

## POLICY: 7.1 Emergency Management, Lock Down and Evacuation

### **Procedure: 7.1 Natural Disaster Management**

This procedure aims to ensure the safety of all staff, Educators, children, and visitors to the Service office and each Educator's residence. Ensuring both staff and Educators are equipped and competent to manage natural disasters.

#### **7.1.1 Linking to Policy**

This procedural guidance should be read in conjunction with the Service **7.1 Emergency Management, Lock Down and Evacuation Policy** and will assist the Approved Provider, Management, Staff (Nominated Supervisors, Coordinators, and Administrative Staff members) Educators, Educator assistants and parents to implement the policy. The procedure covers:

#### [7.1.2 Role and Responsibilities](#)

#### [7.1.3 Preparing for a natural disaster](#)

#### [7.1.4 Responding to a natural disaster](#)

#### [7.1.5 Evacuation Risk Management Considerations](#)

#### **7.1.2 Role and Responsibilities**

##### **The Nominated Supervisor will ensure:**

- Educators have the skills, knowledge, and support to develop an evacuation plan for natural disasters by:
  - o Providing training on completing the evacuation plan
  - o Ensuring the Coordinators can check evacuation plans and provide advice to Educators on their completed plan.
- Each Educator has an evacuation plan in place which covers natural disasters.
- A copy of the evacuation plan is kept on file; and
- It is updated as required and reassessed during the re-registration process.

##### **The Coordinators will ensure:**

- They work with Educators to ensure the evacuation plan covers all contingencies and reflects their local area and emergency context;
- They keep a record on all conversations covering evacuations; and
- They ensure Educators undertake a practice drill for a natural disaster

**The Educators will ensure:**

- They have considered natural disasters that may impact them; this will include considering the historical information about their local region; and
- Practice and document emergency and evacuation drills at least once every three months.

### 7.1.3 Preparing for a natural disaster

**Natural disasters include:**

1. Fire
2. Bush fire
3. Flood
4. Other weather events

**Step 1:** The Educator will prepare an Evacuation Plan that identifies any potential natural disaster that is relevant to the residence or venue and/or geographical context.

**Step 1: Identify Hazards** – what are the likely natural disasters or weather event you need to consider. What are the possible hazards relating to each identified situation See *7.1.5 Evacuation Risk Management Consideration*

**Step 2: Who might be harmed and how?**

**Step 3: Evaluate the risks to the children and others, consider the control which will mitigate the identified risks**

**Step 4: Record the findings from all of the above.**

**Step 5: Review your assessment after each practice drill and/or event. Update as and when necessary**

**Step 2:** If deemed necessary, develop an emergency Evacuation Plan.

The Evacuation Plan aims to outline the activities to be undertaken by the Educators, children, families, and visitors in the following circumstances:

- o On days of Total Fire Ban
- o When there is a fire in the local district
- o When a bushfire is threatening or impacting the site
- o During a period of recovery if a bushfire impacts the Service

During peak bush fire seasons, such as summer, where Educators are located in a rural or forest setting, the Educator will monitor the Fire Danger Rating daily. Should the Rating be above High,

Educators will monitor the situation in line with the process in our region, such as via the internet or radio, to stay aware of the situation.

**Educators will:**

- Ensure trees are trimmed to a distance of 2metres from the buildings.
- Check gutters and roofs regularly to ensure they are clean and kept free of leaves.
- On days where the Fire Danger Rating is Very High, Severe, Extreme, or Catastrophic, the Educator will:
  - o Inform families in person or via telephone
  - o Monitor conditions throughout the day
  - o Ask family members to ensure they have provided a reliable contact number for the day
  - o Where there is a child with an asthma plan in place request that this child doesn't attend if there is a smoke haze present
  - o Ensure that all hazards are removed from passages and walkways; nothing is blocking emergency exits or presents a barrier for leaving the property
- In the event of a bushfire, natural disaster (floods) or other emergencies that could occur during the working hours, the below *Responding to a natural disaster procedure* will be followed.

#### 7.1.4 Responding to a natural disaster procedure

**The Educator will:**

- Upon hearing the potential danger, determine if the nature of the incident is considered a possible, potential, or direct threat.
- Upon recognising the threat/risk, they will immediately contact the Office for support; and
- Contact families to collect their children if time allows or organise an alternate pickup point.
- If the child is not able to be collected, the Educator will seek verbal permission and evacuate the residence of required to a safe place to meet the family OR
- If the residence is a safe place, remain at the residence with the children until the families can collect the child/children.
- In all cases, reassure children that they will be ok.
- Continue to monitor the state of the natural disaster to ensure the children remains safe.
- Complete the **Incident, Injury, Trauma and Illness Record**, with the assistance of Coordinator if required and submitted to the Service office within 24 hours.

#### 7.1.5 Evacuation Risk Management Considerations:

**Step1. Identify the hazards** (potential to harm a child/person) – walk around the home and outdoor spaces

## 7.1 Natural Disaster Management Procedure

- Multi-story building - stairs internally/externally – management of small children where evacuation needs to occur quickly
- water, busy roads/cars, management of a number of children
- other adults present
- children's health concerns
- Barriers:
  - Physical: e.g., lifting children, awkward postures, slips and trips, noise, dust, smoke
  - Chemical: e.g., gas bottles, asbestos, cleaning fluids, aerosols, etc.
  - Leaves in gutters, areas of long grass and thick scrub around the home

### **Step 2: Decide who might be harmed and how**

- For each of the hazards you identified, consider who will be harmed and what is likely outcome of this harm will be? (likelihood and consequence)

### **Step 3: Evaluate the risk and decide on the controls**

- After 'identifying the hazards' and 'deciding who might be harmed and how'. Now consider what controls you can apply (reflect back on the Hierarchy of Control).
- Can you remove the hazard completely, or are there additional controls you can put in place so that the risk of harm is mitigated or reduced?
- Consider if the controls you have in place reduce the risk of harm. If the current controls do not reduce the risks, you will need to change some aspect of the Evaluation Plan.
- The quarterly Fire Drills will be one control you could add in this process.

### **Step 4: Record Findings**

- All the above on the **Evacuation Plan**, this is a legal document that shows that you have identified the hazards, decided who could be harmed and how, and also explains how you plan to eliminate the risks and hazards.

### **Step 5: Review your assessment and update as and when necessary**

- At least annually and after each drill or a real emergency evacuation Educator's will show how they have reviewed and updated the **Evacuation Plan**

## Review

	<b>Date</b>	<b>Details</b>
Revision 00	07/2015	Original Policy Issued
Revision 01	12/2016	Reviewed
Revision 02	08/2017	Reviewed
Revision 03	10/2020	Reviewed and separated from Policy

## Related Documents

### Policies

7.1 Emergency Management, Lock Down and Evacuation

### Forms

Evacuation / Lock Down Record

Loss of Unities Risk Management Plan

### Reference

Refer to 7.1 Emergency Management, Lock Down and Evacuation