of the entrance of the responsible person's office door in the Administration building.		
In 2015, Mountain View Early Years Centre has 4 students and 1 staff member with additional need requirements.		
Children with mild visual impairment	1 child (4y.o)	
Children with autism spectrum disorder	1 child (4y.o)	
Children with asthma	1 child (4y.o)	
Child with peanut allergy	1 child (3 y.o)	
Post-Traumatic Stress Disorder		1 educator

## **PART 2 – EMERGENCY PREPAREDNESS**

## 16. Early Childhood Service Facility Profile

### 16.1 General Information

<b>Early Childhood Service Name</b>	Mountain View Early Years Centre
Physical Address	16 Childs Road MOUNTAIN VIEW VIC 8965
Operating Days	Monday to Friday
Operating Hours	9.00am – 6:00pm
Phone	09 6849 xxxx
Email	Mountain_View_Early_Years_Centre@children.net.au
Fax	09 6849 xxxx
Website	Mountainview.com.au
Number of buildings	1
Is the facility a designated Neighbourhood Safer Place?	No
Shelter-In-Place Location	The multi-purpose music room, located beside the exit on the eastern side of the building,
Number of Children	50
Total Number of Staff	8
Methods used for communications to our service's community	George Red

### 16.2 Other Services/Users of Site

<b>Service / User Name</b>	Mountain View Talented Toddlers Music Tuition
Location	Multi-purpose music room located beside the exit on the eastern side of the building.
Children/Visitor Numbers	Up to 15 participants
Operating Hours/Days	Saturdays 10am-1pm (not during school holidays)
Emergency Contact Name	Eric Clapton
Phone Number	09 6849 xxxx
Mobile Number	0417 xxx xxx



## 16.3 Building Information Summary

<b>Telephones (Landlines)</b>			
Location	Number	Location	Number
Administration	09 6849 xxxx	Main Building	09 6849 xxxx
Responsible person's office	09 6849 xxxx	Main Building	09 6849 xxxx

<b>Alarms</b>	Location	Monitoring Company	Location of Shut-off Instructions
Fire:	See attached Map	R U Safe	See attached Map
Intrusion:	See attached Map	R U Safe	See attached Map
Other:			

<b>Utilities</b>	Location	Service provider	Location of Shut-off Instructions
Gas / Propane:	See attached Map	EverHeat Gas	See attached Map
Water:	See attached Map	Gravity Water Corps	See attached Map
Electricity:	See attached Map	Powerless Direct	See attached Map

<b>Sprinkler System</b>	
Location of Control Valve:	N/A
Location of Shut-off Instructions:	N/A

<b>Building and Site Hazards</b>	
Hazard Description	Location
Cleaning products	In maintenance shed to the rear of centre's main building.
Gas bulk tank	West side of centre's main building.
The centre's geographic and topographical location in terms of hilltop location, and proximity to bushland.	Bushland to the east, north east and along southern boundary of the centre.

## 17. Risk Assessment

This table lists the identified threats and hazards to our early childhood service, assessment of the risks associated with those threats and hazards and how we reduce their impact.

\*Please note that under regulation 168(2)(e) of the *Education and Care Services National Regulations 2012*, 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 Hazards and Potential Threats	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
<b>BUSHFIRE/ GRASSFIRE</b>	<p><b>Probable Cause:</b> Fire spreading from large area of natural bushland on the southern boundary of children's service grounds.</p> <p><b>Most probable consequence:</b> Serious injury from smoke inhalation and severe stress requiring extensive clinical support for multiple individuals</p> <p>Risk of fatality and/or permanent disability</p>	<ul style="list-style-type: none"> <li>Implement Code Red Pre-emptive closure, which is consistent with centre's practice of closing on all Total Fire Ban days.</li> <li>Check CFA website alerts during the bushfire season.</li> <li>Communicate the early childhood facility's bushfire preparedness strategies to parents and carers and other members of the service's community</li> <li>Use working bees to maintain site e.g. gutters and grounds clear of leaves.</li> <li>Conduct scenario drills.</li> </ul>	Moderate	Likely	<b>High</b>	<ul style="list-style-type: none"> <li>Prior to bush fire season, consult with CFA about bushfire preparedness and appropriateness of identified shelter in place and evacuation points.</li> <li>Liaise with local council and VicRoads regarding clearing trees near centre boundary.</li> </ul>	Moderate	Unlikely	<b>Medium</b>

