

# EDUCATION AND CARE GUIDING PRINCIPLE

## Emergency Response / Critical Incident

### Purpose

To ensure the personal safety and security of all children, staff, educators, visitors, volunteers, students and families, Council provides a safe and secure environment where routines and emergency procedures are followed in accordance with Section [97](#) of the Regulations.

The purpose is to decrease stress, reduce panic and promote recovery for all of those involved in a crisis situation.

This will be done by:

- the establishment of a CIMP
- following an evacuation and response plan
- following a recovery time line
- evaluation of the CIMP.

### Scope

Evacuation/lock down/critical incident procedures will be provided and reinforced to children, educators and families on an ongoing basis, to be prepared for unforeseen dangers, critical incidences and unexpected events.

The nominated supervisor will identify potential emergency when an incident occurs and decide which procedure to follow.

### Definitions

<b>CCFDC:</b>	Cumberland Council Family Day Care
<b>CIMP:</b>	Critical Incident Management Plan
<b>CPR</b>	Cardiopulmonary resuscitation
<b>Families:</b>	Parents, guardians and/or caregivers
<b>FDC:</b>	Family Day Care
<b>PRP:</b>	Primary Response Person
<b>Regulations:</b>	<a href="#">Education and Care Services National Regulations</a>

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## EVACUATION/LOCK DOWN PRACTICE

To ensure the safety of children/families/educators/staff emergency procedures must be known and practised. It is the responsibility of the nominated supervisor/educators to organise and implement the drill procedure both evacuation and lock down no less than [\[Reg 97\(3\)\(a\)\]](#):

- School Holiday Care: Once per school holiday period
- Before School Care: Every 3 months
- After School Care: Every 3 months
- Educator's home: Every 3 months
- Long Day Care: Every 3 months
- Family Day Care Coordination Unit: Every 3 months

Educators and staff will discuss evacuation and lock downs procedures and rehearsals at each staff meeting and will keep a roster so staff know who is responsible for organising the evacuation drills. This could be the fire warden or a different staff member allocated monthly.

The evacuation and lockdown procedures are to be practised at varied times and days and from random locations in the service. Various scenarios are also to be practised; i.e. a snake in the yard, or a bomb threat. Services are to practise evacuation to both Assembly Area 1 and Assembly Area 2 and lockdown in more than 1 location in the service.

All the children enrolled in FDC must participate in evacuation procedures. Evacuation procedures can be implemented at various times through the day and week to ensure all enrolled children get the opportunity to rehearse. All persons present at the service during the evacuation drill must participate.

An Evacuation / Lock Down Report, including a record of the children that attended the evacuation drill, must be completed after each emergency drill and electronically saved in ECM and stored in the Work Health and Safety folder.

In the event of an authentic evacuation, the report must be sent to the Manager Children, Youth & Families to support other paperwork and a copy kept at the service.

An emergency and evacuation floor plan and both procedures for evacuation and lockdown [\[Reg 97\(4\)\]](#) must be displayed near each of the exits in the service/home. Children, families and educators are to be prepared for unforeseen dangers, critical incidences and unexpected events.

The chief emergency warden will wear a white emergency warden helmet for easy identification by emergency services (not FDC educators at home).

### Implementation

- Evacuation and lockdown procedures will be practised as outlined above at different times of the day.

- New educators, students, casual staff and volunteers will be informed of evacuation and lock down procedures on induction. New educators are informed within their training.
- Smoke alarms will be maintained. FDC educators are responsible for checking their smoke alarms every 6 months.
- Whistles and external gate keys will be accessible in all rooms (FDC nominated rooms).
- Fire blanket and fire extinguishers will be checked six-monthly, including FDC educators homes.
- Fire safety will be discussed and practised with children.
- Exits will be clearly marked and exit signs will be regularly checked (not applicable to FDC homes).
- Exits and paths of travel will be clear of all obstructions.
- Selected educators will attend fire awareness and safety training courses every three years.
- Educators have a current approved First Aid and CPR qualifications.
- Emergency numbers will be displayed near phones.
- Mobile telephones must be taken out on evacuation in the event of drills and actual events [[Reg 98](#)].
- First aid kit and all life threatening medications (e.g. epipens, asthma kits, diabetic medication) and emergency bag are to be evacuated with children.
- All services are to have an up to date emergency contact list for all children, educators and emergency services. FDC educators will keep the emergency contact list in the emergency bag.
- The current sign in and out sheet is to be taken in the evacuation. Emergency contact sheet will be kept near phone and in emergency bag (FDC).
- Children absent on the day of the evacuation or lock down will be recorded on the evaluation form.
- A copy of families' addresses and phone numbers will be kept in the emergency bag (centre based).
- Education and care services' administration or the nominated supervisor will notify families in the event of evacuation or lockdown as soon as practicable.
- Children's art work and material etc. will be displayed in clumps (not on lines across the room) away from exits and travel paths.
- Non-smoking signs will be displayed.
- Hoses will be connected, accessible and in good working order at all times.
- Fire cot will be used when necessary. Fire cots can be used for a child to sleep if required but at no time are to be used for storage of items.
- Emergency bag must be checked and maintained by the nominated supervisor monthly, contents list attached and easily accessible to educators (centre based).
- Emergency bags must be checked by FDC educators every 3 months.
- Evacuation reports must be kept for a minimum of 3 years and saved in ECM. FDC educators to keep for their records.
- In accordance with section [97\(2\)](#) of the Regulations a risk assessment to identify potential emergencies must be completed and reviewed annually in January or reviewed after an incident to update any relevant information. This allows for the service to plan for all emergencies that may affect the service operations (see attachments for centre based and home based).
- Ensure all educators/staff are aware of the correct use of a fire extinguisher; the acronym **PASS** can be used when using fire extinguishers:
  - **P**ull pin or release lock
  - **A**im loss at the base of the fire

- **S**queeze handle
- **S**weep fire extinguisher from side to side at base of fire
- Any incident in which asbestos materials or suspected asbestos are discovered should be reported to your supervisor. If asbestos material has been disturbed and fibres potentially released the children and educators must be evacuated from the area and Cumberland City Council Asbestos Management Policy followed.

## **BOMB THREAT**

If you receive a bomb threat:

- hold the caller on the line and obtain as much information as possible e.g. appearance (brown paper parcel, box, etc.) and write it down using the attached Bomb Phone Threat Checklist
- advise the nominated supervisor
- stay calm, do not panic
- depending on the information given by the caller, educator and children will be instructed to evacuate the building
- The nominated supervisor will ring the police, the Manager Children, Youth & Families and instruct all staff to remove personal belongings if time permits. FDC will ring police and nominated supervisor.

If you find the bomb or suspected bomb:

- do not touch it
- advise the nominated supervisor
- evacuate the building
- ring the police.

## **EMERGENCY LOCK DOWN WITHIN THE SERVICE / HOME**

In the event that there is an emergency outside the service/home that may provide a risk to the children a lock down may be required. This could include high pollution, unwanted access to the service from potentially harmful people or animals or on advice from relevant emergency services.

Staff/educators are to:

- ensure children and staff/educators move indoors as soon as a risk has been identified
- ensure children are not alarmed and everyone remains calm
- ensure children and staff/educators move away from the doors and windows and sit low to the ground
- ensure all doors and windows are locked and blinds and curtains closed
- use the staff, children and visitors sign-in sheets to account for all persons
- contact emergency services and Manager Children, Youth & Families as soon as possible
- follow the critical incident procedure as required
- be aware if there is a custody issue and to ensure that any unauthorised person does not have access to the Argus finger print system (centre based).

## **CRITICAL INCIDENT PROCEDURE**

A critical incident is any situation faced by members of the community causing them to experience unusually strong emotional reactions which have the potential to interfere with their ability to function either at the time or when faced with reminders of the situation (NSW Department of Education).

### **Examples of critical incidents**

- The death of a child, family member or educator
- A child injured in care
- Loss of family circumstances – divorce, financial loss etc
- Children or educator witnessing serious injury or death
- Accidents – motor vehicle, industrial or domestic
- Natural disasters such as severe storms, earthquakes, fires or floods
- Violence – domestic violence, physical or sexual assault, murder, suicide or abduction
- Critical, chronic, prolonged or terminal illness
- Emergency situations such as fire, siege or bomb threats
- Unwanted media attention
- Major vandalism
- Harassment, verbal, physical or implied
- Administering emergency first aid
- Robbery – armed or unarmed
- Intruders – armed or unarmed.

### **Establishment of a CIMP**

Each service needs to have a PRP designated to coordinate all aspects of the CIMP. This will be the nominated supervisor or responsible person in day-to-day charge at the service at the time of the incident.

PRP will need to:

- ensure that emergency services have been contacted
- contact relevant authorities i.e. Manager Children, Youth & Families, who will contact the Director Community & Organisation Development, Council's Risk Management Officer, Workcover, Regulatory Authority and if the nominated supervisor is not present at the time they must be contacted
- report on the critical incident e.g. Incident/Accident Report for Department of Education and Cumberland City Council
- assign duties to educators and other adults involved
- ensure that the response plan and recovery timeline are followed
- refer to the Responsible Person in day-to-day charge if the nominated PRP is unavailable
- work with others to evaluate the plan annually as per guiding principle review schedule

Centre based educators will need to:

- complete the Managing Critical Incidents - Preparation Checklist at the beginning of each year to ensure that all information is accessible. This is to be signed off by the nominated supervisor

- be aware of their role and be familiar with their service's CIMP.

## **DEATH OF A CHILD/ADULT IN CARE**

Educators must be aware that in the event of a death of a child or adult in care, only a qualified medical practitioner can pronounce the child/adult deceased.

The recommended procedure for educators to follow if they detect a child or adult who has no pulse is:

- The educator that finds the child/adult will assess the environment and area for danger ensuring the safety of self and others around (DRSABCD Action Plan).
- The educator should remain calm and ask for a colleague to call Ambulance/Police 000 and obtain assistance where required (centre based).
- Contact nominated supervisor, then contact Manager Children, Youth & Families at Cumberland City Council on 8757 9725 / 0419 632 325.
- FDC educator should ring emergency 000 then contact Coordination Unit.
- FDC Coordination Unit will go immediately to the educator's home to support the educator and make arrangements for the other children in care. Then contact Manager Children, Youth & Families at Cumberland City Council.
- Families of these children will be asked to collect their children or will be advised of any alternate care that is arranged. FDC Coordination Unit staff to stay with children whilst educator accompanies child in ambulance.
- Follow standard first aid and all emergency procedures appropriate to the situation. If the child/adult is not breathing, commence CPR. During this time remaining educators (if available) are to relocate children to a non-visible safe area away from any danger or exposure to the situation. Two educators are to stay with the injured child/adult (not FDC).
- Nominated supervisor, Senior Coordinator, Education and Care or Manager Children, Youth & Families to contact the family or next of kin as soon as possible. Calmly advise that an ambulance has been called and suggest that they come to the service or advise which hospital the child or adult has been taken to. Senior educator/FDC educator to meet family/next of kin at the hospital.
- An educator should accompany the child/adult in the ambulance if the family are not at the service. FDC Coordination unit staff must supervise other children, if necessary. An FDC educator must not leave any FDC children with unauthorised persons.
- Educators cannot give information regarding the death of a child or adult to family or next of kin - only a medical practitioner can pronounce the child/adult deceased.
- Educators are not permitted to give details or information to other families or the media, or anyone other than staff.
- Educators are to complete incident/accident forms and reports immediately. Senior Coordinator, Education and Care and/or Manager Children, Youth & Families to assist and support staff/educators in completing paperwork.
- Manager Children, Youth & Families will notify Department of Education, Police 000, Director Community & Organisation Development, General Manager and Mayor.
- Counselling and support from trained professionals will be made available to the educators, children and families. Coverage International is the Employee Assistance Provider and offers confidential, professional support and counselling to all employees. Contact Coverage on 1300 687 327 toll free.
- Manager Children, Youth & Families and nominated supervisor will monitor the staff/children/family's responses to the incident over a period of time.

