



MANAGING Emergency Situations

in Education and Care Services



National
Alliance

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ACKNOWLEDGEMENT

The *National Quality Standard* asks us - How do we identify which emergency procedures and specific action plans are required for our service and how often do we practise these?

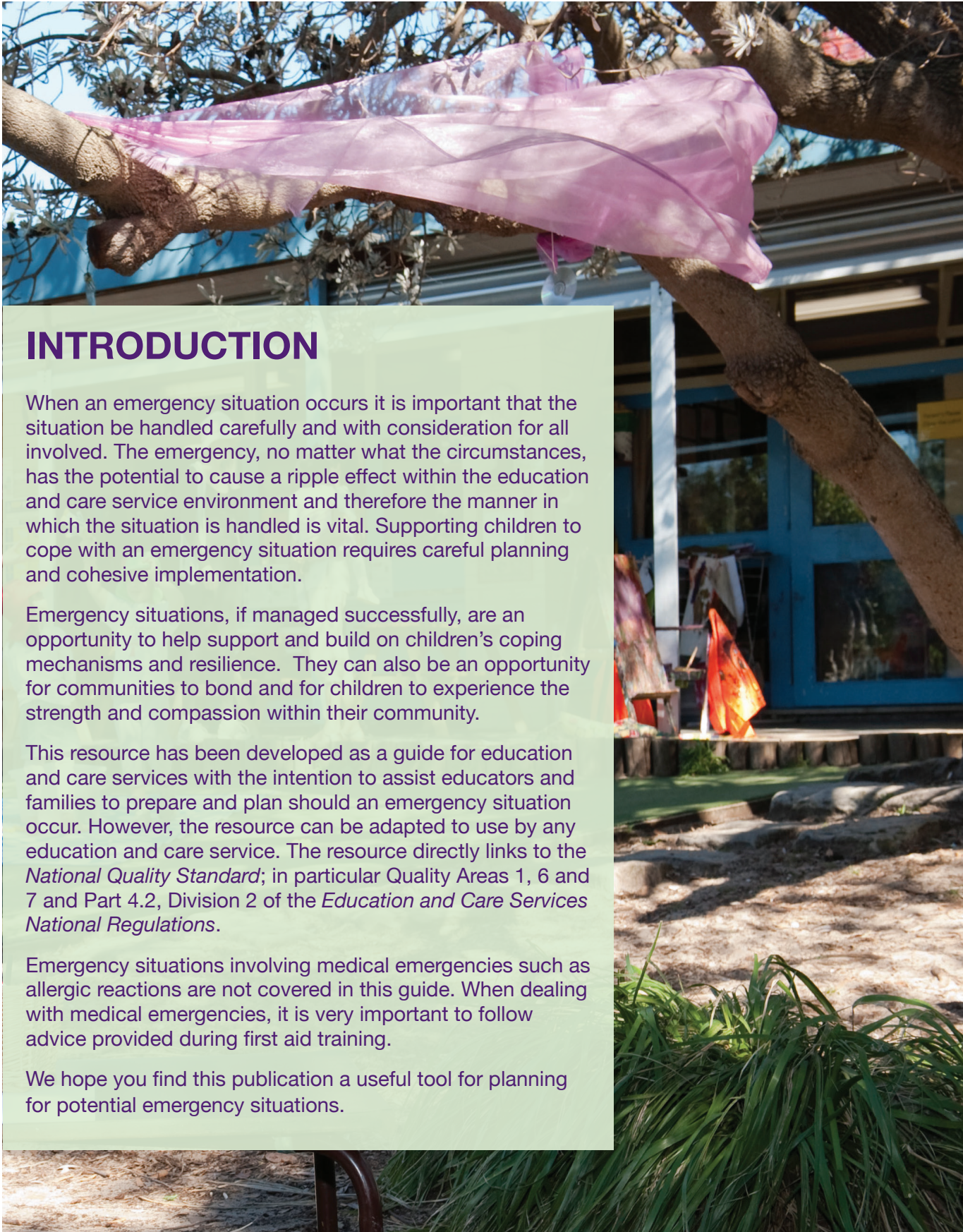
This publication seeks to offer services some guidance around preparing and planning for emergency situations. *Managing Emergency Situations in Education and Care Services* provides valuable information which contributes to ongoing professional conversations and discussions for whole staff teams. The publication encourages education and care services to consider emergency situations within their local contexts and develop action plans using local and state-based resource agencies.

This national resource; developed on behalf of the Professional Support Coordinators Alliance (PSCA); supports educators and their teams with policy planning, development and revision.

Thank you to everyone who collaborated in the development of this resource.

Children's Services Central





INTRODUCTION

When an emergency situation occurs it is important that the situation be handled carefully and with consideration for all involved. The emergency, no matter what the circumstances, has the potential to cause a ripple effect within the education and care service environment and therefore the manner in which the situation is handled is vital. Supporting children to cope with an emergency situation requires careful planning and cohesive implementation.

Emergency situations, if managed successfully, are an opportunity to help support and build on children's coping mechanisms and resilience. They can also be an opportunity for communities to bond and for children to experience the strength and compassion within their community.

This resource has been developed as a guide for education and care services with the intention to assist educators and families to prepare and plan should an emergency situation occur. However, the resource can be adapted to use by any education and care service. The resource directly links to the *National Quality Standard*; in particular Quality Areas 1, 6 and 7 and Part 4.2, Division 2 of the *Education and Care Services National Regulations*.

Emergency situations involving medical emergencies such as allergic reactions are not covered in this guide. When dealing with medical emergencies, it is very important to follow advice provided during first aid training.

We hope you find this publication a useful tool for planning for potential emergency situations.

WHAT IS AN EMERGENCY SITUATION?

Characteristics of an emergency situation may be that they are sudden, unexpected, dangerous or distressing. Emergency situations may challenge educator's beliefs, and the policies and procedures of the education and care service. Normality is threatened. The situation may induce a strong emotional reaction that could have the ability to hamper clear thinking.

Planning to manage incidents and emergencies assists services to protect adults and children, to maintain children's wellbeing and a safe environment and to meet requirements of relevant occupational health and safety legislation. (*Guide to the National Quality Standard*, p.78).

Examples of emergency situations which may affect an education and care service:

- ▶ Accident or serious injury to child or staff member where medical attention or hospitalisation is required;
- ▶ Burst water main or pipe;
- ▶ Fire;
- ▶ Flood;
- ▶ Cyclone, severe storm or dust storm;
- ▶ Blizzard or ice;
- ▶ Atmospheric contaminant;
- ▶ Dangerous animal, insect or reptile;
- ▶ Violent or potentially violent individual;
- ▶ Bomb threat;
- ▶ Siege or hostage situation;
- ▶ Gas leak;
- ▶ Lost, missing, unaccounted for or abandoned child; or
- ▶ Fatal incident involving a child, family member or staff member at the education and care service.