		<ul style="list-style-type: none"> <li>Perform ALL checks of the children's service alarm system as per compliance procedures</li> <li>Perform checks of safety equipment as per compliance schedule.</li> <li>Ensure there is a business continuity plan in place.</li> </ul>							
<b>BUILDING FIRE</b>	<p><b>Probable cause</b> Kitchen/electrical fire, caused by mice and vermin chewing through electrical cables</p> <p><b>Probable consequences</b> Injury from smoke inhalation and stress requiring clinical support</p>	<ul style="list-style-type: none"> <li>Staff and contractors are to contact responsible person, Sarah White if evidence of vermin is seen.</li> <li>All electrical equipment is out of reach of children.</li> </ul>	Moderate	Possible	<b>Medium</b>	<ul style="list-style-type: none"> <li>Mice/rat bait placed in kitchen out of reach of children.</li> </ul>	Moderate	Unlikely	<b>Medium</b>
<b>INTRUDER</b>	<p><b>Probable cause</b> There is a risk of unknown/known person being verbally and/or physically aggressive due to a custodial dispute or a parental dispute with the early childhood service.</p> <p><b>Probable consequences</b> Physical and/or</p>	<ul style="list-style-type: none"> <li>Secure/keypad entry into the children's service.</li> <li>Visitors must report to service manager or reception and sign in using the visitor register.</li> <li>Lockdown/lockout/evacuation procedures are regularly practiced</li> <li>Procedures for responding to Intruder incident are readily accessible to staff in case of emergency</li> </ul>	Major	Possible	<b>High</b>	<ul style="list-style-type: none"> <li>The early childhood service will provide training for staff in managing aggressive people/diffusing tense situations</li> <li>Staff will share information on a 'need to know' basis concerning parent issues</li> <li>The service will develop a process and pre-determined</li> </ul>	Moderate	Possible	<b>Medium</b>

	<p>psychological injury to staff and/or children</p>	<ul style="list-style-type: none"> <li>• Educators carry phone handset</li> <li>• Values of mutual respect and acceptable parent behaviour policy are communicated and regularly reinforced e.g. at parent forums and in the newsletters</li> <li>• Encouraging parental engagement in the service's activities</li> <li>• The service maintains a register of current court orders/custody document</li> <li>• In relation to court orders / custody papers: <ul style="list-style-type: none"> <li>○ the service maintains a register of current documents</li> <li>○ parents are advised of the service's relevant processes and duty of care to other children and staff.</li> </ul> </li> </ul>				<p>actions to discretely alert others of an intruder</p> <ul style="list-style-type: none"> <li>• The service will increase number of staff in the playground when possible</li> <li>• Playground duty staff will be trained to manage intruders on the facility's grounds</li> <li>• Where staff feel the need for support in arranged meetings with parent/s: <ul style="list-style-type: none"> <li>○ two staff will attend where possible</li> <li>○ staff will use a signal to obtain support from another staff member</li> <li>○ an appropriate room will be selected for meetings where possible e.g. one with two exit points</li> <li>○ Where necessary, the service will seek legal advice regarding obtaining a trespass order for parents who use threatening behaviour</li> </ul> </li> </ul>			
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						<ul style="list-style-type: none"> <li>• If there is an escalation of intruder incidents, the service will consider: <ul style="list-style-type: none"> <li>• liaising with local police to arrange a prompt response to any call for assistance</li> <li>• issuing playground duty staff with two-way radios linked to an office base station</li> <li>• installing panic/distress button in an appropriate area</li> <li>• seeking advice from police, service management and DET region, and in exceptional circumstances, advice on engaging a security guard on an ad hoc basis</li> <li>• installing CCTV</li> </ul> </li> </ul>			
<b>SNAKES</b>	<p><b>Probable cause</b> As service is located in rural setting, brown snakes and tiger snakes have been sighted.</p> <p><b>Probable</b></p>	<ul style="list-style-type: none"> <li>• Staff to assess yard before use.</li> <li>• Practice evacuation drills.</li> <li>• Children and staff to wear closed shoes when outside.</li> </ul>	Major	Likely	<b>Extreme</b>	<ul style="list-style-type: none"> <li>• First aid trainers specifically are to obtain specific training in responding to snake bite.</li> </ul>	Moderate	Likely	<b>High</b>