- Follow procedures from Education and Care Emergency Response/ Critical Incident Guiding Principle.

All information of this event must be forwarded within 24hrs to Early Childhood Education and Care Directorate, NSW Department of Education.

The Regulatory Authority, the Director-General of the Department of Human Services is to receive notice of the death of a child in service.

Work cover must be notified of the death of a worker from an incident, accident or trauma while at work.

## **EMERGENCY SERVICES PROCEDURE**

For situations requiring Emergency Services, **call 000 as soon as possible**

When calling 000 you may be asked to provide the following information, however, you do not need to collect all of this information before making the call to 000:

1. Your name, address and phone number
2. Whether an ambulance, police, or fire brigade is required
3. The name of the ill or injured person
4. Whether they are an infant, child or an adult
5. The name of the next of kin, family
6. The nature of the illness, injury or emergency
7. An assessment of the severity of the illness or injury
8. With the ambulance, you will be asked to state the urgency of the situation
9. If the person is unconscious, whether they are breathing or have a pulse
10. If the person is bleeding severely, or appears to have a major injury, has a head injury or is 'blue', the term 'cyanosed' may be used
11. What first aid or CPR action has being taken?

### **Response plan**

There needs to be a systematic response to the critical situation and it is best to plan this in advance. All actions – IMMEDIATE and SUBSEQUENT need to take into consideration the:

- Children
- Educators
- Families
- Others

### **Immediate actions**

#### **Children**

- Ensure the children are all safe and accounted for
- Administer first aid if necessary
- Diffuse the children's emotions with facts – what has happened, how it happened (if known) and explain what other helpers (emergency services) are doing

- Discuss what will be happening next
- Advise if there are going to be changes in their routines
- Let them know when their families will be picking them up

## **Educators**

The educators' actions will differ according to the situation. There should be one educator to remain in the office to disseminate information to other educators, families and other persons as directed by the Manager Children, Youth & Families. Where possible at least 2 educators will attend the incident. The PRP and other staff will assume responsibility for any children in care (centre based care).

The following tasks should be allocated to educators:

- Evacuate/administer emergency first aid
- Account for all of the children. In the event of a child going missing in care or being taken unlawfully from care, the senior staff member on duty will notify the police and immediately contact the Manager Children, Youth & Families who will contact the family of the child as soon as a thorough ground/premises check is completed if such a situation was to arise. If not on the premises the nominated supervisor must also be contacted
- FDC educators to contact the FDC Coordination Unit
- Contact emergency services
- Support the children's emotions
- Provide support for other educators
- Arrange for follow up procedures

## **Families**

Families' initial concerns will be for the safety and wellbeing of their child/ren. Where possible:

- provide immediate and accurate information to families of children closely involved in the critical incident
- inform them of what educators want them to do; e.g. pick up their child from the service or go directly to the hospital
- give information on when the service's routine will return to normal or what alternative care can be offered in the case of FDC
- explain the above verbally so that the families have a chance to ask questions
- consider the needs of families who speak languages other than English. Professional interpreters can be arranged. An Interpreter service is available through the Translating and Interpreting Service (TIS National) Ph: 131 450.

## **Subsequent actions**

After the immediate threat or crisis is over and the situation has been resolved, the emotional consequences of everyone involved need to be catered for.

## **Children**

- Observe and record the children's reactions and behaviour
- Provide opportunities for children to express their feelings – dramatic play, art, small group and individual discussions are some examples
- Continue familiar routines



- Be aware of short term behavioural changes and cater for these accordingly
- Arrange a ceremony – only if appropriate

### **Educators**

- As soon as practical after the incident, arrange for the educators to get together
- Educators need to sit down, gather their thoughts and document the incident, preferably the day of the incident or the next day
- Arrange alternative care for those educators not available to work
- Professional counselling is available through Cumberland City Council's Employee Assistance Program on 1800 337 068
- Compassionate leave may be available. Nominated supervisors of services will need to consider the needs of educators and children when deciding how many staff will be able to take leave (centre based care)
- Provide educators with ongoing support through open discussion
- Educators need to be involved in the continued exchange of information to parents and the wider community
- Educators will need to evaluate the effectiveness of the CIMP.

### **Families**

Produce a special newsletter approved by Manager Children, Youth & Families and the Manager of Public Relations, that provides families with accurate information about the incident. It should include:

- factual information about the incident
- steps taken by educators
- reactions of the children and what they have been told
- arrangements for a special family meeting
- information about typical reactions of stress in children
- information on counselling services and other support groups if required

### **Others**

- Contact emergency personnel involved to thank them for their assistance
- Follow Cumberland City Council's Media Policy – it is advisable to have a prepared description of your particular service to give to Council's media relations team as they may not be aware of the particulars of your service

### **Recovery timeline**

#### **Within 24 hours**

- Ensure the safety and welfare of educators and children
- Inform Manager Children, Youth & Families, Workcover and Police (if needed)
- Keep all educators informed with accurate up-to-date information
- Notify the time and place of debriefing to all relevant persons
- Arrange counselling and support as needed
- Media – prepare draft statement to be forwarded and approved

- Start incident investigation and put risk controls in place
- Make a notification to Department of Early Childhood Education, Coordinators or Senior Coordinator

**Within 48-72 hours**

- Continue/arrange counselling and support as needed
- Continue to disseminate information
- Debrief all relevant people
- Continue to manage the media – as per Media Policy
- Complete insurance reports
- Have all educators involved complete a report of their role in the crisis
- Evaluate CIMP

**Within the first month**

- Arrange a memorial service – if appropriate
- Continue to monitor staff/educators and children's physical and mental health
- Gradually return to pre-crisis state
- Follow up risk controls from Incident/Accident Report

**In the longer term**

- Monitor the educators and children for delayed stress and provide support if needed
- Be aware and sensitive to anniversaries, inquests, legal proceedings etc.
- Access specialist support if needed
- Consider including 'grief' as a topic in programming and planning.

## ATTACHMENTS

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### Related Legislation and Online Resources

- [Children \(Education and Care Services\) National Law \(NSW\)](#): Sections [167](#), [174](#) & [174A](#)
- [Education and Care Services National Regulations](#): Section [12](#), [85-87](#), [97](#), [98](#), [168](#), [176\(2\)\(a\)\(i\)](#), [176A](#), [183](#) and [Part 4.7, Division 2](#)
- Australian Children's Education and Care Quality Authority (ACECQA), [National Quality Standards: Quality Area 2](#)
- [Work Health and Safety Act 2011](#)
- [Work Health and Safety Regulation 2017: Section 43](#)
- NSW Fire & Rescue: [Emergency Helpers – Early Childhood Emergency Program](#)
- NSW Police Brochure: [NSW Police Brochure - Bizsafe](#)
- When things go wrong: Managing critical incidents in children's services / Chris Legg (2001)

### Related Documents and Council Policies

- Cumberland City Council's [Media Policy](#)
- Cumberland City Council Education and Care Guiding Principles:
  - [Accident, Incident and Trauma](#)
  - [First Aid](#)
  - [Medical Conditions and Medication](#)
  - [Immunisation, Infectious Diseases & Illness Exclusion](#)

### Authorisation & Version Control

Guiding Principle owner	<i>Manager Children, Youth and Families</i>
Authorised by	<i>Education and Care Management Team</i>
ECM no.	<i>7978641</i>
Implementation date	<i>September 2021</i>



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# EMERGENCY EVACUATION PROCEDURE

## Education and Care Services

To be displayed next to the emergency evacuation plan

- ☐ Ring alarm or blow whistle
- ☐ Location of fire/emergency to be determined and Assembly Area 1 or 2
- ☐ Educators to direct children to Assembly Area
- ☐ Take mobile phone, emergency bag, first aid kit, asthma kits and epipens
- ☐ Evacuation cot to be used (if applicable)/ babies to be carried (if applicable)
- ☐ Educators to check cot room (if applicable), bathrooms, kitchen, storerooms and laundry
- ☐ Take contact lists, medication, sign in books, mobile phone
- ☐ Collect gate keys
- ☐ Doors and windows closed if possible
- ☐ Account for all children - each child must be sighted
- ☐ Account for all educators and visitors
- ☐ Ring 000
- ☐ Ring Children, Youth & Families Management Team
- ☐ Determine the need to move to Assembly Area 2 of evacuation and act accordingly
- ☐ Attempt to fight small fires using extinguishers and fire blankets as instructed
- ☐ Emergency warden to liaise with Senior Emergency Officer and follow their directions
- ☐ Complete Evacuation /Lock Down Report

**ABOVE ALL DO NOT PANIC**  
**FIRE & RESCUE / AMBULANCE / POLICE**  
**CALL 000**

Ensure hoses and nozzle are always connected and in good working order

**Cumberland City Council**

16 Memorial Avenue, PO Box 42, Merrylands NSW 2160.

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# EMERGENCY LOCKDOWN PROCEDURE

## Education and Care Services

To be displayed next to the emergency evacuation plan

- ☐ Advise educators of the situation by using the services code phrase to instigate a lock down
- ☐ Location of disturbance to be determined the lock down location
- ☐ Educators to direct children to lock down area 1 or 2
- ☐ Take emergency bag, first aid kit, asthma kits and epipens
- ☐ Evacuation cot to be used (if applicable)/ babies to be carried (if applicable)
- ☐ Educators to check cot room (if applicable), bathrooms, kitchen, storerooms and laundry
- ☐ Take contact lists, medication, sign in books, mobile phone
- ☐ Collect gate keys in case the children and staff need to evacuate
- ☐ Doors, windows and blinds to be closed if possible
- ☐ Account for all children - each child must be sighted
- ☐ Account for all educators and visitors
- ☐ Ring 000
- ☐ Ring Children, Youth & Families Management Team
- ☐ Determine the need to move to a different lock down location or the need to evacuate
- ☐ Emergency warden to liaise with Senior Emergency Officer and follow their directions
- ☐ Complete Evacuation /Lock Down Report

**ABOVE ALL DO NOT PANIC**  
**FIRE & RESCUE / AMBULANCE / POLICE**  
**CALL 000**

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# EMERGENCY EVACUATION PROCEDURE

## FDC Educator

To be displayed next to the emergency evacuation plan

- ☐ Location of fire/emergency to be determined and Assembly Area 1 or 2
- ☐ Educator to direct children to Assembly Area
- ☐ Take emergency bag, first aid kit and asthma kit
- ☐ Ensure the safety of self and all children in care
- ☐ Take contact lists, medication, epipens, sign in books, mobile phone
- ☐ Doors and windows closed if possible
- ☐ Account for all children - each child must be sighted
- ☐ Ring 000
- ☐ FDC Coordination Unit and Manager Children, Youth & Families must be notified immediately
- ☐ Educator to liaise with Senior Emergency Officer and follow their directions
- ☐ Complete Evacuation /Lock Down Report

**ABOVE ALL DO NOT PANIC**

**FIRE & RESCUE / AMBULANCE / POLICE**

**CALL 000**

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# EMERGENCY LOCKDOWN PROCEDURE

## FDC Educator

To be displayed next to the emergency evacuation plan

- ☐ Instigation of the lockdown due to a safety concern identified
- ☐ Educator to direct children to the lockdown location 1 or 2
- ☐ Take emergency bag, first aid kit and asthma kit
- ☐ Ensure the safety of self and all children in care
- ☐ Take contact lists, medication, epipens, sign in books, mobile phone
- ☐ Doors, windows and blinds closed if possible
- ☐ Account for all children - each child must be sighted
- ☐ Ring 000
- ☐ FDC Coordination Unit and Manager Children, Youth & Families must be notified immediately
- ☐ Educator to liaise with Senior Emergency Officer and follow their directions
- ☐ Complete Evacuation /Lock Down Report

**ABOVE ALL DO NOT PANIC**

**FIRE & RESCUE / AMBULANCE / POLICE**

**CALL 000**

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# EMERGENCY LOCKDOWN RECORD

## Family Day Care

Educator's name: ..... Date: ..... Time start: ..... Time finish: .....