People who may be involved:

- ▶ Children;
- ▶ Educators and staff;
- ▶ Families;
- ▶ Visitors or contractors;
- ▶ Emergency contacts;
- ▶ Relevant agencies;
- ▶ Police and emergency services;
- ▶ Telecommunication services;
- ▶ Transport services; and
- ▶ Media.

Potential reactions

When presented with a crisis our mind and bodies respond quickly. This is reflected in a change in our mental state; how we think and how we act. This reaction may be varied in different people, and until experienced, is often an unknown reaction. For this reason it is important that policies and procedures are in place and are well practiced by educators and children.

Signs of panic that may be exhibited:

- ▶ **Shallow breathing:** your breath becomes shallow and the person can feel like there is not enough air to fill their lungs;
- ▶ **Increased heart rate:** person may feel their heart beating faster than normal, may report pounding heartbeat or palpitations;
- ▶ **Sweating:** hot or cold sweats are common;
- ▶ **Discomfort in the chest area:** including chest pain or tight feeling in the chest;
- ▶ **Nausea:** a bloated feeling or abdominal discomfort;
- ▶ **Behavioural changes;**
- ▶ **Confusion or speech difficulties;**
- ▶ **Trembling muscles or uncontrollable shaking:** both visible or just a feeling of shaking all over;
- ▶ **An urgent need to go to the toilet; and/or**
- ▶ **Children may become clingy or withdrawn.**

Having a clear plan for the management of emergency situations assists educators to handle these calmly and effectively, reducing the risk of further harm or damage (*Guide to the National Quality Standard*, p.78). Educators need to be aware that when confronted with a crisis, children will be less capable of concentrating. They may be anxious and more attuned to non-verbal cues such as tone of voice, body posture and facial expressions.

Educators need to monitor children closely. If adults are unable to remain calm, they should be removed from the direct care of children.

WHAT TO INCLUDE IN POLICIES AND PROCEDURES?

For each education and care service, the potential for emergency situations are varied. An emergency in relation to an education and care service, includes any situation or event that poses an imminent or severe risk to the persons at the education and care service premises (*Education and Care Services National Regulations*, p 5). To determine what policies and procedures your education and care service requires, undertake a risk assessment. Risk assessments assist with identifying potential hazards and define or determine the level of risk or danger. The risk assessment process will help to identify the current control measures that are in place and determine if further control measures may be required. For a sample risk assessment template, refer to **Appendix 1**.

Regulatory compliance

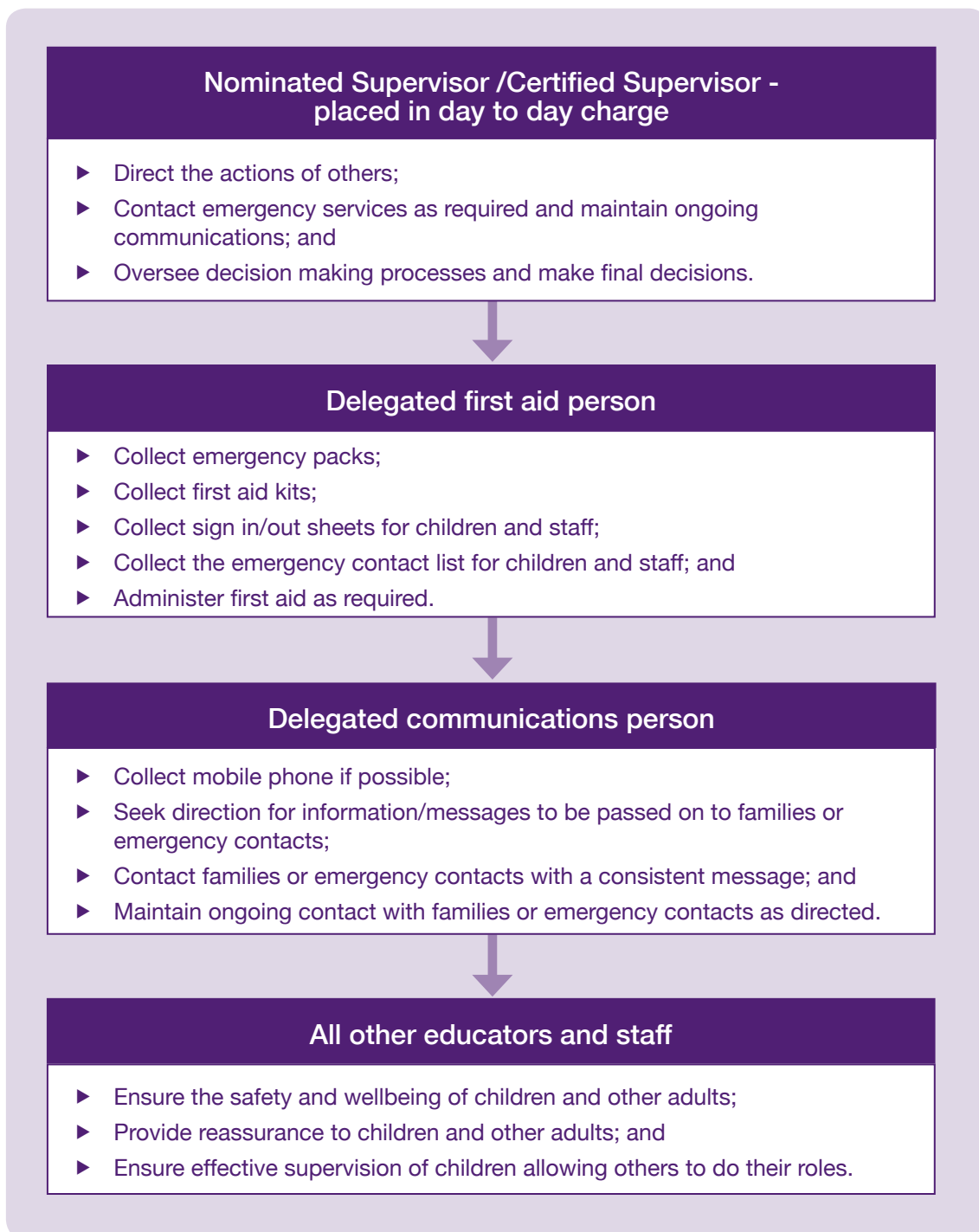
The *National Quality Standard, Element 2.3.3 (Guide to the National Quality Standard, p. 78-79)* encourages education and care services to effectively manage incidents and emergencies and to plan for these in consultation with relevant authorities. These plans should be practiced frequently and reviewed regularly.

Education and care services must be aware of current Regulation and include regulatory requirements in written policies and procedures. Policies and procedures should be regularly practiced, monitored and reviewed to determine currency and effectiveness. Procedures must include clear instructions for what must be done by the Nominated Supervisor, educators and other adults. These instructions must be displayed in prominent positions near exits and in children's environments with a corresponding floor plan for ease of reference.

