



## Emergency and Evacuation Policy and Procedures

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<b>National Quality Standard</b>	Quality Area 2: Children's Health and Safety

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## Policy Statement

Heritage Early Childhood Centre (Heritage) recognises it has a duty of care to members of its' community in the event of an emergency or evacuation situation and recognises the safety, health, and wellbeing of all our educators, staff, children, families and visitors is paramount. Heritage committed to identifying the risks/hazards that may lead to emergency situations at the service and to developing and regularly reviewing its' strategies and practices, including evacuation and lockdown procedures, to mitigate those risks and effectively cope with emergencies should they arise. It is understood that when procedures are sufficiently detailed, well understood, and rehearsed, staff are able to react calmly and undertake their designated roles confidently, therefore reducing the risk of harm or injury. It is understood that children take 10 times longer than adults to evacuate a building (CELA, 2023).

Emergency situations in early education and care services can arise in several circumstances and for a variety of reasons, such as a missing child, an unauthorised person attempting to collect a child or a medical emergency. Given the Canberra region's geographic and climatic conditions, the service can be exposed to a wide variety of natural disasters such as bushfires, grassfires, extreme heat, poor air quality, severe storms, and flooding. The ACT also experiences on average one earthquake a year.

Heritage recognises that over recent years, Australia has been impacted by a range of natural disasters and a global pandemic. Extreme heat events are increasing in regularity and severity, and can affect health quickly and unexpectedly, posing risks to many members of the community, especially the young and vulnerable. There is increasing evidence that these events are impacting on children's life experiences and development, with some children experiencing trauma as a result. Heritage recognises that early childhood education and care services have found these times challenging and is committed to ensure its policies and procedures reflect the most up to date knowledge, specific procedures are developed for each potential emergency, staff are supported with the appropriate training, and the Heritage community as a whole is supported with access to related resources and support services.

This policy and associated procedures have been developed to meet the *Education and Care Services National Regulations 2011* which require policies and procedures in relation to emergencies and evacuations (r168) that meet the requirements set out in r97 and r98, and reasonable steps are taken to ensure they are followed (r170). Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented (National Quality Standard, Element 2.2.2). In addition, Heritage exceeds r136 - the requirement to have an appropriately qualified first aider to be on duty and immediately available in the event of an emergency. Heritage ensures that all permanent educators have current first aid qualifications and have undertaken CPR and approved anaphylaxis and asthma emergency management training.

In addition to the National Regulations, Heritage follows advice from the [ACT Emergency Services Agency](#) to be emergency and bushfire ready. In the ACT, public schools are required to have site-specific extreme temperatures management plans with guidelines on how to keep staff and students comfortable at school. Heritage incorporates extreme heat guidelines in its Emergency Management Plans and Risk Assessment.

All staff and families are required to become familiar with the Heritage Emergency Management Plans, Evacuation and Lockdown Floor Plans and Procedures, which are clearly on display near exits throughout the service. Training is provided on induction for staff and at orientation for families on an on-going basis and procedures are summarised in Handbooks. Educators ensure the educational program is responsive to emergency events, such as utilising educational resources to support children who have been affected by bushfires.

**Reasonable action to reduce threats may be taken by Heritage staff and educators, but they must not put themselves at risk. It is the responsibility of the emergency services to combat threats and rescue any trapped persons.**

## Scope

It is understood that there is a shared legal responsibility and accountability between, and a commitment by all persons attending the Heritage service, both on the premises and on excursions, to implement this policy and procedures as a matter of priority given the potential risks to health and wellbeing of not doing so. All educators are required to know the procedures and their role in the procedures.

## Policy Aims

The Heritage Emergency Policy and Procedures aim to ensure:

- A safe environment is provided for all persons at the Heritage service.
- On-going risk assessments and reviews are conducted of all potential emergency and evacuation situations including medical emergency situations.<sup>1</sup>
- Specific procedures to deal with each potential emergency situation are in place.
- Emergency Management Plans and Evacuation and Lockdown Floor Plans are clearly on display to ensure appropriate responses in the event of an emergency.
- All educators and other staff are aware of emergency procedures through the provision of appropriate information, training and professional development as required.
- All educators and children are familiar with emergency evacuation and lockdown procedures, and regular rehearsals take place.
- All educators are trained to operate emergency equipment.
- No person is put at risk in the event of an emergency.
- The risk of panic is reduced in the event of an emergency.

## Definitions

**Duty of Care:** A common law concept that refers to the responsibilities of organisations to provide people with an adequate level of protection against harm and all reasonable, foreseeable risk of injury.

**Emergency:** Any incident, situation, or event where there is an imminent or severe risk to the health, safety or wellbeing of a person/s at a place where education and care is being provided. E.g., a fire, flood, storm, explosion, terrorist act, accident, epidemic or other situation that requires the service to be evacuated, locked down or another emergency response.

**Emergency Control Organisation (ECO):** The appointed management team within an organisation that organise and supervise the safe movement of occupants of a facility in an emergency. An ECO is required under AS 3745-2010 to implement the Emergency Management Plan in full compliance with the Standard and the National Regulations.

**Emergency Management:** A coordinated effort across all services and government agencies to prevent, prepare, respond, and recover from natural disasters and other emergencies.

**Incident Management Team.** At Heritage the Incident Management Team is the Emergency Control Organisation (ECO)

**Lockdown:** A security measure taken during an emergency to prevent people from leaving or entering the building or premises until the threat has been resolved.

**Emergency Management Plan (EMP):** A written set of instructions to assist the Management Committee, Director, and all staff to deal with incidents or situations that could pose a threat to health, life, or property at the Heritage service.

**Persons:** All Heritage children, families, educators, other staff, students, regular family volunteers and visitors to the service.

**Extreme Heat Event or a Heatwave:** Three or more days of unusually high maximum daytime

**Serious Incident:** The definition of a serious incident is set out under [regulation 12](#).

**Notifiable Incident:** An incident involving workplace health and safety that is required by law to be reported to [WorkSafe ACT](#), including incidents that result in death or serious injury/illness, or dangerous occurrences.

## Rationale and Legislative Background

Heritage recognises it has a duty of care to take all reasonable, practicable steps to provide all persons at Heritage with a safe and healthy environment that supports their emotional and

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<sup>1</sup> Refer to: Medical Conditions Policy; First Aid for Incidents, Injury, Trauma and Illness Policy

physical wellbeing ([Work Health and Safety Act, 2011](#)). In addition, this policy and procedures document has been developed to comply with the:

- [Education and Care Services National Law Act 2010 \(ACT\)](#) (amended 2023)
- [Education and Care Services National Regulations 2011 \(ACT\)](#) (amended 2023)
- [National Quality Standard for Early Childhood Education and Care](#)
- [Work Health and Safety Regulation 2011, Regulation 43](#): Duty to prepare, maintain and implement an Emergency Plan.
- [WorkSafe ACT Codes of Practice](#)
- Australian Standard 2444: Portable Fire Extinguishers
- Australian Standard AS3745:2010: Planning for Emergencies in Facilities. **Note:** [r97](#) sets a different, at times higher, standard for ensuring safety of children at ECECs
- Guidelines from [Fire Protection Association Australia](#) and [State Emergency Services](#).
- The Heritage Work Health and Safety Policy and Procedures.

Relevant Education and Care National Law	
<a href="#">S 165</a>	<b>Offence to inadequately supervise children</b>
<a href="#">S 167</a>	<b>Offence relating to protection of children from harm and hazards</b>
<a href="#">S 174</a>	<b>Offence to fail to notify certain information to Regulatory Authority</b>
Relevant Education and Care National Regulations	
<a href="#">R 12</a>	<b>Meaning of serious incident</b>
<a href="#">R 87</a>	<b>Incident, injury, trauma and illness record</b>
<a href="#">R 97</a>	<b>Emergency and Evacuation Procedures</b> (1) The procedures required under <a href="#">r 168</a> must set out: (a) instructions for what must be done in the event of an emergency; and (b) an emergency and evacuation floor plan. (2) For the purposes of preparing the procedures, the service must ensure that a risk assessment is conducted. (3) The must ensure that: (a) the emergency and evacuation procedures are rehearsed every 3 months by the staff members, volunteers and children present at the service on the day of the rehearsal and the responsible person in relation to the service who is present at the time of the rehearsal; and (b) the rehearsals of the procedures are documented. (4) The service must ensure that a copy of the evacuation floor plan and instructions are displayed prominently near each exit at the premises.
<a href="#">R 98</a>	<b>Telephone or other communication equipment</b>
<a href="#">R 136</a>	<b>First Aid Qualifications</b>
<a href="#">R 158</a>	<b>Children's attendance record to be kept</b>
<a href="#">R 168</a>	<b>The service must have policies and procedures in relation to:</b> (e) emergency and evacuation, including the matters set out in regulation 97
<a href="#">R 170</a>	<b>Policies and procedures to be followed</b>
<a href="#">R 171</a>	<b>Policies and procedures to be kept available</b>
<a href="#">R 172</a>	<b>Notification of change to policies or procedures</b>
<a href="#">R 175</a>	<b>Prescribed information to be notified to Regulatory Authority</b>
Relevant National Quality Standards	
<a href="#">QA 2</a>	<b>Children's Health and Safety</b> <b>Standard 2.2: Safety: Each Child is Protected</b> <b>Element 2.2.2: Incident and Emergency Management:</b> Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
<a href="#">QA 7</a>	<b>Governance and Leadership</b> <b>7.1.2 Management Systems:</b> Systems are in place to manage risk and enable the effective management and operation of a quality service. <b>7.1.3 Roles and Responsibilities:</b> Are clearly defined, and understood, and support effective decision making and operation of the service.

### Summary of Key Roles and Responsibilities

Role	Responsible for ensuring:
<b>Management Committee</b>	<ul style="list-style-type: none"> <li>• An Emergency and Evacuation Policy and Procedures document is in place, up to date, and accessible to families and educators at all times.</li> <li>• Related documents are updated as part of the policy and procedures review and as required after any emergency incident:                             <ul style="list-style-type: none"> <li>○ Risk Assessment (Attachment 1).</li> <li>○ Emergency Management Plan and Procedures (Attachment 2).</li> <li>○ Evacuation and Lockdown of Building Procedures (Attachments 3 &amp; 4).</li> <li>○ Emergency Evacuation and Lockdown Floor Plans (Attachment 5 &amp; 6).</li> </ul> </li> <li>• The policy clearly defines the roles and responsibilities of the Director, educators, families, and others in the Heritage community.</li> <li>• There is a process to ensure service policies and procedures are regularly updated to reflect current legislative requirements, <a href="#">government guidelines</a> and best practice recommendations from recognised authorities.<sup>2</sup></li> <li>• Reasonable steps are taken to ensure this policy and procedures are followed.</li> <li>• The Director is supported to notify CECA of any serious incidents, change of circumstances, or complaints in relation to this policy.</li> </ul>
<b>Director or Responsible Person in Charge</b>	<ul style="list-style-type: none"> <li>• This policy is regularly reviewed in consultation with ANU Facilities and Services Division, staff and families and nearby services.</li> <li>• Advice is sought from recognised authorities in the development and implementation of the service emergency procedures.</li> <li>• All staff are aware of their role/responsibilities during an emergency.</li> <li>• All permanent educators have up to date first aid qualifications including emergency anaphylaxis and asthma management.</li> <li>• Reasonable steps are taken to ensure this policy and procedures are followed at all times.</li> <li>• Emergency service contact information and apps are easily accessible at the service., e.g., BOM, Hazards Near Me App.<sup>3</sup></li> <li>• Every reasonable precaution is taken to protect children at the service from harm and hazards that are likely to cause injury (National Law, s167).</li> <li>• A risk assessment is undertaken to identify potential emergencies at the service including the risks associated with evacuation/assembly points.</li> <li>• Risk assessments are reviewed as soon as practicable after becoming aware of new risks or changes in relevant circumstances.</li> <li>• Emergency equipment including fire alarms and extinguishers are regularly tested by ANU Facilities and Services.</li> <li>• Portable first aid kits and emergency provision bags are well stocked, up to date, and taken on emergency evacuations/lockdowns.</li> <li>• Evacuation cots are available for non-walking infants, fit through doorways and corridors, with wheels large enough to avoid jamming,</li> <li>• Procedures are in place to collect children’s medication and manage children’s medical conditions during emergency evacuations/lockdowns.</li> <li>• The Emergency Management Plan and Emergency Evacuation Plan are displayed near each exit and all staff and educators are aware of these.</li> <li>• Designated emergency exits/routes are kept clear at all times.</li> <li>• All staff are aware of emergency evacuation assembly points.</li> <li>• All staff have ready access to telephones or other communication devices and emergency numbers are displayed near telephones.</li> <li>• A regular training schedule is developed for educators to ensure they rehearse emergency scenarios including evacuations and lockdowns.</li> </ul>

<sup>2</sup> Refer to: Policy Development and Review Policy and Procedures

<sup>3</sup> Refer to: References and Further Reading

	<ul style="list-style-type: none"> <li>• The ANU Fire Safety Team is contacted regarding providing fire safety awareness and training for the service, including demonstrations of fire equipment, basic fire safety, smoke alarm, fire blankets and escape plans.</li> <li>• Rehearsals of evacuation procedures are regularly scheduled every <b>3 months</b> as a minimum and the schedule maximises the number of children and staff participating in the procedures.</li> <li>• Spontaneous rehearsals take place to ensure staff participate in the simulation of unplanned emergency evacuation events.</li> <li>• All scheduled, spontaneous and actual evacuations are documented and reviewed.</li> <li>• Staff are provided with evaluation/feedback after each scheduled and spontaneous rehearsal to assist in refining their risk management procedures around the safe evacuation of staff and children.</li> <li>• An attendance record is maintained to account for all children attending the service.</li> <li>• A written record of all visitors to the service is kept, including time of arrival and departure.</li> <li>• Emergency contact details are provided on each child’s enrolment form and are kept up to date.</li> <li>• Phones used for attendance purposes are charged and chargers taken on evacuation/lockdown.</li> <li>• Induction procedures are in place to inform new educators/staff, including relief staff, students, visitors and contractors of the emergency procedures.</li> <li>• Families are regularly informed of the emergency procedures on enrolment, in the Handbook. through the newsletter and Members Area of website.</li> <li>• All educators, staff, families, children, volunteers, students and others attending the service are accounted for in the event of an evacuation.</li> <li>• Staff and children requiring additional assistance in the event of an emergency are identified.</li> <li>• Following an emergency, families and the Management Committee are informed as required, and a Heritage Incident Report is completed.</li> <li>• In consultation with the Management Committee, the service is closed as deemed necessary, e.g., serious damage due to a natural disaster.</li> <li>• The ACT Regulatory Authority (CECA) is notified of any Serious Incident or full/partial closure via <a href="#">NOIATS</a>.</li> <li>• Notifiable Incidents are reported to WorkSafe ACT as required.</li> <li>• In consultation with the Management Committee, counselling service are considered for those affected by an emergency at the service.</li> </ul>
<p>Educators</p>	<p>Responsible for:</p> <ul style="list-style-type: none"> <li>• Signing themselves in on the staff attendance record in each room and the Main Office.</li> <li>• Ensuring the sign-in process accurately records the attendance of each child at the beginning and end of each day.</li> <li>• Signing the Educator Handbook including the Heritage Emergency Management Plan and Lockdown and Evacuation plans and procedures.</li> <li>• Assisting in identifying risks and potential emergency situations.</li> <li>• Assisting in developing procedures to lessen the risks associated with emergency situations and evacuations.</li> <li>• Actively supervising the children in their education and care and, as far as practicable, protecting them from hazards and harm.</li> <li>• Implementing the procedures and responsibilities in this policy and following the service’s Emergency Management Plan (Attachment 2).</li> <li>• Being aware of the placement of communication and emergency equipment and being confident in their ability to operate the equipment.</li> <li>• Being familiar with the Emergency Evacuation and Lockdown procedures and rehearsing them with the children at least once every 3 months.</li> </ul>



