

### 1. Policy Statement

SPLASH is committed to ensuring the safety, health and wellbeing of all children, educators, staff, families and visitors at all times. We proactively identify and manage risks associated with emergency and evacuation situations and ensure that clear, well-practised procedures are in place.

Emergency and evacuation procedures will be regularly rehearsed, documented and reviewed to ensure all staff can respond confidently, calmly and effectively in the event of an emergency.

### 2. Background

Under the Education and Care Services National Regulations, approved providers must ensure that policies and procedures are in place for emergency and evacuation situations to minimise the risk of harm to children.

Due to the shared-use environment at SPLASH (school and church facilities), additional consideration is given to communication, coordination and safe evacuation across multiple settings.

### 3. Legislative requirements

SECTION/REGULATION	DESCRIPTION
Section 167	Offence relating to protection of children from harm and hazards
Regulation 97	Emergency and evacuation procedures
Regulation 98	Telephone or other communication equipment
Regulation 168	Education and Care service must have policies and procedures
Regulation 170	Policies and procedures must be followed
Regulation 171	Policies and procedures to be kept available
Regulation 172	Notification of change to policies or procedures

### 4. Principles to inform our Policy

- The safety, health and wellbeing of children is a paramount consideration for our service. Therefore, we conduct rehearsals and reviews of our emergency and evacuation procedures.



- Our educational program promotes opportunities for children to learn and develop in all aspects of the program. Key skills such as gross motor, coordination, language and cognitive skills can be practiced during evacuation rehearsals.
- We are committed to regular communication with families about all aspects of the educational program, their child’s development, and the service. This includes information about emergency and evacuation procedures.
- Our educators and staff are key to our service’s effective operation. Part of the training and development they receive focuses on our Emergency and evacuation policy and procedures. This includes conducting and documenting evacuation rehearsals in accordance with regulatory requirements.

### 5. Key Terms

TERM	DEFINITION	Source
<b>ACECQA – Australian Children’s Education and Care Quality Authority</b>	The independent national authority that works with all regulatory authorities to administer the National Quality Framework, including the provision of guidance, resources and services to support the sector to improve outcomes for children.	ACECQA.gov.au
<b>Australian Standards</b>	Australian Standards are documents that set out specifications, procedures and guidelines that aim to ensure products, services, and systems are safe, consistent, and reliable.	
<b>Direct Egress</b>	‘Direct egress’ means the ability to move and directly exit to an assembly area that is at the same level as the education and care service and is outside the service premises and away from the building. This does not include travelling through sets of stairs (including fire isolated stairwells),	Guide to the NQF



	<p>busy occupied areas, traffic or other hazards, or obstructions. For example, a centre-based service, family day care residence or venue is located on the second storey of a multi-storey building. The building is on sloping land which means that the service, residence or venue has direct access to the outdoors at ground level (without the need to travel up or down any stairs) which leads to the assembly area(s) outside the education and care premises and building.</p>	
<b>Emergency</b>	<p>An incident, situation or event where there is an imminent or severe risk to the health, safety or wellbeing of a person at the service. For example, a flood, fire or a situation that requires the service premises to be locked down or other type of emergency response.</p>	<p>Guide to the NQF</p>
<b>Emergency Drill/Rehearsal</b>	<p>A process to rehearse anticipated emergency scenarios or events, designed to help clarify roles and responsibilities, provide training and verify the adequacy of the emergency response.</p>	
<b>Emergency Services</b>	<p>Includes ambulance, fire brigade, police and state emergency services.</p>	
<b>Evacuation floor plan</b>	<p>An evacuation plan is used where it is deemed necessary to evacuate the immediate area or building to ensure the safety and wellbeing of children and adults. It may also have the name 'evacuation diagram'.</p>	
<b>Evacuation Route</b>	<p>Continuous path of travel (including exits, public corridors and the like)</p>	



	from any part of a building to a safe place.	
<b>Fire Safety Adviser</b>	A specified role in some jurisdictions. May coordinate fire safety management plans, fire and evacuation plans, procedures, review and practice, and give or arrange instruction to staff on evacuation and the operation of firefighting equipment.	
<b>Harm</b>	Physical or mental injury; hurt.	Dictionary definition
<b>Hazard</b>	An unavoidable danger or risk, even though often foreseeable.	Dictionary definition
<b>Lock Down</b>	A security measure taken during an emergency to prevent people from leaving or entering a building or premises until the threat or risk has been resolved.	
<b>Lock In</b>	A security measure taken during an emergency to prevent people from leaving a building or premises until the threat or risk has been resolved.	
<b>Lock out</b>	A security measure taken during an emergency to prevent people from entering a building or premises until the threat or risk has been resolved.	
<b>Multi-storey building</b>	A building with more than two storeys, including the ground floor. Each level of a split level storey (or a mezzanine), is counted as one storey. For these purposes, the ground floor is the first storey, the first floor is the second storey, and so forth.	National Regulations (definitions)
<b>Risk</b>	Exposure to the chance of injury or loss; a hazard or dangerous chance	Dictionary definition
<b>Risk assessment</b>	A systematic process of evaluating the potential risks that may be involved in a projected activity or	



