NSW Department of Education

# Guide to developing your emergency management plan

Early childhood education and care services

The Guide to developing your emergency management plan (the Guide) aims to assist services with developing and maintaining their emergency management plans. The Guide contains important information and step-by-step instructions to completing the [Emergency management plan template (DOCX 233 KB)](https://education.nsw.gov.au/content/dam/main-education/early-childhood-education/operating-an-early-childhood-education-service/media/documents/emergency-and-incident-management/Emergency_Management_Plan_template.DOCX).

This Guide and template should be used together as resources to assist you in developing your emergency management plan and procedures relevant to your service. If you choose to use the template, you will need to review the information provided and pre-populated sections, and make necessary adjustments to ensure the plan is relevant to your service.

Using the Guide and template together will give your service an indication of the levels of planning, assessment and actions required in developing an effective emergency management plan and robust emergency and evacuation procedures for your service.

You are not required to submit your emergency management plan to the NSW Department of Education, as the NSW Regulatory Authority for the early childhood education and care (ECEC) sector. It is also not mandatory for services to use the department emergency management plan template, and you may prefer to use your service’s existing templates.

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NSW Department of Education has adapted this resource with permission from the Victorian Government Department of Education.

## Emergency Management Planning

### Why do education and care services need an emergency management plan?

Please note these procedures and responsibilities are to be used as a guide only and you should tailor these to your ECEC service’s requirements. As no 2 **emergency events are identical, judgement must be exercised when implementing and managing an emergency response and recovery, having regard to the many factors that can impact on an incident and influence the decisions taken.**

The NSW Department of Education is the Regulatory Authority (NSW Regulatory Authority) for the ECEC sector in NSW. It is committed to providing a safe and secure environment for all children, educators and staff. Every ECEC service is required to have an emergency management plan (EMP).

Your EMP records the service’s emergency management arrangements. A well-developed EMP includes preparedness, prevention, response and recovery strategies, agreed staff emergency management roles and responsibilities, and a site-specific risk assessment.

Approved providers, educators and staff members in an ECEC service have a duty of care to take reasonable steps to prevent injury to children under their care. This duty can be seen to extend to taking reasonable steps to identify, assess and manage risks, and reasonable steps to plan, prepare, respond and recover in an emergency.

[Regulation 43](https://legislation.nsw.gov.au/view/html/inforce/current/sl-2017-0404#sec.43) of the *Work Health and Safety Regulation 2017* requires a person conducting a business or undertaking at a workplace to ensure that an **emergency plan** is prepared for that workplace that provides for the following:

1. emergency procedures, including
2. an effective response to an emergency
3. evacuation procedures
4. notifying emergency service organisations at the earliest opportunity
5. medical treatment and assistance
6. effective communication between the person authorised by the person conducting the business or undertaking to coordinate the emergency response and all persons at the workplace
7. testing of the emergency procedures, including the frequency of testing
8. information, training and instruction to relevant workers in relation to implementing the emergency procedures.

Services are required to implement an emergency plan that considers the specific hazards, the size and location and number of staff, children and other persons at that workplace. They are also required to ensure that the emergency plan remains relevant and is effectively enacted in the event of an emergency. This obligation also covers contractors, visitors and volunteers.

The success of your response to an emergency will be influenced by the timeliness of applying a planned and rehearsed response procedure to an unanticipated incident and the mitigation of adverse consequences.

#### Early childhood education and care services

For the purpose of this Guide, the term ECEC services includes early childhood education and care services regulated under the *Children (Education and Care Services National Law Application) Act 2010* (National Law), the Education and Care Services National Regulations(the Regulations) and the Children (Education and Care Services) Supplementary Provisions Regulation 2019.

ECEC services operating under the National Quality Framework (NQF) include Kindergartens (preschools), long day care services, outside school hours care (OSHC) and family day care (FDC) services. The National Law and Regulations require services to operate in a way that ensures that every reasonable precaution is taken to protect children being educated and cared for by the service from harm and any hazard likely to cause injury, including responding to potential bushfire risks.

Regulations 97 and 168 to 172 of the *Education and Care Services National Regulations 2012* require an approved provider of an ECEC service to have an emergency and evacuation policy and procedure which includes the following information:

* risk assessment to identify the potential emergencies that are relevant to the service
* instructions for what must be done in the event of an emergency
* emergency and evacuation procedures and a floor plan

For information about understanding the responsibilities of managing bushfire risks in centre-based and family day care services, refer to our [Emergency planning, management, response and recoveries](https://education.nsw.gov.au/early-childhood-education/operating-an-early-childhood-education-service/current-service-providers/emergency) webpage.

### Emergency defined

An emergency is defined by the *State Emergency and Rescue Management Act 1989* as:

an actual or imminent occurrence (such as fire, flood, storm, earthquake, explosion, terrorist act, accident, epidemic or warlike action) which—

1. endangers, or threatens to endanger, the safety or health of persons or animals in the State, or
2. destroys or damages, or threatens to destroy or damage, property in the State, or
3. causes a failure of, or a significant disruption to, an essential service or infrastructure, being an emergency which requires a significant and co-ordinated response.

The types of hazards and threats ECEC services will address in their emergency management plan will depend on what is identified in their risk assessment as relevant to their location.

### Purpose of this guide

The purpose of this guide is to assist you with developing and maintaining your EMP. It contains important information and step by step instructions and applies to the templates found on the department’s emergency management resources page. Utilising this guide and accompanying template will give your service an indication of the levels of planning, assessment and actions required in developing and effective emergency plan and procedures for your service.

This guide and the emergency management plan template should only be used as a resource to assist you in developing your EMP and procedures relevant to your service. If you choose to use a department EMP template, you will need to review the information requirements and pre-populated sections and make the necessary adjustments to ensure the information is relevant to your ECEC service.

You are not required to submit your EMP to the department.

Use of the department EMP templates or guidance is not mandatory for ECEC services – you may prefer to use your service’s existing templates. It is important to remember that your service’s templates should be designed, implemented and updated in consultation with relevant authorities as outlined in [Quality Area 2](https://www.acecqa.gov.au/nqf/national-quality-standard/quality-area-2-childrens-health-and-safety), element 2.2.2 of the National Quality Standard (NQS). For more information on consulting relevant authorities, please visit the department’s [Consulting relevant authorities, communication and notifications](https://education.nsw.gov.au/early-childhood-education/operating-an-early-childhood-education-service/current-service-providers/emergency/plan/resource-1) webpage.

Australian Standard 3745-2010 ‘Planning for emergencies in facilities’, the industry benchmark for best practice emergency management, has been used in the development of both this guide and the EMP templates. You are not required to purchase a copy of AS:3745-2010.

This guide does not address business continuity planning but does assume that ECEC services have a business continuity plan in place.

### Establishing your Emergency Planning Committee

In accordance with Australian Standard 3745-2010, your service’s EMP should be developed using a team approach. A team approach will ensure that you have adequate resources in place to develop, test and review your EMP.

When conducting a risk assessment at your service, the approved provider of your service should identify the applicable response to the identified emergencies and create appropriate emergency and evacuation procedures.

To help you to achieve this, your service may want to establish an emergency planning committee (EPC). An EPC is responsible for conducting the risk assessment, consultation, planning and rehearsals of your emergency plans and procedures. Your EPC should consist of at least 2 people, which may include your approved provider, management staff or their delegates.

In the case of a sole educator operating a service from their residence or an approved venue, such as family day care, an approved provider, nominated supervisor or coordinator can form part of the committee.

Your EPC will plan and direct the way your service will respond to an emergency, including designating key personnel such as the chief warden

The responsibilities identified for educators and staff involved in this planning process are based on Australian Standard 3745-2010 ‘Planning for Emergencies in Facilities’ and include the following:

* Identifying threats and hazards specific to your service, its location and surrounding community.
* Developing the EMP.
* Ensuring that the EMP is easily identifiable and accessible to the relevant people.
* Establishing an Emergency Control Organisation (ECO). An ECO is the staff that your EPC has designated as responsible for enacting your emergency response procedures. In smaller services, your EPC and ECO can be the same staff and educators. Staff and educators can also hold multiple ECO roles and responsibilities such as:
* chief warden
* floor wardens
* first aid officer
* communications officer

Example of ECO structures can be found in [**section 6**](#_Section_6_–)of this guide.

* Ensuring that visitors and contractors are made aware of your service’s emergency response procedures (e.g. through the induction process).
* Implementing the EMP, including
* disseminating information about the EMP and its procedures to educators, staff, visitors and parents and families
* ensuring key personnel understand their roles (e.g. chief fire wardens, first aid officers)
* testing the EMP on a quarterly basis at minimum
* regularly updating the EMP (e.g. to reflect changes to personnel, contact information and procedures)
* reviewing the EMP at least once a year or when reasonably practical to do so.
* Review and routine servicing of critical and other evacuation system elements.
* Ensuring that records are kept and retained of all emergencies.
* Ensuring that records of meetings are kept.

For more information on EPCs, please refer to the department’s [Emergency planning, management, response and recoveries](https://education.nsw.gov.au/early-childhood-education/operating-an-early-childhood-education-service/current-service-providers/emergency/plan/resource-1) webpage

### Structure of your EMP

This EMP has been structured into two parts:

* Part 1 - Emergency response
* Part 2 - Emergency preparedness.