	<ul style="list-style-type: none"> <li>• Providing children in their education and care with learning opportunities relating to emergency situations and appropriate responses including fire, evacuation, and lockdown procedures.</li> <li>• Ensuring their first aid qualifications are up to date.</li> <li>• Familiarising relief staff, students, and volunteers on the premises with the emergency procedures and floor plans at the beginning of their shift.</li> <li>• Ensuring all items in emergency provisions bags are present and reporting any items that are nearing need of replacement to WH&amp;S officer &amp; Director.</li> <li>• Checking the number of children in their room regularly during the day.</li> <li>• As designated by the Room Leader/Warden, conducting a head count prior to evacuation/lockdown, and conducting a roll call at the assembly area.</li> <li>• Not leaving the assembly point/safe area until informed to do so by emergency services or the Responsible Person/Warden.</li> <li>• Assisting in contacting families in the case of an emergency.</li> <li>• Being alert to the immediate needs of all children throughout evacuation drills, and aware of children who require extra assistance.</li> <li>• Providing support and comfort to children before, during and after emergencies.</li> <li>• Providing feedback regarding the effectiveness of emergency and evacuation procedures to inform policy, procedures, and handbooks etc.</li> <li>• Completing an Injury, Illness or Trauma Record, as required.</li> <li>• Informing the Director of any Serious Incidents or Notifiable Incidents at the service as soon as practicable.</li> <li>• Attending first aid, emergency management, and WHS training as required.</li> <li>• Communicating with families about emergency procedures.</li> <li>• All media statements are provided, released and authorised by nominated persons only.</li> </ul>
<p><b>Families</b></p>	<p>Responsible for:</p> <ul style="list-style-type: none"> <li>• Having the service’s up to date contact details and emergency services contacts (e.g., BOM, Hazards Near Me app).</li> <li>• Familiarising themselves with this policy and procedures, the Emergency Management Plan, Evacuation and Lockdown Floor Plans and instructions.</li> <li>• Completing the attendance record on delivery and collection of their child.</li> <li>• Providing emergency contact details and medical condition management information on their child’s enrolment form and ensuring it is updated promptly whenever it changes.</li> <li>• Following the directions of Heritage staff in the event of an emergency or if present when rehearsing emergency procedures.</li> <li>• Ensure all media statements are provided, released and authorised by nominated persons only.</li> </ul>
<p><b>Regular Family Volunteers and Students</b></p>	<p>Responsible for:</p> <ul style="list-style-type: none"> <li>• Following this policy and its procedures while educating and caring for children at the service.</li> <li>• Ensuring they read and sign the Relief Educator Handbook including the Emergency and Lockdown Floor Plan and procedures.</li> <li>• Ensuring they understand they must follow instructions from qualified educators at all times.</li> <li>• Informing the Director or a qualified educator if they witness an emergency situation or a child appears to suffer an accident, injury, illness or trauma, or appears to be missing.</li> </ul>

## Strategies and Procedures

### Risk Management

- The procedures in this policy are informed by the Heritage Emergency Risk Assessment and mitigation strategies. **Refer to:** Attachment 1.
- Heritage recognises there are also risks inherent in the rehearsal of emergency and evacuation/lockdown procedures and includes these in the risk assessment.

### Identifying Potential emergencies

The following events and situations have been identified by Heritage as examples of potential emergencies:

- Fire or smoke inside premises
- Natural disasters (Catastrophic bushfire warnings; Grass fires; Extreme heat; Poor air quality; Severe storms (rain, hail, electrical, wind) or floods; Earthquake)
- Chemical spill or gas leak
- Bomb threat/Act of terrorism
- Burglary
- Intruders/Armed hold up/personal threat/hostage
- Aggressive people or animals
- Snake or dangerous spider sighting/bite
- Loss of critical functions such as water or power
- Electrocution
- Structural damage to the property
- Non-custodial parent, or unauthorised person, tries to collect child
- Death of a child or adult
- Missing child or adult
- Abandoned child
- Accidents and medical emergencies
- Vehicle accidents in car park or on excursions
- Outbreak of known infectious disease or illness
- New Virus/Influenza Pandemic

### The Risk Assessment Process

The Director will:

- Utilise the [ACECQA Risk Assessment and Management Tool](#)) to identify potential emergencies and develop strategies procedures to reduce/mitigate the risks identified ([r97](#)).
- Ensure the Risk Assessment is regularly reviewed as new hazards can emerge over time which may make current control strategies ineffective.
- Consult with nearby facilities to understand their approaches for specific emergencies.
- Utilise up to date health and emergency service advice from recognised authorities to inform the risk mitigation strategies. E.g., [ACT Health](#) or [ACT Emergency Services Agency](#).

The step-by-step hierarchy utilised by Heritage for controlling emergency risks is:

1. Identify the emergency that may occur on/near the premises.
2. Identify the risk and whether it is Physical (P), Chemical (C) Biological (B), Mechanical (M) or Psychological (Psych).
3. Predict the severity of the risk to determine the likelihood it will occur and the likely impact on health and wellbeing utilising the risk matrix over-page.
4. Research solutions and develop procedures to eliminate the risk; or find a substitute to the risk; or engineer and administer controls to minimise or eliminate the risk; and/or; implement the use of Personal Protective Equipment.
5. Implement the procedures to eliminate/reduce the risk associated with identified hazards as far as practicable.
6. Regularly review the risk reducing procedures to ensure they are still working.
7. Continue to identify potential emergencies and associated risks and put procedures in place to manage them in consultation with employees.
8. Document emergencies, injuries, and trauma so they can be analysed and prevented in future. **Refer to:** Work Health and Safety Policy and Procedures.



Risk Matrix						
	Likelihood					
		Rare	Unlikely	Possible	Likely	Almost certain
Consequences	Major	Moderate	High	High	Critical	Critical
	Significant	Moderate	Moderate	High	High	Critical
	Moderate	Low	Moderate	Moderate	High	High
	Minor	Very low	Low	Moderate	Moderate	Moderate
	Insignificant	Very low	Very low	Low	Moderate	Moderate

**Maintenance of Facilities**

**Removal of Hazards from Environment**

ANU Facilities and Services is responsible for:

- Regularly clearing dry leaf litter from gardens and gutters.
- Safe installation of ovens and other electrical equipment that require plugs installed or to ensure sufficient air circulation etc). **Note:** Heritage is responsible for the installation of computers and dishwashers.
- Conducting an annual safety check of electrical equipment and wiring.<sup>4</sup>
- Regularly checking, maintaining, and replacing fire detection and safety equipment.
- Repairing damage to the building caused by extreme weather events.

**Displays**

- Emergency numbers (see below) will be clearly displayed above every telephone and educators will have them stored in their mobile phones.
- The Emergency Management Plan, Evacuation Floor Plan and First Aid Procedures will be laminated and displayed for all persons to see in each room and in the main entrance.
  - The Emergency Management Plan (**refer to:** Attachment 2) will detail the procedures that educators at Heritage must follow to manage emergency situations. The procedures will be short and simple but will cover all necessary steps.
  - The Evacuation Floor Plan (**refer to:** Attachment 5) will show the location of the Fire Indicator Panel (FIP), fire-fighting equipment, exits, and the direction of escape routes.
- The Lockdown Floor Plan will show the location of designated safety areas (**refer to:** Attachment 5) and will be distributed to Room Leaders and added to Handbooks. **Note:** The safety areas will not be included on emergency floor plans on display at the service.

Emergency Telephone Numbers and Facilities	
<b>Heritage Main Office</b>	• 6239 8851
<b>Heritage Emergency Mobile Phone</b>	• 0434 435 101
<b>Emergency Services</b>	• 0-000 (internal phone) 000 (external phone)
<b>ANU Security</b>	• 52249 (internal phone) 6125 2249 (external phone). • <b>Note:</b> Security officers employed by ANU Facilities and Services provide assistance/advice in the case of natural or criminal emergencies, <b>24 hours a day.</b>
<b>Children’s Attendance Record and Family Emergency Contact Details</b>	• An accurate attendance record, via QikKids system, will be kept of each child attending the service, including the child’s name, time of arrival/departure, signature of person delivering/collecting the child or of the Nominated Supervisor or educator (r158). • A list of emergency contact numbers for each child will be kept in the main office taken on evacuation.

<sup>4</sup> Refer to: Work Health and Safety Policy and Procedures



<b>Fire Detection System</b>	<p>The Fire Indicator Panel (FIP) is located on the wall at the Rear Deck Entrance, near the storeroom and will, in the case of fire:</p> <ul style="list-style-type: none"> <li>• Ring the emergency bells.</li> <li>• Send a signal automatically to the ACT Fire Brigade (Ainslie).</li> <li>• Show on the indicator board the area where the fire started.</li> </ul>
<b>Manual Alarm</b>	<ul style="list-style-type: none"> <li>• The manual alarm is located on the Fire Indicator Panel at the Rear Deck Entrance.</li> <li>• When fire is discovered without warning, the glass must be broken with the hammer, situated above the Fire Indicator Panel.</li> <li>• The bell will then sound automatically.</li> </ul>
<b>Whistles</b>	<ul style="list-style-type: none"> <li>• An emergency whistle is kept in each room and beside each external door, and in emergency provisions bags.</li> <li>• Educators may utilise the whistle to quickly signal a need for help in the case of fire or another emergency as required.</li> </ul>
<b>Fire Extinguishers, Reels and Blankets</b>	<ul style="list-style-type: none"> <li>• All extinguishers and fire reels must be installed and maintained in accordance with Australian Standard 2444.</li> <li>• ANU Facilities and Services is responsible for regularly checking, maintaining, and replacing fire safety equipment.</li> </ul> <p><u>Water fire extinguishers (red)</u></p> <ul style="list-style-type: none"> <li>• Used for extinguishing fires in solids such as <b>wood, paper and plastic</b>.</li> <li>• Located in main foyer, back deck and outside the Preschool Room, in the main playground. See: Floor Plan.</li> </ul> <p><u>DCP fire extinguishers (red with white label)</u></p> <ul style="list-style-type: none"> <li>• Used specifically <b>for electrical fires</b>.</li> <li>• Located in Nursery hallway and Toddler Room kitchen. See: Floor Plan.</li> </ul> <p><u>Fire Reel</u></p> <ul style="list-style-type: none"> <li>• A fire reel is located in the entrance foyer, outside the main Nursery building and outside the Toddler Room bathroom. See: Floor Plan.</li> </ul> <p><u>Fire blankets</u></p> <ul style="list-style-type: none"> <li>• Kept in the Nursery kitchen, Toddler Room kitchen, Preschool kitchen and Staff Room. See: Floor Plan.</li> </ul>
<b>Circuit Breaker</b>	<p>If there is a power overload or faulty electrical device, circuit breakers are located outside the nursery cot room door and in the main foyer. The Director will:</p> <ul style="list-style-type: none"> <li>• Check the circuit breakers and turn them back on if they have tripped once.</li> <li>• If it happens again, or the Director has any concerns such as suspecting an electrical short, notify ANU Facilities and Services by email and ensure it is identified as a “Priority level” request. ANU Facilities and Services are responsible for all electrical issues.</li> </ul>
<b>Evacuation cots</b>	<ul style="list-style-type: none"> <li>• Two evacuation cots that meet Australian Standard AS/NZ 2172 will be available for evacuating babies and non-walkers in an emergency.</li> <li>• Evacuation cots will be small enough to fit through doorways and corridors, with wheels large enough to avoid jamming,</li> <li>• Evacuation cots 1 and 2 will be located outside cot rooms 1 and 2.</li> <li>• The cots will be checked regularly and maintained to ensure their safety at all times.<sup>5</sup></li> </ul>

<sup>5</sup> Refer to: Work Health and Safety Policy and Procedures

<p><b>Emergency Evacuation Provisions Bags</b></p>	<ul style="list-style-type: none"> <li>• Evacuation Provisions Bags will be well stocked and located in each room, on a hook opposite evacuation cot 1; in evacuation cot 2; and hooks in the Toddler/ Preschool Rooms.</li> <li>• The bags will contain a current emergency contact list, disposable nappies, portable change mat, blankets, paper cups, empty water bottle, wipes, sunscreen, tarpaulin, storybooks, paper and pencils etc. Refer to: Attachment 9 for Contents by Room.</li> <li>• Room Leaders will ensure provisions bags are checked and restocked as required following each 3 monthly evacuation drill.</li> </ul> <p><u>Food and Drink</u></p> <ul style="list-style-type: none"> <li>• The emergency provisions bags for babies will contain powdered milk and milk bottles, paper cups and an empty water bottle.</li> <li>• The emergency provisions bags for older children will contain paper cups, snacks and an empty water bottle.</li> </ul>
<p><b>First Aid Boxes and Posts</b></p>	<ul style="list-style-type: none"> <li>• First aid boxes will be located in the main office and in the Preschool Room.</li> <li>• A portable first aid kits will be located in the Main Office.</li> <li>• First aid boxes must contain:             <ul style="list-style-type: none"> <li>○ Latex gloves, dressings and bandages, antiseptic wipes, contaminated waste bag, safety pins, sterile eye pad, emergency space blanket, scissors, splinter forceps, goggles, amputated parts bag, resuscitation face shield, sodium chloride, Stingose, portable thermometer, paracetamol and first aid manual.</li> </ul> </li> <li>• The portable first aid bag must contain:             <ul style="list-style-type: none"> <li>○ Bandages, dressings, antiseptic wipes, safety pins, scissors, band aids, splinter probes, emergency blanket, amputated parts bag, Stingose, paracetamol.</li> </ul> </li> <li>• A thermometer will be kept next to the first aid box in the Main Office.</li> <li>• <u>Ventolin, inhalers and allergy/anaphylaxis medication</u> must be kept in a separate labelled box, next to the Main Office first aid box and portable first aid bag at all times and <b>taken together with the portable first aid kit in the case of evacuation.</b><sup>6</sup></li> </ul>
<p><b>Emergency mobile phones /</b></p>	<ul style="list-style-type: none"> <li>• A charged mobile phone (<b>0434 435 101</b>) will be kept in the main office and taken in the case of evacuation/lockdown, by the Chief Warden. It will contain the contact numbers of parents and room leaders.</li> <li>• Room leaders will keep their phones in their rooms to take in the case of evacuation or lockdown. They must be switched off during normal working hours and switched on during the evacuation or lockdown.</li> </ul>

<sup>6</sup> Refer to: First Aid for Injury, Illness and Trauma Policy and Procedures

### Lockdown, Evacuation and First Aid Strategies and Procedures

Heritage uses three overarching strategies to deal with emergency situations:

- Lockdown and remain in the building until further notice.
- Evacuate the building.
- Administer first aid.

Overarching Strategies for Emergency Situations	
<b>Lockdown (Remain in Building)</b>	Remaining in the Heritage building may be necessary in the event of a natural disaster, such as a severe storm, or other emergency, such as a dangerous or armed person in the grounds. <sup>7</sup>
<b>Evacuation (on-site or off-site)</b>	Evacuation may be necessary in the event of fire, bushfire, chemical spill, gas leak, bomb scare, storm, siege, intruder, snake sighting or another emergency. <sup>8</sup>
<b>First Aid</b>	First aid may be necessary in the event of accidents, electrocution, choking, asthma attack, anaphylactic shock, poisoning, snake bite or other medical emergencies. <sup>9</sup> Heritage exceeds r136 all permanent educators are required to have current first aid qualifications including CPR, and approved anaphylaxis and asthma emergency management training.

