

Early Learning

Emergency and Evacuation Policy

This policy MUST be read in conjunction with the Uniting *Emergency and Business Continuity Management Policy, Workplace Health Safety Policy & Wellbeing Policy*.

1. Policy Statement

All decisions made by educators and Uniting Victoria & Tasmania are guided by a commitment to children's safety, rights, and best interests being of paramount importance.

Uniting Early Learning is committed to:

- Ensuring the safety, health and wellbeing of children, staff, visitors, volunteers, students, and contractors, attending our education and care services, by identifying the risks and hazards of emergency and evacuation situations.
- The development of specific emergency and evacuation procedures, practices and guidelines including for managing bushfire and grassfire risk.

2. Scope

This policy applies to the following persons:

- Approved provider and persons with management or control
- Nominated supervisor and persons in day-to-day charge
- ECT, Educators, FDC educators and all other staff
- Parents/guardians
- Contractors, volunteers, and students.

3. Executive Summary

Comprehensive emergency management includes prevention, preparedness, response, and recovery to ensure the safety and wellbeing of all. Emergency management plans must be developed for every service/premise, based upon their local context and respond to potential emergencies that are relevant to the service/premise.

All educators/staff at the service/premise must be familiar with and adhere to the content, procedures and responsibilities noted in the Emergency Management Plan.

Risk assessments and the rehearsal of various emergency procedures are to be documented, conducted, and evaluated every three months. If the service has more than one emergency and evacuation procedure, all procedures must be rehearsed every three months. For example, if both lockdown and evacuation response procedures have been identified in risk assessments and incorporated into an emergency plan, both procedures should be rehearsed every three months.

Risk assessments and rehearsals need to consider different types of emergencies. Emergencies situations can range from fire and smoke to personal injuries and threats, bomb threats, suspicious mail, biohazards and chemical spills, gas leaks, floods and other natural disasters. Such emergencies may necessitate a need to evacuate or initiate a lock down.

Evacuation plans and emergency service contacts are to be displayed in prominent positions near each exit at the service/premises, including near each exit that forms part of the evacuation route(s). The evacuation plans must be displayed in formats understood by educators and consumers. The plans are to include input from children and also be displayed in a format and height which is accessible to children.

Document Name: <i>Emergency & Evacuation Policy</i>	Policy Area: <i>Consumer Service Delivery (Early Learning)</i>	
Document Number: <i>UP-EL-033</i>	Classification: <i>Internal/External</i>	
Version Number: <i>8.0</i>	Document Owner: <i>Executive Director Early Learning</i>	
Publication date: <i>04/08/2026</i>	Endorsed by: <i>Executive Director Early Learning</i>	
CMS embedded: <i>n/a</i>	<i>Printed copies of this document are considered uncontrolled.</i>	Page 1 of 12

The effectiveness of emergency and evacuation procedures is to be monitored and reviewed on a regular basis by all stakeholders, including children in a manner that is meaningful to them. The outcomes of these reviews will inform updates to the Service's policies, procedures, and manuals.

Emergency situations, if managed successfully, can be an opportunity to help support and build upon children's and educators/staff's coping mechanisms and resilience. Each person involved in a crisis will respond differently and responses must cater to these. Strategies for recovery may require short- and long-term support from Uniting and external agencies. Children, staff and families will be appropriately supported and referred as deemed necessary.

4. Current Environmental Context

An emergency in relation to an education and care service is any situation or event that poses an imminent or severe risk to the persons at the service premises e.g. flood, fire or a situation that requires the service premises to be locked down.

Every service is to have a completed Emergency Management Plan reviewed and developed on a yearly basis and a copy sent to the Approved Provider. Victorian services must complete the required sections of the plan and those who are located in the Bushfire At-Risk Region(BARR) or Category 4 must complete additional sections. All Emergency Management plans are uploaded into the Uniting Intranet.

All Uniting Early Learning services in Victoria, listed on the BARR or operating in that fire region are identified as being at high fire risk and must close on days declared a Catastrophic Fire Danger Rating (FDR) day. As the safety of children, their families, our staff/educators/contractors are our highest priority, Uniting will close ALL education and care services including kindergartens, long day care and Family Day Care services whenever a Catastrophic Fire Danger Rating is announced in the district where your children's service is located.