#### Part 1 – Emergency response

Part 1 contains all the information you will need in order to respond to an emergency and comprises:

* emergency contacts
* emergency planning committee structure and contact details
* emergency planning committee roles
* communication tree
* educators/staff trained in first aid
* emergency response procedures
* response procedures for specific emergencies
* area map
* evacuation diagram
* parent/family contact information
* children, educators, visitors and staff with additional needs.

The location of these sections at the start of your EMP will help you to quickly access critical emergency response procedures. You are encouraged to make additions or variations based on the specific threats and hazards that could lead to an emergency at your facility.

#### Part 2 – Emergency preparedness

Part 2 contains important information about your facility:

* ECEC service profile
* a site-specific risk assessment
* emergency rehearsals schedule
* emergency kit checklist
* emergency management plan completion checklist.

The risk assessment is the most critical part of your plan. It is in this section that you will identify the particular hazards to your ECEC service, assess the risks these present to your service and determine how you will manage them.

### Customise your EMP

Where possible, your EMP template has been pre-populated with:

* generic emergency response procedures
* generic responsibilities of roles that need to be assigned before, during and after an emergency.

Please note these procedures and responsibilities are to be used as a guide only and you should tailor these to your ECEC service’s requirements. As no 2 emergency events are identical, judgement must be exercised when implementing and managing an emergency response and recovery, having regard to the many factors that can impact on an incident and influence the decisions taken.

### Socialise your EMP

Socialising your EMP with organisations and people who may have a role to play during an emergency situation impacting your service is an essential part of emergency management planning and preparedness.

In addition to members of the facility’s emergency control organisation (see [section 6](#_Section_6_–)), such as staff assigned a role in an emergency event (e.g. warden, communications) and other relevant staff, your EMP should be made available to:

* police
* fire services
* local council
* schools in close proximity to your service, including any organisations that are co-located with your service.

Communicating the key aspects of your emergency planning to the wider service community will help families to understand how the ECEC service will respond to an emergency. This will strengthen the community’s confidence in your emergency management planning and help to minimise some of the issues you may encounter when parents are unclear about the facility’s preparedness for emergency events.

For a collated list of NSW emergency agency contacts you may wish to socialise your EMP with, please refer to the department’s sample communication plan on the [Consulting relevant authorities, communication and notifications](https://education.nsw.gov.au/early-childhood-education/operating-an-early-childhood-education-service/current-service-providers/emergency/plan/resource-1) webpage.

Services are encouraged to have regular dialogue and collaborate with surrounding schools and other services, including co-located organisations, on EMP procedures.

In preparing for the NSW bushfire season, it is advisable for ECEC services to liaise with other surrounding ECEC services and schools, including government schools that are co-located or in close proximity to your service.

ECEC services co-located on school grounds **should** be included in the schools EMP and have representatives on the school’s EPC. We encourage services to contact the department for more information on how co-located services can achieve this.

## Developing your EMP

The level of information contained in your EMP will depend on the risk profile, size, location and operations of your service. Where possible and reasonably practical to do so, consult with your local emergency services and local government emergency management staff regarding aspects of your EMP.

Once you have formed your EPC, follow the instructions on how to complete each section of the EMP template. **As Part 2 of your EMP (including the risk assessment) relate to preparedness, it is recommended you complete Part 2 as a first step.**

Many sections of the EMP template have been pre-populated for your convenience. However, it is important that you customise generic procedures to ensure they reflect your service and its risk profile.

### Cover page

Insert the name of your ECEC service in the space provided on the cover page and update the period the EMP covers. Insert your service logo or a picture of the facility. You should consult with your EPC on how often the EMP should be reviewed and updated (e.g. if nearby building works have started or after emergency rehearsal debriefs).

The table below will assist you in completing this section of your EMP template.

|  |  |
| --- | --- |
| **Name** |  |
| **Physical address** | Insert the physical address of your service, not a PO box number or description. This address will be the location emergency services will be dispatched to when responding to a call for assistance. |
| **Phone number** | This is the generic contact number for your service |
| **Email address** | This is the generic email address for your service |
| **Region / rural fire district** | Download the [NSW Rural Fire Service - Area commands / Zones / Districts (PDF 2.5 MB)](https://www.rfs.nsw.gov.au/__data/assets/pdf_file/0015/13326/NSWRFS_AreaCommands_A3.pdf) to find which district your service is located in. |
| **Is your service on  bushfire-prone land?** | Use the RFS [bushfire prone land online mapping tool](https://www.rfs.nsw.gov.au/plan-and-prepare/building-in-a-bush-fire-area/planning-for-bush-fire-protection/bush-fire-prone-land/check-bfpl) to check if your service is located on bushfire prone land. |
| **EPC / individual who prepared this EMP** | Insert the name of the person / EPC who prepared the EMP |
| **Approved Provider approving our plan** | Insert the name of the person approving the EMP. |
| **Date approved** | Insert the approval date of your EMP by the approved provider |
| **Next review date** | Insert the date your EMP will be reviewed and updated. |

### Contents

The contents page of your EMP template can be automatically updated to reflect changes in the page numbers (refer to [Page Numbers section](#_Page_numbers) of this Guide for details).

### Section 1 – Purpose and Section 2 – Scope

The purpose and scope sections have been pre-populated and provide a concise statement to explain the purpose of your EMP and the people to whom it applies.

Insert the name of your service as appropriate in the purpose and scope sections. You may wish to add additional details to these sections to provide contextual or background information (e.g. a site description, details about the general locality, service demographics, environmental factors etc).

### Section 3 – Distribution

List every staff member and organisation that has been given a copy of your EMP in section 3 of your EMP template. It is important to keep the list up to date so that important changes to your plan can be communicated to key stakeholders.

Distribute your EMP or relevant parts of your EMP to organisations you consider need to be familiar with it should an emergency arise. An example distribution list is shown below.

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Position title and organisation name** | **Date sent** | **Email or postal address** |
| <Insert name> | e.g. chief warden | <Insert date> | <Insert address> |
| <Insert name> | e.g. logistics officer (warden) | <Insert date> | <Insert address> |
| <Insert name> | e.g. communications officer | <Insert date> | <Insert address> |
| <Insert name> | e.g. operations officer (area warden) | <Insert date> | <Insert address> |
| <Insert name> | e.g. planning officer | <Insert date> | <Insert address> |
| <Insert name> | e.g. service first aid officer | <Insert date> | <Insert address> |
| <Insert name> | e.g. staff member | <Insert date> | <Insert address> |
| <Insert name> | e.g. officer in charge local RFS | <Insert date> | <Insert address> |
| <Insert name> | e.g. officer in charge local SES | <Insert date> | <Insert address> |
| <Insert name> | e.g. officer in charge local police | <Insert date> | <Insert address> |

Note: not all emergency role positions may be present if you are a small service. In addition, the same person may hold multiple roles such as warden and first aid officer.

**To ensure adherence to the provisions of the *Privacy Act 1988 (Cth)*, please remove any information of a private nature before distributing your EMP to organisations or individuals outside your service.**

## Part 1 – Emergency Response

### Section 4 – In case of emergency

Section 4 of your EMP template is highlighted for easy identification in case of an emergency.

In addition to the phone number for emergency services, provision is made for you to insert the details of any other contact you would call in an emergency for advice and/or support should you need it.

For example, this may be your approved provider or person with management or control representative.

### Section 5 – Emergency contacts

In section 5 of your EMP template, record all the emergency contacts relevant to your facility.

This section comprises:

5.1 Emergency agencies such as NSW Police, RFS, Fire and Rescue NSW and SES. Visit the department’s [Consulting relevant authorities, communication and notifications](https://education.nsw.gov.au/early-childhood-education/operating-an-early-childhood-education-service/current-service-providers/emergency/plan/resource-1) page for a full list of NSW emergency contact services.

5.2 Key contacts within your service. Include the contact details of any other facility/business co-located on your site.

The EMP contains a field for ‘Staff member responsible for bulk messaging’ (where SMS or equivalent system for bulk messaging is in place). The staff member responsible for bulk messaging should act under the guidance of your communications plan in your EMP.

5.3 Key organisational/regional contacts relevant to your service.

5.4 Key local organisations or services such as local government. In addition to the types of organisations/services provided as examples in the template, include any others that your service may call upon to assist during an emergency.

5.5 Transport emergency contacts. Insert the details of all the transport routes and contacts relevant to your service.

For ease of access, a copy of the emergency contacts list should be prominently displayed or readily accessible by appropriate staff (e.g. next to your office telephone or floor plans and procedures beside each exit to your service).

### Section 6 – Emergency Control Organisation

An emergency control organisation (ECO) is the staff that your EPC has designated as responsible for enacting your emergency response procedures. In smaller services to medium-sized services, it may be necessary for the members of the EPC and ECO to be the same staff and educators.

Staff and educators can also hold multiple ECO roles and responsibilities such as:

* chief warden (at a minimum)
* floor wardens
* first aid officer
* communications officer.

You can insert a structure diagram of your service’s ECO in section 6.1 of your EMP template.

You may consider changing the titles of the positions within your ECO structure to best reflect your service’s preferences and number of educators and staff available. For smaller services, it may not be possible to fill all ECO roles due to the limited number of staff and educators. In this case for example, it may be reasonably practical for a staff member to hold both the chief warden and communications role. It is important that your service’s EPC design your ECO so that it is relevant to your service (even if your EPC and ECO members are the same staff and educators).