	<b>consequence</b> Risk of snake bite stress to staff and children.								
<b>SEVERE WEATHER EVENT</b>	<p><b>Probable cause</b> There is a risk of injury due to a severe weather event causing:</p> <ul style="list-style-type: none"> <li>- flying debris</li> <li>- flooding</li> <li>- falling objects</li> <li>- falling power lines</li> </ul> <p><b>Probable consequence:</b> Injury requiring medical attention or hospitalisation or stress event requiring extensive clinical support for multiple individuals</p>	<ul style="list-style-type: none"> <li>• Monitor weather events for forecast severe weather warnings.</li> <li>• Ensure regular and ongoing maintenance program of grounds and buildings.</li> <li>• Review lockdown procedures.</li> <li>• Ensure roofs/gutters/drains are clear.</li> <li>• Test communications</li> <li>• Ensure a business continuity plan is in place, in relation to staff availability in the event of a severe weather event.</li> </ul>	Severe	Rare	Med	<ul style="list-style-type: none"> <li>• Liaise with SES/local government to identify potential hazards.</li> <li>• Develop contingency for storage of equipment/materials if necessary.</li> <li>• Relocation of electrical items.</li> <li>• Limbs of eucalyptus and large trees checked for weight and structural integrity.</li> </ul>	Major	Rare	Med
<b>BOMB THREAT</b>	<p><b>Probable cause</b> A bomb threat direct to the children's service or an adjacent organisation</p> <p><b>Probable consequences</b> Stress event requiring extensive clinical support for multiple individuals</p>	<ul style="list-style-type: none"> <li>• Ensure staff are aware of the Bomb Threat Checklist in EMP</li> <li>• Ensure all phones have a Bomb Threat Checklist and pen/pencil next to them.</li> <li>• Schedule and practice offsite emergency evacuation drills on a regular basis.</li> <li>• In the event of a bomb threat, implement and follow bomb threat</li> </ul>	Moderate	Rare	Low	<ul style="list-style-type: none"> <li>• In conjunction with local police, the centre will provide training for staff about what to do if a potential bomb is seen or found on the centre's site.</li> <li>• Staff to achieve ongoing improvement in off-site evacuation procedure drill times.</li> </ul>	Moderate	Rare	Low

		response procedure (located in EMP).							
<b>CHEMICALS</b>	<p><b>Probable causes:</b> Unauthorised access chemicals used by cleaning staff; or Gas leak from bulk gas tank.</p> <p><b>Probable consequences:</b> Poisoning requiring hospitalisation and significant health effects. Stress event requiring extensive clinical support for multiple individuals</p>	<ul style="list-style-type: none"> <li>Follow our organisation's Chemical Management Procedures.</li> <li>Ensure all chemicals are stored in locked cupboards/store rooms away from children</li> <li>Develop and implement safe work procedures for handling chemicals (e.g. cleaning products)</li> <li>Obtain Material Safety Data Sheets (MSDS) for all Dangerous Goods and Hazardous Substances onsite from the supplier/manufacturer or Chemwatch</li> </ul>	Major	Rare	<b>Med</b>	All staff with first aid training and made aware of MSDS Sheets' first aid procedures.	Moderate	Rare	<b>Low</b>
<b>Hazardous substance in atmosphere</b>	<p><b>Probable cause</b> Facility receives notification from nearby farmers that paddocks are being sprayed with chemicals</p> <p><b>Probable consequence:</b> Risk of adverse health effects caused through inhalation of chemicals</p>	<ul style="list-style-type: none"> <li>Children are to play indoors if facility receives notification of chemical spraying of nearby farms.</li> </ul>	Moderate	Possible	<b>Medium</b>	Facility works closely with nearby farmers to ensure notification about use of chemicals.	Moderate	Unlikely	<b>Medium</b>

## 18. Emergency Response Drills Schedule

	Type of Drill	Person Responsible	Target Date & Date Drill Performed	Observer's Record Completed* ✓
<b>Term 1</b>	Off-site evacuation (fire)	Kim Purple (or nominated person)	Target: 2.2.2018	
<b>Term 2</b>	On site evacuation	Kim Purple (or nominated person)	Target: 2.04.2018	
<b>Term 3</b>	Lockdown	Kim Purple has nominated: Sarah White	Target: 1.10.2017	
<b>Term 4</b>	Shelter in Place (last resort in fire)	Kim Purple has nominated: George Red	Target: 1.12.2017	

Emergency Management Plans are required to be tested regularly. Facilities on the Bushfire at Risk Register (BARR) should test their evacuation procedures and drills at least once per term during the October to April bushfire season.