Clearly defined roles and responsibilities for educators and staff

It is essential to plan for emergency situations by defining the roles and responsibilities of educators and staff. These roles and responsibilities must be discussed and practiced regularly to ensure everyone is aware of their responsibility in the event of an emergency situation.

An example of role delegation:



Educator and staff priorities

During an emergency situation, educators and staff may have family members of their own that they may be concerned about which can create additional stress. To address these concerns, consider including in your policy items such as allowing time for educators and staff to contact their immediate family to enable them to make decisions around their safety and wellbeing.

PLANNING FOR EMERGENCY SITUATIONS

Each education and care service will need to develop suitable emergency plans based on the risk assessment outcomes. Plans should reference specific emergency exits, appropriate evacuation points relevant to the situation; including the education and care service location and contact details.

All emergency plans need to include an emergency pack which contains a first aid kit and updated family/emergency contact lists. Staff sign on sheets and child attendance records should be collected in each situation.

Emergency evacuation procedures should be practiced every three months to meet regulatory requirements and to embed the evacuation process into regular practice for educators, children, families and regular visitors.

Evacuation Plans

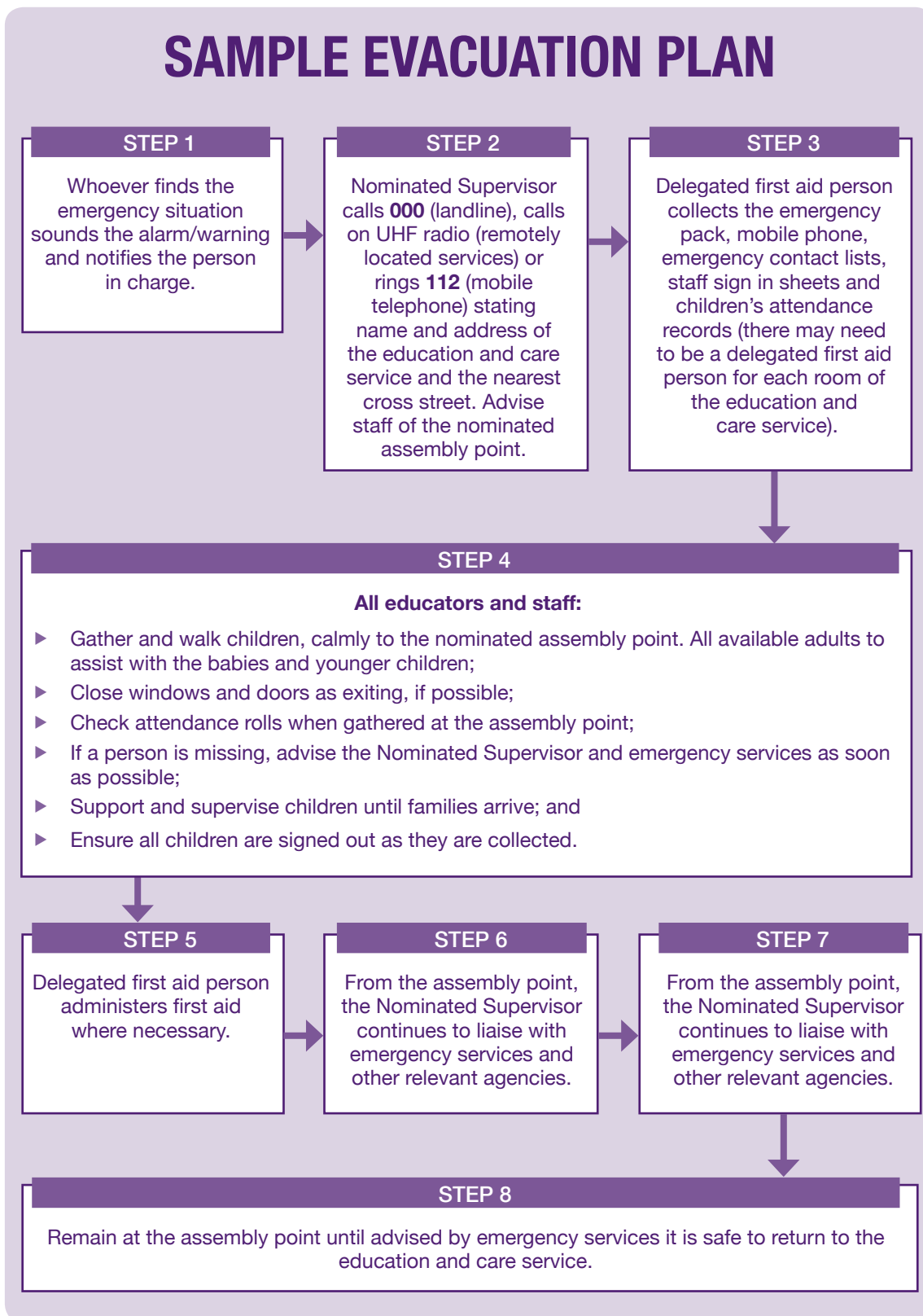
An evacuation plan is used where it is deemed necessary to evacuate the immediate area or building to ensure the safety and wellbeing of children and adults.

The emergency and evacuation floor plan, and instructions should be displayed in a prominent position near each exit at the service premises, including a family day care residence or approved venue (*Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2011*, p.67).

Evacuation plans must contain clearly defined assembly points. It may be necessary to have different assembly points depending on the emergency and where the threat may be coming from. The assembly point should be within easy access of the education and care service and known to families.

To support all educators and staff to have a clear understanding of their role in an emergency situation, evacuation plans should include a visual map of the education and care service and a one page, step-by-step overview of the evacuation process. The visual map should have clearly marked exits and exit routes from all locations within the education and care service. The one page overview of the evacuation process should state who is responsible, what needs to be collected, the location of the assembly point and contain the physical address of the assembly point location and all contact details of the service for easy reference.

Both the visual map and the written overview of the evacuation plan must be displayed in all areas of the education and care service.