Your designated chief warden will take initial charge of an emergency and delegate the other responsibilities until emergency services arrive and take control of the incident. The chief warden will need to advise the incident controller of the relevant emergency service of:

* the current situation
* what actions have been undertaken
* whether there are any injuries
* what continuing risks have been identified
* what actions you intend to take.

Members of ECOs are identified by emergency services by colour code under the Australian Standard AS3745:2010:

* chief warden – white
* deputy chief warden – white
* communications officer – white
* floor/area warden – yellow
* warden – red
* first aid officers – green (white cross on a green background).

Dependent on how many ECO roles your service has identified in your EMP, you may want to consider acquiring plain hats or vests that correspond to this colour so emergency services can quickly identify your role in an emergency situation when they arrive.

Responsibilities of ECO members (e.g. first aid officer, communications officer and chief warden/wardens) are pre-populated in section 7 of the EMP template. These can be modified to meet the needs and size of your service.

**ECOs are scalable. For example, in a small service there may be insufficient educators/staff for a discrete ECO role to be assigned to an individual. In such cases, educators/staff members can assume multiple roles.**

As a rule of thumb, consider activating your ECO for every emergency situation.

#### Example of an ECO structure for a large ECEC service

**Chief Warden**



**Communications Officer**

**Operations Officer   
(Area Warden)**

**Planning Officer**

**Logistics Officer (Warden)**

#### Example of an ECO structure for a medium sized ECEC service

In this example,   
the chief warden performs the roles   
of communications officer and planning officer.

**Chief Warden**



**Logistics Officer (Area Warden)**

**Operations Officer**

#### Example of an ECO structure for a small ECEC service (such as an FDC service)

In this example, the chief warden performs the roles of communications officer, planning officer and operations officer (area warden)

**Chief Warden**



**Logistics Officer (Warden)**

**Note: you may want to consider also including wellbeing support staff in your ECO structure if   
you can.**

**ECO contact details**

Insert the business and after hours contact details of your primary and back-up members in the table provided in section 6.2 of the EMP template. The contact details of ECO members must be kept up to date.

### Section 7 – Emergency control organisation responsibilities

The responsibilities of each ECO member are pre-populated in section 7 of your EMP template. Your EMP planning team should review the responsibilities and adapt them to your service’s arrangements and processes as appropriate.

All members of the ECO must understand their assigned responsibilities and practice their role during emergency drills.

**You may consider changing the titles of the positions within your ECO structure to best reflect your service’s preferences.**

### Section 8 – Communication tree

Insert a diagram of your service’s communication tree in section 8 of your EMP template.

A communication tree enables you to easily identify who at your service will contact relevant persons or organisations, such as parents, emergency services, neighbours and region/organisation management in the event of an emergency.

A well-thought-out communication tree provides an easy-to-follow illustration of who has responsibility for contacting whom within your ECEC service and community. It can be of great assistance to anyone who may not be familiar with your service’s procedures, such as temporary staff or casual educators. You may wish to include more than one communication tree in your EMP depending on the size of your service.

The communication tree example below can be adapted, copied and pasted into your EMP. Additional resources on communication plans, including a template, are available on the department’s [Consulting relevant authorities, communication and notifications](https://education.nsw.gov.au/early-childhood-education/operating-an-early-childhood-education-service/current-service-providers/emergency/plan/resource-1) webpage.

#### Example of an ECEC service communication tree

Responsible Person/

Primary Nominee AH/mobile:

‘000’

Emergency Services

NSW Regulatory Authority

Approved Provider or

Person with Management or Control Representative

Staff Member AH/mobile:

Staff Member AH/mobile:

Parents/Person authorised in the enrolment record A - E

Parents/Person authorised in the enrolment record O - Z

Parents/Person authorised in the enrolment record F - I

Parents/Person authorised in the enrolment record J - N

### Section 9 – Staff trained in first aid/asthma/anaphylaxis

In section 9 of your EMP template, list the educators/staff at your service who have current first aid/asthma/anaphylaxis qualifications and can be called upon should their assistance be required.

Please note that first aid training and assessment of competency needs to be undertaken by appropriately accredited persons prior to first aid staff carrying out responsibilities of the role.

ECEC services must comply with the requirements set out in [regulation 136 first aid qualifications](https://legislation.nsw.gov.au/view/html/inforce/current/sl-2011-0653#sec.136) of the National Regulations.

### Section 10 – Emergency response procedures

During an emergency it may be necessary to activate one or a combination of the following 5 core emergency procedures:

* on-site evacuation (relocation)
* off-site evacuation
* lock-down
* lock-out
* shelter-in-place.

Sections 10.1 to 10.5 of your EMP template have been pre-populated with steps for each of these 5 core emergency response procedures. You should customise/include these procedures to incorporate any specific modifications/additions arising from your risk assessment (see risk assessment section of this Guide).

The procedures provided are generic. As such, you will need to exercise judgement when implementing any emergency procedures as the particular circumstances of the event need to be considered in your response.

You may consider changing the titles of the positions within your response procedures to best reflect your ECEC service.

Conducting emergency response drills to test, validate and improve your procedures is an essential part of your service’s emergency management planning (see section 18 of this Guide).

A post-emergency record should be completed after an emergency event has occurred. An emergency response exercise debrief and report template is provided at appendix 3 of this guide.

Resources for emergency management planning and an emergency response exercise debrief and report template are available on the department’s [Emergency and evacuation rehearsals](https://education.nsw.gov.au/early-childhood-education/operating-an-early-childhood-education-service/current-service-providers/emergency/plan/resource-4) webpage.

#### Notification and Reporting

ECEC services are reminded that they must report serious incidents to the department in accordance with relevant regulatory requirements.

Notifications of serious incidents, incidents and complaints must be submitted online via the [National Quality Agenda IT System](http://www.acecqa.gov.au/national-quality-agenda-it-system) (NQA ITS) or contact our Information and Enquires team by:

* calling 1800 619 113
* emailing [eced@det.nsw.edu.au](mailto:eced@det.nsw.edu.au).

For more information on notifications and reporting, please refer to the department’s [Notifications and reporting](https://education.nsw.gov.au/early-childhood-education/regulation-and-compliance/notifications-and-reporting) webpage.

#### Section 10.1 – On-site evacuation procedure

On site evacuation/relocation will be necessary if it is unsafe for children and staff to remain inside the building. The procedure may be required for an emergency response to incidents such as a small fire, internal gas leak or other threat or hazard within the service.

This process is often combined with lockout procedure to ensure staff and children do not have access to a high-risk area.

Consider the following:

* Wardens and staff must make their best effort to clear the building and ensure no one remains inside.
* Take your emergency bag/first aid kit (including your children and staff attendance lists and a copy of this EMP).
* Once at your primary and/or secondary assembly point/s, check all children, staff and visitors are accounted for.
* All children should remain under the direct supervision of staff at the evacuation point to ensure no one returns to evacuated buildings.
* In the event that a person(s) cannot be accounted for at the evacuation point, services must make best efforts to establish the last known location of the missing person(s) including checking with staff, children, educators, and conduct a second role check / head count.
* Any person who cannot be accounted for at the evacuation point must be reported to emergency services immediately upon their arrival.

It is recommended that, where possible, you identify more than one on-site evacuation assembly point.

#### Section 10.2 – Off-site evacuation procedure

If it is unsafe for children and staff to remain at the service premises (including the outside service grounds), the service will need to be evacuated to the most appropriate designated off-site assembly point.

An off-site evacuation may be required for an emergency response to incidents such as a bomb threat, fire, chemical spill or flood. Off-site evacuation may also be required as a result of events outside of the service grounds that can impact on the safety of children and staff, such as factory fire, petrol station incidents, or other industrial or policing incidents.

It is recommended that you identify more than one off-site evacuation point if possible. Consideration should be given to procedures as per above for if a person cannot be accounted for at the evacuation point.

#### Selecting off-site evacuation assembly points

Some services, such as those in remote/very remote areas, will only have limited options for off-site evacuation assembly points. Where options exist, select an off-site assembly location that offers access to:

* shelter
* water
* toilet facilities/nappy changing facilities.

If you are considering using a local government building, make sure you have obtained council approval, understand access and availability restrictions, and that the service can accommodate all children and staff. You may also wish to consider negotiating access with schools in close proximity as off-site evacuation locations.

All councils are required to develop local emergency plans (EMPLAN). You should discuss your plan with your local council and provide a copy as appropriate.

The council may be able to provide you with advice about the appropriateness of your off-site evacuation assembly locations and inform you if any other facilities are proposing to use the same sites.

You may also wish to consult with local emergency services when you are determining your evacuation routes and assembly points for both on-site and off-site evacuations. You should also consider what transport your service will utilise to arrive at the off-site assembly point, as well as the ages of the children at your service that will need to be physically carried.

Make sure the location of your evacuation kit is known you your service’s staff and educators and easy to take when leaving quickly.

#### Section 10.3 – Lockdown procedure

A lockdown may be necessary due to an incident that has occurred or is occurring on site or in the local area, and where it is determined it is safest for children and staff to stay inside. A lockdown may be required in response to an emergency, such as a hazardous smoke emission from a nearby factory fire, severe weather event or a sensitive police operation.

When customising the generic lockdown procedure provided in your EMP template, consider the implications of an extended lockdown. In circumstances where the service may have to be in lockdown for up to several hours, access to toilet facilities will become an issue. As such, consideration needs to be given to what arrangements need to be made during such times.