	undertaking and determining suitable mitigations.	
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### 6. Links to Other Policies

- Providing a child safe environment
- Dealing with medical conditions in children
- Enrolment and orientation
- Excursions
- Delivery of children to, and collection from, education and care service premises
- Incident, injury, trauma and illness
- The administration of first aid.

### 7. Induction and Training

- All staff will receive emergency procedure training at induction
- Ongoing training and drills will be conducted termly.
- Staff will be trained in:
  - Emergency response
  - Use of emergency equipment
  - First aid, asthma and anaphylaxis

### 8. Monitoring, Evaluation and Review

This policy will be reviewed:

- Annually
- Following an emergency or drill
- Following legislative updates

Changes will be communicated to families and staff in accordance with regulatory requirements.

### 9. Policy Review

Last review: March 2026

Next review: March 2027



## Procedural Guidelines

### 1. Reference to Policy and Philosophy

These procedures are to be read in conjunction with the SPLASH Emergency and Evacuation Policy and reflect the service's commitment to children's safety and wellbeing.

### 2. Storage and Accessibility

Procedures are:

- Stored in the SPLASH office and located on the school website
- Available to all staff
- Accessible during emergencies

Emergency floor plans are displayed near all exits.

### 3. Risk Assessment

These procedures are to be read in conjunction with the SPLASH Emergency and Evacuation Risk Assessment (**See Appendix A**).

The SPLASH Emergency and Evacuation Risk Assessment is monitored and reviewed annually as a minimum, or following legislation change or incident.

### 4. Procedures

#### 4.1 Evacuation Procedure

Responsible Person in Charge may be – Director, Assistant Director, Shift Supervisor.

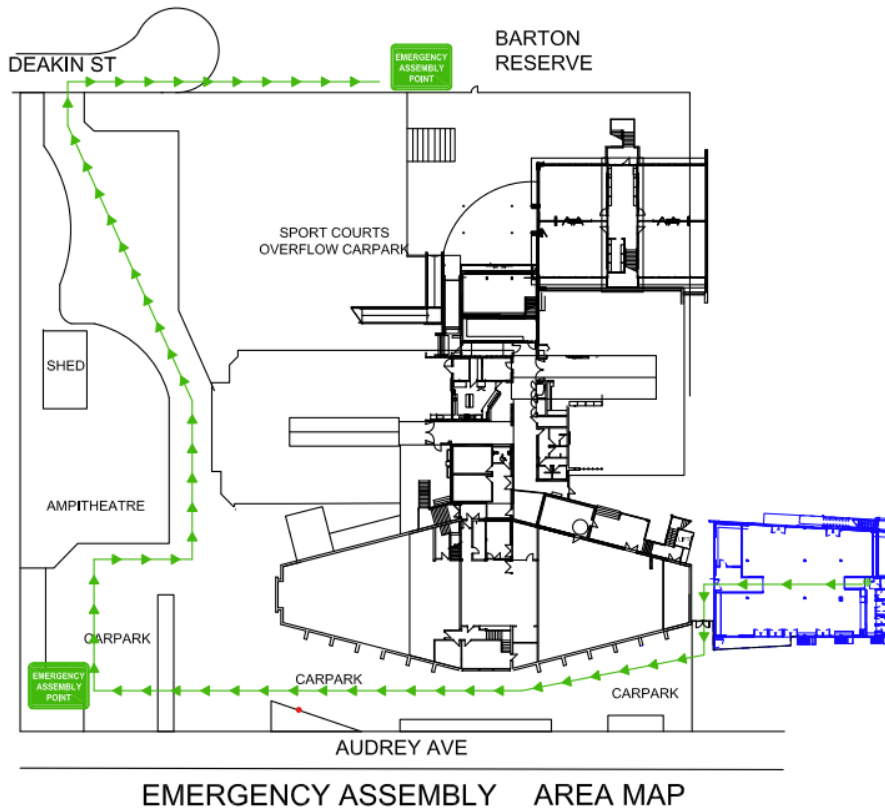
- sound the alarm [air horn continuous through two-way radio]
- notify Team of evacuation in progress via two-way radios.

