



# Star of the Sea School

OSHC  
*Emergency and Evacuation  
Policy*

*Open Hearts Open Minds*



## **Emergency and Evacuation Policy**

### **SCHOOL VISION STATEMENT**

Our school is built on the core values of respect, inclusivity, compassion, collaboration and honesty. We support our families as the first and foremost educators of their child's faith development. Our vision paves the way for educating students for the 21st century but also draws from our history and tradition.

We guide our learners to be self-managed, innovative and critical thinkers who have a strong sense of who they are and their relationship in their world. As a learning community, we value the skills necessary to build meaningful relationships and for learners to be connected to each opportunity to develop their own personal growth. We encourage our learners to question, explore and discover so they actively contribute to a more compassionate society.

### **PURPOSE**

At Star of the Sea School, we believe that safety is a fundamental human right and an essential foundation for learning and growth. In our Out of School Hours Care (OSHC) service, we are committed to ensuring that every child feels emotionally and physically safe at all times.

While families carry the primary responsibility for their children's safety, we actively support this through clear procedures, regular drills, and continuous improvement of our emergency practices.

Guided by Gospel values of justice, dignity, and respect for each individual, our Emergency and Evacuation Policy is informed by our legal obligations and the broader community context in which Catholic schools operate. This policy outlines our commitment to maintaining effective emergency and evacuation procedures that prioritise the safety and wellbeing of children, staff, families, and visitors.

### **POLICY STATEMENT**

At Star of the Sea OSHC, we are committed to ensuring the highest standards of safety through clear, effective plans for the management and communication of incidents and emergencies, including evacuations and invacuations. Our aim is to support and guide educators to respond calmly, confidently, and efficiently in any emergency, reducing the risk of further harm or hazard.

Emergencies may include, but are not limited to, severe weather events such as storms, power outages, flooding, or fire. The presence of dangerous individuals or animals on site may require evacuation or lock-in

procedures. Medical emergencies may involve asthma attacks, seizures, anaphylaxis, or any incidents requiring immediate educator intervention.

In alignment with Catholic Education values, Star of the Sea OSHC is dedicated to providing a safe environment by proactively planning for potential risks, hazards, incidents, and emergencies. The health, safety, and wellbeing of children, educators, and all adults at the service are our highest priorities at all times.

## LEGISLATIVE REQUIREMENTS

### Education and Care Services National Law

Section 167	Offense relating to the protection of children from harm and hazards
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## EDUCATION AND CARE SERVICES NATIONAL REGULATIONS

97	Emergency and Evacuation Procedures	Responsible person to ensure emergency procedures are followed in an emergency or evacuation.
98	Telephone and other communication equipment	Responsible person to ensure telephone and walkie-talkies are kept working and maintained
168	Education and care services must have policies and procedures	There are multiple policies implemented at our service. The related policies to 'Emergency & Evacuation' policy and procedures are shown in the related policies table below.
170	Policies and procedures to be followed	policies and procedures at the service are followed through a combination of training, supervision, and monitoring. Action is taken if any policies are breached.
171	Policies and procedures to be kept available	Policies and procedures are kept available to all educators and families and are located in the OSHC office cupboard.
172	Notification of change to policies or procedures	Appropriate authorities and governing bodies are notified of any change to policies and procedures.

## NATIONAL QUALITY STANDARDS

The following quality areas link to Emergency, Evacuation and Lockdown Policy and Procedure.

QUALITY AREA 1: Educational Program and Practice		
Concept:		Descriptor
1.1.3	Programming learning opportunities	All aspects of the program, including routines, are organized in ways that maximize opportunities for each child's learning
1.2.1	Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
1.3.2	Critical reflection	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation
QUALITY AREA 2: Children's Health and Safety		
Concept:		Descriptor
2.2	Safety	Each child is protected
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised, and implemented.
QUALITY AREA 4: Staffing Arrangements		
Concept:		Descriptor
4.1.1	Organization of educators	The organization of educators across the service supports children's learning and development.
4.1.2	Continuity of staff	Every effort is made for children to experience continuity of educators at the service
4.2	Professionalism	Management, educators, and staff are collaborative, respectful, and ethical.