Uniting Early Learning has a duty of care to the children, staff, volunteers, students, visitors and all attending the service/venue. It is also a requirement under the Occupational Health and Safety Act 2004 that employers provide a healthy and safe environment for all persons who access service's facilities and/or programs.

Forms

[UF-EL-078-Emergency Drill Record -17.1.docx](#)

[UF-EL-079-Emergency Contact Template -17.2.docx](#)

[UF-EL-080-Post Emergency Record -17.3.docx](#)

[UF-EL-081-FDC Emergency Drill Record -17.4.docx](#)

[UF-EL-077-EL Risk Assessment Template -33.7.docx](#)

Document Name: <i>Emergency & Evacuation Policy</i>	Policy Area: <i>Consumer Service Delivery (Early Learning)</i>	
Document Number: <i>UP-EL-033</i>	Classification: <i>Internal/External</i>	
Version Number: <i>8.0</i>	Document Owner: <i>Executive Director Early Learning</i>	
Publication date: <i>04/08/2026</i>	Endorsed by: <i>Executive Director Early Learning</i>	
CMS embedded: <i>n/a</i>	<i>Printed copies of this document are considered uncontrolled.</i>	Page 2 of 12

5. Reference/Sources

This policy should be read in conjunction with:

Uniting Child Safety Policy – Uniting adopts the Uniting Church Australia National Child Safety Policy Framework, 2019 and the principles of this Policy Framework

• Administration of First Aid Policy	• Administration of Medication Policy
• Delivery and Collection of Children Policy	• Incident, Injury, Trauma and Illness Policy
• Workplace Health, Safety & Wellbeing Policy	• Staffing Policy
• Supervision of Children Policy	• Know what to do - your local emergency plan

- [Bureau of Meteorology](#)
- [Country Fire Authority](#)
- [Emergency Management](#). Department of Education and Training, Victoria. Tutorials and online training, Guides, Templates, FAQs. Updated 13 March 2018
- [Managing Bushfire Risks in Centre-Based Services and Family Day Care locations](#). Department of Education and Training, Victoria (updated 20 November 2018).
- [Metropolitan Fire Brigade](#)
- [Tasmania Fire Service \(TFS\)](#)
- [Tasmania State Emergency service](#)
- [Vic Emergency](#)
- [Vic Emergency – State of Victoria-Department of Justice Smartphone App](#)
- [Tasmanian Government - Emergency Smartphone App](#)
- [Victorian Government - Occupational Health and Safety Act 2004](#)
- [Tasmanian Government – Work Health and Safety Act 2012](#)
- Children’s Services Amendment Act 2019
- Children’s Services Regulations 2020
- *Education and Care Services National Law Act 2010*
- *Education and Care Services National Regulations 2011*
- *Managing Emergency Situations in Education and Care Services* (2012) PSC National Alliance Children’s Services Central NSW
- *National Quality Standard, Quality Area 2: Children’s Health and Safety*
- *Tasmanian Licensing Standards for Centre Based Child Care Class 4 2014*
- WorkSafe [Victoria](#) and [Tasmania](#)
- Victorian OHS Regulations 2017
- TAS WHS regulations 2012
- Building Act 1993 (Vic)
- Building Regulations 2018 (Vic)
- *Building Act 2016 (TAS)*
- *Building Regulations 2016 (TAS)*
- *National Construction Code*
- AS/NZ Emergency Planning for Facilities

This policy is shared with the whole service community with opportunities to provide feedback/input.

Review This policy is to be reviewed by May 2027

Document Name: <i>Emergency & Evacuation Policy</i>	Policy Area: <i>Consumer Service Delivery (Early Learning)</i>	
Document Number: <i>UP-EL-033</i>	Classification: <i>Internal/External</i>	
Version Number: <i>8.0</i>	Document Owner: <i>Executive Director Early Learning</i>	
Publication date: <i>04/08/2026</i>	Endorsed by: <i>Executive Director Early Learning</i>	
CMS embedded: <i>n/a</i>	<i>Printed copies of this document are considered uncontrolled.</i>	Page 3 of 12