Children present				
Others present				

Scenario: What was the emergency?		Evaluation: What happened? How did it go?	
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First aid kit items to be checked after each evacuation or lockdown practice	Quantity	Initial after inspected	Evacuation bag items to be checked after each evacuation or lockdown practice	Initial after inspected
Adhesive plastic dressing strips (pack of 50)			Bottled water and cups	
Bags for amputated parts (plastic) large			Hand wash / sanitiser	
Bags for amputated parts (plastic) small			Books – stories	
Gauze bandages (5cm)			Torch	
Gloves (disposable, single)			Portable first aid kit	
Safety pins (packet)			Phone charger	
Triangular bandage			Nappies	
Wound dressing (sterile, non-medicated large)			Wipes	
Panadol Exp.....			Towel	
Epi pen or Ana pen (if applicable) Exp.....			Emergency contact list	
Asthma emergency kit – Ventolin & spacer Exp.....			Tissues	
First aid pamphlet as approved by work cover			Sunscreen	

Educators must check the following after each evacuation or lockdown practice				
Fire blanket		Fire extinguisher		Children's emergency contact list
Smoke detectors working		Keys - front and back doors		Evacuation bag
Attendance records / device		Telephone		Emergency evacuation plan displayed at every exit point

Educator's signature: ..... Date: .....

CDO signature: ..... Date: .....



CUMBERLAND  
CITY COUNCIL

# EMERGENCY EVACUATION RECORD

## Family Day Care

Educator's name: ..... Date: ..... Time start: ..... Time finish: .....

Children present				
Others present				

Scenario: What was the emergency?		Evaluation: What happened? How did it go?	
--------------------------------------	--	---	--

First aid kit items to be checked after each evacuation or lockdown practice	Quantity	Initial after inspected	Evacuation bag items to be checked after each evacuation or lockdown practice	Initial after inspected
Adhesive plastic dressing strips (pack of 50)			Bottled water and cups	
Bags for amputated parts (plastic) large			Hand wash / sanitiser	
Bags for amputated parts (plastic) small			Books – stories	
Gauze bandages (5cm)			Torch	
Gloves (disposable, single)			Portable first aid kit	
Safety pins (packet)			Phone charger	
Triangular bandage			Nappies	
Wound dressing (sterile, non-medicated large)			Wipes	
Panadol Exp.....			Towel	
Epi pen or Ana pen (if applicable) Exp.....			Emergency contact list	
Asthma emergency kit – Ventolin & spacer Exp.....			Tissues	
First aid pamphlet as approved by work cover			Sunscreen	

Educators must check the following after each evacuation or lockdown practice				
Fire blanket		Fire extinguisher		Children's emergency contact list
Smoke detectors working		Keys - front and back doors		Evacuation bag
Attendance records / device		Telephone		Emergency evacuation plan displayed at every exit point

Educator's signature: ..... Date: .....

CDO signature: ..... Date: .....



CUMBERLAND  
CITY COUNCIL

## EMERGENCY EVACUATION / LOCK DOWN DRILL REGISTER

Please list the dates that the service has completed evacuation and lock down drills to ensure that all children, regardless of the days that they attend, have been exposed to the drills.

Service: .....

	Monday	Tuesday	Wednesday	Thursday	Friday
Centre Based Care – Emergency					
Centre Based Care – Lock Down					
Before School Care – Emergency					
Before School Care – Lock Down					
After School Care - Emergency					
After School Care – Lock Down					
School Holiday Care – Emergency					
School Holiday Care – Lock Down					

### Cumberland City Council

16 Memorial Avenue, PO Box 42, Merrylands NSW 2160.

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CUMBERLAND  
CITY COUNCIL

## EVACUATION / LOCK DOWN REPORT

### Education and Care Services and FDC office

(Section [97\(3\)\(b\)](#) of the [Education and Care Services National Regulations](#))

Service name: ..... Date: .....

Evacuation/lock down took place due to (tick box): ☐ Drill ☐ Real emergency

Time of evacuation/lock down/whistle: .....

What was the reason/scenario for the evacuation/lock down? .....

Who notified staff of the evacuation/lock down? .....

What exits were used? .....

What time did everyone arrive at the safe assembly area? .....

Were all children accounted for? ☐ Yes ☐ No Number of children: .....

Were all educators/staff accounted for? ☐ Yes ☐ No Number of educators/staff: .....

**Please attach attendance report of all children and staff who were in attendance**

Children who were absent on the day of the evacuation/lockdown: .....

#### Checklist

Emergency bag	<input type="checkbox"/> Yes <input type="checkbox"/> No	Inside area checked	<input type="checkbox"/> Yes <input type="checkbox"/> No
Doors/Windows closed	<input type="checkbox"/> Yes <input type="checkbox"/> No	Emergency services	
Toilet area checked	<input type="checkbox"/> Yes <input type="checkbox"/> No	contacted	<input type="checkbox"/> Yes <input type="checkbox"/> No

Any comments? Future modifications / recommendations:

I, ..... personally acknowledge the above information is an accurate and truthful record of events.

Signature of person completing form: .....

Position of person completing form: .....

#### Cumberland City Council

16 Memorial Avenue, PO Box 42, Merrylands NSW 2160.  
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## EDUCATION AND CARE SERVICES

### Risk Assessment for Emergencies Guidelines and Checklist

This risk assessment is to be completed annually by each service and reviewed after an incident to update any relevant information

Each and Centre Director should plan for **all emergencies** that may affect their service. Emergencies that are considered:

- **Almost certain or Likely** (e.g. bushfires for workplaces in proximity to bushland) **should be given highest priority.**
- **Moderate or Unlikely** to occur at a workplace (for example, bomb threats at a school with no history of bomb threats occurring) **should still be planned for.**
- **Rare** at a workplace or are very unlikely do not require specific planning. Circumstances change over time and all possible emergencies need to be **considered as part of the monitoring and review process.**

### Risk Assessment Matrix

Likelihood (How likely is it to happen?)	Consequences (How severely could it hurt someone?)				
	Catastrophic (Death, permanent disability)	Major (major injuries not permanent)	Moderate (Medical treatment not permanent)	Minor (First aid only no lost time)	Insignificant (No injury)
<b>Almost Certain</b> (Expected to occur in most circumstances)	High	High	High	Significant	Significant
<b>Likely</b> (Will probably occur in most circumstances)	High	High	Significant	Significant	Moderate
<b>Moderate</b> ( will probably occur at some time)	High	High	Significant	Moderate	Low
<b>Unlikely</b> (might occur at some time)	High	Significant	Moderate	Low	Low
<b>Rare</b> (Only happen in exceptional circumstances)	Significant	Significant	Moderate	Low	Low

## Hazard Identification

An emergency is an event, actual or imminent that endangers or threatens to endanger life, property or the environment. Because of the nature of emergencies, they have the potential to result in death or serious injury. Workplaces should consider the following when completing their risk assessments.

**Layout of workplace:** Consider the age and type of buildings that may pose a risk during emergencies e.g. timber buildings during bushfires. Consider the surrounding grounds, access and egress to the workplace.

**Geographical location:** The location of the workplace needs to be considered. Neighbouring properties e.g. industrial sites or major highways or railways can pose a risk through chemical fires, explosion or toxic fumes. Natural hazards such as rivers, bushland or cliffs can also pose a risk to the workplace.

**Climate:** Consider the risks posed by severe storms (including gales), heat, cold, fog or other climatic conditions.

**Security threats:** consider the potential for security threats including bomb threats, suspicious mail, intruders, riots or violence behaviour of students, children, parents or others associated with the workplace.

**People:** Consider aspects of people that may present a hazard or require special planning such as the age of children attending the service, the nature of participants such as age appropriate understanding, maturity, age and skill, child protection issues, medical conditions or disabilities.

**Biological or chemical threat/spill:** Consider release of substances in a room, outdoors and localised or released in the surrounding community.

**Offsite emergencies:** this includes transport (e.g. bus) accidents when people from the services are travelling to and from events and incidents during excursions and e.g. lost students, allergic reactions.

**Communicable diseases:** this includes communicable diseases that require a coordinated response from the workplace or community.

**Other:** Consider other emergencies that may impact on the workplace based on previous events or other information.

**Emergency services:** may include Police, Ambulance, SES, Fire & Rescue or agency with specialised expertise.

**Risk Elimination or Control:** completing the attached Risk Assessment Checklist is part of the emergency management process.

# CHILDREN YOUTH & FAMILIES

## Emergency Risk Assessment Management Checklist

Service: .....

Tick emergency / hazards that may affect your workplace	Risks associated with hazard	Risk rating (refer to Risk Assessment Matrix)	Key prevention measures	Key response measures	Recovery measures
<input type="checkbox"/> <b>Aggressive animals or insects</b>	Children, educators or staff could be bitten, harmed or frightened		<p>Complete Outdoor Checklist before entering play space</p> <p>Ensure all service's gates are locked</p> <p>Lock down practices completed</p> <p>Supervision hotspots on induction</p> <p>Complete regular pest control inspections</p>	<p>Remove children, educators and staff from the area</p> <p>Contact appropriate authorities e.g. council ranger</p> <p>Contact Education and Care Coordinator</p> <p>Notify parents of event upon arrival and through Educa</p>	<p>Return to area when it is safe to do so and the relevant authority has given the all clear</p> <p>Explain to children why we moved away from the area</p> <p>Explain to the children why they must not approach an aggressive animal or insect</p>
<input type="checkbox"/> <b>Asbestos</b>	<p>When extensions, alterations or maintenance is being carried out at a service that is an old building with asbestos, workman may disturb the asbestos or may not follow Council guidelines when completing this work</p> <p>Community members dumping asbestos at the front of the centre overnight or on weekends</p>		<p>Knowledge that asbestos exists in the building before work commences</p> <p>Following Council's guidelines when working near or with asbestos</p> <p>Knowledge of asbestos awareness is given to educators and contractors at their induction before starting work at the service</p> <p>Note dates for when asbestos was no longer used</p>	<p>If asbestos is disturbed, immediately contact Education and Care Coordinator or Manager Children, Youth &amp; Families so they can arrange for the Manager Assets to supervise safe removal or stability of the area</p> <p>Evacuate educators and children from the area</p> <p>Move service to another venue until area is safe</p> <p>ACECQA notification</p>	<p>Council's Manager Assets will give the clearance when it is safe to return to the service</p> <p>Monitor area</p> <p>Review emergency plan</p> <p>Evaluate process and debrief with staff regarding any changes required in future incidents</p>
<input type="checkbox"/> <b>Bomb threats and suspected devices</b>	History of bomb threats for workplace		All educators/staff inspect their respective work area for any	Record as much information as possible for bomb threat i.e. call documented	Reoccupation of the workplace should only occur following