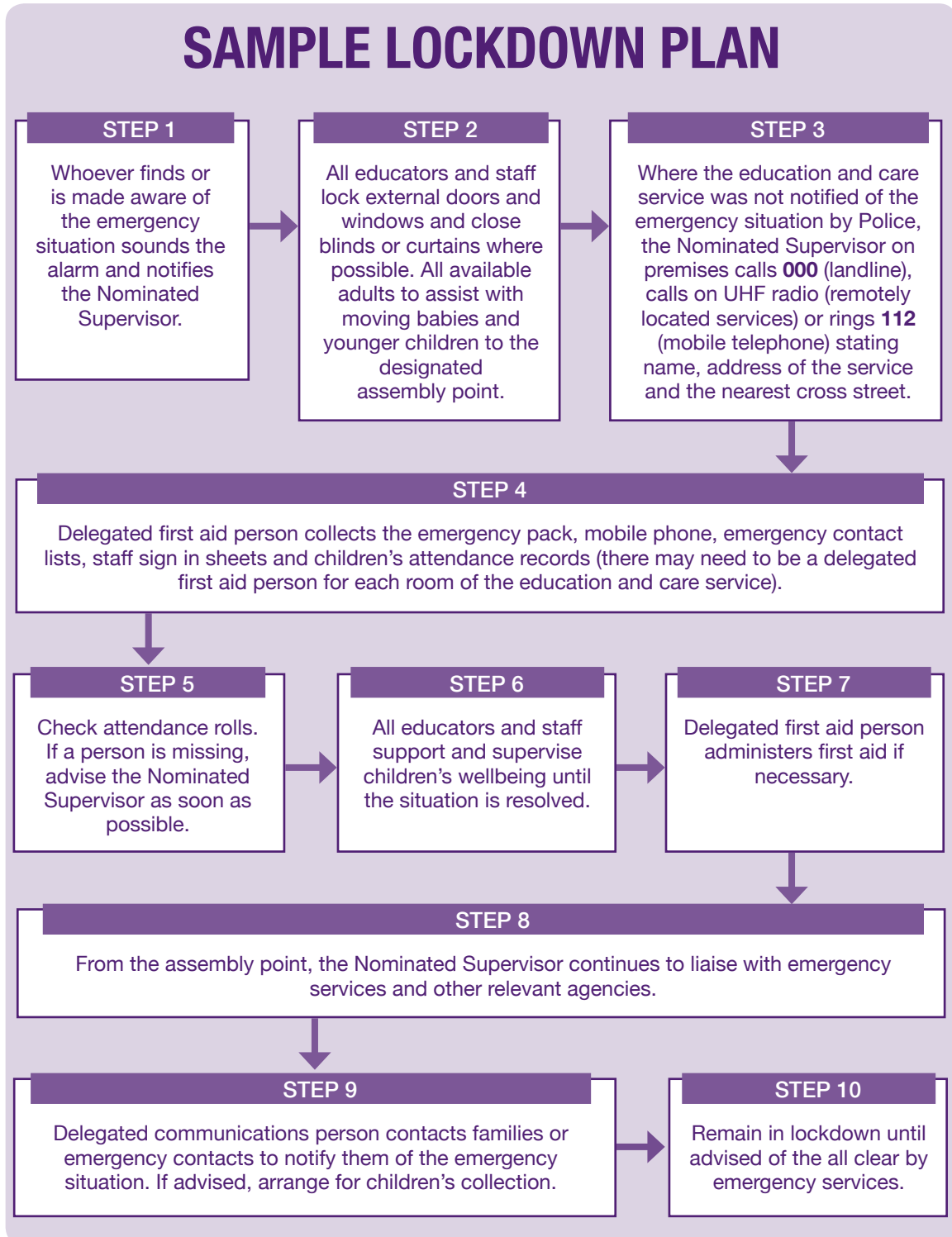


NB If families or emergency contacts are not able to reach the evacuation point due to the emergency situation, provisions will need to be planned accordingly.

Remain at the assembly point until advised by emergency services it is safe to return to the education and care service.

Planning for an education and care service lockdown

Not all emergency situations will require education and care services to evacuate from the premises. Some situations, such as the threat of a violent person or a police operation in the vicinity, may require the service to go into lockdown. This means that the education and care service locks all doors and windows and where possible, removes children, educators and other adults from view. These situations may take time to be resolved and locations should be selected to allow for easy access to kitchen, bathroom and nappy change facilities. These areas will need to allow for children to engage in small or large group experiences during the lockdown period.



RELOCATION

Should there be a fire or flood approaching an education and care service, relocation away from the service may be necessary.

This may occur before families and carers are able to pick up their child or are even advised of the situation. Often, if there is a chance of a fire or flood endangering the education and care service, cancelling the service for the day is the preferred and safest option. Check with emergency services or local authorities when making this decision.

Relocating is an emergency option put in place to secure the wellbeing of the children and adults at the education and care service. The relocation plan will follow the evacuation plan steps, but include a clearly defined area to relocate to. This relocation area must be deemed safe by emergency services prior to implementing the relocation plan. This relocation area will need to be risk assessed regularly to ascertain if it is the most appropriate location to move to. Input should be sort from local emergency services and the service management as to the appropriateness of this location should an emergency situation occur.

Keep families updated regularly of the relocation site and have ready-made laminated signs that can easily be displayed in relocation situations that alert families and emergency workers of the designated relocation site. Include a map with clear directions from the education and care service to the relocation site for easy reference.




Things to take into consideration for a relocation site are:

- ▶ Does this site provide a safe alternative?
- ▶ Is pre-planned transportation required?
- ▶ Is there running water?
- ▶ Is there access to bathroom facilities?
- ▶ Is shelter available?
- ▶ Is there mobile phone reception?
- ▶ Can this location be easily accessed by families and emergency services?





In the case of relocation, contact the local emergency services to find out if the relocation area and proposed route is safe before proceeding. Information can also be found online at:

AUSTRALIAN CAPITAL TERRITORY



ACT Police

-  www.police.act.gov.au
-  02 62567777(Switchboard)
-  131 444 (General) | 000 (Emergency)




ACT SES

-  www.esa.act.gov.au/actses
-  02 62078451
-  132 500 (Floods & Storms)
-  000 (Emergency)

ACT Rural Fire Service

-  www.esa.act.gov.au/actrfs
-  02 62078609

ACT Fire & Rescue

-  www.esa.act.gov.au/actfr
-  02 62052927
-  000 (Emergency)

NEW SOUTH WALES

NSW Emergency Services


 www.ses.nsw.gov.au

 13 25 00

NSW Rural Fire Service


 www.rfs.nsw.gov.au

 000 in emergency situations

 1800 679 737 for the NSW Rural Fire Service Information Line


NSW Police


 www.police.nsw.gov.au

 000 in emergency situations

NORTHERN TERRITORY

Northern Territory Police, Fire and Emergency Services

 www.pfes.nt.gov.au

 000 in an emergency


 131 444

SecureNT

 www.securent.nt.gov.au


QUEENSLAND


QLD Emergency Services

 www.emergency.qld.gov.au/ses


 13 25 00


QLD Police

 www.police.qld.gov.au

 000 in emergency situations


QLD Rural Fire Service


 www.ruralfire.qld.gov.au

 000 in emergency situations

SOUTH AUSTRALIA

SA Emergency Services

 www.ses.sa.gov.au

 13 25 00 or (08) 8463 4171 Head Office


SA Police


 www.police.sa.gov.au

 000 in emergency situations

SA Country Fire Service


 www.cfs.sa.gov.au


 000 in emergency situations


 1300 362 361 for the CFS Bushfire Information Hotline

TASMANIA

State Emergency Service Tasmania

 www.ses.tas.gov.au

 (03) 6230 2700 (Head Office)