#### Section 10.4 – Lock-out procedure

A lockout may be used when an internal and immediate danger is identified and it is determined that children and staff should be excluded from the service premises for their safety. For example, it may be unsafe for people to enter the service due to a gas leak in the facility. You should consider the same access to facilities for your staff and children as outlined in **choosing your off-site evacuation assembly point** above.

#### Section 10.5 – Shelter-in-place procedure

This protective action refers to both a process and a location. Sheltering-in-place may be used when you have determined that this action provides the best protection from external hazards, such as a severe weather event or intruder threat. In the case of a bushfire, a shelter-in-place location may be considered as an option as a central assembly point prior to evacuation, or as a **last resort when evacuation is no longer a viable option.**

The location in which you shelter-in-place, such as during a severe weather event, may not be the same location you would use to shelter-in-place from a bushfire or grassfire.

If there is a risk of the fire becoming a threat to the safety of the children at your service, immediate evacuation off-site must be activated. **A shelter-in-place location is not a bushfire refuge.**

Your shelter-in-place location should be sited away from the most likely approach of a bush or grass fire and the least vulnerable to a potential bushfire attack. If one site is not large enough to accommodate all the children and staff at your service, you will need to identify additional suitable locations.

#### Guidance for selecting your shelter-in-place location

A service’s shelter-in-place location/s will:

* comfortably accommodate all children and staff (where this is not possible at one location, select 2 locations) and anticipate
* it may be necessary shelter-in-place for anywhere from 30 minutes to 2 to 3 hours
* conditions will become hot and stuffy
* children will need to sit on the floor to avoid fatigue
* staff will require space to move around and help children who need assistance
* have more than one entry and exit point
* be located in a building with radiant heat resistance if available
* allow for access by children and staff of all abilities.

You may wish to consult your relevant local emergency service when assessing the most appropriate place on your premises to use if required to shelter-in-place. Some considerations include:

* access to your emergency kit/medication
* food
* water
* toilet/nappy changing facilities.

### Section 11 –Response procedures for specific emergencies

Sections 11.1 to 11.11 of your EMP template have been pre-populated with emergency response procedures for specific types of emergencies, including:

* building fire
* bushfire
* major external emission/spill
* severe weather event
* riverine flooding
* bomb/substance threat (includes bomb/substance threat phone checklist)
* earthquake
* intruder
* influenza pandemic.

Once you have completed your risk assessment (section 17) and you have identified threats and hazards to your service, your planned preparation for, response to, and recovery from these threats and hazards need to be included in the response procedures for specific emergencies section of your EMP.

Remove any pre-populated responses to specific emergencies from this section that are not identified in your risk assessment. For example, if your service is in a metropolitan area and will never be at risk of bushfire, delete this risk from section 11 of your EMP. Add any threats and hazards identified in your risk assessment that are not currently addressed in this section.

You will need to exercise judgement when implementing response procedures during an emergency as the particular circumstances of the event need to be considered in your response.

**You may consider changing the titles of the positions within your response procedures to best reflect your service’s preferences.**

### Section 12 – Area map

In section 12 of your EMP template, insert an area map to show the location of your service and its off-site evacuation points. Your area map will assist you when selecting the most appropriate evacuation route and off-site assembly points. It should include:

* surrounding streets (including street names)
* exit points from your service
* emergency services access points
* a minimum of 2 off-site assembly areas (where possible)
* off-site evacuation routes (coloured green)
* major landmarks
* legend
* nearby ECEC services and schools that are incorporated into your communication plan.

Your area map should also specify the distance, the means of transportation and estimated time it would take to get from your service to each assembly point (see example area maps below).

You can generate your area map using an online mapping program (e.g. Google Maps). If this is not possible, a copy of the relevant map from a street directory will suffice.

#### Example of an area map



|  |  |
| --- | --- |
| **Distance to primary off-site assembly point** | 200 metres |
| **Approximate time to reach primary off-site assembly point** | 10 minutes |
| **Distance to secondary off-site assembly point** | 250 metres |
| **Approximate time to reach secondary off-site assembly point** | 12 minutes |

**Legend**

|  |  |
| --- | --- |
| OSHC service (example) |  |
| Emergency services access point |  |
| Primary off-site assembly point |  |
| Secondary off-site assembly |  |
| Route to primary off-site assembly point |  |
| Route to secondary off-site assembly point |  |

### Section 13 – Floor plans (also known as evacuation diagrams)

Insert the evacuation diagram for your facility in section 13 of your EMP template.

Evacuation diagrams are required to be displayed in a prominent position near each exit of the ECEC service premises (regulation 97(4))

In accordance with Australian Standard 3745-2010 ‘Planning for Emergencies in Facilities’, evacuation plans must have the following minimum requirements:

* a pictorial diagram of the floor or area (at least 200 millimetres x 150 millimetres in size. Facilities with large floor areas should be prepared in sections so that no more than 2 exits are shown on each diagram)
* the title ‘Evacuation diagram’
* the ‘You are here’ location – this will be different for each diagram displayed within the facility. It is sufficient to include a building/floor level diagram in your EMP
* the designated exits, which must be shown in green
* communication equipment locations, for example
* Warden Intercom Points (WIPs) (must be shown in red)
* emergency call points (must be shown in white or have a black border)
* main panel/controls for warning equipment
* hose reels (must be shown in red)
* extinguishers (must be shown in red)
* fire blankets (must be shown in red)
* fire indicator panel if provided
* designated shelter-in-place location if present
* date diagram was validated
* location of assembly areas
* a legend to reflect the symbols used.

You may also wish to include the following optional elements if reasonably practical. If these options are present, your evacuation diagram must be displayed as A3 size:

* direction of opening of doors on designated exits
* first aid stations and kits (denoted by a white cross on a green background)
* hazardous chemical store
* spill response kits
* evacuation information (e.g. procedure as documented in the EMP, telephone numbers)
* paths of travel (coloured in green)
* specialised evacuation devices, including stairwell evacuation devices if provided
* fire and smoke doors
* hydrants (must be shown in red)
* medical management plans and EpiPens.

For more information on evacuation diagrams, including an evacuation diagram checklist, please visit the department’s [Emergency and evacuation floor plans](https://education.nsw.gov.au/early-childhood-education/operating-an-early-childhood-education-service/current-service-providers/emergency/plan/resource-3) webpage.

An [escape plan template](https://www.fire.nsw.gov.au/page.php?id=883) is available to download on the Fire and Rescue NSW website, which you can use to create your service’s evacuation diagram.

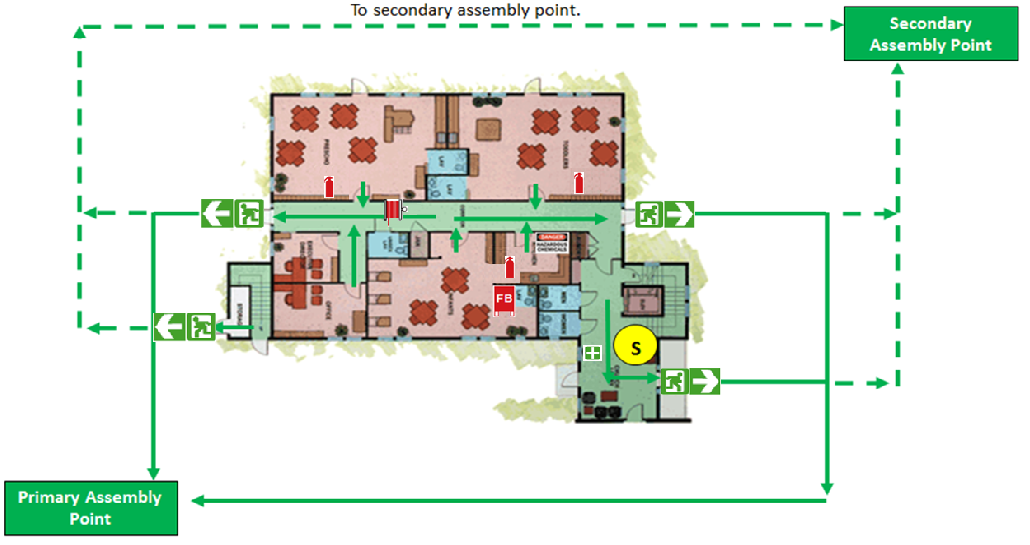
Regulation 97(4) of the National Regulations requires services to have a copy of their emergency diagram and instructions in a **prominent position** near **each exit** at the service. These instructions may include some of the following details:

* instructions for educators
* close service windows
* leave books/personal belongings and walk briskly in a calm, orderly manner to the instructed assembly area
* do not allow any children to leave the group during an evacuation/lockdown situation
* confirm numbers of children present and report missing children (if appropriate)
* focus on safety and wellbeing of children and staff
* Instructions for operation officer/wardens
* collect EpiPens, asthma kits, personal medications for staff and children, and emergency kit with mobile phone
* collect service sign-in sheets.

**Note:** the department has created an [Incident response plan (crash card) template](https://education.nsw.gov.au/content/dam/main-education/early-childhood-education/operating-an-early-childhood-education-service/media/documents/emergency-and-incident-management/sample-incident-response-plan.docx) (Word 40 KB) you may wish to use as a reference tool for your detailed emergency procedures.

