# 2.2.2 Incident and emergency management

Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised, and implemented.

Educators and staff must practise and implement plans that effectively:

* protect children, staff, and visitors during any incident or emergency
* maintain a safe environment and meet OHS/WHS laws.

|  |  |
| --- | --- |
| To **MEET** QIP and Self-Assessment Tool (SAT) | To **EXCEED** the QIP and Self-Assessment Tool (SAT) |
| Please give an overview of what happens when you rehearse your emergency procedures with the children. | **Embedded practices**Please give an example of feedback you or your team have provided on the effectiveness of your emergency procedures (for example, following evaluations of emergency rehearsals).  |
| **Overview of Emergency Rehearsals:** During our emergency rehearsals, the educator gathers the children and explains the procedure, such as what to do in a fire emergency. We check all areas to ensure they’re vacant, guide the children to the assembly point (babies in cots or holding a rope), and confirm everyone is present. We appoint an observer to evaluate the process, including feedback from the children, and make necessary changes. These rehearsals are also used as valuable learning opportunities. | **Feedback on Emergency Procedures:** Educators regularly provide feedback on the effectiveness of our emergency procedures. After each rehearsal, we evaluate whether everyone knew their roles and responsibilities, identify any unexpected problems, and discuss necessary changes. Feedback is documented, either through written evaluations from each staff member or recorded in group discussions. This continuous feedback loop helps refine our procedures, ensuring they are practical and effective for all scenarios. |
| Please explain how you provide information about emergency procedures and rehearsals to your families. | Please discuss how all educators can contribute meaningfully to reflections on emergency management and, where relevant, how past incidents inform those reflections. |
| **Providing Information to Families:** We keep families informed about our emergency procedures and rehearsals through their preferred communication channels, like email or a private Facebook group. Before each rehearsal, we provide details about the timing and what to expect, ensuring that families are well-prepared and understand the importance of these drills. Our goal is to ensure all children and staff can respond appropriately, with families confident in our preparedness. | **Educators' Contributions to Reflections:** All educators are encouraged to contribute to reflections on emergency management, drawing from both rehearsals and past incidents. Individual and group reflections allow educators to share insights, experiences, and suggestions for improvement. Past incidents, whether actual emergencies or rehearsals, inform these reflections, helping us learn and adapt. This collective approach ensures a thorough evaluation of our practices and enhances our preparedness for future emergencies. |
| Please give an example of planning and implementing learning about emergencies and emergency responses.  | Please discuss how meaningful and ongoing partnerships with the broader community informs the service approach to emergency management, for example, local emergency services.  |
| **Planning and Implementing Learning About Emergencies:** Educators integrate learning about emergencies and responses into the curriculum. For instance, we use emergency rehearsals, weather events like storms or fires, and even relevant news reports as teaching moments. We also organise visits from emergency services such as the SES, police, or fire brigade to give children a firsthand understanding. Additionally, we discuss current issues like Covid to help children grasp the significance of safety measures. | **Community Partnerships and Emergency Management:** Our service’s approach to emergency management is strengthened by meaningful partnerships with the broader community, including local councils, schools, and emergency services like the SES, fire, and police. These partners provide valuable resources, review our plans, and offer feedback. For example, they help us identify the best assembly points and evacuation routes, considering factors like accessibility and traffic. Their input is vital in refining our procedures and ensuring comprehensive emergency preparedness. |
| Please discuss the training you receive in the use of emergency equipment, for example, how to operate fire extinguishers. | Please discuss how regular and effective rehearsals of all potential emergencies identified in the service risk assessment contribute to a safer environment if there’s a real emergency.  |
| **Training in Emergency Equipment Use:** All staff undergo comprehensive training on the use of emergency equipment, including fire extinguishers. This training is provided by certified trainers as part of our induction process and includes regular refreshers. Staff learn to identify the correct equipment for different types of emergencies, ensuring they are confident and capable in using these tools effectively. The training is crucial in maintaining a safe environment for everyone. | **Impact of Regular Rehearsals on Safety:** Regular rehearsals of all potential emergencies identified in our risk assessment significantly enhance safety. Through these rehearsals, we identify potential issues and implement necessary changes, ensuring that our procedures are effective. Discussions following rehearsals often highlight what could have gone wrong without practice, underscoring the importance of regular drills. Input from relevant authorities is also considered, ensuring our practices are aligned with best safety standards. |
| Please discuss the processes in place to evacuate very young children, and children or adults who may need additional help.  | Please give an example showing how you consider safety from a social justice or equity viewpoint to ensure that all children, regardless of their needs, have a safe learning environment.  |
| **Evacuation Processes for Those Needing Additional Help:** Our evacuation procedures are tailored to support babies, children, and adults who require additional assistance. We use evacuation cots for infants, ensuring they are located on the ground floor for quick access in multistorey buildings. Specific educators are assigned to assist individuals who need extra help, whether due to mobility issues or other needs. These procedures are regularly practised to ensure all staff are familiar with their roles and responsibilities. | **Safety from a Social Justice and Equity Viewpoint:** We prioritise safety from a social justice and equity perspective to ensure all children have a safe learning environment. For instance, our emergency lockdown procedures are designed to protect against aggressive intruders, particularly where parenting orders or AVOs are in place. We also provide vulnerable families with essential safety equipment and healthy food. Additionally, we modify our environment and activities to support children with special needs, ensuring they can participate safely and inclusively. |