Responsibilities	Approved provider and persons with management or control	Nominated supervisor and persons in day-to-day charge	ECT, Educators, FDC educators and all other staff	Parents/guardians	Contractors, volunteers and students
R indicates legislation requirement, and should not be deleted					
Ensure the <i>Emergency and Evacuation Policy</i> and procedures are in place and available to all stakeholders <i>R168 & R171</i>	R	✓	✓		
Ensure current evacuation floor plans, instructions and emergency service contacts are displayed in prominent positions near every exit at the service/premise, including near each exit that forms part of the evacuation route(s) <i>R97</i>	R	✓	✓		
Take reasonable steps to ensure that nominated supervisors, early childhood teachers, educators, staff and volunteers follow the policy and procedures and are aware of their responsibilities <i>R170</i>	R	✓	✓		✓
Ensure all educators/staff, parents, children, volunteers, contractors and students on placement are aware of emergency evacuation points and understand the procedures to follow in the event of an emergency <i>R97</i>	R	✓	✓	✓	✓
Implement the instructions in the service's <i>Emergency Management Plan</i> <i>R97</i>	R	✓	✓		✓
Ensure there are induction procedures in place to inform new educators/staff, including casual or relief educators, of the emergency and evacuation policy and procedures <i>S167</i>	R	✓	✓		
Review and complete the Emergency Management Plan and submit to the approvedprovider@vt.uniting.org by the 1st of October each year	✓	✓	✓		
Ensure the service's emergency management contact details are up to date on NQAITS online portal	✓	✓			
Conduct a risk assessment to identify potential emergencies that the service may encounter and emergency evacuation routes and assembly points at least once every 12 months, or as soon as practicable after becoming aware of any circumstance that may affect the safe evacuation of children from the service <i>R97</i>	R	✓	✓		
Ensure designated emergency exits/routes are always kept clear to ensure that everyone can exit safely in the event of an evacuation <i>S167</i>	R	✓	✓		✓

Responsibilities	Approved provider and persons with management or control	Nominated supervisor and persons in day-to-day charge	ECT, Educators, FDC educators and all other staff	Parents/guardians	Contractors, volunteers and students
R indicates legislation requirement, and should not be deleted					
Ensure the following is considered when setting out instructions for what must be done in the event of an emergency in a multi-storey building: All possible evacuation routes from each storey on which the premises is located - The evacuation routes that are proposed to be used in an evacuation - How all children will be safely evacuated from the premises, including non-ambulatory children - The stages in which an evacuation will be carried out - The identity of the person in charge of an evacuation - The roles and responsibilities of staff members during evacuation, and The arrangements made with the other occupants of the multi-storey building in relation to the evacuation R97	R	✓	✓		
Ensure services/venues located in a fire region and/or on the Department's BARR close and remain closed for the duration of any day declared to be a Catastrophic fire danger rating Emergency Management Act 2013 S48	R	✓	✓		
Ensure that emergency and evacuation drills are rehearsed and documented at least once every 3 months by everyone attending the service/venue on that day R97	R	✓	✓		
Ensure emergency and evacuation drills are based on the service/venue Emergency Management Plan, cover various scenarios and involve both evacuating to a designated on-site area and, at least annually, to an off-site location R97	R	✓	✓		
Keep lock-down areas in a state of readiness so they are safe for all stakeholders S167	R	✓	✓		
Ensure up-to-date portable emergency contact lists are held in each room within the service and that evacuation procedures state who will carry this list during evacuation R97	R	✓	✓		
Develop procedures that consider collecting children's medication and managing children's medical conditions R97	R	✓	✓		