In the event of an evacuation, children and staff will move quickly and calmly to the **Amphitheatre** via the route marked on the school evacuation map.

If access to the Amphitheatre is unsafe or restricted the staff will direct children to **Barton Reserve** via the safest evacuation route.



In CASE of EMERGENCY - Emergency services, school Principal and SPLASH Director must be called, phone numbers can be found in SPLASH phone.



### 4.1.1 Roles, Location and Routes

<p><b>Responsible Person in charge (shift supervisor)</b></p>	<p>Team member is to collect the <b>First Aid kit, SPLASH phone with Spike App and team's app, Visitor sign in sheet.</b> Assign a staff member to check toilets and gather all children in an orderly fashion quickly and calmly move to the amphitheatre via the entrance door and through the entrance gates. The RP being the last staff member out the building and locking doors upon exiting.</p>
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<b>SPLASH Room area</b>	Team member is to check both toilets and gather all children and quickly and calmly move to the Amphitheatre via the entrance door and through the entrance gates.
<b>Front Garden Area</b>	Team member on garden duty is to gather all students outside and calmly proceed into the Splash room and move to the Amphitheatre via the entrance door and through the entrance gates.
<b>JP Playground Area</b>	Team member on playground duty is to gather all students outside and calmly proceed via the entrance gates, along the footpath, down the carpark path to the gate near the Amphitheatre.
<b>Kitchen Area</b>	Team member is to check hall toilets and gather any children with them into the hall from where they will be directed to the Amphitheatre. Lock doors upon exiting through front doors of church.
<b>HALL/Narthex Area</b>	Team member is to gather all children from hall and hall toilet area and quickly and calmly move to the Amphitheatre via church doors.
<b>Library or Art Area</b>	Team member is to gather all children together and proceed calmly to the Amphitheatre via the outside door and across the deck or clearest and most direct route.
<b>Basketball Courts</b>	Team member on Basketball Court is to gather all children from the courts and outside toilet and calmly proceed directly to the Amphitheatre or as directed by the shift supervisor.
<b>Route from SPLASH Room, Hall, JP Playground and Garden Area</b>	Once outside the entrance gate, walk up to the footpath and follow this down to the visitor car park, continue down the footpath, crossing the vehicle exit and entrance. Follow the path along the side of the car park entering through the friendship garden pedestrian gate. When you have entered through the gate, follow the kiss



	and drop route down to the back gate on Deakin St. Turn to the right and remain on the foot path, enter Barton reserve and find a safe area to assemble.
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### Important notes:

- Once everyone has assembled a roll call is done to assess that all children, staff and visitors are present.
- Staff should at all times keep their groups of children together
- Take particular care when crossing driveways and car parks.

### 4.2 Lock-In Procedure

- **Responsible Person in Charge** may be – Director, Assistant Director, Shift Supervisor.
  - sound the alarm [air horn short burst through two-way radio]
  - notify Team of evacuation in progress via two-way radios.
- In the event of a lock in, children and staff will remain in their closest indoor location unless safety is affected.
- Staff should at all times keep their groups of children together
- In case of emergency - emergency services, school Principal and SPLASH Director must be called, phone numbers found in SPLASH phone.

#### 4.2.1 Roles, Locations and Routes

<b>Responsible Person in charge (shift supervisor)</b>	Team member is to collect the <b>First Aid kit, SPLASH phone with Spike App and team's app and Visitor sign in sheet</b> and close all the blinds and lock all doors in the splash room. If no other staff member is in the splash room, gather all children and quickly and calmly to a corner of the splash room and remain in the splash room. Assign an additional staff the duties of locking doors, attaching sign and checking toilets or complete themselves. Once children assembled, contact families via Spike to inform of situation.
<b>SPLASH Room area</b>	Team member is to gather all children together and calmly to a corner in the splash room.



<b>Front Garden Area</b>	Team member on outside duty is to gather all students outside and quickly and calmly proceed to the splash room. Last staff member to lock all doors behind them
<b>JP Playground Area</b>	Team member on outside duty is to gather all students outside and quickly and calmly proceed to the splash room. Last staff member to lock all doors behind them.
<b>Kitchen Area</b>	Team member is to check front doors of the church is locked. Team member is to check the toilets, lock doors behind them and advise all children to quickly and calmly move to the Hall.
<b>HALL/Narthex Area</b>	Team member is to quickly and calmly move all children to quiet corner of the hall. Last staff member to make sure all outside doors are locked.
<b>Library/Art Area</b>	Team member is to gather all children together and calmly proceed to the hall if safe to do so, if not remain in the library/art area.
<b>Basketball Courts</b>	Team member is to gather all students outside and quickly and calmly proceed to the hall, locking any outside doors as they go.