Tick emergency / hazards that may affect your workplace	Risks associated with hazard	Risk rating (refer to Risk Assessment Matrix)	Key prevention measures	Key response measures	Recovery measures
	<p>Person seeking to cause disruption to workplace</p> <p>Examinations or other significant events in the workplace</p>		<p>articles that are unusual, suspicious or unaccounted for</p> <p>Have processes in place for taking details of bomb threats using the procedure in Education and Care Emergency Response / Critical Incident Guiding Principle. This will assist emergency services in assessing the threat</p> <p>Lock down / evacuation plans and practices completed regularly</p>	<p>Do not touch, tilt or tamper with a known or suspected explosive or incendiary device</p> <p>Call emergency services</p> <p>If a device is located, or the information gathered by the Police indicates that it is warranted, the Police will determine that building should be evacuated</p> <p>Serious incident notification</p> <p>Notify parents when possible</p>	<p>discussion with the senior police officer at the scene</p> <p>The Resource Management Coordinator should then:</p> <ul style="list-style-type: none"> <li>provide educators/staff with accurate information about the current situation unless there is a legal issue that prevents this occurring</li> <li>implement procedures to resume workplace activities</li> <li>assess the need for, and arrange counselling support</li> <li>review the emergency plan</li> </ul>
<input type="checkbox"/> <b>Bushfire</b>	<p>Bushfire prone areas are those that can support a bushfire or are likely to be subject to bushfire attack. These are generally areas consisting of or close to bushfire hazards such as forest or grasslands</p> <p>Deliberately lit bushfires</p>		<p>Have firebreaks maintained and garden rubbish, native shrubs and tree branches kept well clear of buildings</p> <p>Liaise regularly with NSW Fire &amp; Rescue and conduct fire drills</p> <p>Back burn bush area adjacent to the workplace; clear gutter of dry leaves and other debris</p> <p>Educate children on evacuation plans and practice regularly</p> <p>Tap and retractable hose with trigger nozzle connected and close by, ready for use each day</p> <p>Ensure fire equipment is checked regularly for safe use</p>	<p>Notify NSW Fire &amp; Rescue</p> <p>Check taps are working and fill available containers with water. Leave sprinklers on and bring hoses and tap fittings indoors</p> <p>Remove flammable items from windows, stay clear of windows and listen to radio for local information</p> <p>Evacuate only if lives are endangered or by direction of NSW Fire &amp; Rescue or Police</p> <p>Watch over asthmatic children</p> <p>Consider timeframes of how long to evacuate</p> <p>Arrange for children to be collected by parents</p>	<p>Implement the workplace emergency plan recovery strategy</p> <p>Re-open the workplace</p> <p>Arrange counselling for those affected and return the workplace to normal as soon as possible</p> <p>Inform Council and/or School of property damage</p> <p>Review the emergency plan</p>



Tick emergency / hazards that may affect your workplace	Risks associated with hazard	Risk rating (refer to Risk Assessment Matrix)	Key prevention measures	Key response measures	Recovery measures
<input type="checkbox"/> <b>Death or serious injury of an educator or child</b>	<p>Illness e.g. cancer</p> <p>Major accident or event impacting on a community (e.g. motor vehicle accident)</p> <p>Any death of a staff member or child, which is sudden or unexpected</p>		<p>Awareness of Work Health &amp; Safety (WHS) staff responsibilities</p> <p>Communication and consultation</p> <p>Risk management programs in place</p> <p>Emergency planning complete</p> <p>Incident management and investigation processes in place</p> <p>Safe sleep practices</p> <p>Immunisation, Infectious Diseases &amp; Illness Exclusion Guiding Principle</p>	<p>Call emergency services</p> <p>Take steps to ensure safety of other educators/staff and children</p> <p>Follow Education and Care Accident, Incident and Trauma Guiding Principle</p> <p>Appropriate procedures to be identified for assisting educators/ staff and students deal with the grieving process and arrange counselling</p> <p>ACECQA notification</p> <p>Follow the developed plan of what and when to communicate to children and families from Education and Care Emergency Response / Critical Incident Guiding Principle</p>	<p>The service's activities should continue as normal as possible</p> <p>Simple, factual information about the death should be provided to all those affected</p> <p>Review the emergency plan</p> <p>Provide counselling for staff, parents and/or children if required</p>
<input type="checkbox"/> <b>Electrical hazard</b>	<p>Electrocution from faulty electrical wiring or equipment, frayed chords, bad connections, overload of power boards or other electrical fault</p> <p>Use of high risk electrical equipment such as handheld equipment (e.g. power tools, commercial kitchen appliances)</p>		<p>Ensure testing of electrical equipment</p> <p>Encourage reporting of all electrical faults</p> <p>Consider electrical safety as part of WHS risk assessment and risk management programs</p> <p>Encourage general safety precautions</p>	<p>Isolate the area/hazard, removing children, staff and parents from the area</p> <p>Provided it is safe, the following can be performed:</p> <ul style="list-style-type: none"> <li>if domestic electricity is involved switch off the current but do not cut the cable</li> <li>if high voltage electricity is involved (such as fallen power cables), wait until the current is disconnected</li> </ul> <p>Ensure you and any bystanders are safe</p>	<p>Implement procedures to resume workplace activities, which include arranging counselling support for anyone seriously affected by the incident</p> <p>Review the emergency plan</p> <p>Notify all parents impacted; e.g. school, other centres</p>

Tick emergency / hazards that may affect your workplace	Risks associated with hazard	Risk rating (refer to Risk Assessment Matrix)	Key prevention measures	Key response measures	Recovery measures
				<p>Do not touch the person or any conducting material which is also in contact until the current is disconnected act immediately to arrange first aid and to contact emergency services</p> <p>Warn any onlookers of the danger</p> <p>Ensure any faulty equipment is tagged to prevent use</p>	
<input type="checkbox"/> <b>Explosion or gas leak</b>	<p>Inadequate maintenance of gas facilities</p> <p>Damage to gas pipes or gas outlet</p> <p>Faulty portable LPG gas tank</p> <p>Fire in the service</p>		<p>Maintain facilities regularly</p> <p>Ensure educators understand the potential risks associated with gas and are trained to use gas in a safe way</p> <p>Ensure proper maintenance of gas facilities</p> <p>Ensure fire precautions in place</p> <p>Conduct evacuation drills</p> <p>Conduct safety audits</p>	<p>Raise the alarm</p> <p>Notify Emergency Services</p> <p>Evacuate the area</p> <p>Follow Education and Care Accident, Incident &amp; Trauma Guiding Principle</p>	<p>Decide when to reopen the workplace, in consultation with local emergency services</p> <p>Implement Business Continuity Plan if damage is severe</p> <p>Implement procedures to resume workplace activities, which include arranging counselling support for anyone seriously affected by the incident</p> <p>Review the emergency plan</p>
<input type="checkbox"/> <b>Fire</b>	<p>Evacuation plans not clearly communicated or not regularly tested</p> <p>Staff and students are not aware of or are unclear on evacuation procedures and warden responsibilities in case of fire</p>		<p>Educate staff and educators about workplace fire prevention and safety</p> <p>Staff induction</p> <p>Conduct regular fire drills as per Emergency Response / Critical Incident Guiding Principle</p> <p>Liaise with emergency services</p> <p>Develop evacuation procedures</p> <p>Conduct fire safety audits</p>	<p>Assist all persons to evacuate</p> <p><b>Alarm:</b> raise the alarm and follow the emergency procedures</p> <p><b>Contain:</b> close doors close to the fire</p> <p><b>Extinguish:</b> attempt to extinguish the fire - only if you are trained and it is safe to do so</p>	<p>Secure the site. Do not enter the damaged site. Fires can rekindle from hidden, smouldering remains. Beware of structural damage caused by fire. Damaged roofs and floors may be subject to collapse</p> <p>Arrange counselling for all affected by the fire</p> <p>Implement Business Continuity Plans</p> <p>Return the workplace to normal as soon as possible</p>

Tick emergency / hazards that may affect your workplace	Risks associated with hazard	Risk rating (refer to Risk Assessment Matrix)	Key prevention measures	Key response measures	Recovery measures
			<p>Review procedures and amend where needed</p> <p>Procedures and evacuation plans posted up around service</p>	<p>Conduct roll call for educators and children and contract visitors onsite</p> <p>Watch over asthmatic children and educators</p> <p>Contact families of children present</p>	<p>Review the emergency plan</p>
<input type="checkbox"/> <b>Flood</b>	<p>Floods are a natural occurrence on low lying land close to rivers and creeks</p> <p>While the pattern of flooding varies, there are few communities that do not have some flood risk</p> <p>The State Emergency Service (SES) is responsible for responding to floods</p>		<p>Prepare a flood plan covering actions needing to be undertaken:</p> <ul style="list-style-type: none"> <li>when a flood is likely</li> <li>during a flood</li> <li>after a flood</li> </ul> <p>Emergency kit contents up to date</p> <p>Inform educators/staff and students of the flood risks</p>	<p>Notify all educators/staff of the flood warning</p> <p>Direct all educators/staff and children to evacuate via a safe evacuation route before property is flooded</p> <p>Avoid driving or walking through floodwaters (these are the main causes of death during flooding)</p> <p>Follow Accident, Incident and Trauma and Emergency Response / Critical Incident Guiding Principles</p>	<p>Decide when to reopen the workplace in consultation with emergency services</p> <p>Implement procedures to resume workplace activities, which include arranging counselling support for anyone seriously affected by flooding</p> <p>Review the emergency plan</p>
<input type="checkbox"/> <b>Fumes/ chemical spill/ contamination by hazardous materials</b>	<p>Proximity to industrial areas or major transport routes</p> <p>Procedures for safe management of chemicals at workplaces not clearly implemented</p> <p>Audit of chemicals at the workplace not sufficient for compliance with relevant legislation</p>		<p>Check your workplace regularly to identify any equipment, operations or procedures that have the potential to result in a spill</p> <p>Ensure material safety data sheets (MSDS) for all hazardous substances are at hand and are current</p>	<p>Notify emergency services (NSW Fire &amp; Rescue - 000) and the Resource Management Coordinator</p> <p>Clear immediate area</p> <p>Turn off all equipment including electrical equipment and gas supply</p> <p>Close all doors (do not lock)</p> <p>Consider evacuation</p> <p>Roll call</p>	<p>Arrange clean-up of chemicals with assistance of relevant emergency services</p> <p>Decide when to reopen the workplace, in consultation with local emergency services</p> <p>Provide counselling for those affected by the incident</p> <p>Review the emergency plan</p>