Please note that:

- Services operating under the NQF must have documented emergency procedures that are rehearsed at least every 3 months by the staff members, volunteers and children present at the service on the day of the rehearsal and the responsible person present at the time (regulation 97 of the *Education and Care Services National Regulations 2012*).
- Services operating under the *Children's Services Act 1996* must have developed emergency procedures that are regularly practised with staff members and volunteers of the service and children being cared for or educated by the service (regulation 76).

An 'Emergency Drill Observer's Record' is required to be completed after each drill. An 'Emergency Drill Observer Record' template is provided at Appendix 3 of the Guide to Developing Your Emergency Management Plan.



## 19. Emergency Kit Checklist

<b>Our Emergency Kit Contains:</b>	✓
Children's data and parent contact information (contained in EMP)	Y
Children and staff with additional needs list (contained in EMP) including any children's medications	Y
Enrolment records including authorisations and parent contact details	Y
Staff contact information	Y
Traffic/emergency safety vest and tabards	Y
Facility keys	Y
Standard portable First Aid Kit. Refer to <u>First Aid Kits Contents Checklist</u>	Y
A charged mobile phone and charger/s	Y
Torch with replacement batteries (or wind up torch)	Y
Whistle	Y
Portable battery powered radio	Y
Copy of facility site plan and EMP including evacuation routes	Y
Bottled water	Y
Portable non-perishable snacks such as sultanas, dried fruits and energy bars	Y
Sunscreen and spare sunhats	Y
Plastic garbage bags and ties	Y
Toiletry supplies	Y

<b>Date Emergency Kit checked:</b>	1 July 2017
<b>Next check date:</b>	30 June 2018

## 20. Emergency Management Plan Completion Checklist

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

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

**Final Check Completed by:**

**Date:**

Component	✓ ✕	Action Required
<b>Cover page</b>		
Approved Provider/Licensee name, service address, EMP issue date, EMP review date, BARR status, fire district have been specified.	✓	
<b>Distribution list</b>		
Distribution list has been completed.	✓	
<b>Contact numbers and Communications Tree</b>		
Appropriate key local community contact numbers have been added e.g. 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.	✓	
<b>Incident management team</b>		
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.	✓	
<b>Evacuation, lockdown, lockout and shelter-in-place procedures</b>		
Procedures that are specific to the early childhood service's processes have been completed for:	✓	
• Evacuation onsite	✓	
• Evacuation offsite	✓	
• Lockdown	✓	
• Lockout	✓	
• Shelter-in-place	✓	
<b>Emergency response procedures</b>		
Localised emergency response procedures have been developed for specific emergencies in-line with the hazards/threat identified in the risk assessment.	✓	
<b>Staff trained in first aid</b>		
Staff trained in first aid list is included.	✓	
<b>Area map</b>		

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	✓	
<b>Evacuation diagram</b>		
The evacuation diagram is clear and easy to follow	✓	
The evacuation diagram has:		
• a pictorial diagram of the floor or area (at least 200mm x 150mm in size)	✓	
• a title e.g. EVACUATION DIAGRAM	✓	
• the 'YOU ARE HERE' location	✓	
• the designated exits, which shall be in green	✓	
• hose reels, marked in red	✓	
• hydrants, marked in red	✓	
• extinguishers, marked in red	✓	
• designated shelter-in-place location	✓	
• date plan was validated	✓	
• location of primary and secondary assembly areas	✓	
• a legend.	✓	
<b>Parent contact information</b>		
Parent contact information has been obtained and is up-to-date.	✓	
<b>Children and staff with additional needs list</b>		
Children 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.	✓	
<b>Site Profile</b>		
Profile has been populated and reflects the service's buildings, utilities etc.	✓	
<b>Risk assessment</b>		
Potential local hazards/threats have been identified.	✓	
Risks have been rated and risk assessments included.	✓	
Local mitigations/controls have been specified.	✓	
<b>Emergency drill schedule</b>		
Drills have been scheduled once per term (quarterly) for different types of emergencies	✓	
<b>Emergency kit checklist</b>		
Emergency Kit Checklist has been developed with early childhood service's requirements.	✓	