### Important notes:

- Once everyone has assembled a roll call will need to be done to assess that all children, staff and visitors are present.
- Note groups may be located in different parts of the school.
- Communication may be required by staff via walkie talkies to ensure all children are present when using several areas.
- All staff should carry their own personal phones so that they have access to the Spike roll.

### 4.3 Other Emergency Responses:

- Fire/Bushfire: Immediate evacuation
- Medical Emergency: First aid + ambulance
- Severe Weather: Shelter indoors



- Intruder: Lockdown
- Bomb Threat: Follow emergency services direction

### 4.4 Emergency Equipment

Available equipment includes:

- First aid kits
- Attendance records
- Emergency contacts
- Communication devices

This equipment should be checked:

- Termly
- After each use

### 5. Roles and Responsibilities

ROLE	RESPONSIBILITIES
<p><b>Approved Provider</b></p>	<ul style="list-style-type: none"> <li>• Ensure the Emergency and evacuation policy and procedures are in place</li> <li>• Ensure that the procedures include arrangements with other occupants of a multi-storey building in relation to the evacuation of children</li> <li>• Take reasonable steps to ensure that nominated supervisors, educators, staff and volunteers follow the policy and procedures</li> <li>• Ensure copies of the policy and procedures are readily accessible to nominated supervisors, educators, staff and volunteers, and available for inspection</li> <li>• Notify families at least 14 days before changing the policy or procedures if the changes will:               <ul style="list-style-type: none"> <li>○ affect the fees charged or the way they are collected or</li> <li>○ significantly impact the service’s education and care of children or</li> <li>○ significantly impact the family’s ability to utilise the service.</li> </ul> </li> <li>• Ensure a risk assessment has been undertaken to identify potential emergencies that are relevant to the service</li> </ul>



	<ul style="list-style-type: none"> <li>• Conduct a risk assessment of emergency evacuation routes and assembly points</li> <li>• Review the risk assessment at least once every 12 months and as soon as practicable after becoming aware of any circumstance that may affect the safe evacuation of children from a service, family day care residence or venue located in a multi-storey building with other occupants</li> <li>• Ensure that a copy of the emergency and evacuation floor plans and instructions are displayed in a prominent position near each exit of the service premises, including near each exit that forms part of an evacuation route</li> <li>• Ensure emergency equipment is tested within the timeframes recommended by recognised authorities</li> <li>• Ensure that designated emergency exits/routes are kept clear at all times to ensure that everyone can exit safely in the event of an evacuation</li> <li>• Document rehearsals of the emergency and evacuation procedures</li> <li>• Notify the regulatory authority of any serious incidents, change of circumstances and complaints</li> <li>• Ensure that the emergency and evacuation procedures are rehearsed every three months by the educators, staff, volunteers, visitors and children present at the service on the day of the rehearsal and the responsible person in relation to the service who is present at the time of the rehearsal</li> </ul>
<b>Nominated Supervisor</b>	<ul style="list-style-type: none"> <li>• Participate in rehearsals of the emergency and evacuation procedures every three months</li> <li>• Discuss emergency and evacuation procedures with other occupants of a multi-storey building to ensure the safe evacuation of children</li> <li>• Keep a documented record of each rehearsal and reflections that occurred after</li> <li>• Collaborate with educators and staff to develop procedures to manage all risks associated with emergency and evacuation situations</li> <li>• Ensure the development of an emergency evacuation floor plan</li> </ul>