Tick emergency / hazards that may affect your workplace	Risks associated with hazard	Risk rating (refer to Risk Assessment Matrix)	Key prevention measures	Key response measures	Recovery measures
<input type="checkbox"/> <b>Infectious diseases</b>	<p>Lack of awareness of infectious diseases at the service</p> <p>Shared facilities increase risk of infectious diseases e.g. LDC, OOSH, FDC and SHC</p> <p>Difficulty of reliably identifying all persons carrying infectious diseases</p> <p>Food preparation with insufficient controls</p>		<p>Consistently apply standard precautions for infection control incorporating them into daily practice and use specific controls for particular situations</p> <p>Ensure all appropriate staff/educators understand and apply infection control procedures</p> <p>Consultation with relevant persons and organisations e.g. local Public Health Units, parents, cleaners, etc</p>	<p>Encourage staff/educators to report injuries and illnesses</p> <p>Encourage parents or carers to report infectious conditions to the child care service if a child is absent due to illness</p> <p>Notify the local Public Health Unit if many children, educators or staff are absent and appear to have similar symptoms, as outbreak may be occurring</p> <p>Staff should monitor children for signs if an infectious disease is suspected</p> <p>Seek medical help early for people that may be suffering from an infectious disease</p> <p>Identify any children not covered by immunisation and exclude from care</p> <p>Notify families of the centre if there has been an infectious disease present/possible at the centre</p>	<p>Liaise with the local Public Health Unit about the return of individuals or groups to the workplace</p> <p>Ensure children and staff do not return to care without a doctor's clearance</p> <p>Work with local Public Health Unit and Regional Office to return the workplace to normal as soon as possible</p> <p>Arrange counselling for anyone affected by the emergency</p> <p>Review the emergency plan</p>
<input type="checkbox"/> <b>Intruder</b>	<p>Violence or theft may occur when:</p> <ul style="list-style-type: none"> <li>people enter the service without authority</li> <li>correct protocol for entering the premises is not followed</li> <li>tradespersons are not identified as authorised persons</li> <li>Court orders not upheld</li> </ul>		<p>Follow Access, Arrival and Departure Guiding Principle</p> <p>Gates/doors locked where possible</p> <p>Educators have knowledge of all persons on the premises at all times</p> <p>Implement Child Safe Environment &amp; Practices Guiding Principle</p>	<p>Contact Education and Care Coordinator or Manager Children, Youth &amp; Families if you have any concerns on persons wanting access to the service</p> <p>Implement lockout or lockdown if necessary</p> <p>Disable biometric door entry immediately</p>	<p>Return to normal activities when all clear is given</p> <p>Provide counselling if required</p> <p>Review emergency plan</p>

Tick emergency / hazards that may affect your workplace	Risks associated with hazard	Risk rating (refer to Risk Assessment Matrix)	Key prevention measures	Key response measures	Recovery measures
			<p>All visitors must sign in and out of the visitors' book</p> <p>Development, practice and review of lockdown and lockout procedures</p>	Contact emergency services if service/ staff/ children are threatened	
<input type="checkbox"/> <b>Lost or missing child</b>	<p>Education and Care Access, Arrival and Departure Guiding Principle not followed</p> <p>Risk assessments not conducted</p> <p>Untested assumptions about safety or the safety requirements of children</p> <p>Unanticipated events whilst on an excursion</p> <p>Absconding child</p> <p>Child at risk of significant harm due to being unsupervised</p>		<p>Follow Access, Arrival and Departure Guiding Principle</p> <p>Follow Excursions, Transport and Leaving Service Guiding Principle</p> <p>Complete Education and Care Excursions risk assessment checklists</p> <p>Ensure risk assessment is implemented and communicated</p> <p>Undertake full planning ensuring supervision plans are in place and risk assessments for excursions and workshops</p> <p>Regular ratio/headcount checks completed (account for all children)</p> <p>Physical environment – door handles out of reach, doors closed, catchment areas out the front of the centre, adequate fencing, physical safety checks daily</p>	<p>Confirm child lost, where last seen</p> <p>Contact Education and Care Coordinator or Manager Children, Youth &amp; Families</p> <p>Contact emergency services - dial 000 if the child is found to be missing</p> <p>Follow emergency services' directions and assist as required</p> <p>Follow relevant procedure in Access, Arrival and Departure Guiding Principle if a child is taken from the centre</p>	<p>Education and Care investigation to be completed</p> <p>Complete serious incident report</p> <p>ACECQA report</p> <p>Manage the media as per Cumberland City Council's Media Policy</p> <p>Review emergency plan</p> <p>Review current supervision plan</p> <p>Review current guiding principle</p> <p>Assess physical environment and put in place additional measures or fix existing measures if required</p> <p>Provide additional training for educators.</p>
<input type="checkbox"/> <b>Medical conditions emergency</b>	<p>Asthma attack, allergic reaction, seizures, feeling unwell</p> <p>Accident requiring urgent medical attention</p>		<p>Medication available, in date and labelled</p> <p>Epipen available</p>	<p>Follow relevant procedure in Medical Conditions and Medication Guiding Principle</p> <p>First Aid /CPR performed</p> <p>Action plan followed</p>	<p>Replenish any medication used if needed eg Epipen</p> <p>Request an up to date action plan if changed as a result of a medical emergency</p>

Tick emergency / hazards that may affect your workplace	Risks associated with hazard	Risk rating (refer to Risk Assessment Matrix)	Key prevention measures	Key response measures	Recovery measures
			<p>Educators have been trained and hold current First Aid &amp; CPR Certificates</p> <p>Current medical emergency action plan accessible to educators</p>		
<input type="checkbox"/> <b>Pedestrian accidents</b>	<p>Proximity to major roads</p> <p>Insufficient pedestrian safety awareness training for students or staff</p> <p>Insufficient traffic controls in place</p> <p>Traffic accident during transport</p>		<p>Traffic controls (pedestrian crossings, traffic controllers etc)</p> <p>Liaising with local council and Roads and Traffic Authority</p> <p>Regularly inform parents of safe drop-off and pick-up of children e.g. no double parking, no vehicles inside the school, no allowing children to get out of vehicles on the roadside, no reversing etc</p> <p>Educate children through programs on road safety</p>	<p>In the event of a pedestrian accident, the following procedures shall be followed:</p> <ul style="list-style-type: none"> <li>• Notify Emergency Services – 000 (Police, NSW Fire &amp; Rescue, Ambulance as required)</li> <li>• Apply first aid using standard precautions i.e. avoid direct contact with blood and bodily fluids</li> <li>• Follow Education and Care Accident, Incident &amp; Trauma Guiding Principle</li> <li>• Complete Incident form</li> <li>• Notify parents or carers</li> <li>• Report the incident as soon as possible in accordance with ACECQA procedures</li> </ul>	<p>Arrange counselling for those affected by the incident</p> <p>Return the workplace to normal as soon as possible</p> <p>Review pedestrian arrangements as a matter of urgency</p> <p>Review the emergency plan</p>
<input type="checkbox"/> <b>Police or other emergency services operations in nearby area</b>	<p>If the emergency operation extends to the area including the service, there is risk of harm to educators and children</p>		<p>Development, practice and reviews of lockdown, lockout and evacuation procedures</p> <p>Educators to have knowledge of Emergency Response / Critical Incident Guiding Principle and Accident, Incident and Trauma Guiding Principle</p>	<p>Cooperate and follow direction from the emergency service controlling the situation</p> <p>Lockdown or evacuate the service</p> <p>Contact the Education and Care Coordinator or Manager Children, Youth &amp; Families</p>	<p>Return to normal activities when clearance is given by the emergency service</p> <p>Complete documentation for the emergency</p> <p>Follow up any support requirement for educators or children regarding the situation</p>

Tick emergency / hazards that may affect your workplace	Risks associated with hazard	Risk rating (refer to Risk Assessment Matrix)	Key prevention measures	Key response measures	Recovery measures
				Follow Emergency Response / Critical Incident Guiding Principle  Notify families and Education and Care Coordinator where possible	Review the emergency plan
<input type="checkbox"/> <b>Serious violence</b>	<p>Violence occurring at the workplace may be greater if you have not considered risk factors and developed prevention strategies, for example if:</p> <ul style="list-style-type: none"> <li>there is no way of knowing whether people, apart from educators/staff and children, are authorised to be on site</li> <li>clear standards for children's behaviour and communication are not in place</li> </ul> <p>Threats of self-harm by child, parent or educator</p>		<p>Council Policies on Bullying &amp; Harassment</p> <p>Education and Care Guiding Principles on:</p> <ul style="list-style-type: none"> <li>Guiding Children's Behaviour</li> <li>Accident, Incident and Trauma</li> <li>Emergency Response / Critical Incident</li> </ul> <p>Development, practice and review of lockdown and lockout procedures</p> <p>Educate all educators/staff of any potential risks they need to be aware of</p>	<p>Contact emergency services if required</p> <p>Implement lockout or lockdown, if necessary</p> <p>Notify school if necessary / applicable</p>	<p>Return to workplace when all clear given by emergency services</p> <p>Provide counselling if required</p> <p>Resume normal workplace activities</p> <p>Review the emergency plan</p>
<input type="checkbox"/> <b>Storms</b>	<p>Danger from high winds where trees located on or around the workplace are not regularly checked and trimmed</p> <p>Electrocution from fallen wires</p> <p>Roofs in need of repair</p> <p>Excursion activities undertaken without risk assessment</p>		<p>Ensure gutters and downpipes are cleaned regularly</p> <p>Complete On the Day Risk Assessment Checklist and other relevant Risk Assessments</p> <p>Ensure overhanging branches are trimmed</p> <p>Ensure roofs are in good repair</p> <p>Prepare an emergency kit</p>	<p>Listen to your local radio station for further information and advice</p> <p>Direct students and staff to stay indoors and stay well clear of windows</p> <p>Avoid using fixed line telephones</p> <p>If driving, put on your hazard lights and pull over to the side</p>	<p>Implement procedures to resume workplace activities, which include arranging counselling support for anyone seriously affected by the incident</p> <p>Review the emergency plan</p>

Tick emergency / hazards that may affect your workplace	Risks associated with hazard	Risk rating (refer to Risk Assessment Matrix)	Key prevention measures	Key response measures	Recovery measures
			Outdoor checks completed daily Notification of trees / branches that could fall Outdoor equipment securely fixed where possible	of the road, clear of streams, trees and powerlines If caught outdoors, seek shelter in a building or vehicle, but not under a tree Reassure children	

Risk assessment prepared by	Name	Signature	Date
Centre Director	Name	Signature	Date
Education and Care Coordinator	Name	Signature	Date
Reminder: Monitor the effectiveness of controls and change if necessary. Review the risk assessment if an incident or significant change occurs			

## Educator Declaration

I have read and understood the risk assessment and agree to carry out the activity in accordance with the document to ensure the children's safety and wellbeing is maintained at all times.

Name	Signature	Date	Name	Signature	Date





CUMBERLAND  
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## FAMILY DAY CARE

### Risk Assessment for Emergencies Guidelines and Checklist

This risk assessment is to be completed annually and reviewed after an incident to update any relevant information

Each FDC educator should plan for **all emergencies** that may affect their service. Emergencies that are considered:

- **Almost certain** or **Likely** (e.g. bushfires for workplaces in proximity to bushland) **should be given highest priority.**
- **Moderate** or **Unlikely** to occur at a workplace (for example, bomb threats at a school with no history of bomb threats occurring) **should still be planned for.**
- **Rare** at a workplace or are very unlikely do not require specific planning. Circumstances change over time and all possible emergencies need to be **considered as part of the monitoring and review process.**

### Risk Assessment Matrix

Likelihood (How likely is it to happen?)	Consequences (How severely could it hurt someone?)				
	Catastrophic (Death, permanent disability)	Major (major injuries not permanent)	Moderate (Medical treatment not permanent)	Minor (First aid only no lost time)	Insignificant (No injury)
<b>Almost Certain</b> (Expected to occur in most circumstances)	High	High	High	Significant	Significant
<b>Likely</b> (Will probably occur in most circumstances)	High	High	Significant	Significant	Moderate
<b>Moderate</b> (will probably occur at some time)	High	High	Significant	Moderate	Low
<b>Unlikely</b> (might occur at some time)	High	Significant	Moderate	Low	Low
<b>Rare</b> (Only happen in exceptional circumstances)	Significant	Significant	Moderate	Low	Low

## Hazard Identification

An emergency is an event, actual or imminent that endangers or threatens to endanger life, property or the environment. Because of the nature of emergencies, they have the potential to result in death or serious injury. Workplaces should consider the following when completing their risk assessments.