#### Example of an evacuation diagram for an ECEC service

|  |  |
| --- | --- |
| Date evacuation diagram validated | 1 November 2020 |





#### Example only

|  |  |
| --- | --- |
| **Evacuation procedure**  <insert education and care service evacuation procedure>   * Do this… * Do this… * Do this… |  |

**EXAMPLE ONLY**

### Section 14 – Parent/family contact information

Having up to date parent/family contact information is essential should you need to get in touch in an emergency.

A hard copy of your facility’s current emergency contact list should be included in your emergency kit/bag ([see section 20](#_Section_20_-)). A hard copy of parent/family contact information may also be kept securely offsite. It will be important to have the emergency contact information readily accessible should an emergency situation arise, especially if the emergency requires evacuating the building or site.

If your emergency contact records are kept electronically, ensure you have an updated printout available as you may not be able to access electronic information in the event of an emergency.

**To ensure adherence to the provisions of the *Information Privacy Act 1988* (Cth), please remove the parent/family contact information section before distributing copies of your EMP to organisations or individuals outside your workplace.**

ECEC services must comply with the requirements set out in regulation 160 (child enrolment records to be kept by approved provider and family day care educator) of the National Regulations. This regulation states that enrolment records for each child must include any person who is to be notified of an emergency involving the child if any parent of the child cannot be immediately contacted.

### Section 15 –Children and educators/staff with additional needs

In section 15 of your EMP template, you will need to identify children and educators/staff with additional needs who may need assistance in an emergency.

The list must be kept up to date and include individuals who:

* have a medical condition which requires a medical management plan (e.g. asthma)
* have a vision, hearing or ambulatory impairment
* use a wheelchair or scooter
* are easily fatigued.

It will also be helpful if you describe in this section:

* diagnosed condition
* the assistance that will be required
* who will be responsible for assisting the child or staff member in an emergency.

The sample table below illustrates how you may wish to record the information:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Children and staff with a disability or additional needs** | | | | |
| **Name** | **Room/Area** | **Condition** | **Assistance needed during an emergency** | **Who will be responsible?** |
| <insert name> | 5 | Asthma – uses inhaler | Will require assistance and monitoring in heavy smoke | <insert name> |
| <insert name> | 7 | Impaired vision | Will require assistance during evacuation | <insert name> |
| <insert name> | Ground | Wheelchair | Will require assistance if located on 1st floor | <insert name> |

**To ensure adherence to the provisions of the *Privacy Act 1988* (Cth), please remove the ‘Children and staff with additional needs’ section before distributing copies of your EMP to organisations or individuals outside your workplace.**

For copies of your EMP to be distributed outside your service, you may wish to record a summary of the children or educators/staff with additional needs or medical conditions without including the personal details (see table below). This may be of assistance in case of an emergency.

|  |  |  |
| --- | --- | --- |
| **Additional needs category** | **Number of children** | **Number of staff** |
| e.g. Asthma | 4 | 1 |
| e.g. Wheelchair | 1 | 0 |

## Part 2 – Emergency Preparedness

### Section 16 – ECEC service profile

Insert your service profile details in section 16 of your EMP template. The components of this section comprise:

If your service is located in multi-occupancy building, provide details here of other users of your building. For example, the businesses in close proximity to you if you are located in a shopping centre, or school activities if you are an OSHC, long day care or preschool service located on a school site.

EMP templates specifically developed for ECEC services are available on the department’s [Emergency and evacuation floor plans](https://education.nsw.gov.au/early-childhood-education/operating-an-early-childhood-education-service/current-service-providers/emergency/plan/resource-3) webpage

### Section 17 – Building information summary

In this section you will need to insert:

* the fire and emergency safety features of the building on your service premises
* any identified building and site hazards such as cleaner’s cupboard, chemical or fuel storage, technology areas, plant and equipment, steep slopes within the grounds, or any collection of combustible material on the site.

### Section 18 – Risk assessment

Your risk assessment is the cornerstone of your EMP as it addresses the hazards and potential threats specific to your early childhood service, the level of risk of each and how you will prepare for, reduce and manage them.

In order to effectively plan for emergencies, it is important that you and your EMP emergency planning committee are able to identify the hazards to your ECEC service and the associated risks they carry that could lead to an emergency at your service.

If the level of risk is assessed as being at an unacceptable level, you will need to consider how the risk can be reduced to an acceptable level.

Sample risk assessments are provided at the end of this section of the guide.

#### Risk assessment steps

Follow the steps below to complete your risk assessment table in your EMP template.

#### Step 1 – Establish the context

The context of the risk assessment relates to your service: the environment, the location, the number of children, etc. Use the PESTLE analysis (political, economic, social, technological, legal, environmental) to analyse the environment and to understand any other factors that contribute to it. Confirm the identity and concerns, issues and expectations of stakeholders. Familiarise yourself with the department’s tools used to identify, analyse and manage risk.

**Step 2 – Risk identification**

Identify the specific hazards and potential threats to your service. Column 1 of the risk assessment example table lists the more common types of hazards your service could encounter.

Please note that the examples provided in the sample risk assessment are not intended to be exhaustive and may not be applicable to every service premises. **Only include in your EMP the hazards/threats that are relevant to your service (regulation 97(1)).**

Some hazards and threats you might consider are:

* asbestos
* bomb threat
* building fire
* bushfire/grassfire
* incident involving a vehicle
* child abuse
* earthquake
* flood
* gas/chemical leak
* heat
* intruder
* loss of essential services
* medical emergency
* mental stress
* missing child
* industrial/factory fire
* pandemic and communicable diseases
* severe weather event
* smoke
* snakes
* traumatic death/injury/grief
* violence and/or aggression.

See the attached risk assessment sample for more guidance.

In **column 2** of the risk assessment table, describe the risk each hazard and potential threat it creates for children, staff, visitors and contractors at your service in terms of the probable cause/s and consequence/s of each. **Only describe the probable causes and consequences of the risks that are relevant to your service.**

#### Step 3 – Risk analysis

For each risk, the existing controls currently in place should be captured. In **column 3** of the **risk assessment** table, identify the controls or measures you currently have in place to manage the risks. **Only include the controls that are in operation at your service**.

Risk is analysed in terms of consequence and likelihood, taking into account any controls identified.

On the basis of your current controls, use the consequence criteria and likelihood scale tables below to work out the appropriate consequence and likelihood level for each risk.

#### Consequence criteria

|  |  |
| --- | --- |
| **Descriptor** | **Description** |
| Insignificant | Minor injury requiring no first aid or educator/professional support for stress/trauma event. |
| Minor | Injury/ill health requiring first aid or educator/professional support for stress/trauma event. |
| Moderate | Injury/ill health requiring medical attention. Stress/trauma event requiring professional support. May involve emergency services attending the event. |
| Major | Injury/ill health requiring hospital admission. Stress/trauma event requiring ongoing clinical support. |
| Severe | Fatality or permanent disability. Stress/trauma event requiring extensive clinical support for multiple individuals. |

#### Likelihood scale

**Note:** the Likelihood scale refers to the likelihood of the risk event occurring.

|  |  |  |
| --- | --- | --- |
| **Descriptor** | **Description** | **Indicative %** |
| Almost certain | Expected to occur | (>95%) |
| Likely | Probably will occur (no surprise) | (66 – 95%) |
| Possible | May occur at some stage | (26 – 65%) |
| Unlikely | Would be surprising if it occurred | (5 – 25%) |
| Rare | May never occur | (<5%) |

Insert the risk rating of either ‘Low’, ‘Medium’, ‘High’, or ‘Extreme’ in column 4C along with the appropriate colour code as indicated in the risk rating matrix below.

#### Risk rating matrix

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | | **Consequence** | | | | |
| **Insignificant** | **Minor** | **Moderate** | **Major** | **Severe** |
| **Likelihood** | **Almost Certain** | Medium | High | Extreme | Extreme | Extreme |
| **Likely** | Medium | Medium | High | Extreme | Extreme |
| **Possible** | Low | Medium | Medium | High | Extreme |
| **Unlikely** | Low | Low | Medium | Medium | High |
| **Rare** | Low | Low | Low | Medium | Medium |

#### Step 4 – Risk evaluation

Risk evaluation involves comparing the current risk rating found during the analysis process with risk acceptance criteria.

Is the level of risk acceptable? Use the table below as a guide. If the level of risk is not acceptable, you will need to identify additional treatments.

#### Risk acceptability chart

|  |  |
| --- | --- |
| **Extreme** | Unacceptable (must have approved provider or delegate review) |
| **High** | Tolerable (with service director/nominated supervisor or delegate review) |
| **Medium** | Tolerable (with frequent risk owner review) |
| **Low** | Acceptable (with periodic review) |

Risks rated low or medium do not necessarily require further treatments as this level of risk is considered to be acceptable. Risks rated high or extreme require further treatments to reduce their level of risk to a more acceptable level.

#### Step 5 – Risk treatment

Risk treatment involves a cyclical process of:

* assessing the risks
* deciding whether the risk levels are acceptable (by reference to the acceptability chart)
* if not, determine appropriate risk treatment options
* implementing risk treatments.

Options for risk treatment include:

* Share – if practical to do so, share the risk (e.g. outsourcing or insurance).
* Terminate – cease the activity.
* Accept – risk acceptance requires appropriate authority.
* Reduce – reduce the risk level by applying additional treatments until the risk is acceptable (you may wish to consult relevant authorities or other contacts to assist you).