	<ul style="list-style-type: none"> <li>• Ensure educators and staff have ready access to an operating telephone or similar means of communication and that emergency telephone numbers are displayed near telephones</li> <li>• Ensure that designated emergency exits/routes are kept clear at all times to ensure that everyone can exit safely in the event of an evacuation</li> <li>• Ensure educators and staff have ready access to emergency equipment such as fire extinguishers and fire blankets, and that staff are adequately trained in their use</li> <li>• Ensure that emergency equipment is tested within the timeframes recommended by recognised authorities</li> <li>• Ensure that 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</li> <li>• ensure that emergency and evacuation risk assessments are carried out and reviewed regularly and any necessary updates provided to the approved provider</li> <li>• ensure the emergency and evacuation instructions and floor plan are displayed in a prominent position near each exit of the service premises, including near exits that forms part of the evacuation route and that all staff and educators are aware of these</li> <li>• ensure that all educators and staff are trained in the emergency and evacuation procedures and aware of their roles and responsibilities in an emergency or evacuation • ensure that all educators and staff are aware of emergency evacuation points</li> <li>• ensure that families are regularly reminded of the emergency procedures in place at the service</li> <li>• ensure procedures consider collecting children’s medication and managing children’s medical conditions.</li> </ul>
<b>Educators</b>	<ul style="list-style-type: none"> <li>• Rehearsing emergency and evacuation procedures with everyone who is present at the service at least every three months and that the rehearsal is documented</li> <li>• Communicating with parents about emergency procedures.</li> </ul>
<b>Families</b>	<ul style="list-style-type: none"> <li>• Ensure they have the service’s up-to-date contact details</li> <li>• Ensure they complete the attendance record on delivery and collection of their child</li> </ul>



	<ul style="list-style-type: none"><li>• Provide emergency contact details on their child's enrolment form and ensure this is kept up-to-date</li><li>• Ensure they are aware of the service's Emergency and evacuation policy and procedures</li><li>• Ask them to reinforce the service's emergency and evacuation procedures with their child</li><li>• If present at the service at the time, ensure that they follow the directions of educators and staff in the event of an emergency or when rehearsing emergency and evacuation procedures.</li></ul>
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### 6. Shared Site Procedures

- Coordinate emergency procedures with school and church where relevant
- Follow shared evacuation routes
- Maintain communication across services

### 7. Induction and Training

- All staff will receive emergency procedure training at induction
- Ongoing training and drills will be conducted termly.
- Staff will be trained in:
  - Emergency response
  - Use of emergency equipment
  - First aid, asthma and anaphylaxis

### 8. Monitoring, Evaluation and Review

These procedures will be reviewed:

- Annually
- Following an emergency or drill
- Following legislative updates
- Changes will be communicated to families and staff in accordance with regulatory requirements.



**St Paul  
Lutheran School**

# St Paul Lutheran School- SPLASH

Emergency and Evacuation Policy and Procedures

March 2026

## 9. Procedure Review

Last review: March 2026

Next review: March 2027

*Living and Learning Together in Christ*

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### APPENDIX A

#### Risk Assessment- SPLASH Emergency and Evacuation

Risk assessments use the following matrix to determine the level of risk by considering the probability of an incident occurring and severity of the likely injury. The resultant level of risk is used to determine the priority for dealing with hazards and the level of action required.

#### RISK ANALYSIS MATRIX– Determination of Level of Risk

HOW LIKELY IS IT THAT AN INJURY WILL OCCUR?	HOW SEVERE COULD THE INJURY BE?				
	INSIGNIFICANT Slight injury / illness, requiring first aid only	MINOR Injury / illness requiring professional medical attention	MODERATE Significant injury / illness requiring hospitalisation	MAJOR Life threatening injury / illness that requires lengths hospitalisation / rehabilitation	CATASTROPHIC Death, or permanent serious disability
<b>ALMOST CERTAIN</b> Expected to occur in most circumstances (more than 80% probability) Almost certain to occur within 3 months	<b>M</b>	<b>M</b>	<b>H</b>	<b>E</b>	<b>E</b>
<b>LIKELY</b> Will probably occur in most circumstances (60-80% probability) Likely to occur in the next 6 months	<b>L</b>	<b>M</b>	<b>M</b>	<b>H</b>	<b>E</b>
<b>POSSIBLE</b> May occur (30-60% probability) May occur within 1 year	<b>L</b>	<b>M</b>	<b>M</b>	<b>H</b>	<b>E</b>
<b>UNLIKELY</b> Not likely to occur (5-30% probability) May occur within next 3 years but unlikely	<b>L</b>	<b>L</b>	<b>M</b>	<b>M</b>	<b>H</b>
<b>RARE</b> Occurrence requires exceptional circumstances (less than 5% probability) It could happen but probably never will	<b>L</b>	<b>L</b>	<b>L</b>	<b>M</b>	<b>H</b>

#### RISK PRIORITY MATRIX – Determination of the Level of Action Required

Description	Meaning	Action Required
<b>LOW</b>	Minimal potential for non-permanent injury / illness.	Managed by routine processes taking reasonable steps to mitigate risks. An plan may be required to eliminate, substitute or implement controls including the use of administrative controls and PPE. The time frame for any plan should be based on the nature of the risks involved.