**Layout of workplace:** Consider the age and type of buildings that may pose a risk during emergencies e.g. timber buildings during bushfires. Consider the surrounding grounds, access and egress to the workplace.

**Geographical location:** The location of the workplace needs to be considered. Neighbouring properties e.g. industrial sites or major highways or railways can pose a risk through chemical fires, explosion or toxic fumes. Natural hazards such as rivers, bushland or cliffs can also pose a risk to the workplace.

**Climate:** Consider the risks posed by severe storms (including gales), heat, cold, fog or other climatic conditions.

**Security threats:** consider the potential for security threats including bomb threats, suspicious mail, intruders, riots or violence behaviour of students, children, parents or others associated with the workplace.

**People:** Consider aspects of people that may present a hazard or require special planning such as the age of children attending the service, the nature of participants such as age appropriate understanding, maturity, age and skill, child protection issues, medical conditions or disabilities.

**Biological or chemical threat/spill:** Consider release of substances in a room, outdoors and localised or released in the surrounding community.

**Offsite emergencies:** this includes transport (e.g. bus) accidents when people from the services are travelling to and from events and incidents during excursions and e.g. lost students, allergic reactions.

**Communicable diseases:** this includes communicable diseases that require a coordinated response from the workplace or community.

**Other:** Consider other emergencies that may impact on the workplace based on previous events or other information.

**Emergency services:** may include Police, Ambulance, SES, Fire & Rescue or agency with specialised expertise.

**Risk Elimination or Control:** completing the attached Risk Assessment Checklist is part of the emergency management process.



CUMBERLAND  
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## CHILDREN YOUTH & FAMILIES

### (CCFDC) Emergency Risk Assessment Management Checklist

Service: Cumberland Council Family Day Care

Educator's name: .....

Educators address: .....

Tick emergency / hazards that may affect your workplace	Risks associated with hazard	Risk rating (refer to Risk Assessment Matrix)	Key prevention measures	Key response measures	Recovery measures
<input type="checkbox"/> <b>Aggressive animals or insects</b>	Children, educators, staff, family member or visitor could be bitten, harmed or frightened		Educator to complete daily safety checklist each day prior to children arriving into care  Educator to complete regular visual checks of all areas of the indoor and outdoor environment throughout the day  Ensure all service's gates are locked  Lock down practices are completed  Educator to ensure children are supervised throughout the day  Educator to complete regular pest control inspections of their indoor and outdoor environments	Remove children, educator, staff, family members and visitors from the area  Contact appropriate authorities to remove the threat e.g. council ranger or RSPCA  Contact CCFDC Coordination Unit if further assistance is required  Notify parents of event upon arrival to collect their children  Treat any injuries that may have occurred	Return to area when it is safe to do so and the relevant authority has given the all clear  Explain to children why we moved away from the area  Explain to the children why they must not approach an aggressive animal or insect
<input type="checkbox"/> <b>Asbestos</b>	When extensions, alterations or maintenance is being carried out at a service or in the local area that is an old building with asbestos, workman may disturb the asbestos or may not follow Council guidelines when completing this work		Knowledge that asbestos exists in the building before work commences and adequate measures are in place to ensure that the risks are minimised  Following Council's guidelines when working near or with asbestos  Knowledge of asbestos awareness is given to educators and contractors prior to work beginning at the service	If asbestos is disturbed, immediately contact CCFDC Coordination Unit, Education and Care Coordinator or Manager Children, Youth & Families so they can arrange for the Manager Assets to supervise safe removal or stability of the area  Evacuate educators and children from the area	Council's Manager Assets will give the clearance when it is safe to return to the service  Monitor area  Review emergency plan and emergency risk assessment management

Tick emergency / hazards that may affect your workplace	Risks associated with hazard	Risk rating (refer to Risk Assessment Matrix)	Key prevention measures	Key response measures	Recovery measures
	Community members dumping asbestos at the front of the service or local area overnight or on weekends		Note dates for when asbestos was no longer used	Move service to another venue until area is safe  ACECQA is to be notified by the CCFDC Coordination Unit	Evaluate the process undertaken and debrief with staff regarding any changes required in future incidents
<input type="checkbox"/> <b>Bomb threats and suspected devices</b>	History of bomb threats for the service and in local area  Person seeking to cause disruption to service  Examinations or other significant events in the service  Possible bomb threat or suspected device in the local area near the service		All educators inspect their area for any articles that are unusual, suspicious or unaccounted for  Have processes in place for taking details of bomb threats using the procedure in Education and Care Emergency Response / Critical Incident Guiding Principle. This will assist emergency services in assessing the threat  Lock down / evacuation plans and practices completed regularly	Record as much information as possible for bomb threat i.e. call documented  Do not touch, tilt or tamper with a known or suspected explosive or incendiary device  Call emergency services  If a device is located, or the information gathered by the Police indicates that it is warranted, the Police will determine that building should be evacuated  Serious incident notification  Notify parents when possible  Educators to contact the CCFDC Coordination Unit	Educators to follow the directions of the senior police officer at the scene  Educator and Coordination Unit staff will: <ul style="list-style-type: none"> <li>provide educators with accurate information about the current situation unless there is a legal issue that prevents this occurring</li> <li>implement procedures to resume regular activities</li> <li>assess the need for, and arrange counselling support</li> <li>review the emergency plan</li> </ul>
<input type="checkbox"/> <b>Bushfire</b>	Bushfire prone areas are those that can support a bushfire or are likely to be subject to bushfire attack. These are generally areas consisting of or close to bushfire hazards such as forest or grasslands  Deliberately lit bushfires		Have firebreaks maintained and garden rubbish, native shrubs and tree branches kept well clear of buildings  Educators to complete a bush fire prone land assessment on their local area prior to starting FDC  Liaise regularly with NSW Fire & Rescue and conduct fire drills	Notify NSW Fire & Rescue  Check taps are working and fill available containers with water. Leave sprinklers on and bring hoses and tap fittings indoors  Remove flammable items from windows, stay clear of windows and listen to radio for local information	Implement the workplace emergency plan recovery strategy – What is this? Do they need it  Re-open the service when safe to do so  Arrange for counselling for those affected and return the service to normal as soon as it is safe

Tick emergency / hazards that may affect your workplace	Risks associated with hazard	Risk rating (refer to Risk Assessment Matrix)	Key prevention measures	Key response measures	Recovery measures
			<p>Back burn bush area adjacent to the service; clear gutter of dry leaves and other debris</p> <p>Educate children on evacuation plans and practice regularly</p> <p>Tap and retractable hose with trigger nozzle connected and close by, ready for use each day</p> <p>Ensure fire equipment is checked regularly for safe use</p>	<p>Evacuate only if lives are endangered or by direction of NSW Fire &amp; Rescue or Police</p> <p>Watch over asthmatic children</p> <p>Consider timeframes of how long to evacuate</p> <p>Arrange for children to be collected by parents at safe meeting place</p>	<p>Inform Council and/or School of property damage</p> <p>Review the emergency plan and procedure</p>
<input type="checkbox"/> <b>Death or serious injury of an educator or child</b>	<p>Illness e.g. cancer</p> <p>Major accident or event impacting the community (e.g. motor vehicle accident)</p> <p>Any death of a staff member or child, which is sudden or unexpected, either while in care or out of care</p>		<p>Awareness of Work Health &amp; Safety (WHS) staff responsibilities</p> <p>Communication and consultation</p> <p>Risk management programs in place</p> <p>Emergency planning complete</p> <p>Incident management and investigation processes in place</p> <p>Safe sleep practices in place</p> <p>Immunisation, Infectious Diseases &amp; Illness Exclusion Guiding Principle followed by educators and families using care</p>	<p>Call emergency services</p> <p>Take steps to ensure safety of others and children</p> <p>Follow Education and Care Accident, Incident and Trauma Guiding Principle</p> <p>Appropriate procedures to be identified for assisting educators deal with the grieving process and arrange counselling</p> <p>ACECQA notification to be completed by CCFDC Coordination Unit</p> <p>Follow the developed plan of what and when to communicate to children and families from Education and Care Emergency Response / Critical Incident Guiding Principle</p>	<p>The service's activities should continue as normal as possible</p> <p>Simple, factual information about the death should be provided to all those affected</p> <p>Review the emergency plan</p> <p>Provide counselling for staff, parents and/or children if required</p>
<input type="checkbox"/> <b>Electrical hazard</b>	<p>Electrocution from faulty electrical wiring or equipment, frayed chords, bad connections, overload of power boards or other electrical fault</p> <p>Use of high risk electrical equipment such as</p>		<p>Educators to ensure that all appliances in their homes are safe and in working order. Educators are encouraged to have electrical equipment tested and tagged</p> <p>All electrical faults to be reported to electrician and fixed prior to children coming into care</p>	<p>Isolate the area/hazard, removing children, staff and parents from the area</p> <p>Provided it is safe, the following can be performed:</p>	<p>Implement procedures to resume workplace activities, which include arranging counselling support for anyone seriously affected by the incident</p> <p>Review the emergency plan</p>

Tick emergency / hazards that may affect your workplace	Risks associated with hazard	Risk rating (refer to Risk Assessment Matrix)	Key prevention measures	Key response measures	Recovery measures
	handheld equipment (e.g. power tools, commercial kitchen appliances)		Consider electrical safety as part of WHS risk assessment and risk management programs  Encourage general safety precautions	<ul style="list-style-type: none"> <li>if domestic electricity is involved switch off the current but do not cut the cable</li> <li>if high voltage electricity is involved (such as fallen power cables), wait until the current is disconnected</li> </ul> <p>Ensure you and any bystanders are safe</p> <p>Do not touch the person or any conducting material which is also in contact until the current is disconnected act immediately to arrange first aid and to contact emergency services</p> <p>Warn any onlookers of the danger</p> <p>Ensure any faulty equipment is tagged to prevent use</p>	Notify all parents impacted; e.g. school, other centres
<input type="checkbox"/> <b>Explosion or gas leak</b>	<p>Inadequate maintenance of gas facilities</p> <p>Damage to gas pipes or gas outlet</p> <p>Faulty portable LPG gas tank</p> <p>Fire in the service</p> <p>Gas leaking into educator's house</p>		<p>Maintain facilities regularly</p> <p>Ensure educators understand the potential risks associated with gas and are trained to use gas in a safe way</p> <p>Ensure proper maintenance of gas facilities and equipment</p> <p>Ensure fire precautions in place</p> <p>Conduct evacuation drills</p> <p>Conduct safety audits of all equipment</p>	<p>Raise the alarm</p> <p>Notify Emergency Services</p> <p>Evacuate the area</p> <p>Follow Education and Care Accident, Incident &amp; Trauma Guiding Principle</p> <p>Contact the CCFDC Coordination Unit</p>	<p>Decide when to reopen the service, in consultation with local emergency services</p> <p>Implement procedures to resume activities, which include arranging counselling support for anyone seriously affected by the incident</p> <p>Review the emergency plan</p>
<input type="checkbox"/> <b>Fire</b>	<p>Evacuation plans not clearly communicated or not regularly tested</p> <p>Educators are not aware of or are unclear on evacuation procedures</p>		<p>Educate educators about workplace fire prevention and safety</p> <p>Conduct regular fire drills as per Emergency Response / Critical Incident Guiding Principle</p>	<p>Contact emergency services</p> <p>Assist all persons to evacuate</p> <p><b>Alarm:</b> raise the alarm and follow the emergency procedures</p>	Secure the site. Do not enter the damaged site. Fires can rekindle from hidden, smouldering remains. Beware of structural damage caused by fire.