### Evacuation/Fire Drills

The Director will:

- In order to ensure that all persons are familiar with the Emergency Evacuation Procedure, ensure drills are conducted **every 3 months**, initiated by the Director, without notice, at different times of the day, and in accordance with National Regulation 9.

• **This will continue during heightened COVID-19 periods with the adjustment of talking through procedures with educators, and where appropriate children, to ensure confidence and understanding of responsibility is maintained. This will limit crowding and mixing of rooms. Rooms may practise evacuations while maintaining social distancing.**

- Document each drill on the Fire Drill Evacuation Report (**refer to:** Attachment 7).
  - This will include the date, time, how many people were in the building according to attendance registers, how many people were evacuated, the time taken to evacuate, which emergency conditions were simulated (if any), any problems encountered, weather conditions, and any additional notes.
  - Simulated emergency conditions will consider a variety of scenarios such as in the rooms, around the outside areas and out of the Heritage grounds.
  - This documentation will be kept for a minimum of 3 years.
- Emergency cots will be used for any children not walking during evacuations.
- In the event that the building is deemed unsafe to return to, notify parents or emergency contacts to collect each child.

The ANU Fire Safety Team will:

- Initiate a Fire Drill annually and provide written feedback about the drill. Amendments will be made to the service procedures where appropriate.
- Initiate the fire alarm board to be serviced by outside contractors and a monthly basis.

<sup>7</sup> Refer to: Attachments: Emergency Lockdown Procedure, Lockdown Floor Plan and Lockdown Drill Report

<sup>8</sup> Refer to: Attachments: Emergency Evacuation Procedure, Evacuation Floor Plan and Evacuation Drill Report

<sup>9</sup> Refer to: First Aid for Incidents, Injuries, Trauma and Illness Policy and Procedures

**Lockdown Drills**

- Lockdown procedures will also be rehearsed and documented regularly (**every 3 months**) as per the National Regulations.<sup>10</sup>

• **This will continue during heightened COVID-19 risk periods with the adjustment of talking through procedures with educators, and where appropriate children, to ensure confidence and understanding of responsibility is maintained. This will limit crowding in lockdown areas.**

**Command and Assembly Points**

Command and Assembly Points	
<b>Command Point</b>	Walkie talkie frequency 66 in an emergency. This will allow all educators to be able to hear instruction and communicate. <b>0434 435 101</b> upon evacuation/lockdown
<b>First Stage Assembly Point</b>	<b>Babies:</b> Car park behind Back Deck, beside the Environment Centre ANU Thrive Garden <b>Toddlers and Preschool children:</b> Car park behind the Preschool Room
<b>Second Stage Assembly Point</b>	Grassy area at University House or Cellar area
<b>Third Stage Assembly Point</b>	National Museum of Australia Library Front Entrance (used only if for a whole of ANU campus evacuation due to chemical spill or imminent bush fire threat, etc.)

**The Incident Management Team**

- The Incident Management Team must implement the Emergency Management Plan (Attachment 1), in compliance with AS3745-2010 and the National Regulations.<sup>11</sup>
- On hearing the evacuation/fire alarm or whistle/call for help or on sighting a fire, smoke or other emergency, the persons with responsibility will be:

Incident Management Team	
<b>Chief Warden</b>	Director or Responsible Person in Charge
<b>Deputy Chief Warden</b>	Educational Leader (or Responsible Person in their absence)
<b>Wardens</b>	Room leaders (or Responsible Person in their absence)
<b>First Aid Officer</b>	Elected educator (changes annually)

**Educators who Discover an Emergency must:**

- Alert the Director/Responsible Person in Charge immediately so they can implement the Emergency Management Plan.

**The Director or Responsible Person in Charge (Chief Warden)** must immediately respond to an emergency and bring the appropriate procedures into action. They will:

- Wear the white helmet.
- Ascertain the nature of the emergency.
- Determine if evacuation or lockdown is necessary.
- Set off the manual evacuation alarm if required.
- This will alert the fire brigade and ANU security.
- Calmly call the relevant emergency services - if required.
- If smell smoke, call the **Fire Brigade** and **ask for a backup truck to be sent** (otherwise will get check out team only).
- If required - Call ANU Security on **52249 or 6125 2249**, to inform them of the situation at **Lennox House, D, G and H-BLK** and if emergency services have been called.
- Alert Room Leaders and instruct them to search all areas and evacuate, if required.

<sup>10</sup> Refer to: Attachment 8: Lockdown Drill Report

<sup>11</sup> Refer to: Definitions; Rationale and Legislative Background



- Liaise with the appropriate officers from the emergency services.

### After the emergency is over:

- Determine the action to take following the emergency, e.g., inform parents by bulk email/text and/or phone to collect children as soon as possible in the event it is not safe to return to the building.
- If able to return to the building, with reassurance and calmness, walk back to the centre following the safety procedures, recheck that all children have returned and discuss as developmentally appropriate the emergency that has taken place. **Refer to:** Debriefing.
- Inform parents/guardians.
- Complete an Incident Report.
- Report the incident to the ACT Regulatory Authority, if it is deemed to be serious,<sup>12</sup> using the [National Quality Agenda IT System](#) (NQAITS).
- Report Notifiable Incidents to [WorkSafe ACT](#) as required.
- Liaise with the press if required.
- Consider organising counselling for the Heritage community as required.

### **Educational Leader (or a Responsible Person in their absence) is required to:**

- Assume the responsibilities of the Chief Warden if the Director or Responsible Person in Charge is unavailable.

### **Room Leaders (Wardens) are required to:**

- Familiarise themselves thoroughly with the Emergency Evacuation and Lockdown Safety Area Floor Plans and procedures.
- Note all exits, alternative escape routes and lockdown safety areas.
- Keep all exits clear.
- Be familiar with all obscure areas where persons could be located.
- Know the location of all fire and emergency equipment.
- Be familiar with the operation of fire and emergency equipment.
- Assist in the safe evacuation of all persons or lockdown of building if required.
- Be aware of children with medical conditions or requiring additional assistance during an emergency such as mobility, sight or hearing-impaired persons in their area.

### **The First Aid Officer is responsible for:**

- Knowing the location of first aid kits including asthma and anaphylaxis medication.
- Responding to requests for first aid according to their level of training.
- Where appropriate, arranging for additional medical assistance or ambulance.
- Disposing of contaminated clinical waste in an appropriate manner.

### **De-briefing**

- If able to return to the building following an emergency, educators will discuss as developmentally appropriate the emergency that has taken place with the children.
- Following practise drills or actual emergencies, the Director or Responsible Person in Charge will conduct a de-briefing session with those involved to determine whether the plan worked or if amendments need to be made.
- Resources will be accessed to support any amendments, such as [NSW/ACT Inclusion Agency - Big Situations - supporting educators to prepare and respond](#)
- Families will be informed of practise drills through the Day Book and the QikKids Kiosk Sign In/Out messenger program.

### **Supporting Wellbeing Following Emergency Situations**

When a child, family, educator, or the Heritage service as a whole, experiences an emergency or traumatic event at the service, the service will provide appropriate support to aid recovery.

The Director will:

- Access resources to support the community such as:

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<sup>12</sup> Refer to: Definitions



- [Emerging Minds – Community Trauma Toolkit for Educators](#)
- [Be You – Grief Trauma and Critical Incident Factsheets](#)
- Encourage connection, conversations, and self-care.
- Be aware of those in the Heritage community whose distress continues over time, as they may need specialist help.
- Be aware that professional support may be needed if management/educators feel overwhelmed by their role in the situation, or an incident brings up feelings from the past.
- In consultation with the Management Committee, consider counselling services for anyone affected by the emergency at the service.

Educators will:

- Understand that children react in different ways to emergency situations depending on their nature, stage of development and how the individuals around them react. They may:
  - Have physical symptoms such as stomach aches or headaches.
  - Become anxious and have separation anxiety.
  - Suffer sleep problems or have nightmares.
  - Re-live the experience through drawing or play.
  - Lose interest in activities.
  - Lose confidence and show regressive behaviours.

Educators may use the following strategies to support children:

- Reassure the child they are safe, but only if they really are.
- Talk through the situation with the child honestly, without going into frightening detail.
- Ensure the child has not jumped to wrong conclusions, e.g., thinking they are responsible for the situation.
- Understand children process experiences through play and interactions with people they trust.
- Encourage connections and conversations, letting each child have their say and talk about how their feelings are normal and how everyone reacts differently.
- Maintain routines and rhythms, recognising children benefit from consistency.
- Name and acknowledge feelings, encourage mindful activities, and make a worry bag/tree, **refer to:** [Helping Trauma Affected Children in Our Care](#).

Families may use the following strategies to support their children:

- Give children a sense of control of their environment and allow them to make minor decisions such as what to wear/eat/play with.
- Allow children plenty of time to play and do physical exercise to burn off stress hormones and promote sleep.
- Encourage relaxation through story times and cuddles.
- Limit stimulants such as sugar.
- Talk through the situation, be understanding, provide emotional support and model coping strategies and seek help for themselves if necessary.

## Training and Communication

The Director will:

- Ensure all contact information is up to date on the [National Quality Agenda IT System](#), recognising the ACT Regulatory Authority relies on these details in an emergency.
- Ensure the Incident Management Team receive training to understand how to best carry out their duties in the event of an emergency in line with Australian Standards for emergency control and the National Regulations.
- Ensure all permanent educators are trained by ANU to know how to use the emergency equipment including fire safety equipment.
- Contact the ANU Fire Safety Team at [fire.safety@anu.edu.au](mailto:fire.safety@anu.edu.au) to arrange fire safety awareness and training for the service, including demonstrations of fire equipment, basic fire safety, smoke alarm, fire blankets and escape plans.
- Ensure the induction procedure for all educators includes information on the emergency evacuation and lockdown procedures.



- Ensure the orientation session for families includes information on the emergency evacuation and lockdown procedures.
- Ensure emergency procedures and Evacuation and Lockdown Floorplans are included in the service Handbooks and available on the Heritage website in the Members Area.
- Evacuation and lockdown rehearsals are scheduled every 3 months as a minimum and the schedule maximises the number of children and staff participating in the procedures.
- Spontaneous rehearsals take place to ensure all staff participate in the simulation of unplanned emergency evacuation and lockdown events.
- A regular training schedule is developed for educators to ensure that they are able to rehearse and deal with emergency scenarios, such as during staff meetings.

### **Educational Program**

- Age-appropriate information on emergency situations will be included in the educational program for the children.
- Fire safety education will be an integral part of the Heritage curriculum for the children. Talks by the Kenny Koala (police puppet) will be organised, and the children will be taught the “stop, drop, roll” procedure.
- Gross motor, coordination, language and cognitive skills will be practiced during evacuation rehearsals.

### Snakes and Spiders

- Heritage will educate the Heritage community that snakes are protected by law under the Wildlife Act 1975 and should not be harmed or killed. Snakes are generally shy, timid animals and if unprovoked they will rarely attack humans, although can move with alarming speed if frightened.
- Heritage will educate the Heritage community that all spiders should be treated with caution, even though most species, with the exception of the funnel web, are not aggressive. A vast majority of spiders are harmless and play an important role as insect predators.<sup>13</sup>

## **Reporting Obligations**

### **CECA (ACT Regulatory Authority)**

#### Serious Incident Notification

- The Director, in consultation with the Management Committee, must notify CECA of any incidents that seriously compromise the health, safety or wellbeing of children (r12).<sup>14</sup>
- Serious Incident notifications will be done by submitting a notification using the National Quality Agenda IT System (NQAITS) within **24 hours** of becoming aware of the incident.
- If there is any doubt, the Director must contact [CECA](#) for clarification.

#### Notification of Closure of Whole or Part of Service

- The Director, in consultation with the Management Committee must notify CECA of any incident that requires the service to close or reduce the number of children attending for a period, e.g., where a flood, or a fire occurs that requires the service to close the premises (or part of the premises) while repairs are undertaken (r175(2)(b)).
- Notifications must be done by submitting a notification using the National Quality Agenda IT System (NQAITS) within **24 hours** of the closure.

#### Notification of Circumstances that Pose a Risk

- The Director, in consultation with the Management Committee must notify CECA of any circumstance arising at the service that poses a risk to the health, safety or wellbeing of a child or children attending the service (r175(2)(c)).
- Notifications must be done by submitting a notification using the National Quality Agenda IT System (NQAITS) within **7 days** of becoming aware of the circumstances.

<sup>13</sup> Refer to: Attachment 11: Chart of Spiders found in ACT

<sup>14</sup> Refer to: Definitions - Serious Incident



**Worksafe ACT**

- Notifiable incidents<sup>15</sup> in the workplace must be reported to WorkSafe ACT.
- The Director must notify WorkSafe ACT on becoming aware of a death, serious injury, illness or incident. **Phone:** 6207 3000 or **Email:** worksafe@act.gov.au
- The Director must ensure the site where the incident occurred is left undisturbed as much as possible until an inspector arrives or as directed by the regulator.

**Monitoring, Evaluation and Review**

- In order to assess whether the aims of the policy have been achieved, the Director, in consultation with the Management Committee will:
- Regularly review this policy and its associated procedures, including evacuation and lockdown procedures to determine whether it adequately addresses the range of potential emergency situations that may arise at Heritage and complies with legislative requirements.
- Consult with emergency services and relevant authorities to ensure the policy and procedures meet current best practices.
- Ensure reviews are undertaken as part of the review cycle, or as required by legislation, best practice or following an emergency situation or relevant change in circumstances.
- Seek input and feedback from all stakeholders including families and staff to ensure those affected by the policy are given the opportunity to be actively involved and consulted regarding its effectiveness, particularly following an emergency.
- Notify parents/guardians at least 14 days before making any change to this policy or its procedures, in accordance with [r172](#).

**Related Policies**

Name of Policy and Procedures Document	Location
Allergy and Anaphylaxis	
Asthma	Policy and Procedures section in
Child Safe Environment	the Members Area of the
Dangerous Products	Heritage website.
Delivery and Collection of Children	
Employment and Recruitment	Policy Manuals in Office, Main
Excursions and In-House Extra Activities	Entrance and Staff
Hygiene and Infection Control	Programming Room
Illness and Infectious Diseases	
First Aid for Incident, Injury, Illness and Trauma	Family/Educator/Relief
Medical Conditions	Educator Handbooks
Medication	
Supervision	
Water Safety	
Work Health and Safety	

**References and Further Reading**

**Legislative References**

**Refer to:** Rationale and Legislative Background.

**Other References**

**ACT Department of Education. (n.d).** [Trauma Responsive Practice](#)

**ACT Emergency Services Agency. (2023).** [Useful Resources](#)

**ACECQA. (2023).** [Emergency and Evacuation Policy Guidelines](#)

**Australian National University. [2020].** [Procedure - Emergency Response](#). and [Procedure in Case of Fire](#)

<sup>15</sup> Refer to: Definitions - Notifiable Incident



**Be You. (2023).** [Responding to Natural Disasters - Support for Early Learning Services/ Schools Affected by a Natural Disaster/Traumatic Event in the Community.](#)

**Community Early Learning Australia (CELA). (2023).**

- [Emergency Management Policy Sample.](#)
- [CELA's Simple Guide to Bushfire for Children's Services](#)
- [Understanding and Responding to Trauma](#)
- [Helpful Activities for Trauma Impacted Children.](#)

**Inclusion Agency NSWACT. (2023).** [Big Situations - Supporting Educators to Prepare and Respond.](#)

**NSW Government. (2023).** [Emergency Management Plan Template and Resources for ECECs](#)

**University of Melbourne Early Learning Centre. (2014).** [Emergency and Evacuation Policy](#)

**WorkSafe ACT. (n.d).** [Emergencies](#)

## Useful Websites, Factsheets and APPs

**ANUOK App:** All ANU staff are asked to have it on their phones – provides access to ANU Security, emergency information/alerts, safety tools, campus map etc.