<b>MODERATE</b>	Minimal potential for permanent injury / illness. Significant potential for non-permanent injury / illness.	Responsibility must be specified and accountability defined with prompt action required to mitigate risks. Eliminate, substitute or implement controls including the use of administrative controls and PPE as a priority.
<b>HIGH</b>	Potential for major permanent injury / illness. Significant potential for non- permanent injury / illness.	Management attention required and remedial action planned to mitigate risks. Eliminate, substitute or implement controls, including the use of administrative controls and PPE immediately. The activity may proceed with caution once a plan to eliminate or minimise risk has been created, approved, and implemented.
<b>EXTREME</b>	Life threatening. Significant potential for death or major permanent disability. Significant potential for non-permanent injury / illness.	The activity should cease immediately, until the risks are eliminated or minimised. The Principal must be informed, and a detailed root cause analysis performed. An extraordinary WHS Committee meeting may be called. Administrative controls and PPE are not sufficient to control this level of risk, even for the short term.

### Risk Management Plan

<b>Area of School:</b>	<b>SPLASH (OSHC)</b>
<b>Purpose of Risk Plan:</b>	<b>Emergency and Evacuation</b>
<b>Responsible Person (RP) in charge:</b>	As per daily roster
<b>Date of Risk Management Plan:</b>	February 2026
<b>Review Date for Risk Plan:</b>	<b>February 2027 (12 months maximum)</b>

**Purpose of Risk Management Plan:**

The purpose of this risk management plan is to identify, assess and manage potential emergency situations that may impact the health, safety and wellbeing of children, educators and staff and visitors at SPLASH. This plan supports the service's duty of care obligations by ensuring that foreseeable emergencies are identified, risks to the safe evacuation of children are minimised, clear roles and responsibilities are established for educators and responsible persons; and emergency and evacuation procedures are current, effective and regularly reviewed.

<b>General Information</b>	
<b>Proposed Activities</b>	<ul style="list-style-type: none"> <li>Identifies potential emergencies relevant to an OSHC environment</li> <li>Considers safe evacuation of school-aged children in the event of an unplanned emergency</li> <li>Aligns with emergency and evacuation procedures and Regulation 97.</li> <li>Is reviewed at least every 12 months or after any environmental, structural, or enrolment changes impacting evacuation safety</li> </ul>
<b>Staff and Student Information</b>	
<b>Responsible Person:</b>	As per daily roster. All staff and volunteers involved must be advised who RP is. The RP will be the one who communicates with emergency services and school personnel in case of emergency.
<b>Educator to Child Ratio</b>	As per daily roster- must not exceed 1:15.



Activity	Potential Risk	Risk Rating (Likelihood x Consequence)	Elimination / Control Measures (including who is responsible)	Procedure to follow if occurs (including who is responsible)	Residual Risk Rating (after measures applied)
Fire (in building or nearby area)	<ul style="list-style-type: none"> <li>Smoke inhalation</li> <li>Burns</li> <li>Blocked exits</li> <li>Panic during evacuation</li> </ul>	<b>HIGH</b>	<ul style="list-style-type: none"> <li>Smoke alarms and extinguishers to be regularly checked and maintained</li> <li>Evacuation diagrams clearly displayed</li> <li>Exits kept clear daily</li> <li>Emergency drills conducted every 3 months</li> <li>Staff trained in fire safety and awareness</li> </ul>	<ul style="list-style-type: none"> <li>SPLASH Director initiates evacuation</li> <li>Educators understand their roles in evacuation process- collecting rolls, medications, mobile phone.</li> <li>Evacuate designated assembly area</li> <li>Educators to conduct headcount and roll call</li> <li>Contact emergency services if required.</li> </ul>	<b>MEDIUM</b>
Bushfire/External Fire Threat	<ul style="list-style-type: none"> <li>Unsafe evacuation route</li> <li>Smoke exposure</li> </ul>	<b>HIGH</b>	<ul style="list-style-type: none"> <li>SPLASH Director (or RP) to monitor local fire danger ratings</li> <li>Pre-determined relocation site identified.</li> <li>Emergency contacts updated</li> <li>Indoor shelter option identified</li> </ul>	<ul style="list-style-type: none"> <li>Follow advice from emergency services</li> <li>SPLASH to have CFS app downloaded and regularly checked</li> <li>Implement evacuation or relocation procedure</li> <li>Notify families</li> <li>Maintain supervision and roll checks</li> </ul>	<b>MEDIUM</b>
Severe Storm/Extreme Weather	<ul style="list-style-type: none"> <li>Flying debris</li> <li>Falling branches</li> <li>Power outage</li> <li>Lightning</li> </ul>	<b>MODERATE</b>	<ul style="list-style-type: none"> <li>Rest area located in the North West corner of the SPLASH room near a window for fresh air.</li> <li>Heating and cooling provided via air conditioning.</li> <li>Window blinds may be lowered and lights dimmed to create a calm environment.</li> </ul>	<ul style="list-style-type: none"> <li>Any hazards identified and removed immediately.</li> <li>RP allocates staff or relocates rest area if required</li> </ul>	<b>LOW</b>