Responsibilities	Approved provider and persons with management or control	Nominated supervisor and persons in day-to-day charge	ECT, Educators, FDC educators and all other staff	Parents/guardians	Contractors, volunteers and students
R indicates legislation requirement, and should not be deleted					
Provide feedback on the effectiveness of emergency and evacuation procedures to inform policy and procedure reviews	✓	✓	✓	✓	✓
Ensure ready access to emergency equipment, such as fire extinguishers and fire blankets <i>R97</i>	R	✓	✓		
Ensure all emergency equipment is maintained on a regular basis in accordance with requirements specified by regulations, such as the Australian Standards Building Code e.g. fire extinguishers, smoke detectors, evacuation kits, sprinkler systems and any alarm or duress systems <i>Building Act 1993 (Vic), Building Regulations 2018 (Vic) Building Act 2016 (TAS) Building Regulations 2016 (TAS) National Construction Code</i>	R	✓			
Ensure access to a charged operational Uniting mobile phone for immediate communication with parents and emergency services, and that phone numbers of emergency services are displayed where phones are kept <i>R98</i>	R	✓	✓		
One non-Uniting personal phone can be carried in the first aid kit and used ONLY as a backup if the Uniting device ceases to be operational <i>R98</i>	R	✓	✓		✓
Ensure the locations of first aid kits, fire extinguishers and other emergency equipment are clearly signposted <i>R97 & R89</i>	R	✓	✓		
Ensure a fully equipped portable first aid kit is readily accessible, up to date and not expired <i>R89</i> (see Administration of First Aid Policy)	R	✓	✓		
Ensure all educators/staff attend regular training to ensure that they are able to deal with emergency situations e.g., first aid, emergency management and OHS training <i>S167</i>	R	✓	✓		
Provide support to children, staff and volunteers before, during and after emergencies <i>R97</i>	R	✓	✓		
Develop procedures to debrief staff following emergency incidents	✓	✓			
Complete the Incident, Injury, Trauma and Illness Record where required <i>R87</i>	R	✓	✓		✓

Responsibilities	Approved provider and persons with management or control	Nominated supervisor and persons in day-to-day charge	ECT, Educators, FDC educators and all other staff	Parents/guardians	Contractors, volunteers and students
R indicates legislation requirement, and should not be deleted					
Notify Regulatory Authority/ECU (via RiskMan and NQAITS) within 24 hours of an incident that required the service to be closed, or a circumstance that posed a significant risk to the health, safety or wellbeing of a child attending the service/residence/venue R176	R	✓	✓		✓
Where possible engage with Fire Rescue Victoria and/or Country Fire Authority regarding fire safety awareness and training for the service, including demonstrations of fire equipment, basic fire safety, smoke alarm, fire blankets and escape plans S167	R	✓	✓		
Identify staff and children requiring additional assistance in the event of an emergency R97	R	✓	✓		✓
Ensure that emergency contact details are provided on each child's enrolment record and that these are kept up to date R160	R	✓	✓	✓	✓
Ensure that the attendance record is completed and maintained in Xap/Harmony to account for all children attending the service R158	R	✓	✓	✓	✓
Keep a written record of all visitors to the service, including time of arrival and departure R165	R	✓	✓	✓	✓
Ensure all staff, parents, children, volunteers, students on placement and others attending the service are accounted for in the event of an evacuation R97	R	✓	✓	✓	✓
Develop procedures to deal with loss of critical functions, such as power/water shut off	R	✓	✓		
Supervise the children in your care and protect them from hazards and harm and work with team members to ensure the safety of all S165 & S167	R	✓	✓		✓
Raise children's awareness about potential emergency situations and appropriate responses R73	R	✓	✓		✓
Establish, monitor, and review the Nature Program emergency evacuation procedures, a series of safe environment routes and assembly points in response to a range of potential emergencies R97	R	✓	✓		
Ensure emergency evacuation procedures are included in the documentation carried at the Nature Program sessions R97	R	✓	✓		
Ensure a fully equipped first aid kit is included with the Nature Program equipment R89	R	✓	✓		

Responsibilities	Approved provider and persons with management or control	Nominated supervisor and persons in day-to-day charge	ECT, Educators, FDC educators and all other staff	Parents/guardians	Contractors, volunteers and students
Ensure all educators and volunteers are aware of the location of a first aid kit at the Nature Program <i>R89</i>	R	✓	✓		✓
Ensure new educators, students and volunteers understand the Nature Program procedures for emergency evacuation in their induction procedure <i>S167</i>	R	✓	✓		✓
Follow the directions of staff in the event of an emergency or when rehearsing emergency procedures <i>R97</i>	R	✓	✓	✓	✓