Australian Government – [Business – Developing an Emergency Management Plan](#)

[ACT Emergency Services Agency](#)

- [Alerts](#)
- [Hazards Near Me App and Emergency Plus App](#)
- [Be Emergency Ready](#)
- [Educational Resources](#)
- [Fire Ed Program](#)
- [Preparing for a Heatwave](#)

[ACT Health](#)

- [Emergencies and Extreme Weather](#)
- [Summer Safety – Beat the Heat](#)
- [Air Quality Advice Portal](#)

[ACT State Emergency Service](#)

[Bureau of Meteorology \(BOM\)](#)

[Be You – Grief Trauma and Critical Incident Factsheets](#)

[Big Situations - Supporting Educators to Prepare and Response](#)

[CECA - The ACT Children's Education and Care Services Regulatory Authority](#)

- [Emergencies, Incidents and Complaints.](#)

[City Services – ACT Public Road Closures](#)

[Emerging Minds – Community Trauma Toolkit for Educators](#)

[Evoenergy – Public Outages](#)

[Fire Protection Association Australia](#)

[Safework Australia](#)

## Useful Factsheet for Families

[Emerging Minds - Ten Ways to Support Your Child During Bushfire Season](#)

### Version Control and Change History

Version Number	Approval Date	Approved by	Author and Amendments
1	October 2001	Management Committee	
2	September 2009	Management Committee	Author: Julia Charters Rewrite based on NCAC Emergency Policy template and references given above. New policy combines old Emergency Policy; Staff Safety in Situations of Conflict or Potential Conflict; Evacuation Procedure. Added Emergency Procedures Guide
3	February 2011	Director	Author: Julia Charters Added Emergency Lockdown Procedure
4	October 2012	Director	Author: Julia Charters Added Emergency Risk Assessment
5	March 2013	Management Committee	Author: Julia Charters Updated Rationale and References. Added: Lockdown procedure to be practised every 6 months; Catastrophic Fire Day Procedures; Suspicious Item Contaminated with Powder Procedures; Room labels to HECC Floor Plan; AFP Bomb-Threat Checklist as attachment; Room Leaders to have mobile phones in rooms so they can switch them on and take them on evacuation/lockdown; Children’s allergy and asthma medication is located in Main Office in clearly labelled box and to be taken on evacuation/lockdown.
6	Sept 2013	Director	Author: Julia Charters Added National Quality Standard; updated definition of emergency and reporting requirements for serious incidents and forms.
7	March 2020	Management Committee	Author: Julia Charters Added Definitions and Contents Page. Updated References and Rationale Updated Heritage mobile number Updated Risk Assessment. Added fire pit, extreme heat, poor air quality, dangerous spiders and new disease pandemic. Updated Emergency Management Plan for on display in rooms. Added procedures for Extreme Heat, Poor Air Quality, Act of Terrorism, Dangerous Spiders. Added Virus/Influenza Pandemic Management Plan. Added Reporting Obligations and Summary of Responsibilities. Added attachments: Fire Drill/Evacuation Report. Lockdown Drill Report, Dangerous Spiders Chart.
8	October 2021	Director	Author: Julia Charters Updated emergency evacuation and lockdown practise during COVID-19 pandemic.
9	11 June 2024	Management Committee	Author: Julia Charters Updated in response to the projections of an increase in high-risk weather events. Updated all references and hyperlinks. Added section on supporting children and educators after an emergency/trauma. Reviewed and updated risk assessment and included mitigation of risks associated with evacuation routes and assembly points.

<b>Heritage Emergency Management Plan</b>	
<b>Service Address</b>	
<b>Lennox House G-BLOCK:</b> 75 Lennox Crossing, Acton, ACT 0200 <b>Ph:</b> 0434 435 101 <b>Email:</b> info@heritageecc.com.au	
<b>Incident Management Team (Emergency Control Organisation)</b>	
<b>Chief Warden</b>	Director or Responsible Person in Charge
<b>Deputy Chief Warden</b>	Educational Leader (or Nominated Supervisor in their absence)
<b>Wardens</b>	Room Co-ordinators (or Nominated Supervisor in their absence)
<b>First Aid Officer</b>	Elected Educator
<b>Emergency Phone Numbers and Contacts</b>	
<b>Main Office</b>	<b>Ph:</b> 6249 8851
<b>Heritage Emergency Mobile Phone</b>	<b>Ph:</b> 0434 435 101
<b>Emergency Services: ACT Police, Ambulance or Fire Brigade</b>	<b>Ph: 0-000</b> (internal phone) <b>000</b> (external phone)
<b>ANU Security</b>	<b>Ph:</b> 52249 (internal phone) 6125 2249 (external phone) then press button 1 for emergency priority
<b><a href="#">ANUOK App</a></b>	All ANU staff are asked to have it on their phones – provides access to ANU security and safety alerts.
<b><a href="#">CECA</a></b>	<b>Ph:</b> 6207 1114 <a href="mailto:ceca@act.gov.au">ceca@act.gov.au</a> <a href="#">NQIATS Notification</a>
<b><a href="#">WorkSafe ACT</a></b>	<b>Ph:</b> 6207 3000 <b>Email:</b> <a href="mailto:worksafe@act.gov.au">worksafe@act.gov.au</a>
<b>Bureau of Meteorology</b>	<a href="#">BOM website</a>
<b>ACT State Emergency Services</b>	For assistance in a storm or flood call the ACTSES on <b>Ph:</b> 132 500 <a href="#">ACT State Emergency Services</a>
<b>Reasonable action to reduce threats may be taken by Heritage staff and educators, but they must not put themselves at risk. It is the responsibility of the emergency services to combat the threat and rescue any trapped persons.</b>	



## Emergency Procedures - Contents

### Fire

Catastrophic Fire Day

Damage to Building

Natural Disaster (severe storm, flood, earthquake)

Extreme Heat

Poor Air Quality (e.g., bush fire smoke)

Burglary

Bomb Threat

Armed Hold-up/Personal Threat/Hostage/Act of Terrorism

Aggressive People or Animals

Unauthorised Person/Non-Custodial Parent Attempts to Take Child

Snake Sighting

Dangerous Spider Sighting (e.g., Redback)

Power Failures/Electrocution

Water Main Break

Missing Child

Abandoned Child

Vehicle Accident in Car Park or on Excursion

Death of Child/Medical Emergency

**Emergency Evacuation Procedure**

**Emergency Lockdown Procedure**

**Emergency Floor Plan – Evacuation Routes**

## Fire

- Remain calm.
- **Do not** shout 'Fire'.
- Blow whistle once and loudly OR activate the manual alarm.
- Move persons in immediate vicinity to safety.
- Close doors – **do not lock them**.
- Alert the Director or Responsible Person in Charge (Chief Warden).
- Director to calmly call emergency services, if required.
- **If smell smoke, call Fire Brigade and ask for a backup truck to be sent** (otherwise will get check out team only).
- Director to calmly call **ANU Security on 52249 or 6125 2249** and advise them of the situation **at Lennox House - G-BLOCK** and if emergency services have been called.
- Fight fire **ONLY IF IT CAN BE DONE SAFELY**.
- Director to evacuate Heritage immediately, if required.
- Director to liaise with fire service officers.

### Operation of Fire Extinguishers (PASS):

- **Pull** the pin to break seal. Test extinguisher.
- **Aim** low, at the base of the fire.
- **Squeeze** the handle.



- **Sweep** from side to side.

## Catastrophic Fire Day

- Heritage will be closed when a catastrophic fire day is declared in Canberra.
- Where the declaration comes late in the day, the Director will inform parents by bulk email/text and/or phone and ask them to collect children.
- A sign will be placed on the door explaining the reason for the closure.

## Damage to Building

- If the Director makes the decision to evacuate, follow the evacuation procedure.
- If evacuation is not necessary, gather the children in a safe area of the building.
- Director to call **ANU Security (52249 or 6125 2249)** to advise them of the situation **at Lennox House - G-BLOCK**
- If severe damage to the building occurs, Director to call emergency services (000).

## Natural Disaster (Severe Storm, Flood or Earthquake)

In the case of severe storm, flood or earthquake, **evacuation may be required**. Where evacuation is **NOT** required or possible, educators will:

- Remain calm and in control.
- Where safe to do so, store/secure loose items external to the building, e.g., furniture.
- Secure windows (close windows and blinds) and external doors. If necessary, tape windows and glass entrances.
- Protect valuables and disconnect electrical equipment – cover and/or move away from windows.
- **Follow lockdown procedure** and gather the children indoors to safety areas, in their groups and remain clear of all external doors and windows.
- Avoid using the landline and telephone except in an emergency (use mobile phone).
- Take attendance roll.
- Monitor children with medical conditions.
- Wait until natural disaster has passed then **re-assess need for evacuation** such as fire, gas leak, structural damage caused by storm.
- Report the status of the safety of staff and children to the Director.
- Wait for instructions from Director.

If severe damage to the building occurs: See above.

## Extreme Heat

- Stay indoors - utilise air-conditioning and additional fans when indoors as required.
- Keep hydrated - Offer children a drink of water frequently and offer babies cooled boiled water in addition to normal feeds.
- Plan the day around the heat – minimize outdoor activities and avoid outside activities in the heat of the day (around 11am-4pm).
- When outdoor limit unshaded areas and encourage children to seek shaded areas.
- Excursions – utilise air-conditioned transport and venues rather than outdoor excursions.
- Ensure children rest - do not allow children to over-exert themselves in the heat.
- Soak – provide cool showers, wet flannels/towels and encourage water-play.
- Eat fresh - Encourage families to send cold foods such as salads and fruit and avoid salty foods in lunch boxes.



- Be extra vigilant about food safety - encourage families to utilise a cool bag and ice brick for transporting food to the service.
- Dress down - Encourage families to dress their child in appropriate clothing for hot weather.
- Watch out - Monitor children for heat-related stress - tiredness, irritability, fewer wet nappies, nausea, headaches, vomiting, dizziness, or faintness.
- If an adult or child presents with signs of heat-related stress/give them water and allow them to rest in a cool area.
- If their condition does not improve, or they show any signs of worsening, follow the First Aid Policy and Procedures and call 000 immediately.

## Poor Air Quality (e.g., Bushfire smoke)

- Do not use evaporative cooling systems which draw air from outdoors.
- Use air-conditioners and switch to 'recycle' or 'recirculate' to reduce the amount of smoke entering the building.
- Children and educators must stay indoors, with windows and doors closed.
- Air purifiers may be utilised.
- Contact families to ensure medical management plans for children with known conditions are up to date and consider smoky conditions.
- Monitor children for reactions to heavy smoke include:
  - Itchy or burning eyes.
  - Throat irritation.
  - Runny nose.
  - Coughing.
- If their condition does not improve, or they show any signs of worsening, follow the First Aid Policy and Procedures.
- Where wheezing, chest tightness or difficulty breathing is present, seek urgent medical attention.

## Burglary

- Gather children away from area.
- Do not allow anyone to return to the area.
- Alert Director.
- Director to call police on 000.
- Director to call ANU Security on **52249 or 6125 2249** to advise them of the situation at **Lennox House - G-BLOCK** and that the police have been called.

## Bomb Threat

### Written bomb threat:

- Keep the letter, envelope and package.
- Handle as little as possible.
- Call the police on 000.
- Be aware of leaking fluid/powder/fumes.

### Telephone bomb threat:

- Remain calm.
- Treat call as genuine.
- Keep the caller on the line as long as possible.
- Do not hang up even if caller does.
- Be sympathetic not aggressive.



- Ask questions of the caller and record responses on AFP Phone Bomb Threat Checklist, if possible:
  - When is bomb set to explode?
  - Why are you doing this?
  - What sort of bomb is it?
  - Who are you? Why are you doing this? Where are you?
- Record details of telephone call:
  - Time of call.
  - Description of caller.
  - Exact words of caller.
  - Any background noises.
- Advise Director.
- Director to call emergency services, and if time, ANU Security on **52249 or 6125 2249** to advise them of the situation **at Lennox House - G-BLOCK** and that emergency services have been called.
- Director to keep recipient of call isolated until emergency services arrive and ensure they complete AFP Phone Bomb Threat Checklist.
- Director to notify staff and begin searching the building, exit routes and congregation areas for suspicious items.

**If any suspicious item is found:**

- Keep calm.
- Do not touch it.
- Notify Director.
- Director to call emergency services, and if time, ANU Security, on **52249 or 6125 2249** to advise them of the situation **at Lennox House - G-BLOCK** and that emergency services have been called.
- Director to evacuate immediately (may take personal items).
- Leave doors and windows open (to lessen any blast).
- Wait for instructions from emergency services.

**If a suspicious item is found and contaminated with powder**

- Keep calm.
- Do not touch it.
- Notify Director.
- Director to call emergency services, and if time, ANU Security, on **52249 or 6125 2249** to advise them of the situation **at Lennox House - G-BLOCK** and that emergency services have been called.
- Director to ensure air-conditioning is turned off
- Director to advise all wardens of situation.
- Room Leaders to monitor all exits and **MAKE SURE NO-ONE LEAVES OR ENTERS THE BUILDING.**
- Ensure suspicious item is contained - leave it and close doors. Cordon off area.
- If anyone has touched the item, have them wash their hands and isolate themselves until emergency services arrive.
- Follow instructions from emergency services.





## Armed Hold-up/Personal Threat/Hostage/Act of Terrorism

- Remain calm.
- Do not put yourself at risk.
- Do not agitate assailant/s by moving suddenly.
- Do not set off alarms.
- Co-operate and do as they say.
- Do not attempt to apprehend the assailant/s.
- If money is requested, hand it over.
- Record as many details about the assailant/s and the incident as possible.
- Alert the Director.
- When it is safe, Director to call emergency services.
- Director to call ANU Security on **52249 or 6125 2249** to advise them of the situation at **Lennox House - G-BLOCK** and that emergency services have been called.

### In the case of hostage:

- Director to evacuate or lockdown all or part of Heritage, if necessary.
- Director to call emergency services.
- Director to call ANU Security on **52249 or 6125 2249** to advise them of the situation at **Lennox House - G-BLOCK** and that Emergency services have been called.
- Assemble those persons with knowledge of hostage/assailant.
- Follow instructions from Emergency services.

## Aggressive People or Animals

- Do not confront aggressive people or animals.
- Call for assistance.
- Alert the Director.
- Director to call Emergency services.
- Director to call ANU Security on **52249 or 6125 2249** to advise them of the situation at **Lennox House - G-BLOCK** and that Emergency services have been called.
- Ensure safety of children as best as possible.
- Follow evacuation procedure or lockdown procedure if required.
- Get a description if possible.