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			<ul style="list-style-type: none"> <li>• Toys or furniture removed to create a clear, safe rest area.</li> <li>• Rest space is a solid, built-in structure (window box and cabinetry).</li> <li>• Area is visible to SPLASH staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintenance issues reported to school leadership.</li> </ul>	
Medical Emergency (Child or staff member)	<ul style="list-style-type: none"> <li>• Serious Injury</li> <li>• Illness</li> <li>• Delayed treatment</li> <li>• Distress</li> </ul>	<b>HIGH</b>	<ul style="list-style-type: none"> <li>• First aid kits stocked and accessible</li> <li>• Staff hold current First Aid, CPR, Anaphylaxis and Asthma training</li> <li>• Medical management plans and medication accessible</li> </ul>	<ul style="list-style-type: none"> <li>• Administer first aid immediately</li> <li>• Call emergency services if required</li> <li>• Notify parents/guardians and Principal</li> <li>• Document incident and monitor child/staff member</li> <li>• Notify regulatory authority (ACECQA) as soon as practicable (within 24 hours)</li> </ul>	<b>LOW</b>
Lockdown (intruder or external threat)	<ul style="list-style-type: none"> <li>• Risk to safety of children</li> <li>• Panic</li> <li>• Unauthorised access</li> </ul>	<b>HIGH</b>	<ul style="list-style-type: none"> <li>• Facility has secure gates, doors and visitor procedures, including individual family codes</li> <li>• Lockdown procedure displayed and rehearsed</li> <li>• Staff supervision and communication systems</li> <li>• Regular lock in procedures in place and rehearsed</li> </ul>	<ul style="list-style-type: none"> <li>• Initiate lockdown and secure all entry points</li> <li>• Move children to designated safe area</li> <li>• Contact police/emergency services</li> <li>• Maintain supervision and reassurance of children</li> </ul>	<b>MEDIUM</b>
Bomb Threat	<ul style="list-style-type: none"> <li>• Panic</li> <li>• Unsafe evacuation</li> <li>• Exposure to potential explosive device</li> </ul>	<b>HIGH</b>	<ul style="list-style-type: none"> <li>• SPLASH Director to ensure emergency response plan and lockdown/evacuation procedures in place.</li> <li>• Staff trained in emergency response</li> <li>• Visitor sign in procedures and family codes used to reduce general public/unknown visitors on location.</li> </ul>	<ul style="list-style-type: none"> <li>• Remain calm and notify police immediately</li> <li>• Follow police instructions</li> <li>• Evacuate if directed and take rolls and emergency contacts</li> <li>• Supervise children and keep away from suspected area</li> </ul>	<b>MEDIUM</b>



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## Emergency and Evacuation Policy and Procedures

