

EMERGENCY AND EVACUATION

QUALITY AREA 2 | ELAA VERSION 1.8



PURPOSE

This policy will provide a framework for:

- the development of specific emergency and evacuation procedures, practices and guidelines at Denzil Don Kindergarten
- being informed by a risk assessment that identifies potential emergencies at Denzil Don Kindergarten
- raising the awareness of everyone attending Denzil Don Kindergarten about potential emergency situations and appropriate responses.



POLICY STATEMENT

VALUES

Denzil Don Kindergarten is committed to:

- providing a safe environment for all children, service staff and persons participating in programs at Denzil Don Kindergarten
- 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, service staff and others at the service,
- informing parents/carers how communication will be provided in a case of emergency.

SCOPE

This policy applies to all service staff, students, volunteers, parents/carers, children, and others attending the programs and activities of Denzil Don Kindergarten.

RESPONSIBILITIES	Approved provider and service management	Nominated supervisor and persons in charge day-to-day	All service staff (educational and non-educational)	Parents/carers	Contractors, volunteers and students
R indicates legislation requirement					
Ensuring the <i>Emergency and Evacuation Policy</i> and procedures are in place (<i>Regulations 168</i>) and available to all stakeholders (<i>Regulations 171</i>)	R	√			
Ensuring copies of the policy and procedures are readily accessible to all service staff and volunteers, and available for inspection	R	√			
Taking reasonable steps to ensure that all service staff and volunteers follow the policy and procedures and are aware of their responsibilities (<i>Regulations 170</i>)	R	√			

Ensuring that all service staff are trained in the emergency and evacuation procedures and aware of their roles and responsibilities in an emergency or evacuation	R	√			
Completing the DE Emergency Management Plan (<i>see Definitions</i>) (<i>see Attachment</i>), and attaching a copy to this policy	R	√	√		
Reviewing the EMP annually by 1 September and after any emergency or critical incident	R	√	√		
Ensuring the service's emergency management contact details are up to date on NQA ITS online portal	R	√			
Conducting a risk assessment to identify potential emergencies that the service may encounter (<i>see Definitions</i>) at least once every 12 months, or as soon as practicable after becoming aware of any circumstance that may affect the safe evacuation of children from the service (<i>Regulation 97(2)</i>) (<i>see Sources</i>)	R	√	√		
Conducting a risk assessment (<i>see Definitions</i>) of emergency evacuation routes and assembly points	R	√	√		
Ensuring any necessary updates to the emergency and evacuation policies and procedures are implemented as soon as practicable after reviewing the risk assessment	R	√	√		√
Ensuring that designated emergency exits/routes are always kept clear to ensure that everyone can exit safely in the event of an evacuation	R	√			
Displaying the emergency and evacuation floor plan and instructions for what must be done in an emergency in a prominent position at each exit of the service (<i>Regulation 97(1)(a)</i>) (<i>see Attachment</i>)	R	√	√		
Appointing an Incident Management Team (IMT) to oversee safety at the service in the event of an emergency (<i>see Attachment</i>)	R				
Ensuring a copy of the emergency and evacuation floor plan (<i>see 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>see Definitions</i>) are rehearsed and documented at least every 3 months by everyone attending the service and the responsible person in relation to the service who is present at the time of the rehearsal. If it has been identified both a lock down and evacuation response procedure in the risk assessments, and incorporated them in the emergency plan, they will both need to rehearse every three months (<i>Regulation 97(3)(a)</i>) (<i>see 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	R	√			
Ensuring that those working at, or attending the service, have access to a phone (or similar means) for immediate communication with parents/carers 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>see 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>see Administration of First Aid Policy</i>)	R	√			
Keeping lock-down (<i>see 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>)	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 Centre Coordinator and/or Nominated Supervisor, or persons in day-to-day charge or, in their absence, about any serious incidents or notifiable incidents (<i>see Definitions</i>) at the service			√		√
Notifying DE in writing within 24 hours of a serious incident, change of circumstances and/or complaints (<i>see Definitions</i>)	R	√			
Completing the Incident, Injury, Trauma and Illness Record (<i>see Definitions</i>) where required	R	√	√		√
Notifying DE 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>see Definitions</i>) in the workplace to WorkSafe Victoria	R	√			
Identifying staff and children requiring additional assistance in the event of an emergency	√	√	√		√
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>see 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/carers, 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/carers, 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>see 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.



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*).

Policy and procedures should account for various emergency scenarios. The policy and procedures must include comprehensive information to effectively handle all potential emergency situations within each specific service environment. Various emergency scenarios can entail varying levels of risk and demand different responses, depending on the location of the service. It is crucial to address these distinctions adequately in the policy and procedures.

In addition to the *Education and Care Services National Law* and *National Regulations*, service jurisdiction may have legislation regulating building facility requirements, such as workplace, health and safety legislation, which should also be considered.

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) (*see Definitions*) as part of their everyday operations and are required to regularly rehearse their emergency and evacuation procedures (*Regulation 97*). They must:

- EMP must be attached to the policy and reviewed annually
- Rehearse the procedures every 3 months and document it,
- Involve everyone present at the service at the time of the rehearsal. This includes all staff members, volunteers, children, and the responsible person who is present at the time of the rehearsal.

A copy of the service’s emergency and evacuation policy and procedures must be available for inspection at the service premises at all times or on request.

DET provides Emergency Management Plan Guidelines and an Emergency Management Plan template (*see Sources*) to assist services to develop and review their EMP (*see Sources*). A copy should also be attached to this policy.

It is required in *Element 2.2.2 of the National Quality Standard* that your emergency and evacuation procedures are developed in conjunction with relevant authorities/experts.

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, see the Definitions File located online: <https://denzildonkinder.org.au/policies/> OR in the Policies Folder in the kindergarten office.

Direct Egress: The ability to move and directly exit to an assembly area that is at the same level as the education and care service and is outside the service premises and away from the building.

Emergency drill/rehearsal: a rehearsal of 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.

Evacuation floor plan: a plan of the building that details the evacuation path that should be taken in an emergency.

Incident Management Team (IMT): Is the group of incident management personnel comprising of the incident controller and other personnel appointed to be responsible for the functions of operations, planning, and logistics

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

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

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

Risk assessment: the process of evaluating potential risks that may be involved in a projected activity or undertaking and determining suitable mitigations.

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.

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, Bushfire At-Risk Register: <https://www.education.vic.gov.au/about/programs/health/pages/bushfirerisk.aspx>
- Department of Education, Emergency Management in early childhood services: www.education.vic.gov.au/childhood/providers/regulation/Pages/emergencymanagementrequirements.aspx

- Department of Education, Risk Assessment Template: <https://www.education.vic.gov.au/Documents/childhood/providers/support/Risk-assessment-table.docx>
- 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
- Dealing with Medical Conditions
- Delivery and Collection of Children
- Incident, Injury, Trauma and Illness
- Occupational Health and Safety
- Staffing
- Supervision of Children

EVALUATION

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/emergency-management-plan-\(EMP\)-template-example.docx](https://www.education.vic.gov.au/Documents/emergency-management-plan-(EMP)-template-example.docx)

AUTHORISATION

This policy was adopted by the approved provider of Denzil Don Kindergarten on 10/03/2026.

REVIEW DATE: 10 / MARCH / 2028