Things to consider and outline in the service Emergency Management Plan

- Clearly define roles and responsibilities for educators, staff and families and consider how you will inform them of their roles and specific responsibilities, including the person-in-charge of an evacuation.
- In the event of an emergency, who you will contact and how.
- Who is responsible for checking each area of the service, including outdoor play spaces and equipment, to ensure all children are gathered and evacuated.
- The stages in which an evacuation will be carried out, considering the other occupants for services in multi-story buildings.
- What the designated and appropriate routes and assembly points are (think about your risk management process for the different possibilities, ensuring you are reducing the risk and that assembly points outside the service allow the children and adults to meet in a safe space).
- What you may need for specific children, e.g. a medical management plan and associated medication.
- Who has first aid training (including asthma and anaphylaxis) and if it is up-to-date.
- If there are locked gates on any designated exit route and, if so, where keys are stored and who is responsible for collecting them.
- How children are accounted for at the assembly area and actions to be taken in the event there are children unaccounted for.
- Considerations for when assembled after evacuating, including the accessibility of the assembly point and the possibility of being there for an extended period of time or of inclement weather.
- Consultation with authorities or other experts in relation to the development, assessment and monitoring of emergency and evacuation procedures.
- If the assembly area is in a car park, consider the possible attendance of emergency services and vehicles in the car park and vehicles travelling on an adjacent road. Will you need traffic mitigation equipment to separate children from vehicles?
- What you may need for specific children (e.g. a medical management plan and associated medication), where they are stored, and who is responsible for collecting these during an

Document Name: <i>Emergency & Evacuation Policy</i>	Policy Area: <i>Consumer Service Delivery (Early Learning)</i>	
Document Number: <i>UP-EL-033</i>	Classification: <i>Internal/External</i>	
Version Number: <i>8.0</i>	Document Owner: <i>Executive Director Early Learning</i>	
Publication date: <i>04/08/2026</i>	Endorsed by: <i>Executive Director Early Learning</i>	
CMS embedded: <i>n/a</i>	<i>Printed copies of this document are considered uncontrolled.</i>	Page 8 of 12

evacuation.

- Whether you are required to consult with authorities or other experts in relation to the development, assessment and monitoring of emergency and evacuation procedures.
- Who is responsible for documenting and evaluating rehearsals.
- Any implications for staffing ratios based on the Emergency and evacuation policy and procedures.
- Promoting familiarity with all evacuation routes through regular rehearsals.
- How you intend to transport required items such as a mobile phone, emergency contact numbers, children's footwear, a first aid kit, medications, the attendance roll, nappies, food, water, iPad or other electronic tablet (if required), chargers etc. If emergency evacuation bags or similar are used, where they are located, what they contain, who is responsible for collecting the bag, and how/ when audits are conducted on the contents.
- The location and movement of infants and non-ambulatory children.
- Specific evacuation procedures for infants and non-ambulatory children and any staffing implications, including the location and use of equipment, e.g. carriers, cots, prams.
- Consideration of how equipment such as evacuation cots or prams are able to travel through evacuation routes given distances and any obstacles (e.g. a playground, narrow doorways, gates).

Consideration for children evacuating from a multi-storey building, including:

- Any additional educators or staff required to assist in the evacuation
- Any equipment required to ensure the safety of children evacuating via stairs
- How and where equipment (e.g. prams, cots) is stored and managed should infants and non-ambulatory children need to be evacuated from above ground
- Regular induction and training for educators and staff
- Access to an operating phone to allow communication with families and emergency services.
- If your procedures include steps from start of evacuation to finish of evacuation, including assembly points.
- If located in a rural area or in an area that experiences natural disasters, whether there is a community response that you need to take into consideration when developing your procedures.
- If there are any families at your service that would be part of this community response.
- Have you liaised with your relevant emergency services/local council?
- In the event of a lock down in a Centre based service, how is the need for a lock down communicated to educators and staff without alerting the person/s responsible for the threat? How do the educators and staff know where the appropriate and safe locations within the service are to take children?

Emergency management considerations for early childhood services on shared sites

Joint emergency management planning

It is strongly recommended that early childhood services and shared sites users, including schools and other education facilities, undertake emergency management planning as a joint activity. This supports the safety of the whole site during an emergency or incident and minimises the chance of miscommunication.

Gathering leadership and relevant staff together from all facilities on the site to develop or review your Emergency Management Plans helps identify areas where you may need to be aligned and where you may need to have separate approaches to manage your risks and obligations.