4.2.1	Professional collaboration	Management, educators, and staff work with mutual respect and collaboratively and challenge and learn from each other, recognizing each other's strengths and skills
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#### QUALITY AREA 5: Relationships with Children

Concept:		Descriptor
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator-to-child interactions	Responsive and meaningful interactions build trusting relationships that engage and support each child to feel secure, confident and included.

#### QUALITY AREA 6: Collaborative Relationships with Families and Communities

Concept:		Descriptor
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning, and wellbeing

#### QUALITY AREA 7: Governance and Leadership

Concept:		Descriptor
7.1	Governance	Governance supports the operation of a quality service
7.1.2	Management systems	Systems are in place to manage risk and enable the effective management and operation of a quality service
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined and understood and support effective decision-making and operation of the service.
7.2	Leadership	Effective leadership builds and promotes a positive organizational culture and professional learning community.

7.2.1	Continuous improvements	There is an effective self-assessment and quality improvement process in place.
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## RELATED POLICIES

- Child Safe Environment Policy.
- Medical Conditions Policy
- Infectious Diseases Policy
- Incident, Injury, Trauma and Illness Policy
- Delivery and Collection of Children Policy
- Active Supervision Policy
- Interactions with Children Policy
- Administration of First Aid Policy
- Bush Fire Action Plan

## PRINCIPLES TO INFORM POLICY:

The health, safety, and wellbeing of children are of paramount importance to our service. To ensure this, we regularly conduct and review emergency and evacuation rehearsals in line with our commitment to continuous improvement.

A thorough risk assessment has been completed to identify potential emergencies relevant to our service. Based on this assessment, clear and practical emergency procedures have been developed.

Our educational program supports children's learning and development across all areas. Evacuation rehearsals provide valuable opportunities for children to practice and strengthen skills such as gross motor coordination, communication, and cognitive problem-solving.

Our educators and staff are essential to the effective operation of our service. Their ongoing training and professional development include a strong focus on our Emergency and Evacuation Policy and procedures. This includes the regular conduct and documentation of evacuation rehearsals in accordance with regulatory requirements.

## HOW THIS POLICY RELATES:

To Children:

- Their health, safety, and wellbeing are protected at all times.
- They are supported to participate regularly in emergency and evacuation/invacuation rehearsals and drills.
- They receive emotional and physical support and guidance, and are actively supervised in the event of an emergency.
- They engage in educational programs that provide opportunities to learn and develop critical skills including gross motor, coordination, language, and cognitive skills through evacuation rehearsals.

### Parents/Guardians:

- They are provided access to, and informed about, the service's Emergency and Evacuation/Invacuation Policy and procedures.
- They can be confident that the safety, health, and wellbeing of their children are prioritised at all times.
- They are made aware of emergency and evacuation procedures, including emergency exits at the service.
- They are informed about the regular rehearsals and drills conducted with their children, building their understanding of these practices.
- They provide up-to-date emergency contact details on their child's enrolment form and update them as needed.
- They ensure the attendance record for their child is completed each day.
- They are promptly informed if any incident, emergency, or evacuation/invacuation occurs.
- They follow the directions of service management or responsible staff in the event of an emergency or evacuation/invacuation while on site.

### Educators and Staff:

- They read, understand, and implement the Emergency and Evacuation/Invacuation Policy and procedures, ensuring compliance with all legislative requirements to maintain children's safety, health, and wellbeing.
- They receive induction and ongoing training on how to respond appropriately to emergency situations.
- They sensitively and developmentally appropriately prepare children for drills and practice sessions.
- They conduct and participate in regular rehearsals and drills in accordance with legislative requirements.
- They document information about drills and rehearsals.
- They manage incidents and emergencies responsibly, ensuring a child-safe environment.
- They supervise children at all times and protect them from harm and hazards.
- They respond promptly, calmly, and follow procedures in any emergency requiring evacuation or invacuation.
- They reflect on rehearsals and actual emergencies to improve practices and procedures.
- They review and update risk assessments as needed.
- They complete and maintain all required documentation relating to emergency management, ensuring compliance with notification requirements.