## Unauthorised Person/Non-Custodial Parent Attempts to Take Child

Where an unauthorised person/parent threatens to forcibly remove the child from Heritage and/or becomes violent and there is concern for the safety of educators or children, then educators will:

- Not put themselves in danger.
- Allow the child to go.
- Alert the Director.
- Director to call Police.
- Director to call ANU Security on **52249 or 6125 2249** to advise them of the situation at **Lennox House - G-BLOCK** and that the police have been called.
- Take note of car and registration number if possible.
- Contact the custodial parent.
- Advise Child and Youth Protection Services of what has happened.
- Make a written report of the incident noting time, date, names of people involved and a factual account of what happened.



## Snake Sighting

Snakes can be extremely venomous and move with alarming speed if frightened.

- Do not attempt to prod, poke or move the snake.
- Shout 'emergency' rather than 'snake' to alert staff.
- Alert the Director.
- The Director to assign a member of staff to observe the snake until help arrives.
- Take a description of the snake.
- Director to call ANU Security on **52249 or 6125 2249**, and Parks, Conservation and Lands Rangers for advice on 6207 2113 (Northside) or 6207 2087 (Southside).
- Director to evacuate persons to a safe area or to the assembly point if necessary.
- The snake should be out of children's sight if possible.
- If someone is bitten refer to First Aid Procedures on display.

## Dangerous Spider Sighting, e.g., Redback

- Alert the Director.
- Area to be cordoned off by staff.
- The Director to assign a member of staff to spray the spider with insect spray as per instructions on the canister.
- Leave for 1 hour then sweep away.
- If someone is bitten refer to: First Aid Procedures on display.

## Power Failures/Electrocution

- If there is a power overload or faulty electrical device, circuit breakers are located outside the nursery cot room door and in the main foyer.
- Alert the Director.
- Director to call **ANU Security on 52249 or 6125 2249** to advise them of the situation at **Lennox House - G-BLOCK**.
- Director to evacuate if there is a risk of fire.
- Director to send children home if necessary, e.g., no power for a long time.
- If someone has suffered electrocution, refer to: First Aid Procedures on display.

## Water Main Break

- Chief Warden to call **ANU Security on 52249 or 6125 2249** to advise them of the situation at **Lennox House - G-BLOCK**
- ANU Facilities and Services will shut off the valve at the primary control point and inform Heritage of the approximate repair time.

## Missing Child

- Staff to check register to determine which child is missing and immediately alert Room Leader.
- Room Leader to ensure minimum educator-child ratio and safety of group, before leaving to alert Director.
- Available staff to check grounds and rooms to ensure the child has not hidden or been locked anywhere on Heritage premises.
- Secure every point of entry/exit.
- Director to contact parents to make them aware of the situation.
- If the child is found safe and well, update the parents. contacted and updated.
- If the child is found to be unwell/unconscious, apply emergency first aid procedure and update parents.



- If the child is not found or if a door is found to have been left open, extend the search outside the premises.
- The Director to call ANU Security (52249 or 6125 2249) to advise them of the situation at Lennox House - G-BLOCK, and 000.
- Searching to continue until child is found or authorities take charge of the process.

**Missing Child On an excursion:**

- Staff to double check register to determine which child is missing and alert educator co-ordinating the excursion, who must immediately alert Heritage Office.
- Heritage Office must inform child's parents/guardians (or an emergency contact if the parents/guardians cannot be contacted).
- Excursion co-ordinator must contact Police and follow all instructions.
- Staff to lead the children to a safe meeting point and a group of adults must begin to search until the child is found or the appropriate authorities take over the process, ensuring adequate supervision for the group.
- Excursion co-ordinator to alert Site Manager if appropriate (eg at a Museum) to issue a missing child announcement.
- Educators must follow any instructions from the police and other relevant authorities.

**Abandoned Child**

- Staff are to take action immediately after Heritage officially closes (currently 5.45 p.m.) or at any time if it is clear a child has been abandoned.
- Staff will attempt to contact the parents by phone.
- If unable to contact parents after 15 minutes, staff will attempt to contact the emergency contact.
- If unable to contact any parent or emergency contact after 30 minutes, staff must inform the Director who will contact the Police to help find the parents.
- Contact Child and Youth Protection Services at the Office of Children, Youth and Family Support and ask that they contact the Family Work Team as the child is 'in need of care'.  
**Ph: 6207 1466.**
- Leave a note on the Heritage front door explaining the whereabouts of the child/ren.

**Vehicle Accident in Car Park or on Excursion**

- Remain calm.
- Direct the children away from the vehicle.
- Calm and comfort children.
- Call Police if required.
- If children or staff are injured, follow first aid procedures.
- Contact the Heritage main office to inform them of the accident.
- Director or staff at Heritage main office to contact parents.

**Death of a Child or Medical Emergencies**

- Follow relevant first aid procedures.



## Heritage Emergency Evacuation Procedure

**DO NOT**  
**Take personal items.**  
**Allow re-entry into the building until the “All Clear” is given.**  
**Put yourself at risk.**

<p><b>Assembly Points:</b></p>   <p><b>Alternate Assembly Point 2:</b>  <b>Alternate Assembly Point 3:</b>  <b>Command Point:</b>  <b>Emergency Contact Numbers:</b></p>	<p><b>Babies</b>  Rear Deck car park (near ANU Thrive Garden)</p> <p><b>Toddlers and Preschool Children</b>  Car Park behind Preschool Room</p> <p>Grassy area at University House/Cellar area  National Museum Main Entrance  Main Office or Heritage mobile phone <b>0434 435 101</b>  Emergency services: <b>0-000</b> (or 000 ext. phone)  ANU Security: <b>52249</b> (or 6125 2249 ext. ph.)</p>
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**If a Staff Member discovers a fire, smoke or other emergency requiring evacuation of the building, they must calmly:**

- Raise the alarm by blowing a whistle loudly or breaking the glass of the fire alarm with the hammer (above the manual alarm).
- Report it immediately to the Chief Warden (Director or person in charge).

**Responsibilities of Chief Warden (Director or Responsible Person in Charge)**

- Wear the white helmet, collect mobile phone **0434 435 101** and assume control.
- Activate the manual alarm if required.
- Calmly call emergency services if required.
  - If smell smoke, call Fire Brigade and **ask for a backup truck to be sent** (otherwise will get check out team only).
- **Call ANU Security (52249 or 6125 2249)** and inform them of the situation at **Lennox House, G-BLK**, and if emergency services have been called.
- Inform all Room Leaders of the reason for the evacuation and location of the emergency.
- Collect emergency contact details from the office.
- Collect emergency first aid kit and allergy and asthma medication from the office.
- Select an Assembly Point that is far enough away from building to be safe.
- Co-ordinate a safe, calm evacuation of all persons from Heritage.
- Direct staff to close doors in the case of fire/smoke – **do not lock them.**
- Instruct persons to crawl on the ground if there is smoke.
- In the case of **sleep time evacuation**, assign staff to areas of most need.
- Wait at the Assembly Point to direct the fire brigade/emergency services.
- Assign staff to prevent anyone entering the building and to inform neighbouring buildings of danger.
- Collect reports from Room Leaders and ensure everyone is accounted for.
- Use hose reel or extinguisher to fight fire, **only if it is safe to do so.**
- Brief the emergency services on the nature, scope, and location of the emergency.
- Director to inform ACT Regulatory Authority and other authorities as required.
- Liaise with emergency services to decide the most appropriate action to take following the evacuation, e.g., return to the building/arrange for children to be collected.
- If able to return to the building, with reassurance and calmness, walk back to the service following the safety procedures, recheck that all children have returned and discuss, as developmentally appropriate, the emergency that has taken place.
- Consider counselling services for anyone affected by the emergency.



### Responsibilities of Nursery Room Leader (or Nominated Supervisor)

- Determine the safest departure point from the room/playground. All rooms have at least three exit doors – choose the one furthest from the emergency.
- Locate and direct all staff and children to evacuate through this exit.
- Be aware of any mobility, sight, or hearing-impaired persons or those who may suffer breathing difficulties or require additional assistance in their area.
- Instruct staff to put all non-walking babies into an evacuation cot.
- Assign at least two staff members to move the evacuation cots.
- Do a quick headcount.
- Calmly walk, push or carry babies to the assembly point.
- Search or assign staff to search all areas in section (including playground, veranda, adjoining rooms, toilets, staff room, storage room, cot rooms).
- Collect emergency provisions bag, attendance book or Room Leaders' mobile phone so they can check attendances via QikKids Kiosk sign in and out program.
- Collect medication chart and individual medications brought in for the day.
- Close doors in the case of fire.
- In the case of **sleep time evacuation**, place sleepers and non-walkers in evacuation cots and evacuate via the ramp.
- Advise the Director when the area has been evacuated.
- Report to the Director if all Nursery persons have been accounted for.
- Remain in control until 'All Clear' signal is given by Emergency Officer/Director.
- Once outside, do not allow children to leave the care of educators unless directed by Director.
- Use hose reel or extinguisher to fight fire, only **if it is safe to do so**.

### Responsibilities of Preschool & Toddler Room Leaders (or Nominated Supervisors)

- Determine the safest departure point from the room/playground. All rooms have at least three exit doors – choose the one furthest from the emergency.
- Locate and direct all staff and children to evacuate through this exit.
- Be aware of any mobility, sight or hearing-impaired persons or those who may suffer breathing difficulties or require additional assistance in their area.
- Calmly walk or carry children to the safest Assembly Point.
- Search/assign staff to search all areas in section (including playground, veranda, adjoining rooms, toilets, staff room, storage room, cot rooms).
- Collect emergency provisions bag, attendance book or Room Leader's mobile phone so they can check attendances via QikKids Kiosk sign in and out program.
- Collect medication form and individual medications brought in for the day.
- Close doors in the case of fire/smoke – **do not lock them**.
- In the case of **sleep time evacuation**, wake children as calmly as possible and evacuate without dressing or putting on shoes. If possible, shoes are to be gathered and taken by staff.
- Advise the Director that the area has been evacuated.
- Report to the Director if all persons have been accounted for.
- Once outside, do not allow children to leave the care of educators unless directed to by Director. Remain in control until 'All Clear' signal given by Emergency Officer/Director.
- Use hose reel or extinguisher to fight fire, **only if it is safe to do so**.

### Responsibilities of all other Educators and Staff

- Calmly help with evacuating children from section.
- Extra/floating staff are to help with the evacuation of babies from the Nursery.
- Assemble at the assembly point.
- Check children's attendance against attendance record.
- Inform Director of any children still inside building.
- Remain at the assembly point until further notice Director/emergency services.
- Use hose reel or extinguisher to fight fire, **only if it is safe to do so**.

**Heritage Emergency Lockdown of Building Procedure**

**Reasons for a Lockdown**

- Natural disaster such as a severe storm, flood or earthquake.
- Dangerous or armed person intruding on the grounds or on premises.
- Dangerous animal in the grounds or on the premises.
- Hazardous chemical outside the building, etc.

**DO**

- Remain or proceed indoors to Safety Areas in room groups, away from external doors and windows.
- Lock all doors and windows.
- Shut window blinds and turn off lights, air conditioning and exhaust fans.

**DO NOT**

- Re-open doors until all clear is given.
- Go to assist staff or children who are under threat.

<b>Safety Areas:</b>	<p><b>Babies</b> Nappy Change Area</p> <p><b>Toddlers</b> Kitchen Area</p> <p><b>Preschoolers</b> Bathroom Room Area</p> <p><b>Office Staff</b> Toddlers Kitchen Area</p>
<b>Command Point</b>	Heritage mobile phone <b>0434 435 101</b>
<b>Emergency Contact Numbers</b>	Emergency services: <b>0-000</b> (or 000 ext. phone) ANU Security: <b>52249</b> (or 6125 2249 ext. ph.)
	If Lockdown Areas are deemed not safe, staff must use their discretion and take children to the <b>closest secured room/area with the least visibility from outside</b> and, if possible, in the opposite direction to the perceived threat.

**If a staff member discovers an emergency requiring lockdown, they must calmly:**

- Report it immediately to the Director or Responsible Person in Charge.

**Responsibilities of Director (or Responsible Person in Charge)**

- Wear the white helmet, collect emergency mobile phone and assume control.
- Inform all Room Leaders of the reason for the lockdown and location of the emergency, or assign staff to do so, if safe to do so.
- Direct all children indoors and ensure staff lock doors behind them.
- Director to collect emergency first aid kit and children’s allergy and asthma medication box.
- Ensure children move safely and calmly to Safety Areas in each room.
- Call emergency services (000) if required, advising them of the emergency and where the children are located.
- Call ANU Security **52249 or (6125 2249 ext. ph.)** and advise them of the situation **at Lennox House – G-BLK**, and that emergency services have been called. **(No other phone calls must be made).**
- Ensure staff turn off air conditioning and exhaust fans.



- Ensure staff turn off lights.
- Ensure staff lock doors.
- Hang signs on external doors to indicate a Lockdown is in process.
- Collect attendance records or Room Leader's mobile phone to check attendances via QikKids Kiosk sign in and out program, if safe to do so, and ensure everyone is accounted for.
- Divert parents and visitors from approaching the service.
- Brief the emergency services on the nature, scope and location of the emergency.
- Listen to emergency service broadcasts if appropriate.
- Confirm with Emergency Service personnel that it is safe to de-activate lockdown and give the 'All Clear' signal when appropriate to staff.
- Liaise with emergency services to decide the most appropriate action to take following the lockdown, eg, arrange for children to be collected/transported away from the area.
- Determine if there is any specific information staff, children and visitors need to know (e.g. areas of the facility to avoid or parent reunification process).
- Ensure any children, staff or visitors with medical or other needs are supported.
- Notify parents by email or text as soon as possible after the lockdown has ended.
- Complete Lockdown Report.
- Undertake debrief to review lockdown and any procedural changes that may be required.
- Follow up with any children, staff or visitors who need support.
- Notify the ACT Regulatory Authority and other authorities as required.

### Responsibilities of Room Leaders (or persons in charge)

- On hearing Lockdown instructions, alert staff in vicinity.
- Switch on mobile phones.
- Direct all staff and children to move to Safety Area or, if unsafe, to another secure area with low visibility from outside and, if possible, **in the opposite direction to the threat.**
- If children are sleeping, ensure staff wake children as calmly as possible and move them to the Safety Area without dressing or putting on shoes.
- Direct staff to lock all doors and windows, shut blinds and turn off lights.
- Direct staff to turn off air conditioning and exhaust fans.
- Collect the attendance record, medication form, children's individual medications brought in for the day and the Emergency Evacuation Provisions bag.
- Assign staff to search all areas for children (playground, veranda, adjoining rooms, toilets, staff room, storage room, cot rooms etc), if safe to do so.
- Report to the Director if all persons have been accounted for.
- Remain in control until 'All Clear' signal given by Emergency Officer or Director.

### Responsibilities of all other Staff

- Calmly help with moving children inside to Safety Areas
- Extra/floating staff must help where the need is greatest, such as the Nursery.
- Stay with children unless told otherwise.
- Check children's attendance.
- Actively supervise children and monitor children with medical conditions.
- Inform Room Leader/Director of any children still outside building.
- Remain in the safety area until further notice from Emergency Officer or Director.