Insert any additional treatments or measures to manage or reduce the risk in **column 5** of your **risk assessment** table. Only include those treatments you will be implementing.

A second assessment is then made to confirm that the treatments will reduce the level of risk. This second level of risk is called the ‘target assessment’ – where you expect the risk level to be once your treatments have been implemented. Once implemented, treatments become existing controls. Re-assess the level of your risk in **column 6** on the basis of the new treatments.

#### Step 6 – Communication and consultation

Communication and consultation with all relevant internal and external relevant authorities (e.g. police, fire brigade, SES, RFS, ambulance) and stakeholders (e.g. families, site manager) should take place during all stages of the risk management process.

#### Step 7 – Monitoring and review

Monitoring and review should be a planned part of the risk management process and should take place at intervals appropriate to the nature of the objective and the level of risk. For example, a review of your risk assessment may be necessary if new construction works begin close to your service.

A clear assessment of the hazards to your service, and identification of strategies to reduce the risk, will ensure that you are better prepared to respond to an actual emergency.

#### Example of a risk assessment for early childhood services

| **Identified Hazard** | **Description of Risk** | **Current Control Measures Implemented at <Insert service name>** | **Risk Rating** | **Treatments to be Applied** | **Revised Risk Rating after Implementing Treatments** |
| --- | --- | --- | --- | --- | --- |
| **Bushfire** | **Probable Cause:**  *Identify the key cause/s e.g.:*   * Lightning strike * Arson * Bushfire rapidly spreading from forest in close proximity to the service * Spark ignited by machinery * Power line failure * Escaped planned burn   **Probable Consequences:**  *Identify the key consequence/s e.g.:*   * Fatality and/or permanent disability from burns * Serious injury from smoke inhalation   Stress or psychological injury requiring clinical support for multiple individuals | * Weekly check of safety equipment during bushfire season. * Liaison with local fire brigade regarding clearing trees, building safety prior to start of the bushfire season. * Check RFS website, alerts from the HazardsNearMeapp during the fire season. * Conduct emergency and evacuation drills on a more frequent basis right before and during bushfire season * Clear and clean-up service site twice per year. * EMP is reviewed and socialised with staff before fire season. * Staff and parents aware of plan and understand their role within it. * Utiliseafacilities bushfire readiness review checklist in October to prepare for the bushfire season**.** Review this as appropriate.   Service will close on catastrophic fire rating days in their local area | Consequence: Insert consequence category.  Likelihood: Insert likelihood rating.  Risk level: Insert risk level rating. | During an elevated fire danger period ensure a heightened state of readiness. As appropriate, this will include:   * Consultation with RFS to obtain advice on current bushfire conditions that could impact the service. * Ensure lines of communication with relevant emergency services are available. * A staff member will regularly monitor RFS and Bureau of Meteorology websites, listen to ABC local radio and check the HazardsNearMeapp website for road closures. * Consider cancelling staff travel during work hours. * Consider cancelling excursions. | Consequence: Insert consequence category after changes.  Likelihood: Insert likelihood rating after changes.  Risk level: Insert risk level rating after changes. |
| **Grassfire** | **Probable Cause:**  *Identify the key cause/s e.g.:*   * Intentional or accidental ignition of unmanaged dry/dead grass in summer months * Farmland * Vacant property * Managed vegetation in parkland   **Probable Consequences:**  *Identify the key consequence/s e.g.:*   * Physical injury to staff or children   Stress or psychological injury requiring clinical support for multiple individuals | * Liaise with local fire services regarding clearing trees, building safety and so on. * Check RFS website/*FiresNearMe* App alerts during the bushfire season. * Conduct emergency and evacuation drills on a more frequent basis right before and during bushfire season   Engage with local RFS for information regarding best practice for response | Consequence: Insert consequence category.  Likelihood: Insert likelihood rating.  Risk level: Insert risk level rating. | You will need to determine the risk rating for this hazard. If your risk level is ‘high’ or ‘extreme’, you will need to implement treatments and re-assess the risk to your service. | Consequence: Insert consequence category after changes.  Likelihood: Insert likelihood rating after changes.  Risk level: Insert risk level rating after changes. |
| **Building Fire** | **Probable Cause:**  *Identify the key cause/s e.g.:*   * Inappropriate management of stored chemicals such as cleaning fluids * Exploding gas tank * Faulty electrical wiring * Faulty electrical equipment   **Probable Consequences:**  *Identify the key consequence/s e.g.:*   * Physical injury to staff or Children   Stress or psychological injury requiring clinical support for multiple individuals | * Fire services equipment (fire hose reels, fire extinguishers, fire blankets, hydrants) is tested and tagged as per Australian Standards. * A workplace inspection is completed once every three months to check that exit signs and other emergency equipment is working. * Communication systems (PA system) tested on a regular basis (if available). * A fire blanket (tested and tagged to Australian Standards) is available in all kitchen areas. * All electrical equipment is tested and tagged as per Australian Standards and that frayed leads, damaged equipment and so on. are disposed of in an appropriate manner. | Consequence: Insert consequence category.  Likelihood: Insert likelihood rating.  Risk level: Insert risk level rating. | With the types of controls used in this example, the risk level is ‘medium’, so your service would not have to implement treatments and re-assess the risk. | Consequence: Insert consequence category after changes.  Likelihood: Insert likelihood rating after changes.  Risk level: Insert risk level rating after changes. |
| **Smoke** | **Probable Cause:**  *Identify the key cause/s e.g.:*   * Fire at nearby factory or house * Road accident involving a vehicle transporting a hazardous substance. * Bushfire   **Probable Consequences:**  *Identify the key consequence/s e.g.:*   * Physical injury to staff or children   Stress or psychological injury requiring clinical support for multiple individuals | * Ensure medical treatment plans for children with pre-existing heart or lung conditions are current and accessible * Ensure medical policies are adhered to and medication management plans are followed (regulation 90, 168(2)(d). * Keep medication accessible. * First aid/asthma/anaphylaxis kits are kept, recognsable and appropriately equipped (regulation 89, 168) * Ensure that at least one staff member/s is immediately available that holds a current approved first aid/asthma/anaphylaxis qualification (regulation 136) * Ensure that staff first aid/asthma/anaphylaxis training qualifications are current.   Ensure air conditions allow recirculation of air | Consequence: Insert consequence category.  Likelihood: Insert likelihood rating.  Risk level: Insert risk level rating. | You will need to determine the risk rating for this hazard. If your risk level is ‘High’ or ‘Extreme’, you will need to implement treatments and re-assess the risk to your service. | Consequence: Insert consequence category after changes.  Likelihood: Insert likelihood rating after changes.  Risk level: Insert risk level rating after changes. |
| **Riverine Flooding**  Service is at risk of flooding when local rivers reach a peak of x metres | **Recent Flood History:**  **Cause:**   * Significant rainfall   **Probable Consequences:**  *Identify the key consequence/s e.g.:*   * Areas/rooms affected/inundated and inaccessible to staff and children. * Roads flooded/blocked to cars and buses for several hours preventing parents, children and staff getting to or leaving facility. * Physical injury to staff or children   Stress or psychological injury requiring clinical support for multiple individuals | * Liaise with SES/local government to identify potential risk. * Develop contingency for storage of equipment/materials off site or above historical flood levels if necessary. * Ensure business continuity plan in place if forced to relocate off site (contact the Department first before initiating this) | Consequence: Insert consequence category.  Likelihood: Insert likelihood rating.  Risk level: Insert risk level rating. | You will need to determine the risk rating for this hazard. If your risk level is ‘High’ or ‘Extreme’, you will need to implement treatments and re-assess the risk to your service. | Consequence: Insert consequence category after changes.  Likelihood: Insert likelihood rating after changes.  Risk level: Insert risk level rating after changes. |
| **Severe Weather Event** | **Probable Cause:**  *Identify the key cause/s e.g.:*   * Electrical storm causing fire. * High winds causing roof to collapse, limbs to fall from trees and airborne debris shattering windows. * Rain inundation resulting in unsafe electrical wiring/loss of power and communications.   **Probable Consequences:**  *Identify the key consequence/s e.g.:*   * Physical injury to staff or cildren   Stress or psychological injury requiring clinical support for multiple individuals | * Regular scheduled maintenance to roofs/gutters/drains to keep clear. * Liaison with SES/local government to identify potential local risks. * Contingency for storage of equipment/materials if necessary. * On the basis of weather forecast, secure loose objects in open areas e.g. garbage bins, play equipment. * Communications tested. * Utility shut-off instructions/points are known. * Back up communications and contact lists maintained in case power fails. * Condition of large trees regularly checked. * Shade sail structures regularly checked. | Consequence: Insert consequence category.  Likelihood: Insert likelihood rating.  Risk level: Insert risk level rating. | You will need to determine the risk rating for this hazard. If your risk level is ‘High’ or ‘Extreme’, you will need to implement treatments and re-assess the risk to your service. | Consequence: Insert consequence category after changes.  Likelihood: Insert likelihood rating after changes.  Risk level: Insert risk level rating after changes. |
| **Heatwave** | **Probable cause:**  *Identify the key cause/s e.g.:*   * Prolonged period of excessively hot weather   **Probable Consequences**  *Identify the key consequence/s e.g.:*   * hyperthermia: heat and sunlight overheat human body resulting in heat cramps, heat exhaustion, heat stress and heat stroke. * dehydration exacerbating existing medical conditions * power outages due to high use of air-con, refrigeration * failure of public transport (rail) * food poisoning due to unrefrigerated lunch | * Follow sun and UV protection policy as required under regulation 168. For more information on sun safety, please refer to this [SunSmart Resource](https://www.cancercouncil.com.au/wp-content/uploads/2014/08/Complete-Weather-UV-Chart-Educator-Notes.pdf) developed for childcare educators by the NSW Cancer Council. * Playground areas are shaded * Sufficient shelter available for children awaiting pick-up by parents * Sufficient unrestricted water available * Restricted outdoor time during hot days (indoor morning tea and lunch, outdoor activities moved to indoor area if possible) * Staff are trained in identifying early signs of heat stress/dehydration | Consequence: Insert consequence category.  Likelihood: Insert likelihood rating.  Risk level: Insert risk level rating. | You will need to determine the risk rating for this hazard. If your risk level is ‘High’ or ‘Extreme’, you will need to implement treatments and re-assess the risk to your service. | Consequence: Insert consequence category after changes.  Likelihood: Insert likelihood rating after changes.  Risk level: Insert risk level rating after changes. |
| **Loss of essential services**  Power, water or communications | **Probable Cause:**  *Identify the key cause/s e.g.:*   * Issue with supply due to storm/accident * Planned outage   **Probable Consequences:**  *Identify the key consequence/s e.g.:*   * Lack of availability of resources such as computers/air conditioning * Lack of availability of fresh drinking water and water for flushing toilets | * The size and health of trees growing close to power lines are regularly checked and pruned or removed if necessary * Alternative communication source such as charged mobile phone/satellite phone are available * Alternate lighting sources, such as a torch or battery operated light are contained in the emergency kit   A list of emergency phone numbers is located next to all office phones/displayed near evacuation diagrams near each exit of the service premises | Consequence: Insert consequence category.  Likelihood: Insert likelihood rating.  Risk level: Insert risk level rating. | With the types of controls used in this example, the risk level is ‘Medium’, so your service would not have to implement treatments and re-assess the risk. | Consequence: Insert consequence category after changes.  Likelihood: Insert likelihood rating after changes.  Risk level: Insert risk level rating after changes. |
| **Bomb/ Substance Threat** | **Probable Cause:**  *Identify the key cause/s e.g.:*  Known or unknown person with intent to harm or cause fear to staff and children at your service  **Probable Consequences:**  *Identify the key consequence/s e.g.:*   * Physical injury to staff or children   Stress or psychological injury requiring clinical support for multiple individuals | * Bomb Threat Checklist located next to each phone/ evacuation diagram * Emergency evacuation drills scheduled and practiced at least every three months   Implement bomb/substance threat response as required | Consequence: Insert consequence category.  Likelihood: Insert likelihood rating.  Risk level: Insert risk level rating. | You will need to determine the risk rating for this hazard. If your risk level is ‘High’ or ‘Extreme’, you will need to implement treatments and re-assess the risk to your service. | Consequence: Insert consequence category after changes.  Likelihood: Insert likelihood rating after changes.  Risk level: Insert risk level rating after changes. |
| **Intruder** | **Probable Cause:**  *Identify the key cause/s e.g.:*   * Drug affected * Mental health issues * Custodial/Parent dispute * Political views * Police operation   **Probable Consequences:**  *Identify the key consequence/s e.g.:*   * Physical injury to staff or children   Stress or psychological injury requiring clinical support for multiple individuals | * Visitors must report to reception and sign in using the Visitor Register. * Visitors are required to wear and display visitor pass/badge. * Lockdown/lockout/ evacuation procedures are regularly practiced at least once every three months if identified in the EMP * Values of mutual respect and acceptable behaviour are communicated to parents and guardians e.g. at parent forums and in newsletters. * Encourage engagement of parents in service activities. * In relation to court orders / custody papers:   + the service maintains a register of current documents   + parents are advised of the relevant service processes and duty of care to other children and staff. * For parent meetings where staff feel a need for support: * two staff attend * staff use a signal to obtain support from another staff member if required * an appropriate room for meeting selected e.g. one with two exit points. | Consequence: Insert consequence category.  Likelihood: Insert likelihood rating.  Risk level: Insert risk level rating. | * The service will provide training for staff in managing aggressive people/diffusing tense situations. * Staff will share information on a ‘need to know’ basis concerning parent issues. * The service will develop a process and pre-determined actions to discretely alert others of an intruder. * Staff will be trained to manage intruders on service grounds. * Where necessary, the service will seek legal advice and obtain a trespass order for parents who use threatening behaviour. * Procedures for responding to an intruder are readily accessible to staff. * If there is an escalation of Intruder incidents, the service will consider: * issuing staff with two-way radios linked to the director’s office * installing panic/distress button in reception * liaising with local police to arrange a prompt response to any call for assistance * installing CCTV. | Consequence: Insert consequence category after changes.  Likelihood: Insert likelihood rating after changes.  Risk level: Insert risk level rating after changes. |
| **Major external emission/spill** | **Probable Cause:**  *Identify the key cause/s e.g.:*   * Leak of flammable materials at petrol station * Leak of flammable materials due to truck roll-over   **Probable Consequences:**  *Identify the key consequence/s e.g.:*   * Physical injury to staff or children   Stress or psychological injury requiring clinical support for multiple individuals |  | Consequence: Insert consequence category.  Likelihood: Insert likelihood rating.  Risk level: Insert risk level rating. | You will need to determine the risk rating for this hazard. If your risk level is ‘High’ or ‘Extreme’, you will need to implement treatments and re-assess the risk to your service. | Consequence: Insert consequence category after changes.  Likelihood: Insert likelihood rating after changes.  Risk level: Insert risk level rating after changes. |
| **Major accident on a main road** | **Probable Cause:**  *Identify the key cause/s e.g.:*      **Probable Consequences:**  *Identify the key consequence/s e.g.:* |  | Consequence: Insert consequence category.  Likelihood: Insert likelihood rating.  Risk level: Insert risk level rating. | You will need to determine the risk rating for this hazard. If your risk level is ‘High’ or ‘Extreme’, you will need to implement treatments and re-assess the risk to your service. | Consequence: Insert consequence category after changes.  Likelihood: Insert likelihood rating after changes.  Risk level: Insert risk level rating after changes. |
| **Snakes** | **Probable Cause:**  *Identify the key cause/s e.g.:*   * Warm, dry temperatures   **Probable Consequences:**  *Identify the key consequence/s e.g.:*   * Physical injury to staff or children   Stress or psychological injury requiring clinical support for multiple individuals | * Service grounds are cleared of all refuse and grass is cut regularly * Staff with first aid qualifications are trained in responding to a snake bite * Staff wear protective footwear when outside * Service has a closed shoe policy   Food in the chicken coup/shed is kept in tight sealed containers to reduce vermin (if present) | Consequence: Insert consequence category.  Likelihood: Insert likelihood rating.  Risk level: Insert risk level rating. | You will need to determine the risk rating for this hazard. If your risk level is ‘High’ or ‘Extreme’, you will need to implement treatments and re-assess the risk to your service. | Consequence: Insert consequence category after changes.  Likelihood: Insert likelihood rating after changes.  Risk level: Insert risk level rating after changes. |