## Management:

- They ensure emergency and evacuation/invacuation policies and procedures are clear, accessible, and up to date.
- They maintain current emergency and evacuation floor plans and instructions, displayed prominently near each exit.
- They deliver effective induction, training, and communication with educators, staff, parents/guardians, and other adults so everyone understands plans and procedures.
- They ensure compliance with all legislative requirements related to emergency and evacuation/invacuation procedures.
- They ensure emergency contact numbers are readily available and easily accessible.
- They maintain access at all times to an operating telephone or reliable means of communication, including off-site (Regulation 98).
- They ensure staff know the location of, and have access to, emergency equipment such as fire extinguishers and fire blankets.
- They maintain emergency equipment in safe, working order, with regular compliance checks documented.
- They regularly test alarms and communication systems.
- They ensure educators and staff are trained in the use of emergency equipment and procedures.

## HOW THIS POLICY WILL BE IMPLEMENTED:

- Emergencies are incidents that pose an imminent or serious risk to anyone present at the education and care service.
- Emergencies are typically unplanned, sudden, unexpected, dangerous, or distressing situations that require immediate action to prevent harm, injury, or illness to people, or damage to the service's premises.
- Emergency situations may threaten an individual's safety, health, and wellbeing. It is vital that services identify potential emergencies specific to their location and context.
- Each education and care service will have unique potential emergency scenarios.
- Examples of emergencies that may affect an education and care service include:
  - An accident or serious injury to a child or staff member requiring medical attention or hospitalisation
  - Fire and smoke
  - Flooding
  - Severe weather events, including dust storms
  - Natural disasters such as earthquakes
  - Burst water mains or pipes
  - Gas leaks
  - Power disruption or power lines down
  - Atmospheric contaminants
  - Biohazards or chemical spills

- Presence of a dangerous animal, insect, or reptile
- Presence of a violent or potentially violent individual
- Traffic accidents or events rendering the building unsafe
- Bomb or terrorism threats
- Lost, missing, or unaccounted-for children
- Fatal incidents involving a child, family member, or staff member at the service.

## PLANNING REQUIREMENTS:

It is essential that planning for managing emergency situations complies with the National Law, Regulations, and relevant Work Health and Safety legislation, ensuring the safety of children and adults.

Having a clear, well-structured plan for managing emergencies helps educators respond calmly and effectively, reducing potential harm or damage.

Approved providers and service management must have policies and procedures in place for responding to emergencies. This includes clear guidance on when to remain on-site (invacuation) and when to evacuate the building or premises.

Specifically, services must ensure:

- A risk assessment is conducted and regularly reviewed to identify potential emergencies relevant to the service.
- Written emergency and evacuation/invacuation procedures detail the actions required during an emergency.
- Emergency evacuation floor plans are displayed prominently near each exit, including pertinent outdoor areas.
- Families are provided with written information about the service's emergency procedures and plans.
- Emergency and evacuation procedures are carefully developed, especially in multi-storey buildings. In such cases, plans must align with legislative requirements (National Regulation 97 and relevant guidelines).
- Emergency plans for multi-storey or shared-occupancy buildings must coordinate with the building's broader emergency procedures and involve consultation with other tenants or bodies corporate.
- Plans clearly define exit routes, designated safe areas, and detailed steps for various emergency scenarios.
- Procedures include precise roles and responsibilities for management, educators, and staff, ensuring each person knows what to do and when to act.
- Emergency instructions must be displayed near exits and in children's environments, including invacuation instructions in each room.
- Exit signs must be clearly visible, with pathways unobstructed.