Tick emergency / hazards that may affect your workplace	Risks associated with hazard	Risk rating (refer to Risk Assessment Matrix)	Key prevention measures	Key response measures	Recovery measures
	and responsibilities in case of fire  Children injured by the fire		Liaise with emergency services  Develop evacuation procedures  Conduct fire safety audits  Review procedures and amend where needed  Procedures and evacuation plans posted up around service	<b>Contain:</b> close doors close to the fire  <b>Extinguish:</b> attempt to extinguish the fire - only if you are trained and it is safe to do so  Conduct roll call for educators and children and visitors to the service  Contact the CCFDC Coordination Unit  Watch over asthmatic children and educators  Contact families of children present	Damaged roofs and floors may be subject to collapse  Arrange counselling for all affected by the fire  Implement Business Continuity Plans  Return the workplace to normal as soon as possible  Review the emergency plan
<input type="checkbox"/> <b>Flood</b>	Floods are a natural occurrence on low lying land close to rivers and creeks  While the pattern of flooding varies, there are few communities that do not have some flood risk  The State Emergency Service (SES) is responsible for responding to floods		Educators to do an assessment on the home and immediate area to see if they are in a flood zone  Prepare a flood plan covering actions needing to be undertaken: <ul style="list-style-type: none"> <li>• when a flood is likely</li> <li>• during a flood</li> <li>• after a flood</li> </ul> Emergency kit contents up to date  Inform educators/staff and students of the flood risks	Notify all educators and Coordination Unit staff of the flood warning  Direct all educators and children to evacuate via a safe evacuation route before property is flooded  Avoid driving or walking through floodwaters (these are the main causes of death during flooding)  Follow Accident, Incident and Trauma and Emergency Response / Critical Incident Guiding Principles	Decide when to reopen the workplace in consultation with emergency services  Implement procedures to resume workplace activities, which include arranging counselling support for anyone seriously affected by flooding  Review the emergency plan
<input type="checkbox"/> <b>Fumes/ chemical spill/ contamination by hazardous materials</b>	Proximity to industrial areas or major transport routes  Procedures for safe management of chemicals at workplaces not clearly implemented  Audit of chemicals at the workplace not sufficient for		Check your service regularly to identify any equipment, operations or procedures that have the potential to result in a spill  Ensure material safety data sheets (MSDS) for all hazardous substances are at hand and are current  Educators be able to access the poisons information hotline number	Notify emergency services (NSW Fire & Rescue - 000) and the CCFDC Coordination Unit  Clear immediate area  Turn off all equipment including electrical equipment and gas supply  Close all doors (do not lock)  Consider evacuation, only if safe to do so	Arrange clean-up of chemicals with assistance of relevant emergency services  Decide when to reopen the service, in consultation with local emergency services  Provide counselling for those affected by the incident  Review the emergency plan

Tick emergency / hazards that may affect your workplace	Risks associated with hazard	Risk rating (refer to Risk Assessment Matrix)	Key prevention measures	Key response measures	Recovery measures
	compliance with relevant legislation			Roll call	
<input type="checkbox"/> <b>Infectious diseases</b>	<p>Lack of awareness of infectious diseases at the service</p> <p>Shared facilities increase risk of infectious diseases e.g. LDC, OOSH, FDC and SHC</p> <p>Difficulty of reliably identifying all persons carrying infectious diseases</p> <p>Food preparation with insufficient controls</p>		<p>Consistently apply standard precautions for infection control incorporating them into daily practice and use specific controls for particular situations</p> <p>Ensure all appropriate educators understand and apply infection control procedures</p> <p>Consultation with relevant persons and organisations e.g. local Public Health Units, parents, Coordination Unit staff, etc</p>	<p>Encourage educators to report injuries and illnesses to CCFDC Coordination Unit</p> <p>Encourage parents or carers to report infectious conditions to the FDC service if a child is absent due to illness</p> <p>Notify the local Public Health Unit if many children, educators or staff are absent and appear to have similar symptoms, as outbreak may be occurring</p> <p>Staff should monitor children for signs if an infectious disease is suspected</p> <p>Seek medical help early for people that may be suffering from an infectious disease</p> <p>Identify any children not covered by immunisation and exclude from care</p> <p>Notify families of the centre if there has been an infectious disease present/possible at the centre</p>	<p>Liaise with the local Public Health Unit about the return of individuals or groups to the workplace</p> <p>Ensure children and staff do not return to care without a doctor's clearance</p> <p>Work with local Public Health Unit and Regional Office to return the workplace to normal as soon as possible</p> <p>Arrange counselling for anyone affected by the emergency</p> <p>Review the emergency plan</p>
<input type="checkbox"/> <b>Intruder</b>	<p>Violence or theft may occur when:</p> <ul style="list-style-type: none"> <li>people enter the service without authority</li> <li>correct protocol for entering the premises is not followed</li> </ul>		<p>Follow Access, Arrival and Departure Guiding Principle</p> <p>Gates/doors locked where possible</p> <p>Educators have knowledge of all persons on the premises at all times</p> <p>Implement Child Safe Environment and Practices Guiding Principle</p> <p>All visitors must sign in and out of the visitors' book</p>	<p>Contact CCFDC Coordination Unit, Education and Care Coordinator or Manager Children, Youth &amp; Families if you have any concerns on persons wanting access to the service</p> <p>Implement lockout or lockdown if necessary</p> <p>Contact emergency services if service/ educator/ children are threatened</p>	<p>Return to normal activities when all clear is given</p> <p>Provide counselling if required</p> <p>Review emergency plan</p>



Tick emergency / hazards that may affect your workplace	Risks associated with hazard	Risk rating (refer to Risk Assessment Matrix)	Key prevention measures	Key response measures	Recovery measures
	<ul style="list-style-type: none"> <li>• tradespersons are not identified as authorised persons</li> <li>• Court orders not upheld</li> </ul>		Development, practice and review of lockdown and lockout procedures		
<input type="checkbox"/> <b>Lost or missing child</b>	<p>Education and Care Access, Arrival and Departure Guiding Principle not followed</p> <p>Risk assessments not conducted</p> <p>Untested assumptions about safety or the safety requirements of children</p> <p>Unanticipated events whilst on an excursion</p> <p>Absconding child</p> <p>Child at risk of significant harm due to being unsupervised</p>		<p>Follow Education and Care Guiding Principles:</p> <ul style="list-style-type: none"> <li>• Access, Arrival and Departure</li> <li>• Excursions, Transport and Leaving Service</li> </ul> <p>Complete Education and Care Excursions risk assessment checklists</p> <p>Ensure risk assessment is implemented</p> <p>Undertake full planning ensuring supervision plans are in place and risk assessments for excursions and workshops</p> <p>Regular ratio/headcount checks completed (account for all children)</p> <p>Physical environment – door handles out of reach, doors closed, catchment areas out the front of the centre, adequate fencing, physical safety checks daily</p>	<p>Confirm child lost, where last seen</p> <p>Contact CCFDC Coordination Unit, Education and Care Coordinator or Manager Children, Youth &amp; Families</p> <p>Contact emergency services - dial 000 if the child is found to be missing</p> <p>Follow emergency services' directions and assist as required</p> <p>Follow relevant procedure in Access, Arrival and Departure Guiding Principle if a child is taken from the centre</p>	<p>Education and Care investigation to be completed</p> <p>Complete serious incident report</p> <p>ACECQA report to be completed by CCFDC Coordination Unit</p> <p>Manage the media as per Cumberland City Council's Media Policy</p> <p>Review emergency plan</p> <p>Review current supervision plan</p> <p>Review current guiding principle</p> <p>Assess physical environment and put in place additional measures or fix existing measures if required</p> <p>Provide additional training for educators</p>
<input type="checkbox"/> <b>Medical conditions emergency</b>	<p>Asthma attack, allergic reaction, seizures, feeling unwell</p> <p>Accident requiring urgent medical attention</p>		<p>Children's medication is available, in date and labelled</p> <p>Epipen available</p>	<p>Follow relevant procedure in Medical Conditions and Medication Guiding Principle</p> <p>First Aid /CPR performed</p>	<p>Replenish any medication used if needed</p> <p>Request an up to date action plan if changed as a</p>

Tick emergency / hazards that may affect your workplace	Risks associated with hazard	Risk rating (refer to Risk Assessment Matrix)	Key prevention measures	Key response measures	Recovery measures
			<p>Educators have been trained and hold current First Aid &amp; CPR Certificates</p> <p>Current medical emergency action plan accessible to educators</p>	<p>Emergency services to be contacted</p> <p>Action plan followed</p> <p>Educator to contact the CCFDC Coordination Unit</p>	<p>result of a medical emergency</p>
<input type="checkbox"/> <b>Pedestrian accidents</b>	<p>Proximity to major roads</p> <p>Insufficient pedestrian safety awareness training for children or educator</p> <p>Insufficient traffic controls in place</p> <p>Traffic accident during transport</p>		<p>Traffic controls (pedestrian crossings, traffic controllers etc) to be used when crossing roads</p> <p>Liaising with local council and Roads and Traffic Authority</p> <p>Regularly inform parents of safe drop-off and pick-up of children e.g. no double parking, no vehicles inside the school, no allowing children to get out of vehicles on the roadside, no reversing etc</p> <p>Educate children through programs on road safety</p> <p>Educators to take children in and out of care on footpath side of car or in car park</p>	<p>In the event of a pedestrian accident, the following procedures shall be followed:</p> <ul style="list-style-type: none"> <li>• Notify Emergency Services – 000 (Police, NSW Fire &amp; Rescue, Ambulance as required)</li> <li>• Apply first aid using standard precautions i.e. avoid direct contact with blood and bodily fluids</li> <li>• Follow Education and Care Accident, Incident &amp; Trauma Guiding Principle</li> <li>• Contact CCFDC Coordination Unit</li> <li>• Complete Incident form</li> <li>• Notify parents or carers</li> <li>• Report the incident as soon as possible in accordance with ACECQA procedures</li> </ul>	<p>Arrange counselling for those affected by the incident</p> <p>Return the workplace to normal as soon as possible</p> <p>Review pedestrian arrangements as a matter of urgency</p> <p>Review the emergency plan</p>
<input type="checkbox"/> <b>Police or other emergency services operations in nearby area</b>	<p>If the emergency operation extends to the area including the service, there is risk of harm to educators and children</p>		<p>Development, practice and reviews of lockdown, lockout and evacuation procedures</p> <p>Educators to have knowledge of Emergency Response / Critical Incident Guiding Principle and Accident, Incident and Trauma Guiding Principle</p>	<p>Cooperate and follow direction from the emergency service controlling the situation</p> <p>Lockdown or evacuate the service</p> <p>Contact the Education and Care Coordinator or Manager Children, Youth &amp; Families</p>	<p>Return to normal activities when clearance is given by the emergency service</p> <p>Complete documentation for the emergency</p> <p>Follow up any support requirement for educators or children regarding the situation</p>