March 2026

				<ul style="list-style-type: none"> <li>Contact all relevant parties once immediate danger has subsided- families, Principal.</li> </ul>	
Gas Leak	<ul style="list-style-type: none"> <li>Risk of explosion</li> <li>Inhalation of fumes</li> <li>Fire hazard</li> <li>Unsafe evacuation for children</li> </ul>	<b>HIGH</b>	<ul style="list-style-type: none"> <li>Regular maintenance and inspection of gas appliances and connections conducted</li> <li>Staff awareness of gas shut-off locations</li> <li>Restricted access to kitchens and service areas</li> <li>Only trained staff in kitchen facilities</li> <li>Emergency evacuation procedures displayed and rehearsed</li> </ul>	<ul style="list-style-type: none"> <li>Immediately remove children from affected area</li> <li>Do not use electrical switches or open flames</li> <li>Notify emergency services and school administration</li> <li>Evacuate to assembly point with rolls and emergency contacts</li> <li>Conduct headcount and maintain supervision</li> </ul>	<b>MEDIUM</b>
Power Failure	<ul style="list-style-type: none"> <li>Reduced visibility</li> <li>Alarm systems not functioning</li> <li>Ability to operate electrical systems</li> <li>Supervision risks during low light</li> </ul>	<b>MODERATE</b>	<ul style="list-style-type: none"> <li>SPLASH Director to ensure access to emergency lighting and torches.</li> <li>Regular testing of emergency lighting</li> <li>Backup communication methods available</li> <li>Clear supervision and headcount procedures</li> </ul>	<ul style="list-style-type: none"> <li>Remain calm and gather children in a safe, well-lit area</li> <li>Conduct headcount and maintain close supervision</li> <li>Use torches/emergency lighting as required</li> <li>Contact Principal and relevant authorities if outage is prolonged</li> <li>Follow evacuation procedures if safety systems are compromised.</li> </ul>	<b>LOW</b>
Suspicious Mail	<ul style="list-style-type: none"> <li>Exposure to hazardous substances</li> <li>Risk of contamination or explosion</li> </ul>	<b>HIGH</b>	<ul style="list-style-type: none"> <li>Mail handling procedures established</li> <li>Consider Staff awareness training</li> <li>Restricted access to office areas for children.</li> </ul>	<ul style="list-style-type: none"> <li>Staff do not touch or open item</li> <li>Isolate area and notify emergency services</li> <li>Follow lockdown or evacuation advice</li> </ul>	<b>MEDIUM</b>



				<ul style="list-style-type: none"> <li>Record incident and notify relevant parties such as Principal</li> </ul>	
Biohazard (eg blood spill, infectious contamination)	<ul style="list-style-type: none"> <li>Infection risk to children and staff</li> </ul>	<b>MODERATE</b>	<ul style="list-style-type: none"> <li>Consider PPE and biohazard cleaning kits to be available.</li> <li>Infection control procedures in place for staff.</li> <li>Staff trained in hygiene and bodily fluid management</li> <li>Use of onsite cleaner</li> </ul>	<ul style="list-style-type: none"> <li>Isolate area immediately</li> <li>Use PPE and follow biohazard cleaning procedures for trained staff</li> <li>Dispose of contaminated materials safely</li> <li>Engage assistance from cleaner</li> <li>Notify families if required</li> </ul>	<b>LOW</b>
Chemical Spill (cleaning products, art supplies etc)	<ul style="list-style-type: none"> <li>Potential toxic exposure</li> <li>Burns</li> <li>Fumes</li> <li>Unsafe evacuation</li> </ul>	<b>HIGH</b>	<ul style="list-style-type: none"> <li>Chemicals stored in locked cupboard</li> <li>Safety Data Sheets accessible</li> <li>Staff trained in safe chemical handling if required</li> </ul>	<ul style="list-style-type: none"> <li>Remove children from area immediately (Educators)</li> <li>Ventilate space and isolate spill</li> <li>Follow SDS and clean using PPE/Onsite cleaner</li> <li>Contact emergency services if required</li> </ul>	<b>MEDIUM</b>
Flood (localised or severe weather identified)	<ul style="list-style-type: none"> <li>Inaccessible exits</li> <li>Water hazards</li> <li>Evacuation delays</li> </ul>	<b>HIGH</b>	<ul style="list-style-type: none"> <li>Weather monitoring procedures</li> <li>Identified evacuation routes and alternative safe locations</li> <li>Emergency contact list accessible</li> </ul>	<ul style="list-style-type: none"> <li>Move children to safe indoor area or evacuate if required</li> <li>Conduct headcount and maintain supervision</li> <li>Contact emergency services and families</li> </ul>	<b>MEDIUM</b>
Natural Disaster (storm, bushfire, extreme weather)	<ul style="list-style-type: none"> <li>Injury</li> <li>Unsafe environment</li> <li>Disruption to evacuation procedures</li> </ul>	<b>HIGH</b>	<ul style="list-style-type: none"> <li>First aid kits stocked and accessible</li> <li>Staff hold current First Aid, CPR, Anaphylaxis and Asthma training</li> <li>Medical management plans and medication accessible</li> </ul>	<ul style="list-style-type: none"> <li>Administer first aid immediately if required</li> <li>Call emergency services if required</li> <li>Notify parents/guardians and Approved Provider</li> </ul>	<b>LOW</b>



**St Paul  
Lutheran School**

# St Paul Lutheran School- SPLASH

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*March 2026*

- Document incident and monitor child/staff member

<b>Plan prepared by:</b>	Jessica Deer- Compliance	
<b>In Consultation with</b>	Felicity Torpstrom - SPLASH Director.	
<b>Staff communication</b>	Via Teams	