- Services should consult with relevant authorities (e.g., Police, MFS, CFS, SES, SA Health) to improve risk mitigation and response strategies.
- Emergency equipment (e.g., fire extinguishers, blankets, first aid kits, phones) should be clearly signposted and regularly tested by accredited professionals.
- Services must access and monitor advice and warnings from emergency services and government agencies via multiple reliable sources.
- During significant incidents, do not rely on a single source of information. Use radio, internet, TV, mobile alerts, and community communication.
- Educators and staff should conduct regular drills and educative sessions with children to build preparedness and confidence.
- Emergency packs containing updated emergency contact lists, attendance records, portable first aid kits, and mobile phones should be stored in accessible locations and checked regularly.
- Emergency contact numbers must be clearly displayed throughout the service, including kitchens, offices, staff areas, and rooms used by children.

By prioritising planning, training, and communication, our service ensures the safety and wellbeing of all children, staff, and community members in the event of an emergency.

## EMERGENCY MANAGEMENT RISK ASSESSMENT:

- The approved provider and service management must ensure regular risk assessments are conducted to identify any potential emergencies that may occur at the service.
- A risk assessment must be completed at least once every 12 months and promptly following any new circumstances that could affect the safe evacuation or invacuation of children.
- Where a review identifies new risks or hazards, service management must immediately update emergency and evacuation/invacuation policies and procedures.

## EVACUATION PROCEDURES:

- Emergency plans must be developed based on risk assessment findings. These plans should clearly reference specific emergency exits, evacuation points relevant to various scenarios, and include the service's location and contact details.
- Educators and staff must be supported to understand their roles in emergencies. Evacuation plans should include a visual map showing clearly marked exits and routes from all areas within the service, along with concise, step-by-step written instructions.
- Written instructions must outline responsibilities, items to be collected, assembly point locations (including physical address), and relevant contact details.
- Both the visual map and written evacuation instructions must be displayed at all designated emergency exits.

## RELOCATION PROCEDURES:

- Certain emergencies (e.g., approaching fire or flood) may require relocation away from the service premises.
- The relocation plan must align with evacuation procedures and clearly specify a safe designated relocation area, approved by emergency services before use.
- When choosing a relocation site, consider:
  - Is the site safe and secure?
  - Is transportation needed?
  - Are essential facilities (water, toilets, shelter) available?
  - Is there reliable mobile reception?
  - Is it easily accessible to families and emergency services?
- Regular risk assessments of the relocation site should be conducted in consultation with emergency services to ensure ongoing suitability.
- Families should be kept informed and regularly updated about any proposed relocation sites.
- A clearly visible laminated sign should be displayed in the event of relocation, and a map with directions to the site should be readily available.

## INVACUATION PROCEDURES:

- Some emergencies (e.g., a violent person nearby, police operations) may require the service to lock down (invacuation) rather than evacuate.
- During invacuation, all doors and windows are secured, and children, staff, and others are moved out of view where possible.
- Suitable spaces should be identified in advance, allowing access (if safe) to essential facilities like bathrooms and kitchens.
- Consider ensuring children have access to developmentally appropriate materials and activities during invacuation to help reduce anxiety and maintain engagement.
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## REHEARSING EMERGENCY AND EVACUATION/INVACUATION PROCEDURES/DRILLS:

- Emergency and evacuation/invacuation procedures must be rehearsed at least every three months by educators, staff members, volunteers, and children present at the service during the drill.
- Both evacuation and invacuation response procedures should be included in risk assessments and incorporated into the service's emergency plan. Each must be rehearsed every three months.
- Rehearsals should occur at various times of the day and week to ensure all individuals at the service have opportunities to participate.
- It is recommended that rehearsals cover different scenarios to ensure a range of emergency types are considered and practiced.
- Rehearsals should include the use of all documented evacuation/invacuation routes and exits.
- For services catering to children over preschool age, plans should include rehearsals before and after school sessions, as well as during vacation care.