Discussion points may include:

- What makes each setting unique?
- What are the similarities?

Document Name: <i>Emergency & Evacuation Policy</i>	Policy Area: <i>Consumer Service Delivery (Early Learning)</i>	
Document Number: <i>UP-EL-033</i>	Classification: <i>Internal/External</i>	
Version Number: <i>8.0</i>	Document Owner: <i>Executive Director Early Learning</i>	
Publication date: <i>04/08/2026</i>	Endorsed by: <i>Executive Director Early Learning</i>	
CMS embedded: <i>n/a</i>	<i>Printed copies of this document are considered uncontrolled.</i>	
		Page 9 of 12

Compare risks between the plans:

- Are there threats/situations that will only impact one facility?
- Does one have a risk that the other is missing?
- Is there a difference in rating for the same risk? If so, consider the reason
- What scenarios and outcomes work for both facilities?
- Have there been any changes on the site or in the local community that may impact shared or separate arrangements?
- How will disruptions to essential services impacting one or more of the facilities on the site be managed?
- Are there opportunities to share resources/facilities/costs with other site users to maximise the success of the implementation of your plan and the safety of children and your staff?
- How will you brief your staff to ensure they understand how to work with other site users in emergencies/incidents?
- How will you undertake debriefs and share lessons from drills and emergencies/incidents?

Remember that in most circumstances, the threat or danger is to the whole site, not just one of the facilities, so joint planning is crucial.

Evacuation points/assembly areas

When discussing your EMPs, it is also important to consider the movements of each cohort in emergencies, especially when moving to both on-site and off-site evacuation locations/assembly points.

Consider the following:

- In most circumstances, it is appropriate to use the same evacuation locations, however you may wish to consider separated zones/areas to make it easier to account for each group when conducting head checks and to manage your cohort.
- Access to the points from each site – are there any barriers or issues that need to be addressed?
- Consider shade, access to drinking water, toilets, change facilities in choosing evacuation points. These elements may be more important with a larger group and/or depending on the needs of the cohorts.
- Will there be the possibility of siblings or relatives in your cohorts trying to find each other, and how will you manage this?

Drills

Drills are critical for testing the arrangements for not only your own facility, but for ensuring the whole site is able to effectively respond to emergencies and incidents. Conducting joint drills can test your coordination, communication and ensure that there is no confusion as to what needs to happen when an incident or emergency impacts your shared site.

Consider the following:

- Plan your joint drills well in advance to ensure each facility has adequate notice to manage disruptions and can input into the scenario so that it fits your site context.
- Conduct your drills together and observe especially how well you communicate between facilities, how your cohorts move around the site, and how effectively the individual and collective response works for responding to the particular drill scenario.
- Conduct both separate and joint post-drill debriefs to identify areas for improvement or updates for your EMP collectively as well as individually.
- Ensure frequency and types of drills are in line with any regulatory requirements.

Document Name: <i>Emergency & Evacuation Policy</i>	Policy Area: <i>Consumer Service Delivery (Early Learning)</i>	
Document Number: <i>UP-EL-033</i>	Classification: <i>Internal/External</i>	
Version Number: <i>8.0</i>	Document Owner: <i>Executive Director Early Learning</i>	
Publication date: <i>04/08/2026</i>	Endorsed by: <i>Executive Director Early Learning</i>	
CMS embedded: <i>n/a</i>	<i>Printed copies of this document are considered uncontrolled.</i>	Page 10 of 12

Communication

Communication between shared site users and with your education community is the key to managing incidents and emergencies effectively.

Remember to keep any shared site users informed during emergencies and incidents so they can make informed decisions to maintain the safety of their cohort as well as support your response actions in an emergency.