 Storm and flood phone: 13 25 00


Tasmanian Police


 www.police.tas.gov.au

 000 in emergency situations

Tasmanian Fire Service


 www.fire.tas.gov.au

 000 in emergency situations

 (03) 6230 8600 for general information

VICTORIA


Victorian Emergency Services


 www.ses.vic.gov.au

 13 25 00


Country Fire Authority Victoria


 www.cfs.vic.gov.au

 000 in emergency situations


 1800 240 667 for the Victorian Bushfire Information Line


Metropolitan Fire and Emergency Services Board

 www.mfb.vic.gov.au

 000 in emergency situations


Victoria Police


 www.police.vic.gov.au


 000 in emergency situations

WESTERN AUSTRALIA


FESA – Fire and Emergency Services Authority of Western Australia


 www.fesa.wa.gov.au

 000 for fire or life threatening emergencies

 1300 657 209 for emergency information


SESVA - State Emergency Service Volunteers Association


 www.ses-wa.asn


 132 500 for emergency assistance for storm or flood damage

WA Police


 www.police.wa.gov.au


 000 in life threatening emergency situations

 131 444 for police assistance


 TTY 106 for callers who are hearing/ speech impaired

WA Ambulance Service: St John Ambulance WA

 www.ambulance.net.au

 000 for life threatening emergencies

Health Direct

 1800 022 222

As with any emergency situation, education and care services will need to thoroughly evaluate the relocation process. Emergency services, the service management, families and the staff should all be involved in the review of the relocation plan. Feedback and input from all parties will determine improvements or changes that are made to emergency evacuation policy and procedures.

When and how to ring an emergency service

To contact emergency services dial **000** from landlines or **112** from mobile phones. Be prepared for the information they may ask you by having the following information ready:

- ▶ A contact phone number and/or UHF radio channel (remotely located services);
- ▶ Your name and the education and care service name;
- ▶ Your location - know your street address and the nearest cross road;
- ▶ Note any specific landmarks;
- ▶ The exact location of the emergency within your service – e.g. in the backyard;
- ▶ Best entrance to use;
- ▶ A brief description of the emergency situation; and
- ▶ The name of the person who will meet the emergency services.

Emergency directory

Have an emergency directory sheet displayed near each phone and a portable copy for use during emergency drills and during the occurrence of an emergency situation. A folder, storage container near the emergency exits or keeping this in the emergency pack can make collecting the emergency directory easier in times of an emergency situation.

A sample emergency directory is provided – see **Appendix 5**.

Emergency packs

Emergency packs should be checked to ensure there are adequate and replenished supplies available should an emergency situation occur. Schedule monthly checks of emergency packs as part of the audit process for your first aid kit.

CONTAINS	✓
▶ A fully stocked portable first aid kit	
▶ A site plan identifying exits from the building, safe spaces to shelter and assembly points	
▶ Asthma inhalers, auto adrenalin injection devices and / or other emergency medications required by children and staff	
▶ Bottled water and plastic cups	
▶ Packet of biscuits or an easily transported snack	
▶ Spare nappies, gloves, wipes, plastic bags and tissues	
▶ Sunscreen	
▶ Portable emergency contact sheet (laminated)	
▶ A fully charged, working mobile phone	
▶ Portable UHF if no mobile phone reception	
▶ A copy of the evacuation plan and procedure	
▶ Some books or resources to entertain children (only if possible)	

PLANNING FOR SPECIFIC EMERGENCY SITUATIONS

Sole educators

It is important to have a plan as a sole educator or small-staffed service (*Education, May, 2009*¹).

In some circumstances one sole educator provides the education and care service, such as in-home or family day care educators. In other instances some education and care services may be delivered by two educators, such as a mobile children's service or small centre-based service.

Educators must always be prepared for an emergency situation to occur even when there is only one educator who is able to be of assistance. The other educator may be the source of the emergency due to ill health or an accident, or may be taken away from the environment to deal with the emergency situation.

Have a written procedure that includes:

- ▶ Having a functional, fully charged mobile, mobile satellite phone or UHF radio at all times;
- ▶ Name and phone number of a Nominated Supervisor or Certified Supervisor who is on call and available when the education and care service is operating is clearly displayed along with other emergency contacts;
- ▶ Regular practice and revision of the evacuation procedures; and
- ▶ Always be aware that you are alone and an emergency may occur.

Travelling in a vehicle with children

If educators find themselves travelling in a vehicle with children; for example, family day care educators; they should take precautions, such as:

- ▶ Equipping the vehicle with a fully stocked first aid kit and an emergency directory;
- ▶ Always having access to some form of communication i.e. mobile phone or UHF radio;
- ▶ Leaving written communication in a diary or an obvious note where you are going, the estimated time you will be returning and how you can be contacted; and
- ▶ Follow the Regulations, policies and necessary procedures in taking a child or children in a vehicle.

Power outage

A power outage is not a preventable occurrence. It can happen at any time and is usually unexpected. Should a power outage occur in an education and care service environment, educators must remain calm and continue to reassure children. Educators should assess the situation carefully and if there are no power lines down or any danger of risk of harm to children, move children toward natural lighting or outside to allow them to continue their activities.

¹ Source: Education, T. D. (May, 2009). Centre based Care Class1, 0-5 years. Standard 11. Licensing standards. Dept of Education, Tasmania

Contacting the local energy supplier will allow you to ascertain if the outage is temporary or if further planning is required to ensure children's wellbeing. If the situation will take time to be resolved, think about:

- ▶ Are children at risk of harm from the lack of power? If they are, contact families and recommend that the children are collected;
- ▶ Explain that the ongoing lack of electricity does affect the safety of the children, as there is no heating, cooling, some phones may not work, no refrigeration and no cooking facilities; and
- ▶ Reassure families that service provision will continue as soon as the electricity returns and families will be notified when this occurs.

Blizzard conditions or severe storm conditions

In cases when a blizzard or severe storm occurs:

- ▶ Liaise closely with the local council and SES;
- ▶ Ensure the building is well secured with windows closed, entry doors cleared and accessible for families to enter the premises;
- ▶ Have a radio on with a staff member listening for updates;
- ▶ Follow recommendations given by the council or emergency services;
- ▶ Contact families stating that the education and care service will be closed as roads are to become inaccessible due to the conditions;
- ▶ Ensure that all children and staff are signed out as they leave the premises;
- ▶ Maintain the child: educator ratio. As the numbers of children drop, encourage staff to leave;
- ▶ Make staff and educators who travel the furthest a priority to leave;
- ▶ The last two staff members check the building to ensure all children and adults have left the premises;
- ▶ Advise council and emergency services that there are no longer any people in the building; and
- ▶ The last staff members leave the premises together.

Dangerous insects, animals or reptiles

Prevention is the best solution. Schedule regular pest control visits to reduce the risk of insects, animals or reptiles residing at the education and care service.

Rats, mice and other vermin can gain access to buildings through ventilation panels, cracks in walls, edges of rooves, wall, floor, door and window junctions, or the access points for electrical wiring and plumbing. They may also live and nest in framed walls, sub-floor spaces, ceiling spaces, under stoves, and around hot water systems.

Always keep premises clean and eliminate any open or uncontained food sources.