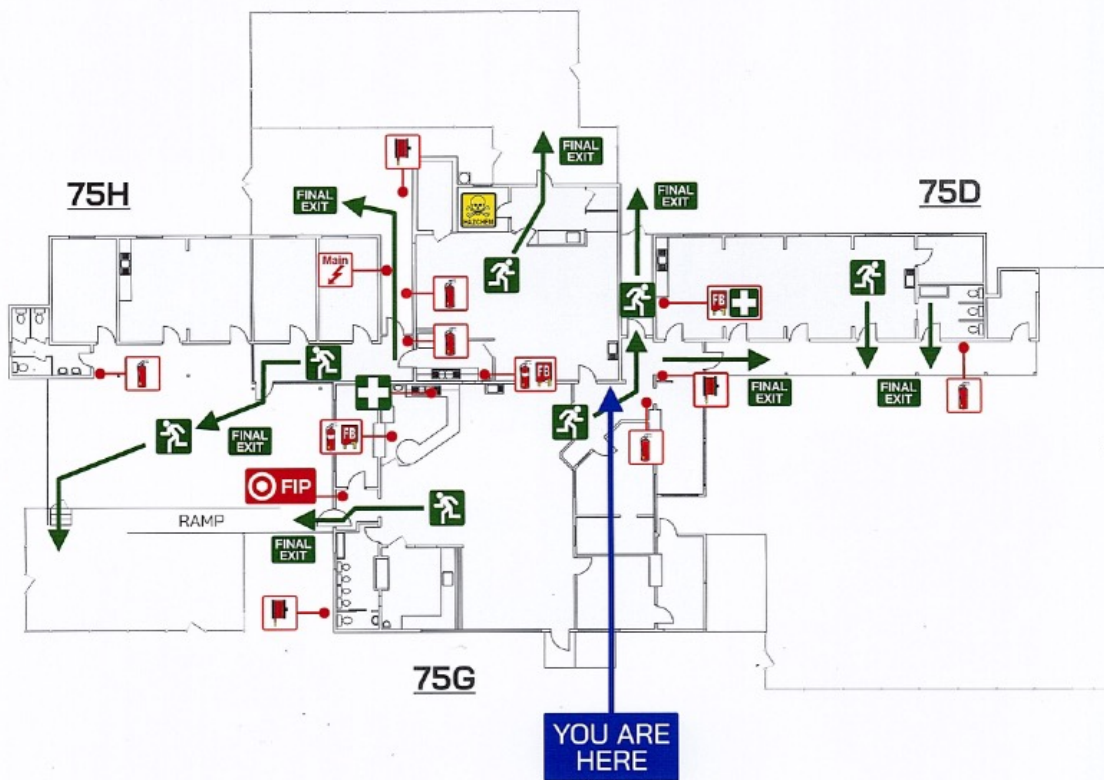


# EVACUATION DIAGRAM

BUILDING 75 D, G & H - LENNOX CROSSING, ACTON, ACT 2601

NEAREST CROSSROAD: LAWSON CRESCENT

V2.0 PUBLISHED 27th MARCH 2024 REVIEW: MARCH 2028



### LEGEND

- DCP FIRE EXTINGUISHER
- WATER FIRE EXTINGUISHER
- FIRE HOSE REEL
- FIRE BLANKET
- DEFIBRILLATOR
- FIRST AID KIT
- FIRE INDICATOR PANEL
- MANUAL CALL POINT RED BREAK GLASS
- MAIN ELECTRICAL SWITCHBOARD
- HAZARDOUS CHEMICAL STORE
- EGRESS ROUTE
- ASSEMBLY AREA



NEAREST AED LOCATED IN BUILDING 75F AT AED SOUTHERN ENTRY

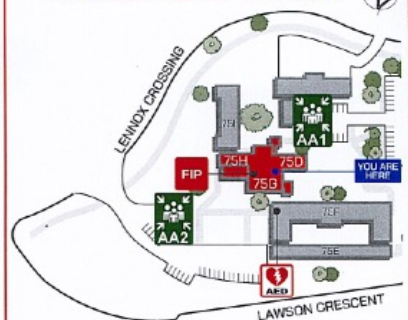
FOR ALL EMERGENCY SERVICES **Dial 000** | FOR ALL EMERGENCIES CONTACT SECURITY **Dial 52249**

### EMERGENCY PROCEDURES

- R REMOVE** people from the immediate danger.
- A ALERT** all people nearby. RAISE AN ALARM - DIAL 000
- C CONFINE** the Smoke and Fire, close windows and doors.
- E EXTINGUISH** the fire if trained and safe to do so. **EVACUATE** the building.

ANU Security 6125 2249 (X52249) Then press 1 for emergency priority

### ASSEMBLY AREA



Not to Scale Ref: 6861-09  
 IN THE EVENT OF AN EVACUATION RELOCATE TO...  
 AA1: GRASSED AREA BETWEEN WESTERN CARPARK AND BUILDING 75D or  
 AA2: COTS - BOTTOM OF CONCRETE WALKWAY ADJACENT BUILDING 75H



**Fire Drill / Evacuation Report**

<b>Day of Evacuation</b>		<b>Date of Evacuation</b>	
<b>Time of Evacuation</b>		<b>Number of Children</b>	
<b>Staff Present</b>	<b>Babies</b>		
	<b>Toddlers</b>		
	<b>Preschoolers</b>		

<b>Volunteers Present</b>	
<b>Students Presents</b>	
<b>Parents Presents</b>	

*Please tick or cross and **HIGHLIGHT** actions taken in RED*

The evacuation alarm was activated - automatically / manually / Whistle blown	
Emergency Services were called	
ANU Security was called.	
Room Leaders were informed of the reason for evacuation	
The Chief Warden collected the: <ul style="list-style-type: none"> <li>• emergency mobile phone,</li> <li>• emergency contact details,</li> <li>• portable first aid kit,</li> <li>• allergy and asthma medications.</li> </ul>	
Room Leaders collected: <ul style="list-style-type: none"> <li>• attendance sheets / QK Kiosk accessed on mobile phone. (Head Count)</li> <li>• medication sheets and individual medications brought in for the day</li> <li>• emergency provisions bags</li> </ul>	
The safest departure points from rooms and assembly points were selected	
Staff were assigned to search all areas in their section (playground, veranda, adjoining rooms, toilets, staff room, storage room, cot rooms)	
All non-walking/sleeping babies were put in evacuation cots and at least two staff members were assigned to push cots	
Doors were closed (in the case of fire/smoke)	
In the case of sleep time evacuation, educators were assigned to areas of most need. Resting toddlers and preschoolers were woken calmly and evacuated without dressing or putting shoes on. Shoes were gathered and taken if possible.	
Evacuation was safe and calm	
Chief Warden collected attendance reports from Room Leaders. Everyone was accounted for	
Hose reel or fire extinguisher was used (in case of fire, and only if safe to do so)	
Chief Warden liaised with emergency services as to appropriate action to take	
Children were not allowed to leave the care of educators unless directed by Chief Warden	



Parent notified through QK Kiosk program.	
Staff provided with evaluation/feedback to assist in refining their risk management procedures around the safe evacuation of staff and children.	

<b>Evaluation / Feedback from Staff or Parents or Visitors / Strategy for Improvement</b>

<b>Time Taken to Evacuate</b>

<b>Name of Reporter</b>	
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**Lock Down Report**

Date of Lock Down		
Day of Lock Down		
Time of Lock Down		
Number of Children		
Staff Present	Babies	
	Toddlers	
	Preschoolers	
Volunteers Present		
Students Presents		
Parents Presents		

\* Please Tick or Cross **and Highlight actions in RED**

Parents were informed after the drill on Kiosk and/or Day Book	
The reason for the lockdown was told to staff prior to the event, eg, severe storm, armed person etc., complying with ANU instructions.	
Staff and children went inside, closed all doors and windows & locked them where possible.	
Front door was locked.	
Signs were hung on outside doors indicating a lockdown was occurring.	
Kiosk application were checked for attendance.	
Air conditioning and exhaust fans were turned off.	
Curtains and window blinds were closed.	
Safety areas were designated for staff and children, in their groups, away from windows and doors where possible.	
Lights were turned off.	
Emergency Service (non-emergency number during drill) and / or ANU Security were alerted.	
No persons left the building during the lockdown.	
Debriefing took place after the lockdown.	

<b>Comments / Evaluation / Feedback from Staff or Parents or Visitors / Strategy for Improvement</b>	

Name of Reporter	Time Taken to Lockdown:
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## Emergency Evacuation Bags Contents List by Room

**Suggested list of contents for Emergency Evacuation Bags: Babies**

- Tarpaulin
- Disposable nappies
- Blanket/s
- Story books
- Powdered milk
- Bottles
- Sunscreen
- Wipes
- Gloves
- Small rubbish bags
- Paper cups
- Empty drink bottle
- Whistle

**Staff Comments / additions:**

**Suggested list of contents for Emergency Evacuation Bags: Toddlers and Pre-schoolers**

- Tarpaulin
- Disposable nappies
- Blanket/s
- Story books
- Paper cups
- Wipes
- Gloves
- Small rubbish bags
- Paper cups
- Empty drink bottle
- Whistle
- Snacks

**Staff Comments / additions:**



**Heritage New Virus/Influenza Pandemic Management Plan**

**Stage 1 – Preparedness**

No novel strain detected (or emerging strain under initial detection)

- Review pandemic planning arrangements and update contact lists for staff, families, local services, CECA and local Government Emergency Management Coordinators.
- Reinforce basic hygiene measures:
  - Provide children and staff with information about the importance of hand hygiene.
  - Check supplies of liquid soap and alcohol-based hand sanitizer are adequate.
  - Remind staff and children about covering their cough with a tissue or their inner elbow to prevent the spread of germs.
  - Careful disposal of used tissues.
- Apply appropriate exclusion guidelines for children, educators/other staff with flu-like illness.
- Check staff are up to date with immunisations for seasonal influenza.
- Re-enforce personal hygiene messages with educators, staff and children.
- Convey seasonal influenza messages as directed by ACT Health.
- Encourage educators/staff and families to access the [smartraveller](#) website prior to international travel.
- Ensure service continuity plan is in place which:
  - Identifies minimum requirements and key educators/staff for continued operation, including planning for the absence of the Director.
  - Considers strategies to enable continued operations if pandemic impacts many staff.

**Stage 2: Response Stage – Standby**

Sustained community person-to-person transmission detected overseas.

At the time of the overseas detection:

- Ensure pandemic plan is up to date including emergency numbers and key contacts.
- Ensure contact lists of staff, children, families, local services, and Local Government Emergency Management Coordinators are up to date.
- Prepare to enact response section with stakeholders and Incident Management Team.
- Reinforce basic hygiene measures:
  - Provide children and staff with information about the importance of hand hygiene.
  - Check supplies of liquid soap and alcohol-based hand sanitizer are adequate.
  - Remind staff and children about covering their cough with a tissue or their inner elbow to prevent the spread of germs.
  - Careful disposal of used tissues.
- Ensure germicidal wipes are available for staff to clean administrative areas, telephones etc.
- Ensure hygiene information posters are up to date, communicated and displayed.
- Consider providing information sessions for staff and families to communicate:
  - The status of the situation.
  - In the case of influenza pandemic, the risk of influenza and how to identify symptoms and cases of possible influenza based on up to date case definition by Chief Health Officer.
  - Best practice hygiene measures.
  - Considerations and measures for vulnerable children.
- Access and follow advice of ACT Health, Commonwealth Department of Health advice and distribute consistent messaging to staff, children and families.
- Encourage staff and families to obtain seasonal flu vaccination as appropriate (especially those people/families at a greater risk of infection).
- Utilise sample letters from the Department of Education and ACT Education Directorate to inform families of the current situation.
- Encourage staff and families to access the [smartraveller](#) website prior to international travel.
- Ensure service continuity plan:
  - Identifies minimum requirements and key staff for continued operations (including planning for the absence of the director).
  - Considers workforce strategies to enable continued operations, if pandemic impacts a number of staff.



<p><b>Response Stage – Initial Action</b></p> <p>Description: Cases detected in Australia - Information about the disease is scarce</p>
<ul style="list-style-type: none"> <li>• Incident Management Team to implement the service’s response as appropriate to advice from the Department of Health and ACT Education Directorate.</li> <li>• Reinforce basic hygiene measures:             <ul style="list-style-type: none"> <li>○ Provide children and staff with information about the importance of hand hygiene.</li> <li>○ Check supplies of liquid soap and alcohol-based hand sanitizer are adequate.</li> <li>○ Remind 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>• Ensure germicidal wipes are available for staff to clean administrative areas, telephones etc.</li> <li>• Follow and distribute information and advice from ACT Education Directorate and ACT Health 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 and families using templates from Department of Education or ACT Education Directorate.</li> </ul> </li> <li>• Communicate the risk and how to identify cases based on current, up to date case definition by the Chief Health Officer.</li> <li>• The appropriate containment strategy will vary depending upon the level of clinical severity as determined by the Department of Health.</li> <li>• Management of service staff:             <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 leave immediately and seek medical attention.</li> </ul> </li> <li>• Follow the advice of the ACT Education Directorate and ACT Health regarding service closures and exclusion periods for infectious diseases.</li> <li>• Identify a designated area to quarantine sick children away from others until they can be taken home by families.</li> <li>• Inform families of their obligations regarding early childhood development during closures.</li> <li>• Encourage staff and families to access the smartraveller website prior to international travel.</li> <li>• Implement service continuity plan to promote adequate staff supply and capacity to continue service, by:             <ul style="list-style-type: none"> <li>○ Prioritising functions to ensure adequate availability to deliver the ECEC service.</li> <li>○ Implementing contingency strategy, which may include employing replacement educators/staff and/or modifying programs</li> </ul> </li> <li>• In the event the service closure cannot be avoided, notify the ACT Regulatory Authority as required under <i>Education and Care Services Regulations 2011</i>.</li> <li>• Inform staff of their obligations during service closures.</li> </ul>
<p><b>Response Stage – Targeted Action</b></p> <p>Description – Cases detected in Australia. Enough is known about the disease to tailor measures to specific needs</p>
<ul style="list-style-type: none"> <li>• Incident Management Team to implement the service’s response as appropriate on advice from the ACT Education Directorate and ACT Health.</li> <li>• Reinforce basic hygiene measures:             <ul style="list-style-type: none"> <li>○ Provide children and staff with information about the importance of hand hygiene.</li> <li>○ Check supplies of liquid soap and alcohol-based hand sanitizer are adequate.</li> <li>○ Remind 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>• Ensure germicidal wipes are available for staff to clean administrative areas, telephones etc.</li> <li>• Follow and distribute information and advice from ACT Education Directorate and ACT Health in accordance with instructions, including information about:             <ul style="list-style-type: none"> <li>○ The status/situation</li> <li>○ Personal hygiene measures</li> </ul> </li> </ul>

- Containment measures including any plans for closure if applicable to staff and families using templates developed by the Department of Education/ACT Education Directorate.
- Communicate the risk and how to identify cases based on current, up to date case definition by the Chief Health Officer.
- The appropriate containment strategy will vary depending upon the level of clinical severity as determined by the ACT Health.
- In particular, the:
  - Need to restrict public access to the premises and for social distancing measures (e.g. cancelling social events) will be communicated if clinical severity requires this.
  - Need for appropriate use of PPE according to clinical severity.
- Management of service staff ensure:
  - Staff who develop flu-like symptoms during a pandemic are encouraged to stay away from work until completely well.
  - Staff who develop influenza-like illness leave immediately and seek medical attention.
- Follow the advice of the ACT Education Directorate and ACT Health regarding service closures and exclusion periods for infectious diseases.
- Identify a designated area to quarantine sick children away from others until they can be taken home by families.
- Encourage educators, staff and parents/carers to access the smartraveller website prior to international travel.
- Notify CECA of service closure or any serious incidents and circumstances that pose risk to the health, safety or wellbeing of a child attending the service.
- Implement service continuity plan to ensure adequate staff numbers and capacity to continue service by:
  - Prioritising work functions to ensure staff availability to deliver an early childhood service.
  - Implementing a contingency strategy, which may include employing replacement staff and/or modifying programs.