Consider the following:

- How will each facility communicate with one another day to day as well as during emergencies? Is this documented in each EMP, including in the Communications Tree and emergency contacts?
- Some emergencies and incidents will impact just your service and cohort, but others may have implications for the safety of the whole site and other users/facilities. How will you communicate in both scenarios?
- In case of disruption to your main communication channel, such as landline, mobile or internet connectivity, have you discussed and documented alternative communication methods to ensure you can maintain contact with each facility and emergency services?
- Communicating consistently to the parent community of all education facilities on the site that you are working together on emergency management shows a united front and helps build confidence in your approach.
- Think about how to respond to questions around mingling of cohorts, including concerns about older or unfamiliar children intimidating/scaring younger children, or how new faces or changes in the daily routine could be disruptive and unsettling for some children. Responding to these questions will not only help provide a safe and inclusive environment and develop a strong education culture but will also have practical benefits during drills and real emergencies and incidents by ensuring parents and children/students are comfortable with the approach.

Responding to emergencies and incidents

When an emergency or incident does occur, it is important that you activate your EMP and take steps to support the safety of your own cohort while also being mindful of your shared site users.

Consider the following:

Contact other site users early to let them know the following details:

- What has occurred,
- What actions you are taking,
- Who has been informed,
- Any anticipated impacts for the whole site/other site users based on your current knowledge.
- Each site leader will assess the situation and risk and act in accordance with their own EMP and in the best interests of children/students/staff/people in their care.
- Consider if coordinated messaging during and after the event is required to minimise community confusion and provide reassurance.
- Utilise the best information available, and if you are unsure, seek advice from emergency services or QARD.

Ongoing review and evaluation

Maintaining a strong relationship with other site users will ensure you can adapt to changes across your site and help keep your community safe for the long term.

It is recommended to meet regularly with your shared site users to review and update your plans and site arrangements, such as once per term or at key points in the year when facilities are reviewing their EMPs. It may also be worth coming together following significant events impacting one or more facilities on the site to see what could be improved.

Some questions to consider include:

Document Name: <i>Emergency & Evacuation Policy</i>	Policy Area: <i>Consumer Service Delivery (Early Learning)</i>	
Document Number: <i>UP-EL-033</i>	Classification: <i>Internal/External</i>	
Version Number: <i>8.0</i>	Document Owner: <i>Executive Director Early Learning</i>	
Publication date: <i>04/08/2026</i>	Endorsed by: <i>Executive Director Early Learning</i>	
CMS embedded: <i>n/a</i>	<i>Printed copies of this document are considered uncontrolled.</i>	Page 11 of 12

- Are there any changes to the site overall or specific facilities that may impact plans, including evacuation routes or assembly areas?
- Have new threats emerged or do existing threats need to be reassessed?
- Are there any changes to the cohorts across the whole site that may impact plans?
- Are there any new enrolments?
- Are there any new staff/children with additional needs?
- Are the current communication approaches working?
- Have there been any lessons learned from drills or real emergencies/incidents that may impact our plans?

Nature Program evacuation procedures, assembly points and evacuation routes

Whatever the emergency, incident or situation that necessitates the evacuation, educators and volunteers are to follow these procedures:

- Keep children calm
- Ensure sign-in sheet is in the backpack with other necessary items such as medication
- Count/check off against the sign-in sheet to account for all children
- Except for the backpack, leave other gear at the site, it can be collected later
- En route to new location (see below for appropriate locations), calmly
- Walk children, keep group close together and ensure no child deviates from the group
- Educators/adult volunteers to be positioned at the front and back of the group, and flanking the group where possible
- Notify emergency services if necessary
- After arriving at the safe assembly point, conduct a full count/roll call to account for all children
- Notify parents via SMS of new location for collection (if required) and notify Regulatory Authority/ECU (if necessary)
- If the evacuation/relocation is for weather reasons, wait for the extreme weather to pass and when it does, resume normal activities if appropriate and safe to do so, following same relocation procedures to return to the Nature Program site
- If the weather does not look like it will pass soon, send an SMS to all parents, advising of the new safe location for pickup
- Refer to the service Nature Program map.

Document Name: <i>Emergency & Evacuation Policy</i>	Policy Area: <i>Consumer Service Delivery (Early Learning)</i>	
Document Number: <i>UP-EL-033</i>	Classification: <i>Internal/External</i>	
Version Number: <i>8.0</i>	Document Owner: <i>Executive Director Early Learning</i>	
Publication date: <i>04/08/2026</i>	Endorsed by: <i>Executive Director Early Learning</i>	
CMS embedded: <i>n/a</i>	<i>Printed copies of this document are considered uncontrolled.</i>	Page 12 of 12