### Section 19 - Emergency response drills schedule

Emergency response drills provide the opportunity for your service to ensure the procedures you have in place are practical and that staff with responsibilities during an emergency have the knowledge to carry out their role.

Your emergency and evacuation procedures must be documented and rehearsed at least every three months by the educators, staff members, volunteers and children present at the service on the day of the rehearsal and the responsible person present at the time (regulation 97(3)).

The following should apply for all emergency drills:

* drills should be appropriate to the service’s specific hazards identified in your EMP
* identify simple objectives and outcomes for each drill. The outcomes can be recorded on the emergency response observer checklist at appendix 3 of this guide or an equivalent document.
* observer/s should be appointed for all emergency response exercises. You are encouraged to invite a representative of your local emergency service such as a police officer or RFS/SES member to be your observer/evaluator and participate in post drill de-briefing. Alternatively, you can invite a representative from a nearby ECE service.
* a debrief and report evaluation should be held and recorded immediately after each drill with your emergency planning committee and/or any other key participants such as a police officer or RFS/SES member. Ensure that any lessons learned and actions to improve your EMP or emergency response procedures identified at the session are followed up and your EMP is updated as required. The department has created an [Emergency response drill observer debrief and report template](https://education.nsw.gov.au/content/dam/main-education/early-childhood-education/operating-an-early-childhood-education-service/media/documents/emergency-and-incident-management/emergency-response-exercise-observer-checklist-template.docx) (DOCX 73 KB).

If your service has more than one emergency and evacuation procedure, **all procedures** must be rehearsed every three months. **Alternatively, if your risk assessment indicates that a particular hazard carries a significant level of risk, you are encouraged to practice your response on a more frequent basis.**

When conducting on-site or off-site evacuation drills, it is recommended you advise your local emergency services of your intention to conduct the exercise.

### Section 20 - Emergency kit checklist

A suggested emergency kit checklist is included in section 16 of your EMP template. Your kit should be kept in a designated, easily accessible place. The contents listed for inclusion in your emergency kit are not exhaustive and you may wish to include additional items to suit your needs.