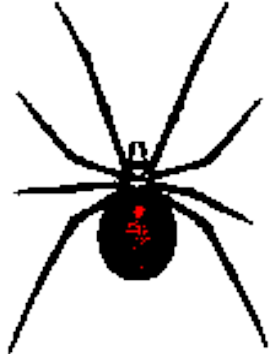
**Response Stage – Stand Down**  
 Description – The public health threat can be managed within normal arrangements and monitoring for change is in place

- Be aware that multiple waves of the virus may occur.
- Replenish PPE (if required).
- Implement service continuity plans for resumption of full business capacity which may involve:
  - Restoring staff capacity.
  - Following procedures for re-opening of service (if applicable).
  - Providing support, including counselling (if required).
  - Monitoring cumulative effects of pandemic and identifying and supporting those who may need assistance.
- Director/Responsible Person in Charge to de-activate Incident Management Team and conduct final debrief(s).
- Utilise Department of Education or the ACT Education Directorate templates to communicate status of situation to staff and parents/carers, including support that may be available.
- Review the effectiveness of the Influenza Pandemic Emergency Management Plan and update as appropriate, involving relevant staff and others, particularly as multiple waves of the virus may occur.
- Communicate the updated status to educators, staff and families including support that may be available.
- Continue to encourage educators, staff and parents/carers to access the smartraveller website prior to international travel.



## Information on Spiders

- The following spiders, commonly found in the ACT region, construct a sticky web to entangle and trap insects.
- All spiders should be treated with caution, even though most, with the exception of the funnel web, are not aggressive.
- The vast majority of spiders are harmless and play an important role as insect predators.
- **If you require assistance in identifying a spider please call 6258 5551. Source: [City Services](#)**

Image	Description
	<p><b>Redback Spider</b> (<i>Latrodectus hasselti</i>)</p> <p>Female redback spiders are spherical, black, and about 12 mm in body length. They have long thin legs and have a distinctive red stripe on the back of the abdomen. The male redback is small and harmless, approx. 3-4mm in length and brown in colour. Red back spiders often build untidy webs in stacked junk and rubbish in yards or under window sills and crevices in brickwork. Redbacks are not aggressive but are capable of delivering a very serious bite that can be fatal for young children, although an anti-venom is available.</p>

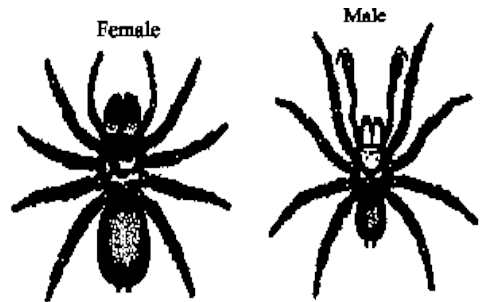
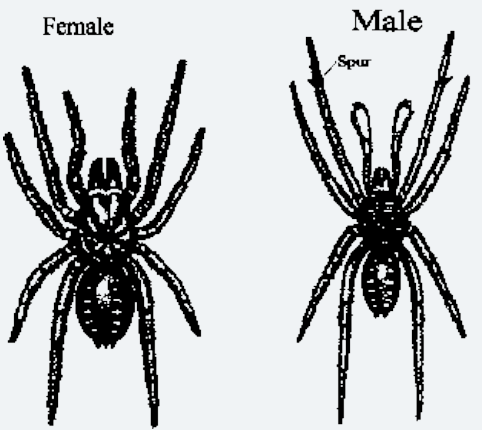


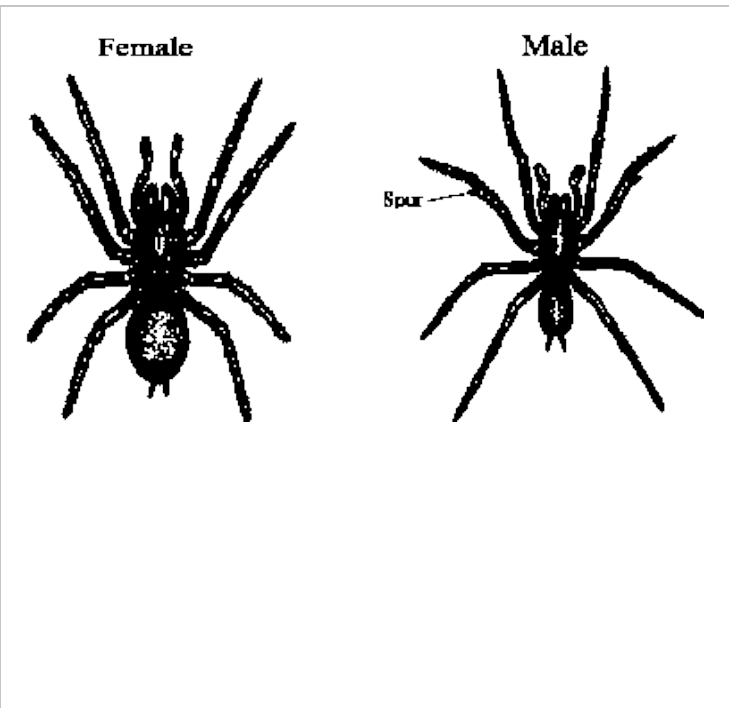


	<p><b>Black House Spider</b> (<i>Badumna</i> and <i>Ixeuticus</i> species)</p> <p>The female Black House Spider measures about 12-18 mm in body length, and the male is about 8-10mm long. They are commonly black in colour with grey or cream speckling on their abdomens. Black House Spiders build dense, furry, tunnel shaped webs around eaves, windows, doors and walls. If provoked these spiders can inflict a painful bite.</p>
	<p><b>Orb-Weaving Spiders</b> (<i>Eriophora</i> and <i>Araneus</i> species)</p> <p>The female Orb-Weaving Spider of the common <i>Araneus</i> species is about 20-25 mm in body length with a lumpy abdomen, whilst the male is 5-10 mm long. The larger <i>Eriophora</i> species are similar in shape with a leaf shaped pattern on their back. Both species are variable in colour but the <i>Araneus</i> species can be brightly coloured. These spiders build large webs at twilight, commonly between trees, shrubs and clotheslines to catch flying insects. They then destroy the web in the early hours of morning. Orb spiders do bite, but are not normally aggressive.</p>

**Burrowing Spiders**

- The following spiders do not construct webs and commonly wait in their burrows or hunt down their insect prey.
- Burrows are built in the ground, at the base of trees, shrubs, rocks or fences and vary in depth, the amount of silk material used, the number of side tunnels and the type of entrance.
- Some spiders construct a door at the burrow entrance, which can be a plug or hinged door.

Image	Description
 <p>The image shows two black and white illustrations of a Mouse Spider. On the left is the female, which is larger and has a wider, more rounded cephalothorax. On the right is the male, which is smaller and has a more slender body. Both spiders have eight legs and a central body with a distinct cephalothorax.</p>	<p><b>Mouse Spider (<i>Missulena species</i>)</b></p> <p>The female Mouse Spider is dark brown to black and very stout. They are 20-30 mm in body length with a broader head than that of a funnel web. The male Mouse Spider is smaller, about 12 mm long with a blue-black body. It has bright red fangs and fang bases and a red cephalothorax (first half of body). The male can be very aggressive and deliver a painful bite. The Mouse Spider's burrow is vertical with an oval entrance and two doors.</p>
 <p>The image shows two black and white illustrations of a Brown Trap Door Spider. On the left is the female, which is larger and has a wider cephalothorax. On the right is the male, which is smaller and has a more slender body. A small spur is visible on the first pair of front legs of the male spider, indicated by a line and the word 'Spur'.</p>	<p><b>Brown Trap Door Spider <i>Misgolas (Dyarcyops)</i></b></p> <p>Brown Trap Door Spiders are often confused with the Funnel Web Spider. Female spiders are 25-35 mm in length, and males are 20 mm. Mature males have a small spur on their first pair of front legs. Both male and female spiders are usually dark brown, and occasionally black. The female has a honey coloured pattern on its head.</p> <p>Most <i>Misgolas</i> species build burrows on level ground, slopes or banks. They have no door to their burrow entrance. These spiders can inflict a painful bite but it is not fatal. The brown trapdoor is common in the Brindabella Ranges and their burrows may be seen in road cuttings.</p>



**Funnel web spiders *Atraxand Hadronyche***

Although not common in the ACT, regular sightings of Funnel Web Spiders do occur. The female measures approx. 30mm in body length, males about 25mm. Both spiders are shiny and black. Mature males have a spur on the second pair of front legs. Females are seldom seen, as they spend most of their lives in burrows with funnel-like silken entrances, located in crevices, under rocks or logs, usually in a cool, damp site. The bite of the male funnel web can be fatal, but an anti-venom is available. Male spiders are highly aggressive and when disturbed they will rear up with their fangs exposed and bite repeatedly. Funnel web spiders are usually found on the ground around rubble, firewood, tree stumps, rockeries, tree roots, ferns and fence posts. When bringing material such as this into the ACT from areas where Funnel Webs are common such as coastal areas, carefully inspect the material for spiders before transporting.

## Potential Emergencies - Heritage Risk Assessment

Potential Emergency and Associated Risk (Physical (P), Chemical (C) Biological (B), Mechanical (M) or Psychological (Psych)).	Initial Risk Assessment without Mitigation	Procedures in place for Mitigating Emergency Risks	Risk Assessment with Mitigation in Place
<p><b>Fire: Smoke on premises/Grass fire/Catastrophic Bush Fire Warning/Fire Pit Fire or Accident:</b> Burns, smoke inhalation, asthma attack, trauma (P, C, Psyche)</p>	<p>Likelihood (Likely) Severity (Major/Catastrophic)  Risk Rating: <b>Extreme</b></p>	<ul style="list-style-type: none"> <li>• Premises kept clean and tidy and regular work health and safety checks undertaken.</li> <li>• No smoking policy.</li> <li>• Filter in Electric Dryer checked before each use and regularly cleaned.</li> <li>• Children’s artwork kept away from heaters/coolers.</li> <li>• Dangerous chemicals stored safely.</li> <li>• Gas cylinders/hoses on BBQ checked regularly for wear.</li> <li>• ANU regularly clears dry leaf litter from the gardens and gutters.</li> <li>• ANU oversees the safe installation of electrical equipment such as computers and ovens etc and conducts an annual safety check of electrical equipment and wiring.</li> <li>• ANU regularly checks and tests fire equipment regularly checked and tested including smoke alarms, fire extinguishers and fire blankets.</li> <li>• Exits and passages kept clear of obstructions.</li> <li>• Regular Emergency Evacuation drills.</li> <li>• Heritage Floor Plan and detailed fire and catastrophic fire day procedures on display and in Handbooks.</li> <li>• Educators trained in emergency procedures and practice emergency evacuation and lockdown procedures every 3 months.</li> <li>• Educators trained in first aid including emergency asthma management.</li> <li>• Educators trained in use of fire extinguishers.</li> <li>• Fire safety talks organised and children taught how to ‘stop, drop and roll’.</li> <li>• Accurate attendance record kept of each child attending the service</li> <li>• Resources on fire safety and bushfires from respected authorities utilised such as ACT Emergency Services Agency or ACT Health.</li> </ul> <p><b>Fire Pit</b></p>	<p>Likelihood (Rare) Severity (Moderate)  Risk Rating: <b>Low</b></p>

		<ul style="list-style-type: none"> <li>• Strict rules explained each time fire pit is used and rules enforced. If a child fails to follow rules, they are redirected to another area away from the fire.</li> <li>• Hose turn on and within very short distance of fire pit.</li> <li>• Seating (logs/rocks) are a safe distance back from the fire pit with a sand barrier between the children and the firepit, and children directed to sit out of the direct line of smoke from the fire.</li> <li>• Children must remain seated around the fire and not walk on the sand barrier near the fire.</li> <li>• Adequate supervision maintained at all times.</li> <li>• Bucket of cold water nearby at all times to be used if a child reaches the fire and hurts themselves and needs to submerge a limb, hand or finger.</li> </ul>	
<p><b>Extreme Heat:</b> Heat stress/exhaustion Sunburn (P)</p>	<p>Likelihood (Likely) Severity (Major/Catastrophic)</p> <p>Risk Rating: <b>Extreme</b></p>	<ul style="list-style-type: none"> <li>• Temperatures kept at comfortable levels and room ventilation is adequate to ensure the health and wellbeing of educators and children.</li> <li>• Heating and air-conditioning equipment regularly serviced.</li> <li>• Air-conditioning filters cleaned every 3 months.</li> <li>• Adequate shade is provided for all play areas.</li> <li>• Sun-safe hats worn by all educators and children during the warmer months and when the UV rating is above 3.</li> <li>• Sunscreen is applied appropriately by families and educators to children.</li> <li>• Extreme Heat Management Procedures/Plan on display and in Handbooks.</li> <li>• Educators trained to recognise and respond appropriately to the signs of heat stroke (tiredness, irritability, fewer wet nappies, nausea, headaches, vomiting, dizziness or faintness).</li> <li>• Resources on extreme heat from respected authorities utilised such as ACT Emergency Services Agency, Bureau of Meteorology or ACT Health.</li> </ul>	<p>Likelihood (Rare) Severity (Moderate)</p> <p>Risk Rating: <b>Low</b></p>
<p><b>Poor Air Quality (such as from smoky conditions due to Bushfire)</b> Smoke inhalation, asthma attack (C, P)</p>	<p>Likelihood (Likely) Severity (Major/Catastrophic)</p> <p>Risk Rating: <b>Extreme</b></p>	<ul style="list-style-type: none"> <li>• Heating and air-conditioning equipment regularly serviced.</li> <li>• Air-conditioning filters cleaned every 3 months.</li> <li>• Air quality ratings are checked on the ACT Health website.</li> <li>• Air purifiers are run in the children’s rooms.</li> <li>• Evaporative cooling systems not utilised as draw air from outdoors.</li> <li>• Educators monitor air quality directly including by:</li> </ul>	<p>Likelihood (Rare) Severity (Moderate)</p> <p>Risk Rating: <b>Low</b></p>