- Additional planning is required for services in multi-storey buildings due to increased risks, such as evacuating via stairwells alongside others, the presence of non-ambulant children, and the need for increased supervision. (Refer to ACECQA information sheet: Multi-storey buildings - Evacuations and approvals, July 2021)
- Regular rehearsals are crucial for children, educators, and staff to ensure their safety and wellbeing during an emergency requiring evacuation or invacuation.
- Children must be provided with age and developmentally appropriate information and support before, during, and after drills.
- A sign should be displayed at entry points (and potentially in individual rooms if only part of the service is involved) to inform families and visitors that an emergency drill is underway.
- All rehearsals must be documented. This record-keeping helps the service reflect on procedures, identify any needed adjustments, and determine if risk assessments require updates (e.g., changes in assembly area access due to construction or shifts in the age profile of children attending).
- Documentation also confirms who has participated in drills, ensuring all individuals regularly practice and are prepared in the event of an actual emergency.
- Emergency drill documentation should include:
  - Date, start and finish times, and total duration of the drill
  - Number and list of children and staff participating
  - Details of actions/processes followed
  - Reflections and notes on any improvements needed
  - Name and signature of the person completing the record (see sample drill record in Resource Documents folder)

## MANAGING EMERGENCY AND EVACUATION/INVACUATION PROCEDURES/DRILLS:

- Effective emergency management encompasses prevention, preparedness, response, and recovery.
- Service policies and procedures must provide sufficient detail to address all potential emergency scenarios within the unique context of each service environment.
- Different emergencies pose varying levels of risk and require tailored responses depending on the service's location. For example, a service located in a flood-prone area or near bushland may face greater risks from floods or bushfires.
- People can react unpredictably during emergencies, which can impact response efforts. Well-rehearsed policies and procedures help educators, staff, and children manage these situations more effectively and calmly.
- Given the nature of emergencies, policies and procedures must be clear, detailed, and well understood so staff can respond confidently and fulfill their roles.
- Service management and educators must be familiar with available warning systems and alerts to inform and prepare for emergencies (e.g., Alert SA, SA Government emergency advice resources).

- The Australian Warning System (AWS) provides a nationally consistent, three-tiered approach to improve clarity and timeliness of warnings, encouraging appropriate, safe actions during emergencies such as bushfires, floods, storms, extreme heat, and severe weather.
- AWS warnings deliver real-time information about hazards, their impacts, and expected consequences for communities, along with guidance on how to respond.
- Emergencies must be handled with care and consideration for everyone involved, especially children and adults who may need extra support.
- Staff must be prepared with key information when contacting emergency services (refer to the sample checklist in the Resource Documents folder).
- Service management should communicate to emergency services the actions and procedures already taken as part of the service's emergency plan.
- Follow all guidance and directions provided by emergency services to ensure safety.
- In the event of an evacuation or invacuation, display signage at the front entrance advising of the situation.
- Ensure active supervision of children throughout the emergency to prevent contact with unauthorised persons.
- Staff must refer media inquiries to service management and protect the privacy, rights, and dignity of children, families, and staff in all interactions with the media.

#### **AFTER AN EMERGENCY SITUATION:**

- Service management will notify parents/guardians of the emergency after it has concluded, using a prepared template at the front door and/or electronic communication.
- The approved provider/service management must notify the regulatory authority within 24 hours via the NQA IT System if emergency services attend the service in response to an emergency.
- Service management or educators must complete an incident record if a child is injured, becomes ill, or suffers trauma. Parents/guardians must be notified as soon as possible, and no later than 24 hours after the incident.
- Post-emergency care is as critical as managing the emergency itself. Staff must be mindful of the potential impacts on children and provide appropriate support.
- Support strategies should be tailored to children's age and developmental needs. Younger children may need help expressing feelings through play or art, while older children may require clear information and opportunities to ask questions.

#### **STAFF TRAINING AND REVIEW:**

- All educators receive training on emergency policies and procedures during induction.
- Ongoing training and review of emergency procedures occur at staff meetings.
- Regular rehearsals are conducted, and outcomes are reviewed at staff meetings to ensure continuous improvement.

POLICY REVIEW

This policy will be reviewed annually to ensure it remains effective and relevant to the needs of our school community.

ACKNOWLEDGEMENT AND APPROVAL

This policy has been developed in consultation with staff, students, and the broader school community and was approved on \_\_\_\_\_.

REVISION RECORD

Implemented	November 2024
Ratified by School Board	
Last Reviewed	29 <sup>th</sup> June 2025
Next Review	June 2026