Ensure that someone is tasked with making sure the contents of the emergency kit are complete (This responsibility rests with the logistics officer where a person has been appointed to the role).

If your attendance rolls are kept electronically, ensure that you have an up to date print out available as you may not be able to access electronic information in an emergency.

### Section 21 - Additional plan information

Complete the checklist provided in section 20 of your EMP template after you have developed all other sections of your EMP.

The emergency management plan completion checklist is provided as a final check to assist you in ensuring that all components of your EMP have been completed.

## Other matters

### Page numbers

The contents page of the document is dynamically linked to the various sections of your EMP. As you enter information into your EMP the page numbering may change. To update page numbers:

* right click on the contents page text
* from the list select ‘Update field’
* then select ‘Update entire table’
* save your changes.

### Socialising your EMP

Before socialising your EMP to agencies like emergency services, please remember to:

* remove the parent/family contact information and children, educators and staff with additional needs information
* complete and include the emergency management plan completion checklist with your plan.

## Other resources

### Further Guidance, resources and useful links

A full collated list of NSW and national emergency management services, agencies and resources can be found on the department’s [Consulting relevant authorities, communication and notifications](https://education.nsw.gov.au/early-childhood-education/operating-an-early-childhood-education-service/current-service-providers/emergency/plan/resource-1) webpage

These resources were designed to assist you to:

* improve risk assessments
* engage relevant stakeholders/authorities
* understand emergency response plans and evacuation floor plans (evacuation diagrams)
* clarify staff roles and responsibilities
* rehearse different emergency responses, including full evacuations, lockdowns and shelter-in-place
* improve communication before, during and after an emergency.

### Bushfire Recovery Resources

The department has collated a number of existing resources for ECE services and staff to support you, your colleagues, the children at your service and people in your community who have been impacted by bushfires. These resources are available on the department’s [Disaster recovery](https://education.nsw.gov.au/early-childhood-education/working-in-early-childhood-education/bushfire-recovery) webpage.

## Appendix 1 Rural Fire districts

The NSW RFS has developed an A3 map showing the different area commands, zones and districts covered by the Rural Fire Service. The A3 map is available to download from NSW RFS website, [NSWRFS Area Commands](https://www.rfs.nsw.gov.au/__data/assets/pdf_file/0015/13326/NSWRFS_AreaCommands_A3.pdf) (PDF 2.6 MB)

## Appendix 2 Emergency Response Drill Observer Checklist

|  |  |  |  |
| --- | --- | --- | --- |
| **Observer name** |  | **Date of exercise** | DD/MM/YYYY |
| **Exercise was initiated at** | HH:MM |  |  |
| **Alert tone sounded at** | HH:MM | **Evacuation tone sounded at** | HH:MM |
| **Exercise concluded at** | HH:MM | **Debrief started at** | HH:MM |

**During the exercise**

If there are unsafe conditions, alert a Warden or staff member to the situation for their immediate attention and action. If no action is taken, intervene to direct people away from the potential harm.

**After the exercise**

Return the completed checklist to the exercise leader at the conclusion of the debrief.

**Basic Scenario:**

|  |  |
| --- | --- |
| What is the cause of the emergency? |  |
| Which response procedures are expected to be used in the exercise? *Circle expected responses* | **Evacuation / Shelter in place / Lockdown** |
| Are you located in a mixed occupancy building or on/in close proximity to a school site? If so, did any other occupants besides your service take part in the exercise? |  |

**Overall:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Evacuation:** Did all occupants reach the Evacuation Assembly Area? | Yes | No | N/A |
| If *No*, what occurred? | | | |
| **Shelter in place:** Did occupants shelter according to plan? | Yes | No | N/A |
| If *No*, what occurred? | | | |
| **Lockdown:** Did the service lockdown their facility? | Yes | No | N/A |
| *If No*, what occurred? | | | |
| **Safety:** Was the exercise completed safely and without incident/injury to staff, children and visitors | Yes | No |  |
| If *No*, what occurred?  Have injuries been treated and reported? | | | |

**Information:**

|  |  |
| --- | --- |
| **The on-site evacuation assembly area is:** | Location |
| **The external evacuation assembly area is:** | Address and route |
| **The refuge area (shelter in place) is:** | Location |

**Emergency control organisation (staff responsible for responding to emergencies affecting your service):**

|  |  |  |
| --- | --- | --- |
| **Check for:** | **Observed** | **Notes** |
| The situation was identified and assessed | Yes / No |  |
| Staff understood their emergency response role | Yes / No |  |
| One person leads the overall response (Response leader) | Yes / No |  |
| The response leader briefed responders on the situation and directed the required response | Yes / No |  |
| Staff gather children and visitors and describe the required actions | Yes / No |  |
| Staff reassure children and visitors | Yes / No |  |
| Staff ensure that children and visitors move safely | Yes / No |  |
| On evacuation, staff gather Evacuation Kits | Yes / No |  |
| Staff communicate with the response leader to advise:   * Area/floor has been cleared * Number and location of any refusals or people left behind | Yes / No | Note:  How did warden communicate with chief warden?  How many mobility impaired? How many refusals? |
| Staff account for children and visitors upon reaching: Evacuation Assembly Area (for Evacuations)/Refuge (for Shelter in place and Lockdown) | Yes / No |  |
| Staff report details of missing people to the staff member leading the exercise (response leader) as soon as practicable and safe to do so | Yes / No |  |
| Staff report details of injured people to the response leader as soon as practicable and safe to do so | Yes / No |  |
| Staff report details of injured people to the response leader as soon as practicable and safe to do so | Yes / No |  |
| Response leader briefs emergency services upon their arrival on site | Yes / No |  |

**Emergency equipment**

|  |  |  |
| --- | --- | --- |
| **Check for** | **Circle observed outcome** | **Notes** |
| Evacuation diagrams are located beside each emergency exit | Yes/ No / Not fitted |  |
| Alert tone (*Beep Beep*) is loud | Yes/ No / Not fitted | If not fitted, what was used to alert |
| Evacuation tone (*Whoop-Whoop*) is loud | Yes/ No / Not fitted | If not fitted, what was used to  initiate evacuation |
| Public Address (PA) messages are loud and clear | Yes/ No / Not fitted | If not fitted, how did Chief Warden communicate |
| Warden Intercommunication Point Phones (if present at your service) | Yes/ No / Not fitted |  |
| Path to emergency exits is clear | Yes/ No / Not fitted |  |
| Path to emergency exits is marked with illuminated green ‘Running Person’ or ‘Exit’ signs | Yes/ No / Not fitted |  |
| Emergency exits are operable | Yes/ No / Not fitted |  |
| Emergency exit stairs and pathway are clear | Yes/ No / Not fitted |  |
| Emergency exit stairs are fitted with handrails | Yes/ No / Not fitted |  |
| Moveable cots are operated correctly | Yes/ No / Not fitted |  |
| Evacuation kits contain all items | Yes/ No / Not fitted |  |
| Contact lists are available, used and up to date (less than 3 months old) | Yes/ No / Not fitted |  |
| [Insert SERVICE specific equipment] | Yes/ No / Not fitted |  |
| [Insert SERVICE specific equipment] | Yes/ No / Not fitted |  |

**Safety and reassurance**

|  |  |  |
| --- | --- | --- |
| **Check for** | **Circle observed outcome** | **Notes** |
| All responses: staff keep evacuees together | Yes / No / Not observed |  |
| Evacuation: staff ensure evacuees cross roads safely and at designated crossings | Yes / No / Not observed / Not applicable |  |
| All responses: staff direct evacuees to avoid hazards | Yes / No / Not observed |  |
| All responses: staff gather evacuees in assembly area  and contain them in the smallest area as reasonably practicable | Yes / No / Not observed |  |
| All responses: staff establish contact with the response leader and await further instructions | Yes / No / Not observed |  |
| Evacuation: on return to the building, staff maintain  the same controls as on the way to the evacuation assembly area | Yes / No / Not observed / Not applicable |  |

**Notes**

|  |
| --- |
| **Record any other observations not included in this checklist** |
|  |

## Appendix 3 Emergency Response Exercise Debrief and Report Template

|  |  |
| --- | --- |
| **Exercise Date** | DD/MM/YYYY |
| **Exercise Leader** | Full Name |
| **Observer/s** | Name/s |
| **Emergency scenario** |  |
| **Response examined** | Evacuation / Shelter in Place / Lockdown / Medical Emergency [Delete as required] |
| **Debrief commenced** | HH:MM |
| **Debrief concluded** | HH:MM |
| **Debrief location** |  |

**Debrief participants**

|  |  |  |
| --- | --- | --- |
| **Name** | **Normal role** | **Role during exercise** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Debrief discussion:**

Recommend that the staff who took part in the exercise and observer/s debrief after the exercise by:

* Considering each question and avoiding crossing between questions.
* Stating observations and facts.
* Permitting staff to respond first, followed by the response leader and finally the observer/s.
* Agreeing on the required corrective actions, an owner for each action and a time required for completion.
* Consulting any other parties involved in the exercise that are not staff, educators or children at your service (e.g. If you are located on school grounds, consulting with the Principal on the questions below).

**What went well?**

**What might be done differently?** (Note: Sometimes things done well can also be improved/done differently.)

**Corrective actions:**

|  |  |  |  |
| --- | --- | --- | --- |
| **#** | **Action** | **By whom** | **By when** |
|  |  | Name and role | DD/MM/YYYY |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |