Glen Iris Child Care and Kindergarten

GI-012 – Emergency and Evacuation Policy

Policy Number	GI-012
Quality Area	QA2 – Children's Health and Safety
National Law	s.167
National Regulations	Regs. 97 • 98 • 168 • 169
Related NQS	QA2.2.2 • QA2.2.1 • QA7.1.2
EYLF V2.0	Principles – Secure, Respectful and Reciprocal Relationships • Collaborative Leadership and Teamwork
Victorian Child Safe Standards:	Standards 2, 5 & 11
Version:	1.0
Approved By:	Centre Director
Approved Date:	July 2026
Review Date:	July 2027

OUR COMMITMENT

At **Glen Iris Child Care and Kindergarten**, we are committed to protecting the health, safety and wellbeing of every child, educator, volunteer and visitor through effective emergency preparedness and response.

We recognise that emergencies can occur without warning and are committed to ensuring our educators are well prepared to respond calmly, confidently and efficiently. Through regular emergency rehearsals, clear procedures, ongoing professional learning and continuous review of our practices, we strive to minimise risks and maintain a safe environment for our entire service community.

Children's emotional wellbeing remains a priority during emergency situations. Educators provide reassurance and support to help children feel safe while emergency procedures are implemented.

LEGISLATIVE INTENT

This policy supports Glen Iris Child Care and Kindergarten in meeting its obligations under the **Education and Care Services National Law** and **Education and Care Services National Regulations** by ensuring comprehensive emergency and evacuation procedures are developed, rehearsed, documented and implemented to protect all persons attending the service.

PURPOSE

The purpose of this policy is to:

- Ensure effective preparation for emergency situations.
- Protect children, educators and visitors during emergencies.
- Establish clear evacuation and lockdown procedures.
- Support calm, coordinated and timely responses.
- Meet legislative requirements for emergency rehearsals and documentation.
- Promote continuous improvement in emergency preparedness.

WHO THIS POLICY APPLIES TO

This policy applies to:

- Approved Providers
- Centre Director
- Nominated Supervisor
- Responsible Persons
- Educational Leader
- Educators
- Relief Educators
- Students
- Volunteers
- Children
- Families
- Contractors
- Visitors

DEFINITIONS

Emergency
An unexpected event that presents an immediate risk to the health, safety or wellbeing of children, educators or visitors and requires an immediate response.

Evacuation
The orderly movement of children, educators and visitors from an unsafe area to a designated assembly point.

Lockdown
A procedure used when it is safer for children and educators to remain inside the service and secure the premises rather than evacuate.

Emergency Rehearsal
A planned practice of emergency procedures that prepares children and educators to respond safely during a real emergency.

WHY THIS POLICY MATTERS

Emergencies can occur at any time and may include fire, severe weather, gas leaks, hazardous materials, medical emergencies, intruders or other unexpected events.

Having clear emergency procedures, regular rehearsals and well-prepared educators helps ensure calm and coordinated responses that reduce risk, protect children and provide reassurance during potentially stressful situations.
Strong emergency planning also supports compliance with legislation and demonstrates our commitment to children's health, safety and wellbeing.

GUIDING PRINCIPLES

Glen Iris Child Care and Kindergarten is committed to:

- Prioritising children's safety in every emergency.
- Maintaining calm, organised responses.
- Conducting regular emergency rehearsals.
- Supporting children's emotional wellbeing during emergencies.
- Maintaining clear communication with emergency services and families.
- Reviewing emergency responses to strengthen practice.
- Ensuring all educators understand their emergency responsibilities.
- Embedding emergency preparedness into everyday operations.

OUR POLICY

Glen Iris Child Care and Kindergarten is committed to maintaining effective emergency management systems that enable educators to respond promptly, safely and confidently to any emergency situation.

Emergency procedures are clearly documented, displayed throughout the service and practised regularly with children and educators. Emergency rehearsals include a variety of scenarios to ensure educators are prepared to respond appropriately to different situations.

Where an emergency occurs, educators will prioritise the immediate safety and wellbeing of children, contact emergency services where required, communicate with families as soon as practicable and follow documented emergency procedures.

Following every emergency rehearsal or actual emergency, educators will critically reflect on the effectiveness of the response, identify opportunities for improvement and implement changes that strengthen the service's emergency preparedness.

HOW WE PUT THIS POLICY INTO PRACTICE

Emergency Preparedness

Glen Iris Child Care and Kindergarten will maintain comprehensive emergency management systems to ensure educators are prepared to respond effectively to a range of emergency situations.
The service will:

- Maintain written emergency and evacuation procedures.
- Display emergency evacuation diagrams throughout the service.
- Ensure emergency exits remain clear and accessible at all times.
- Maintain current emergency contact information.
- Ensure emergency equipment is regularly inspected and maintained.
- Keep emergency bags readily accessible.
- Review emergency procedures following legislative changes, identified risks or incidents.

Identifying Emergency Risks

Risk assessments are conducted to identify potential emergencies relevant to the service, including but not limited to:

- Fire or smoke.
- Gas leak.
- Severe weather.
- Flooding.
- Earthquake.
- Hazardous materials.
- Medical emergencies.
- Missing child.
- Intruder or threatening behaviour.
- Utility failure.
- Local community emergencies.

Risk assessments are reviewed regularly to ensure emergency procedures remain appropriate.

Emergency Response

When an emergency occurs, educators will:

- Remain calm and provide clear direction.
- Assess the immediate level of risk.
- Activate the appropriate emergency procedure.
- Prioritise the safety of children, educators and visitors.
- Contact emergency services (000) where required.
- Follow instructions provided by emergency personnel.
- Maintain active supervision of children throughout the emergency.
- Provide reassurance to minimise children's distress.

Evacuation Procedures

Where evacuation is required, educators will:

- Escort children calmly to the designated assembly area.
- Collect attendance records, emergency contacts, emergency medication and emergency bags where safe to do so.
- Check all rooms, bathrooms and outdoor areas if safe before leaving.
- Conduct head counts before leaving, upon arrival at the assembly area and regularly until the emergency concludes.
- Maintain supervision of all children.
- Await further instructions from emergency services before returning to the premises.

No person will re-enter the building until authorised by emergency services or the appropriate authority.

Lockdown Procedures

Where remaining inside the service provides greater protection, educators will:

- Secure doors and windows where appropriate.
- Move children to the designated safe area.
- Maintain quiet, calm routines.
- Keep children supervised and reassured.
- Contact emergency services if required.
- Follow advice provided by emergency authorities.
- Remain in lockdown until the all-clear has been given.

Emergency Rehearsals

Emergency rehearsals are conducted regularly to ensure all educators and children are familiar with emergency procedures.

Rehearsals will:

- Include a variety of emergency scenarios over time.
- Involve all children, educators and visitors present.
- Reflect different times of the day and varying staffing arrangements where practicable.
- Be documented in accordance with legislative requirements.
- Be reviewed following completion to identify strengths and opportunities for improvement.

Educators support children before, during and after rehearsals using calm explanations and age-appropriate language to reduce anxiety and build confidence.

Communication During Emergencies

The Centre Director or delegated Responsible Person will:

- Maintain communication with emergency services.
- Notify families as soon as practicable when it is safe to do so.
- Provide factual and timely updates.
- Maintain confidentiality where required.
- Keep relevant authorities informed where appropriate.

Emergency Equipment

The service will maintain readily accessible emergency equipment, including:

- First aid kits.
- Emergency contact information.
- Emergency medications.
- Emergency bags.
- Attendance records.
- Communication devices.
- Emergency evacuation diagrams.

Equipment will be inspected regularly and replaced as required.

Reviewing Emergency Responses

Following each emergency rehearsal or actual emergency, educators will:

- Participate in a structured debrief.
- Review the effectiveness of procedures.
- Consider children's responses and wellbeing.
- Identify environmental or procedural improvements.
- Update risk assessments where required.
- Record actions for continuous improvement.

ROLES & RESPONSIBILITIES

Approved Providers

Will:

- Ensure comprehensive emergency management systems are maintained.
- Provide appropriate emergency resources and equipment.
- Support compliance with legislative requirements.
- Ensure emergency procedures are reviewed regularly.

Centre Director

Will:

- Coordinate emergency planning and preparedness.
- Ensure emergency rehearsals are conducted and documented.
- Maintain emergency equipment.
- Liaise with emergency services where required.
- Communicate with families during emergencies.
- Lead reviews following emergency rehearsals or incidents.

Educational Leader

Will:

- Support educators to embed emergency awareness into everyday learning.
- Promote reflective practice following emergency rehearsals.
- Encourage children's confidence and resilience during emergency preparation.

Educators

Will:

- Understand and follow emergency procedures.
- Participate in emergency rehearsals.
- Maintain active supervision during emergencies.
- Reassure and support children.
- Report hazards that may increase emergency risks.
- Participate in post-emergency reviews and continuous improvement.

Students, Volunteers and Relief Educators

Will:

- Follow educator directions during emergencies.
- Become familiar with emergency procedures during induction.
- Support children's wellbeing under educator supervision.
- Report hazards immediately.
- Participate appropriately in emergency rehearsals.

GLEN IRIS IN PRACTICE

At Glen Iris Child Care and Kindergarten, emergency preparedness is embedded into our everyday operations. Educators are familiar with emergency procedures and regularly practise evacuation and lockdown scenarios with children in a calm, supportive and developmentally appropriate manner.

Emergency rehearsals are viewed as valuable learning opportunities rather than compliance activities. Following each rehearsal, educators reflect on communication, supervision, timing and children's responses to identify opportunities to strengthen our procedures. Any improvements are incorporated into our emergency planning, educator training and Quality Improvement Plan.

Children's emotional wellbeing remains central to our approach. Educators explain emergency procedures using reassuring language and familiar routines so children develop confidence and understand that adults are there to keep them safe.

CHILDREN'S VOICE IN ACTION

Children actively participate in emergency rehearsals and are encouraged to share their thoughts, ask questions and express their feelings about the experience. Educators listen to children's feedback and adapt explanations and routines to support their understanding and confidence.

Through discussions, role play and everyday conversations about safety, children learn how to respond during emergencies, identify trusted adults and understand the importance of staying together and following educator guidance.

EXCEEDING PRACTICE

Glen Iris Child Care and Kindergarten goes beyond legislative requirements by embedding emergency preparedness into everyday practice and fostering a culture of shared responsibility for safety.

Emergency rehearsals are varied to reflect different scenarios, times of day and staffing arrangements, ensuring educators are confident in responding to a range of situations. Debriefs following rehearsals involve critical reflection on children's wellbeing, educator responses, environmental considerations and communication strategies.

Insights gained from rehearsals, incidents and family feedback inform ongoing improvements to emergency procedures, professional learning and risk management. This proactive approach strengthens our preparedness and demonstrates our commitment to continuous improvement and children's safety.

CONTINUOUS IMPROVEMENT

Glen Iris Child Care and Kindergarten is committed to continually strengthening emergency preparedness and response.
This policy will be reviewed through:

- Feedback from children, families and educators.
- Emergency rehearsal evaluations.
- Reviews of emergency incidents and near misses.
- Risk assessment reviews.
- Staff meetings and critical reflection.
- Professional learning.
- Quality Improvement Plan goals.
- Changes to legislation, emergency management advice and recognised best practice.

Continuous improvement ensures our emergency management systems remain effective, responsive and focused on protecting the health, safety and wellbeing of every child, educator and visitor.

RELATED LEGISLATION

Education and Care Services National Law Act 2010

- **s.167 –** Offence relating to protection of children from harm and hazards**.**

Education and Care Services National Regulations 2011

- **Reg. 97** – Emergency and evacuation procedures.
- **Reg. 98** – Telephone or other communication equipment.
- **Reg. 168** – Education and care service policies and procedures.
- **Reg. 169** – Policies and procedures to be followed**.**

National Quality Standard
Quality Area 2 – Children's Health and Safety

- **QA2.2.1** – At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
- **QA2.2.2** – Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.

Quality Area 7 – Governance and Leadership

- **QA7.1.2** – Systems are in place to manage risk and enable the effective management and operation of a quality service.

Early Years Learning Framework (EYLF) V2.0
Principles

- Secure, Respectful and Reciprocal Relationships
- Partnerships
- Collaborative Leadership and Teamwork

Practices

- Learning Environments
- Responsiveness to Children
- Holistic, Integrated and Interconnected Approaches

Outcomes

- **Outcome 1 –** Children have a strong sense of identity.
- **Outcome 3 –** Children have a strong sense of wellbeing.

Victorian Child Safe Standards
This policy supports:

- **Standard 2** – Child safety and wellbeing is embedded in organisational leadership, governance and culture.
- **Standard 5** – Equity is upheld and diverse needs are respected in policy and practice.
- **Standard 11** – Policies and procedures document how the organisation is safe for children and young people.

RELATED DOCUMENTS

This policy should be read in conjunction with:

- Administration of First Aid Policy
- Administration of Medication Policy
- Child Safe Environment Policy
- Incident, Injury, Trauma and Illness Policy
- Medical Conditions Policy
- Risk Management Policy
- Supervision Policy
- Workplace Health and Safety Policy
- Excursions Policy

SUPPORTING DOCUMENTS

The following documents support the implementation of this policy:

- Emergency Management Plan
- Emergency Evacuation Diagrams
- Emergency Rehearsal Records
- Lockdown Procedure
- Emergency Contact Lists
- Attendance Records
- Risk Assessments
- Emergency Bag Checklists
- First Aid Kit Checklists
- Professional Learning Records
- Critical Reflection Records
- Quality Improvement Plan

EVIDENCE OF PRACTICE

Glen Iris Child Care and Kindergarten demonstrates this policy through:

- Clearly displayed emergency evacuation diagrams throughout the service.
- Regular emergency and lockdown rehearsals conducted across different times of the day.
- Accurate documentation and evaluation of each emergency rehearsal.
- Readily accessible emergency bags, attendance records and first aid kits.
- Educators who are familiar with their roles and responsibilities during emergencies.
- Regular inspections of emergency exits and emergency equipment.
- Communication systems that enable timely contact with emergency services and families.
- Critical reflection following emergency rehearsals and incidents to strengthen practice.
- Quality Improvement Plan goals supporting emergency preparedness and risk management.

REFLECTION & CONTINUOUS IMPROVEMENT

Critical reflection supports our commitment to maintaining effective emergency preparedness and continually improving the safety of our service.
Reflective questions include:

- Were emergency procedures implemented calmly and efficiently?
- Did educators clearly understand and carry out their designated roles?
- Were children supported in a way that promoted confidence and minimised distress?
- Did communication systems function effectively throughout the emergency or rehearsal?
- Were emergency resources readily available and fit for purpose?
- What did we learn from this rehearsal or incident that could strengthen our procedures?
- Are there changes to our environment, staffing or routines that require updates to our Emergency Management Plan?

Outcomes from these reflections inform policy reviews, emergency planning, educator professional learning, environmental improvements and our Quality Improvement Plan.

VERSION HISTORY

Version	Date Approved	Approved By	Summary of Changes
1.0	July 2026	Centre Director	Initial policy developed as part of the Glen Iris Child Care and Kindergarten Governance, Policy and Procedures Manual. Developed to align with the Education and Care Services National Law, National Regulations, National Quality Standard, EYLF V2.0 and Victorian Child Safe Standards.