Have the number of your local council, local vermin controller or re-locator and National Parks and Wildlife Service available in your emergency directory and contact them to ask for support.

Move children to a safe area or it may be necessary to follow the lock down or evacuation procedure if the safety and wellbeing of children is at risk.

Lost or abandoned child

After an emergency situation has occurred there may be circumstances where a child has not been collected from the service. It is necessary to be aware of the actions you may be required to undertake in this situation:

- ▶ Follow the education and care service policy;
- ▶ Continue contacting the family and emergency contacts;
- ▶ If there is no response, reassure the child and contact the local police as per policy. Their number will be listed in your emergency directory;
- ▶ Help the police with their enquires;
- ▶ If there is still no response from contacts this becomes a police matter. The child is to be left with the police;
- ▶ Advise police of any special dietary, medical or emotional concerns the child may have;
- ▶ If the police decide it is safest for the child to remain with educators, continue to reassure the child and continue to provide appropriate care arrangements until otherwise notified;
- ▶ Leave your contact details with police for any follow up questions; and
- ▶ A mandatory report will be necessary if neglect is observed.

If you are able to contact the family, reassure them that their child is safe and being well cared for.

Fatal incident

If an emergency results in the death of a child, educator or other adult, it will be distressing for all involved. It is important that the needs of children and adults are the priority. Remove children from the area and be open and honest with the children that you are concerned about the individual's wellbeing. Answer any questions as well as you can.

The Nominated Supervisor must call emergency services immediately.

If the situation involved a child at an education and care service, the Nominated Supervisor must contact the family and state that there has been an emergency situation involving their child. Let them know that you have called for an ambulance and will meet them at the hospital. Only medical services and practitioners can pronounce a person as deceased.

The education and care service must ensure that they follow Regulatory requirements for notification and records relating to emergency situation involving children or staff; refer to *Regulation 176(2)(a)(i)*.

STRATEGIES FOR RECOVERY

Support from external agencies

After an emergency situation occurs, education and care services can gain support from external agencies to assist in the recovery process. These external agencies may include:

- ▶ Legal and insurance companies;
- ▶ Local councils;
- ▶ Your state/territory Regulatory Authority – initial reporting of the emergency situation and in the event that operation of the service is interrupted or alternate arrangements for care are required;
- ▶ Department of Education, Employment and Workplace Relations (DEEWR) - assistance and support with Child Care Benefit (CCB) enquiries;
- ▶ Counselling services;
- ▶ SES and Rural Fire Brigade; and
- ▶ CWA, Lions or Rotary Clubs.

Review and evaluation

The *National Regulations* specifies the emergency and evacuation procedures are rehearsed every 3 months that the service is operating, by the nominated supervisor, staff members and volunteers and children being educated and cared for by the service; and the rehearsals of the emergency and evacuation procedures are documented (*Education and Care Services National Regulations*, p.95).

A review and evaluation of the emergency situation and actions taken will need to be completed by all educators and adults involved in the process. This process must allow for each individual to provide constructive feedback on the emergency situation and how the process was undertaken by the educators and staff from the education and care service.

The review and evaluation process may also include discussions and reporting to:

- ▶ The Approved Provider and/or Management;
- ▶ Families;
- ▶ Your state/territory Regulatory Authority; and
- ▶ Emergency services.

It is essential to document all discussions during the evaluation process to make effective changes to the policies and procedures of an education and care service.

Media

Education and care services may have to manage media enquiries or media presence either during or after an emergency situation. It is important for all educators to be aware of the media policy and seek advice from Management and the Nominated Supervisor before responding to any media enquiries. All educators and staff must act in a manner which protects the privacy and rights of children, families and staff.

The follow up

Education and care services may need to delegate tasks amongst management, educators and families to support the person in charge and ensure operation of the service returns to normal as quickly and efficiently as possible.

Strategies to use after an emergency situation has occurred

After an emergency situation has occurred, it is important to deal with the after effects as carefully as the actual emergency itself. Recognising the potential impact that an emergency situation may have on children is vital. The age of the child should also guide you in what strategies to implement to assist with their recovery from the emergency.

Younger children may not be able to fully understand what has occurred, however they will be able to adapt more quickly if the strategies put in place provide them with ways to express their feelings and concerns. When explaining what has occurred to really young children, it is advisable to give a really simple explanation and provide them with the reassurance that they will be safe.

Older children may need a more detailed explanation and will possibly have more questions about what has occurred. Provide children with honest answers; however you should let your own judgement guide you on how much information you provide.

The after effects of an emergency situation will vary depending on the severity and the proximity of the event. Reactions to the event may be immediate; however it may take some time before the real effects of an event are apparent. Some children may develop symptoms or signs that indicate that they may not be coping.

These symptoms may include:

- ▶ Regressive behaviour;
- ▶ Difficulty sleeping;
- ▶ Bed wetting;
- ▶ Becoming withdrawn;
- ▶ Irritability;
- ▶ Separation anxiety; and/or
- ▶ Changes in eating habits.

If a child shows any of these symptoms, it may be advisable to refer the family for professional advice.

Strategies to assist children to cope after an emergency situation include:

- ▶ Return to a normal routine as soon as practicable;
- ▶ Provide children with opportunities to express their feelings and talk about what happened;
- ▶ Help children express their feelings in different ways by providing opportunities to draw and paint or through sensory experiences such as playdough, water and sand; and
- ▶ Use the opportunity as a learning experience to help build children's resilience and coping skills. Experiences such as reading story books may provide the opportunity for educators to openly discuss the event with children.

APPENDIX 1

Risk assessment tool template

This Risk Assessment must comply with relevant regulatory and compliance requirements as outlined in: *Education and Care Services National Regulations - Part 7, Division 4 and National Quality Standards - 2.3.2*

Identify the Activity		Location		Who may be at risk?			
Identify hazards, risks and rate the risks							
1. Divide the activity into tasks		2. Identify the hazards and associated risks for each task		3. List risk controls already in place Determine a risk rating using the Risk Rating Matrix below			
Tasks	Hazards	Risks	Risk Rating			Existing Control Measures	
			Likelihood	Impact	Risk Rating		
Who conducted the Risk Assessment?				Who approved the Risk Assessment?			
Completed by:				Approved by:			
Signature:				Signature:			
Date:				Date:			

APPENDIX 1a

Risk rating matrix

		Impact				
		Insignificant	Minor	Moderate	Major	Severe
Likelihood	Almost Certain	Medium	High	High	Very High	Very High
	Likely	Medium	Medium	High	High	Very High
	Possible	Low	Medium	High	High	Very High
	Unlikely	Low	Low	Medium	Medium	High
	Rare	Low	Low	Medium	Medium	Medium

LIKELIHOOD

Almost certain	Is expected to occur in most circumstances
Likely	Will probably occur in most circumstances
Possible	Could occur at some time
Unlikely	Not likely to occur in normal circumstances
Rare	May occur only in exceptional circumstances