Tick emergency / hazards that may affect your workplace	Risks associated with hazard	Risk rating (refer to Risk Assessment Matrix)	Key prevention measures	Key response measures	Recovery measures
				Follow Emergency Response / Critical Incident Guiding Principle  Notify families and Education and Care Coordinator where possible	Review the emergency plan
<input type="checkbox"/> <b>Serious violence</b>	<p>Violence occurring at the workplace may be greater if you have not considered risk factors and developed prevention strategies, for example if:</p> <ul style="list-style-type: none"> <li>there is no way of knowing whether people, apart from educators/staff and children, are authorised to be on site</li> <li>clear standards for children's behaviour and communication are not in place</li> </ul> <p>Threats of self-harm by child, parent or educator</p>		<p>Council Policies on Bullying &amp; Harassment</p> <p>Education and Care Guiding Principles on:</p> <ul style="list-style-type: none"> <li>Guiding Children's Behaviour</li> <li>Accident, Incident and Trauma</li> <li>Emergency Response / Critical Incident</li> </ul> <p>Development, practice and review of lockdown and lockout procedures</p> <p>Educate all educators of any potential risks they need to be aware of</p>	<p>Contact emergency services if required</p> <p>Implement lockout or lockdown, if necessary</p> <p>Notify CCFDC Coordination Unit</p>	<p>Return to workplace when all clear given by emergency services</p> <p>Provide counselling if required</p> <p>Resume normal service activities</p> <p>Review the emergency plan</p>
<input type="checkbox"/> <b>Storms</b>	<p>Danger from high winds where trees located on or around the workplace are not regularly checked and trimmed</p> <p>Electrocution from fallen wires</p> <p>Roofs in need of repair</p> <p>Excursion activities undertaken without risk assessment</p>		<p>Ensure gutters and downpipes are cleaned regularly</p> <p>Complete On the Day Risk Assessment Checklist and other relevant Risk Assessments</p> <p>Ensure overhanging branches are trimmed</p> <p>Ensure roofs are in good repair</p> <p>Prepare an emergency kit</p> <p>Outdoor checks completed daily</p>	<p>Listen to your local radio station for further information and advice</p> <p>Direct students and staff to stay indoors and stay well clear of windows</p> <p>Avoid using fixed line telephones</p> <p>If driving, put on your hazard lights and pull over to the side of the road, clear of streams, trees and powerlines</p> <p>If caught outdoors, seek shelter in a building or vehicle, but not under a tree</p> <p>Reassure children</p>	<p>Implement procedures to resume workplace activities, which include arranging counselling support for anyone seriously affected by the incident</p> <p>Review the emergency plan</p>

Tick emergency / hazards that may affect your workplace	Risks associated with hazard	Risk rating (refer to Risk Assessment Matrix)	Key prevention measures	Key response measures	Recovery measures
			Notification of trees / branches that could fall Outdoor equipment securely fixed where possible		
<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					

<b>Risk assessment prepared by</b>	<b>Name</b>	<b>Signature</b>	<b>Date</b>
<b>Centre Director</b>	<b>Name</b>	<b>Signature</b>	<b>Date</b>
<b>Education and Care Coordinator</b>	<b>Name</b>	<b>Signature</b>	<b>Date</b>
<b>Reminder: Monitor the effectiveness of controls and change if necessary. Review the risk assessment if an incident or significant change occurs</b>			

## Educator Declaration

I have read and understood the risk assessment and agree to carry out the activity in accordance with the document to ensure the children's safety and wellbeing is maintained at all times.

<b>Name</b>	<b>Signature</b>	<b>Date</b>	<b>Name</b>	<b>Signature</b>	<b>Date</b>

# EVACUATION BAG CHECKLIST

Bag is to be tagged with service name and emergency warden's names and photos

Items	Jan	Feb	Mar	Apr	May	June	Jul	Aug	Sept	Oct	Nov	Dec
Contact numbers for parents, emergency, staff and services												
Gloves												
Group games activity book												
Jelly beans – expiry date												
Nappies 3 sizes if applicable												
Paper, pencils, textas												
Plastic cups												
Sticky name tags												
Story books												
Sunscreen - expiry date												
Tarpaulins x2												
Tissues												
Water (2 litres) - expiry date												
Wet ones												
Emergency evacuation helmet												
<b>Educator initials</b>												
<b>Date checked</b>												

## Cumberland City Council

16 Memorial Avenue, PO Box 42, Merrylands NSW 2160.

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f Cumberland City Council Sydney @ [cumberlandcitycouncil](https://www.cumberlandcitycouncil.nsw.gov.au)

# MANAGING CRITICAL INCIDENTS

## Preparation Checklist

This checklist is to be completed by the Nominated Supervisor in January of each year

FDC educator homes to be checked at yearly home safety audit

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Evacuation plan</li> <li><input type="checkbox"/> Fire equipment</li> <li><input type="checkbox"/> First aid kit in all locations are checked as per guiding principle</li> <li><input type="checkbox"/> Asthma kit</li> <li><input type="checkbox"/> Fire equipment checked as per inspection guidelines</li> <li><input type="checkbox"/> Emergency evacuations practices as per guiding principle</li> <li><input type="checkbox"/> Emergency evacuation bag is checked monthly</li> <li><input type="checkbox"/> The location used for play sessions has all of the above (FDC)</li> <li><input type="checkbox"/> All FDC educators' homes have each of the above</li> <li><input type="checkbox"/> Your service has a list of counsellors experienced in child and family counselling (and their phone numbers)</li> <li><input type="checkbox"/> Emergency phone numbers are accessible to educator including:             <ul style="list-style-type: none"> <li><input type="checkbox"/> Poison Information Centre</li> <li><input type="checkbox"/> Community Services</li> <li><input type="checkbox"/> Workcover</li> <li><input type="checkbox"/> Police</li> <li><input type="checkbox"/> Local hospital</li> </ul> </li> <li><input type="checkbox"/> Educators have emergency phone numbers near phone including:             <ul style="list-style-type: none"> <li><input type="checkbox"/> FDC Coordination Unit (FDC)</li> <li><input type="checkbox"/> After hours mobile number for staff</li> <li><input type="checkbox"/> Local Police station</li> <li><input type="checkbox"/> Parent contact details</li> <li><input type="checkbox"/> Local Hospital/Children's Hospital</li> <li><input type="checkbox"/> Manager Children, Youth &amp; Families</li> <li><input type="checkbox"/> Family member's emergency contact numbers</li> </ul> </li> <li><input type="checkbox"/> All educators have completed current Child Protection training</li> <li><input type="checkbox"/> All educators have a current First Aid certificate</li> <li><input type="checkbox"/> All educators have a current Asthma and Anaphylaxis certificate</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> All educators have a current CPR certificate</li> <li><input type="checkbox"/> For each child you have permission to transport the child in an ambulance and to seek emergency medical and dental treatment</li> <li><input type="checkbox"/> For each child you have permission to release information on the child to emergency services</li> <li><input type="checkbox"/> Your organisation has public liability insurance</li> <li><input type="checkbox"/> Each FDC educator has current public liability insurance</li> <li><input type="checkbox"/> Your staffing levels each day provide enough educators to cover an emergency (Centre based care)</li> <li><input type="checkbox"/> Your service has current Material Data Sheets (MDS) for all hazardous materials kept on premises</li> <li><input type="checkbox"/> FDC educators have current MDS for all hazardous materials kept in FDC registered areas</li> <li><input type="checkbox"/> Information for parents and carers on grief, loss, SIDS, death etc.</li> <li><input type="checkbox"/> Your service has guiding principles on:             <ul style="list-style-type: none"> <li><input type="checkbox"/> Emergency response &amp; critical incidents</li> <li><input type="checkbox"/> Dealing with the media</li> </ul> </li> <li><input type="checkbox"/> All educators have access to the above guiding principles and are familiar with them</li> <li><input type="checkbox"/> Parents have been notified that in an emergency they may not have all personal items returned to them</li> <li><input type="checkbox"/> For each child you have an information sheet containing:             <ul style="list-style-type: none"> <li><input type="checkbox"/> Child's name</li> <li><input type="checkbox"/> Date of birth</li> <li><input type="checkbox"/> Address</li> <li><input type="checkbox"/> Emergency contacts and their phone number</li> <li><input type="checkbox"/> Past medical history if known</li> <li><input type="checkbox"/> Allergies</li> <li><input type="checkbox"/> Present medication</li> <li><input type="checkbox"/> Religion</li> </ul> </li> </ul> |
|---|---|

Person completing checklist: ..... Service: .....

Signature: ..... Date: .....



CUMBERLAND  
CITY COUNCIL

## SERIOUS INCIDENT INVESTIGATION REPORT

To be completed by management following an incident/injury that is required to be reported to ACECQA.

Date of incident: .....

Child's name: ..... DOB: .....

Service: .....

Location: .....

Time: .....

Activity: .....

Educator name: .....

Re-enacting the incident: .....

.....

.....

Conclusion: .....

.....

.....

Follow ups:

Action	Responsible	Date to be completed

Children, Youth & Families' Investigating Officer (Nominated Supervisor/ Management Team/FDC Centre Director)

Name: ..... Signature: .....

**Cumberland City Council**

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f Cumberland City Council Sydney @ [cumberlandcitycouncil](https://www.cumberlandcitycouncil.nsw.gov.au)



# PHONE THREAT CHECKLIST - REMEMBER TO KEEP CALM

## WHO RECEIVED THE CALL

Name (Print)

Signature

Telephone No. Called

Date Call Received

Time Received

## GENERAL QUESTIONS TO ASK THE CALLER

What is it?

When is the bomb to explode? OR

When will the substance be released?

Where did you put it?

What does it look like?

When was it put there?

How will the bomb explode? OR

How will the substance be released?

Did you put it there?

Why did you put it there?

## BOMB THREAT QUESTION

What type of bomb is it?

What is in the bomb?

What will make the bomb explode?

## CHEMICAL/BIOLOGICAL THREAT QUESTIONS

What kind of substance is in it?

How much of the substance is there?

How will the substance be released?

Is the substance a liquid, powder or gas?

## EXACT WORDING OF THREAT

## ANALYSIS OF CALLER'S THREAT

<b>Sex:</b>	Male	<input type="checkbox"/>	Female	<input type="checkbox"/>					
<b>Accent:</b>	Australian	<input type="checkbox"/>	Middle Eastern	<input type="checkbox"/>	British	<input type="checkbox"/>	Asian	<input type="checkbox"/>	Other (specify)
	American	<input type="checkbox"/>	European	<input type="checkbox"/>	Irish	<input type="checkbox"/>			
<b>Voice:</b>	Angry	<input type="checkbox"/>	Calm	<input type="checkbox"/>	Loud	<input type="checkbox"/>	Giggling	<input type="checkbox"/>	Other (specify)
	Child	<input type="checkbox"/>	Obscene	<input type="checkbox"/>	Soft	<input type="checkbox"/>			
<b>Speech:</b>	Fast	<input type="checkbox"/>	Slow	<input type="checkbox"/>	Slurred	<input type="checkbox"/>	Distinct	<input type="checkbox"/>	Muffled
	Stutter	<input type="checkbox"/>	Lisp	<input type="checkbox"/>	Distorted	<input type="checkbox"/>	Clear	<input type="checkbox"/>	Other
<b>Threat Language:</b>	Well Spoken	<input type="checkbox"/>	Irrational	<input type="checkbox"/>	Abusive	<input type="checkbox"/>	Message read by caller	<input type="checkbox"/>	Other (specify)
	Incoherent	<input type="checkbox"/>	Taped	<input type="checkbox"/>					
<b>Background Noise:</b>	None	<input type="checkbox"/>	TV/Radio	<input type="checkbox"/>	Train	<input type="checkbox"/>	Traffic	<input type="checkbox"/>	Music
	Construction	<input type="checkbox"/>	Sirens	<input type="checkbox"/>	Aircraft	<input type="checkbox"/>	Voices	<input type="checkbox"/>	Other

Duration of Call

Did the caller appear familiar with the area? YES ☐ NO ☐

Estimated Age

Comments from person receiving the call:

Alert your supervisor. If your supervisor is unavailable, call Triple Zero (000).

- DO NOT HANG UP -

Phone threat checklist