		<ul style="list-style-type: none"> <li>○ Looking for visible signs of smoke or haze.</li> <li>○ Checking windows and doors are used appropriately and ensuring activities are not affecting the indoor air quality.</li> <li>○ Smelling to check for odours indicating that smoke may be present and noting the specific areas/rooms that are affected.</li> <li>○ Feeling near air vents to check air is flowing from the vents.</li> <li>○ Noticing if children or educators are experiencing any air quality related symptoms.</li> <li>○ Noticing if there are any unusual equipment noises that may indicate potential problems.</li> </ul> <ul style="list-style-type: none"> <li>● Resources on air quality from respected authorities utilised such as ACT Emergency Services Agency or ACT Health.</li> <li>● Poor Air Quality Management Procedures/Plan on display and in Handbooks.</li> <li>● Qualified educators trained in Asthma Emergency Management.</li> </ul>	
<p><b>Severe Storms (rain, hail, electrical, wind)/Flood, Earthquake/other Natural Disaster:</b> Injury, Trauma (P, Psyche)</p>	<p>Likelihood (Likely) Severity (Major/Catastrophic)  Risk Rating: <b>Extreme</b></p>	<ul style="list-style-type: none"> <li>● Management checks the advice on ACT Emergency Services Agency (ESA) website.</li> <li>● Premises checked for tree damage and branches that may potentially fall.</li> <li>● Gutters are cleared annually.</li> <li>● Natural disaster emergency procedures on display and in Handbooks.</li> <li>● Evacuation and lockdown procedures on display and practised regularly.</li> </ul>	<p>Likelihood (Likely) Severity (Moderate)  Risk Rating: <b>Moderate</b></p>
<p><b>Chemical Spill/Gas Leak:</b> Chemical Poisoning (P, C)</p>	<p>Likelihood (Likely) Severity (Major/Catastrophic)  Risk Rating: <b>Extreme</b></p>	<ul style="list-style-type: none"> <li>● Regular maintenance checks of building.</li> <li>● Dangerous products stored safely.</li> <li>● Educators trained in safe handling of dangerous products.</li> <li>● Cleaning and gardening chemicals and all medication must be clearly labelled and stored out of reach of children.</li> <li>● Warning signs displayed.</li> <li>● Educators trained in safe use of chemicals.</li> <li>● MSDS information available with first aid instructions.</li> <li>● Adequate ventilation and Personal Protective Equipment (PPE) provided.</li> <li>● Chemical spill/gas leak emergency procedures on display and in Handbooks</li> <li>● Lockdown and evacuation procedures on display and practised regularly.</li> </ul>	<p>Likelihood (Rare) Severity (Moderate)  Risk Rating: <b>Low</b></p>

<p><b>Bomb Threat/Act of Terrorism:</b> Injury, Trauma (P, C, Psyche)</p>	<p>Likelihood (Rare) Severity (Major/ Catastrophic)</p> <p>Risk Rating: <b>Extreme</b></p>	<ul style="list-style-type: none"> <li>• Clear emergency procedures in place, on display and in Handbooks for bomb threats including suspicious items and items contaminated with powder.</li> </ul>	<p>Likelihood (Rare) Severity (Major)</p> <p>Risk Rating: <b>Moderate</b></p>
<p><b>Intruders/Armed hold up/personal threat/ Hostage/Aggressive People/Animals:</b> Injury, Trauma (P, Psyche)</p>	<p>Likelihood (Rare) Severity (Major/ Catastrophic)</p> <p>Risk Rating: <b>Extreme</b></p>	<ul style="list-style-type: none"> <li>• Unannounced visitors must sign visitors’ book.</li> <li>• Only authorised persons allowed to collect children. Staff aware of and procedures for authorised/ unauthorised persons as given on Enrolment form.</li> <li>• All entry and exit doors and gates are kept shut and secure at all times.</li> <li>• Locks are in good working order.</li> <li>• Fences are of correct height and well maintained.</li> <li>• Windows not opened more than 10cm.</li> <li>• Heritage pets kept in hygienic conditions and inaccessible to children unless under direct supervision of educators.</li> <li>• Dogs not allowed on premises in line with insurance requirements.</li> <li>• Any animal related incursions supervised at all times.</li> <li>• Clear emergency procedures in place, on display and in Handbooks.</li> <li>• Lockdown and evacuation procedures regularly practised.</li> </ul>	<p>Likelihood (Rare) Severity (Major)</p> <p>Risk Rating: <b>Moderate</b></p>
<p><b>Sexual Assault:</b> Injury, Trauma (P, Psyche)</p>	<p>Likelihood (Possible) Severity (Major/ Catastrophic)</p> <p>Risk Rating: <b>Extreme</b></p>	<ul style="list-style-type: none"> <li>• Unannounced visitors must sign visitors’ book.</li> <li>• Only authorised persons allowed to collect children. Staff aware of and procedures for authorised/ unauthorised persons as given on Enrolment form.</li> <li>• Shared knowledge of Child protection orders.</li> <li>• Security gates and fencing in good order.</li> <li>• Active supervision at all times. No child left out of sight or hearing distance alone with adult.</li> <li>• Nappy change and toileting areas within sight of other educators.</li> <li>• Educator to child ratios meet or exceed NQS</li> <li>• Two staff members on site at all times.</li> <li>• Educators adequately supervise children at all times.</li> <li>• Staff are trained to engage in respectful interactions with children at all times and trained to recognise signs of abuse/neglect.</li> <li>• All staff well supported through relevant professional development and relief staff management.</li> </ul>	<p>Likelihood (Rare) Severity (Major)</p> <p>Risk Rating: <b>Moderate</b></p>



		<ul style="list-style-type: none"> <li>Staff given Child Protection Policy on induction and trained in reporting procedures. Procedures reviewed at staff meetings and available at all times in Policy, Educator Handbooks and on Members Section of website.</li> </ul>	
<p><b>Non-custodial parent/unauthorised person, tries to collect child:</b> Trauma (Psyche)</p>	<p>Likelihood (Unlikely) Severity (Major)  Risk Rating: <b>High</b></p>	<ul style="list-style-type: none"> <li>Educators strictly maintain daily attendance roll and children only released to authorised persons.</li> <li>Children must be signed in and out of Heritage by their parent/authorised nominee.</li> <li>Clear emergency procedures in place, on display and in Handbooks.</li> </ul>	<p>Likelihood (Rare) Severity (Minor)  Risk Rating: <b>Low</b></p>
<p><b>Burglary:</b> Injury, Trauma (M, P, Psych)</p>	<p>Likelihood (Possible) Severity (Major)  Risk Rating: <b>High</b></p>	<ul style="list-style-type: none"> <li>Premises kept in good condition with regular workplace safety checks.</li> <li>Minimal cash kept on premises and kept locked away.</li> <li>Premises kept locked outside of business hours.</li> <li>Equipment stored securely.</li> <li>Clear emergency procedures in place, on display and in Handbooks.</li> </ul>	<p>Likelihood (Rare) Severity (Moderate)  Risk Rating: <b>Low</b></p>
<p><b>Snake or dangerous spider sighting/bite:</b> Injury, Poisoning, Trauma (P, B, Psych)</p>	<p>Likelihood (Possible) Severity (Major/Catastrophic)  Risk Rating: <b>High</b></p>	<ul style="list-style-type: none"> <li>Premises, particularly gaps between walls and floors, and windows kept in good condition.</li> <li>Hygiene practises are in place to keep surfaces clean and remove cobwebs from cupboards when necessary.</li> <li>Premises and outdoor areas are kept tidy, free of leaf piles and de-cluttered.</li> <li>Workplace safety checks are in place including checking playground before children use it.</li> <li>Clear procedures in place, on display and in Handbooks.</li> <li>Qualified first aiders on premises.</li> </ul>	<p>Likelihood (Rare) Severity (Moderate)  Risk Rating: <b>Low</b></p>
<p><b>Loss of Power/Water/ Electrocuttion:</b> Injury, dehydration (M, P)</p>	<p>Likelihood (Possible) Severity (Major/Catastrophic)  Risk Rating: <b>High</b></p>	<ul style="list-style-type: none"> <li>Workplace safety checks in place and electrical equipment installed by ANU and maintained in good condition.</li> <li>Electrical equipment out of reach of children and regularly checked by ANU.</li> <li>Cords uncoiled and socket safety covers used.</li> <li>Washers, dryers and kitchen appliances well maintained and have clear safety instructions for use.</li> <li>Clear emergency procedures in place, on display and in Handbooks.</li> <li>Qualified first aiders on premises.</li> </ul>	<p>Likelihood (Rare) Severity (Moderate)  Risk Rating: <b>Low</b></p>



<p><b>Structural damage to the property:</b> Injury, Trauma (M, P)</p>	<p>Likelihood (Possible) Severity (Major/ Catastrophic)</p> <p>Risk Rating: <b>Extreme</b></p>	<ul style="list-style-type: none"> <li>• Building and equipment maintained in good condition through regular Workplace Safety Checks.</li> <li>• Clear emergency procedures in place, on display and in Handbooks.</li> </ul>	<p>Likelihood (Rare) Severity (Moderate)</p> <p>Risk Rating: <b>Low</b></p>
<p><b>Missing child on premises or excursion/abandoned child:</b> Injury, Trauma (P, Psych)</p>	<p>Likelihood (Possible) Severity (Major/ Catastrophic)</p> <p>Risk Rating: <b>Extreme</b></p>	<ul style="list-style-type: none"> <li>• Quality educator-to-child ratios maintained.</li> <li>• Educators trained in active supervision.</li> <li>• Clear procedures in place for children’s arrival and departure.</li> <li>• Risk Assessment undertaken for each excursion.</li> <li>• Clear procedures in place for checking all children are accounted for on excursions.</li> <li>• Emergency procedures in place, on display and in Handbooks.</li> </ul>	<p>Likelihood (Rare) Severity (Major)</p> <p>Risk Rating: <b>Moderate</b></p>
<p><b>Vehicle accident in car park or on excursion:</b> Injury, Trauma (P, Psyche)</p>	<p>Likelihood (Possible) Severity (Major/ Catastrophic)</p> <p>Risk Rating: <b>Extreme</b></p>	<ul style="list-style-type: none"> <li>• Annual car park and signage audit by ANU.</li> <li>• Families asked to drive carefully, be aware of reversing vehicles and hold hands with their children in the car park.</li> <li>• Risk Assessment undertaken for each excursion.</li> <li>• Clear excursion safety procedures in place.</li> <li>• All vehicles in which Heritage persons travel in must be safe and roadworthy.</li> <li>• Clear emergency procedures in place, on display and in Educator Handbook.</li> <li>• Qualified first aiders on premises and excursions.</li> </ul>	<p>Likelihood (Rare) Severity (Major)</p> <p>Risk Rating: <b>Moderate</b></p>
<p><b>Outbreak of known infectious disease or illness:</b> Illness and infection (B)</p>	<p>Likelihood (Almost certain) Severity (Major)</p> <p>Risk Rating: <b>Extreme</b></p>	<ul style="list-style-type: none"> <li>• Heritage educators and children will strictly follow the Hygiene and Infection Control Policy and reinforce these procedures with regular reminders to families and staff during an outbreak.</li> <li>• Educators will ensure hand washing occurs for 20 seconds before and after eating, after toileting etc, and the Heritage community cough and sneeze into their elbow or directly into a tissue and throw the tissue in a bin.</li> <li>• The Heritage community will strictly adhere to the Heritage exclusion guidelines and these will be increased in line with advice from ACT Health as required.</li> <li>• The Director will follow advice from ACT Health on containment strategies.</li> </ul>	<p>Likelihood (Rare) Severity (Moderate)</p> <p>Risk Rating: <b>Low</b></p>

<p><b>Medical Emergencies:</b></p> <p><b>Sudden Illness or Injury/Severe Allergic Reaction/Poisoning/Choking/Drowning/Death of a Child/SIDS:</b> (P, B, C, Psyche)</p>	<p>Likelihood (Almost certain) Severity (Catastrophic)</p> <p>Risk Rating: <b>Extreme</b></p>	<ul style="list-style-type: none"> <li>• Medical conditions and individual needs managed effectively through Medical Condition plans including Communication and Risk Management Plans.</li> <li>• Illness, administration of medication and first aid procedures in place.</li> <li>• Educators trained in first aid, allergy, anaphylaxis and asthma procedures on the premises and excursions at all time.</li> <li>• Work Health and Safety checks in place and premises and equipment kept in good condition.</li> <li>• Dangerous products kept out of reach of children.</li> <li>• Alcohol, illegal drug use and smoking are prohibited on the premises during the hours of operation.</li> <li>• Food safety and hygiene procedures in place.</li> <li>• Safe rest and sleep practices in place.</li> <li>• Safe clothing, footwear and sun protection practices in place.</li> <li>• Educators trained in water safety and active supervision.</li> <li>• Emergency and first aid procedures on display and in Handbooks.</li> </ul>	<p>Likelihood (Rare) Severity (Moderate)</p> <p>Risk Rating: <b>Low</b></p>
<p><b>New Disease/Influenza Pandemic:</b> Infection, illness (B, Psyche)</p>	<p>Likelihood (Almost certain) Severity (Major/Catastrophic)</p> <p>Risk Rating: <b>Extreme</b></p>	<ul style="list-style-type: none"> <li>• Pandemic Emergency Management Plan (Appendix 9) in place and regularly reviewed in line with advice from the Department of Health, Department of Education and ACT Regulatory Authority (Appendix 9).</li> <li>• COVID-19 Policy and Procedures.</li> </ul>	<p>Likelihood (Rare) Severity (Moderate)</p> <p>Risk Rating: <b>Low</b></p>

Risk Assessment During Emergency Evacuations and Drills – Routes and Assembly Points			
Identified Risks at:	Initial Risk Assessment without Mitigation	Procedures in place for Mitigating Risks	Risk Assessment with Mitigation in Place
<ul style="list-style-type: none"> <li>Rear deck car park</li> <li>Car park behind Preschool</li> <li>Area at Uni House</li> <li>National Museum Main Entrance</li> </ul>			
Child lost/missing	High	<ul style="list-style-type: none"> <li>Portable emergency contact lists are available in each room and taken on evacuations/lockdowns.</li> <li>Educators apply constant vigilant supervision during evacuation/drills and take head counts.</li> <li>Educators are aware of children who require extra assistance.</li> <li>The educational program includes age-appropriate information on dealing with emergency situations.</li> <li>Children rehearse appropriate emergency procedures and responses including fire, evacuation, and lockdown procedures.</li> <li>Missing child procedure in place.</li> <li>Educators take mobile phones on evacuation and will tune their walkie talkies into channel (frequency) 66 in an emergency situation.</li> </ul>	Low
Medical Emergency	High	<ul style="list-style-type: none"> <li>Educators apply constant vigilant supervision and are alert to the immediate needs of all children throughout evacuations/drills.</li> <li>Procedures are in place to ensure educators take medical condition management plans and medication on evacuation.</li> <li>Educators look for signs and symptoms during evacuations in children with medical conditions.</li> <li>Portable first aid kits and emergency asthma and anaphylaxis medication are taken on evacuations/drills.</li> <li>All permanent educators have up to date first aid qualifications including emergency asthma and anaphylaxis.</li> <li>Educators take mobile phones on evacuation and will tune their walkie talkies into channel (frequency) 66 in an emergency situation.</li> </ul>	Low
Over-exposure to weather/sun	High	<ul style="list-style-type: none"> <li>Emergency provisions bags are taken on evacuation/drills and contain sunscreen and tarpaulin to provide shade/shelter.</li> </ul>	Low
Accident in car park	High	<ul style="list-style-type: none"> <li>Educators apply constant vigilant supervision during evacuation/drills and take head counts.</li> <li>Children rehearse appropriate emergency procedures and responses including fire, evacuation, and lockdown procedures.</li> </ul>	Low

		<ul style="list-style-type: none"> <li>The educational program includes age-appropriate information on road safety.</li> <li>Where emergency vehicles arrive in the carpark, educators keep children away from vehicles.</li> <li>Educators use their discretion regarding whether children should hold hands.</li> </ul>	
Dehydration and Hunger	High	<ul style="list-style-type: none"> <li>Emergency provisions are taken on evacuation/drills and contain powdered milk and milk bottles for babies and empty water bottles, paper cups and crackers for older children.</li> <li>Snacks will be kept in an Emergency Provisions Bags.</li> </ul>	Low

**Risk Matrix**

	Likelihood					
		Rare	Unlikely	Possible	Likely	Almost certain
Consequences	Major	Moderate	High	High	Critical	Critical
	Significant	Moderate	Moderate	High	High	Critical
	Moderate	Low	Moderate	Moderate	High	High
	Minor	Very low	Low	Moderate	Moderate	Moderate
	Insignificant	Very low	Very low	Low	Moderate	Moderate