IMPACT

Insignificant	Injuries not requiring first aid
Minor	First aid required
Moderate	Medical treatment required
Major	Hospital admission required
Severe	Death or permanent disability to one or more persons

APPENDIX 2

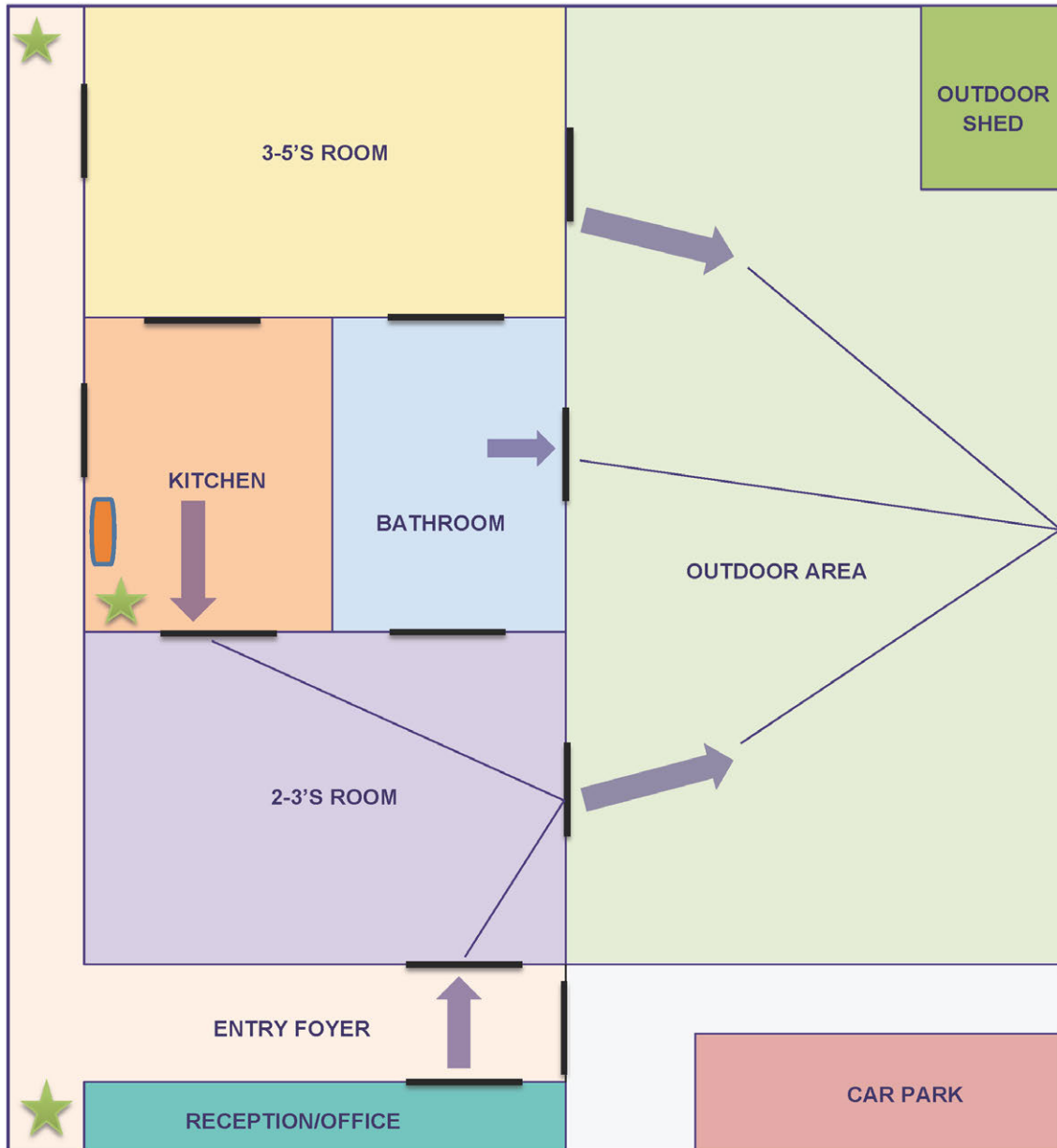
Sample evacuation procedure

IT IS IMPORTANT THAT A BUILDING BE EVACUATED BY EVERYONE WITHIN 3 MINUTES.

STEP 1	Person discovering emergency situation raises the alarm and notifies the Nominated Supervisor.
STEP 2	<p>Nominated Supervisor: Ring emergency services on 000 stating name and address of the education and care service and the nearest cross street (if it is not safe this can be done when the evacuation process has been completed):</p> <p>[Insert service details here]</p> <ul style="list-style-type: none"> ▶ Notify all rooms and staff of the emergency and the designated assembly point. ▶ Liaise with emergency services and other relevant agencies. ▶ If necessary, notify the delegated communications person of the consistent message that is to be provided to families or emergency contacts. ▶ Keep all educators and staff updated.
STEP 3	<p>Designated first aid person(s) collects the:</p> <ul style="list-style-type: none"> ▶ Emergency pack ▶ Emergency mobile phone ▶ Emergency contact list ▶ Emergency directory ▶ Children’s attendance rolls ▶ Staff sign in sheets <p><i>Check all rooms for children and adults as collecting these items. Once children are safely evacuated, administer first aid as required.</i></p>
STEP 4	<p>All educators and staff:</p> <ul style="list-style-type: none"> ▶ Remain calm ▶ Gather and walk children to the nominated assembly point. All available educators and staff to assist with the babies and younger children ▶ Close windows and doors as you move through the service, if possible ▶ Check attendance rolls once at the assembly point – if anyone is missing notify the Nominated Supervisor immediately ▶ Support and supervise children until the service is cleared by emergency services or until their family arrives. <p><i>If relevant:</i></p> <ul style="list-style-type: none"> ▶ Ensure all children are signed out as they are collected
STEP 5	<p>Remain at the evacuation assembly point until advised by emergency services.</p> <p>NO ONE IS TO RE-ENTER THE BUILDING UNTIL ADVISED BY EMERGENCY SERVICES.</p>

APPENDIX 3

Sample Floor Plan



APPENDIX 4

Sample letter or phone message to families

Dear Families,

Today there has been an emergency situation at our education and care service.

TOPICS TO BE COVERED	✓
At what time?	
What happened?	
What did children see?	
What staff were present?	
What emergency services were involved?	
The outcome of the event. Are any children or staff requiring treatment (names must remain confidential)?	
<p><i>Follow up:</i></p> <p>Will the service be operating tomorrow? How to get more information? Provide an emergency contact number for staff and families to keep updated.</p>	

It is important this information is written down prior to calling or providing information to families so a consistent message is delivered.

APPENDIX 5

Sample emergency directory

Below is a suggested emergency directory that could be laminated and ready to take when required.

EMERGENCY CONTACT	PHONE NUMBER
Emergencies: Police, Ambulance, Fire	000 - Landline 112 - Mobiles
Local Police	
Local Ambulance	
Local Fire Station	
Local Rural Fire Service	
State Emergency Services	
Hospital	
Local council	
Local water supplier	
Local gas supplier	
Local electricity supplier	
Regulatory Authority	
Local radio station	
Local school	
Local vermin re-locator or controller	
National Park and Wildlife Service	

APPENDIX 6

Bomb, chemical or biological threat

In the event of a bomb, chemical or biological threat to the service, attempt to ask the following points:

QUESTIONS TO ASK	ANSWER
Is it a bomb, or a chemical or biological threat?	
When will it explode or be released?	
Where did you put it?	
What does it look like?	
When did you put it there?	
How will it explode or be released?	
Did you put it there?	
Why did you put it there?	
What is your name?	
For a Bomb: <i>What type of bomb is it?</i>	
What is in the bomb and what will make it explode?	
For chemical and biological threat: <i>What kind of substance is in it?</i>	
How much substance?	
When will the substance be released?	
Is the substance a liquid, powder or gas?	

Write the exact words said where possible:

.....

Accent of the caller..... Estimated age.....

Background noise

Did the caller seem familiar?.....

Other comments.....

Useful resources

- » A /NZ ISO 31000:2009 Risk Management Standard - www.standards.org.au
- » Australian Children's Education & Care Quality Authority (ACECQA) – www.acecqa.gov.au
- » Anaphylaxis Australia - www.allergyfacts.org.au
- » Asthma Foundation – www.asthmafoundations.org.au
- » Australian Children's Education and Care Quality Authority – www.acecqa.gov.au
- » Brigade Kids – www.brigadekids.com
- » Kids Health and NSW Poisons Information – www.childsafetyaustralia.com.au/community/poisons/poisons.htm
- » Children's Hospital at Westmead - www.chw.edu.au/parents/factsheets
- » Department of Education, Employment and workplace Relations - www.deewr.gov.au
- » Family Day Care Australia – www.fdca.com.au
- » Kidsafe: The Child Accident Prevention Foundation of Australia – www.kidsafe.com.au
- » Network of Community Activities - www.netoosh.org.au
- » Professional Support Coordinators Alliance (PSCA) – www.pscalliance.org.au
- » St John Ambulance Australia - www.stjohn.org.au

AUSTRALIAN CAPITAL TERRITORY

- » ACT Health – www.health.act.gov.au
- » ACT Police – www.police.act.gov.au
- » ACT Rural Fire Service – <http://esa.act.gov.au/actrfs/>
- » ACT State Emergency Service - <http://esa.act.gov.au/actses/>
- » Communities@Work – www.actpsc.com.au
- » Department of Housing and Community Services – www.dhcs.act.gov.au
- » WorkSafe ACT – www.worksafe.act.gov.au

NEW SOUTH WALES

- » Children's Services Central – www.cscentral.org.au
- » Department of Education and Communities - www.educationandcommunities.nsw.gov.au
- » Emergency Management NSW – www.emergency.nsw.gov.au
- » Department of Community Services – www.community.nsw.org.au
- » Mobile Children's Services Association of NSW – www.mcsa.org.au
- » NSW Family Day Care Association – www.nswfdc.org.au
- » NSW Ministry of Health – www.health.nsw.gov.au
- » NSW Police - www.police.nsw.gov.au
- » NSW Rural Fire Service - www.rfs.nsw.gov.au
- » NSW State Emergency Services – www.ses.nsw.gov.au
- » WorkCover Authority of NSW - www.workcover.nsw.gov.au

NORTHERN TERRITORY

- » Department of Education and Training – www.det.nt.gov.au
- » Department of Children and Families – www.childrenandfamilies.nt.gov.au
- » Department of Health and Families – www.health.nt.gov.au
- » Northern Territory Police, Fire and Emergency Services – www.pfes.nt.gov.au
- » Quality Education and Care NT - www.qualityecnt.nt.gov.au
- » Professional Support Coordinator NT: Child Australia - www.childaustralia.org.au
- » SecureNT – www.securent.nt.gov.au
- » WorkSafe NT – www.worksafe.nt.gov.au

QUEENSLAND

- » Department of Education and training - www.education.qld.gov.au
- » Department of Communities – www.communities.qld.gov.au
- » Health and Community Services Workforce Council Inc. - www.pscq.org.au
- » Queensland Health – www.health.qld.gov.au
- » Queensland Police – www.police.qld.gov.au
- » Queensland State Emergency Service – www.emergency.qld.gov.au/ses/
- » Rural Fire Service – www.ruralfire.qld.gov.au
- » WorkCover Queensland – www.workcoverqld.com.au

SOUTH AUSTRALIA

- » Country Fire Service – www.cfs.org.au
- » Department of Education and Early Childhood Services - www.decs.sa.gov.au/childrensservices
- » Department for Communities and Social Inclusion – www.dcsi.sa.gov.au
- » Gowrie SA - www.pscsa.org.au
- » SA Health – www.health.sa.gov.au
- » South Australia Police - www.police.sa.gov.au
- » South Australian State Emergency Service – www.ses.sa.gov.au
- » WorkCover SA – www.workcover.com

TASMANIA

- » Department of Education - www.childcare.tas.gov.au
- » Department of Health and Human Services – www.dhhs.tas.gov.au
- » PSC Tas – www.psc Tas.org.au
- » Royal Hobart Hospital - www.dhhs.tas.gov.au/hospital/royal-hobart-hospital
- » State Emergency Service Tasmania – www.ses.tas.gov.au
- » Tasmanian Fire Service - www.fire.tas.gov.au
- » Tasmanian Police - www.police.tas.gov.au
- » WorkCover Tasmania - www.workcover.tas.gov.au

VICTORIA

- » Community Child Care Association - www.pscvic.org.au
- » Country Fire Authority Victoria – www.cfa.vic.gov.au
- » Department of Education and Early Childhood Development - www.education.vic.gov.au/licensedchildservices
- » Department of Health – www.health.vic.gov.au
- » Department of Human Services – www.dhs.vic.gov.au
- » WorkSafe Victoria – www.worksafe.vic.gov.au
- » Victoria Police – www.police.vic.gov.au
- » Victoria State Emergency Service – www.ses.vic.gov.au

WESTERN AUSTRALIA

- » Department for Communities – www.communities.wa.gov.au
- » Department for Child Protection – www.dcp.wa.gov.au
- » Department of Health WA – www.health.wa.gov.au
- » FESA – Fire and Emergency Services Authority of Western Australia - www.fesa.wa.gov.au
- » Health Direct - www.healthdirect.org.au
- » Princess Margaret Hospital for Children (PMH) - www.pmh.health.wa.gov.au
- » Professional Support Coordinator WA: Child Australia – www.childaustralia.org.au
- » SESVA - State Emergency Service Volunteers Association - www.ses-wa.asn
- » WA Police – www.police.wa.gov.au
- » WorkSafe WA - www.commerce.wa.gov.au/WorkSafe/

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