



DISASTER MANAGEMENT POLICY AND EVACUATION PROCEDURE

PURPOSE

To ensure that Napier Music Academy Programmes comply with Oscar Standards (section 25-27 of the Social Security [childcare assistance regulations 2004])

To ensure in the case of an emergency requiring evacuation all safety precautions are followed

To ensure preparedness for an evacuation

SCOPE

- All programs
- All disaster events;
 - Fire
 - Earthquake
 - Tsunami
 - Practice evacuation
- **Delegated authority; All staff as delegated**

POLICY

- It is the responsibility of the Managing Director to ensure each location has emergency evacuation plans. Where the Napier Music Academy Program is delivered in a school setting the Managing Director must obtain the relevant school policies on Disaster Management and Evacuation to ensure a consistent approach is taken. The Managing Director is also responsible for ensuring a disaster emergency kit is available that includes a battery operated radio.
- Any civil defence emergency that necessitates the location being used as a Civil Defence Coordination Centre will require compliance with Civil Defence directions.
- The Manager is responsible for ensuring the location of all emergency equipment (e.g. emergency kit, fire alarms, fire hoses) alongside the evacuation procedure (how to get out) is clearly displayed in the area where the programs are delivered and all staff are aware of this
- In the event of an emergency it is the responsibility of the Caregiver/ staff member in charge of the specific centre at the time to lead the evacuation and the responsibility of all staff to follow the Centre Supervisors/ person in charge instructions. The Centre Supervisor/ person in charge is also responsible for meeting emergency services, if relevant, on arrival and advising of the evacuation status of the building, including the location of any persons with disabilities and the location of type of emergency.
- Practice evacuations (earthquake and fire) must be held on;

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Authorised by.....
Annabelle Flood Managing Director

Next review: 2020



- The first day of a new program
- The first day of each term for Before school and After school programs
- The first day of a school holiday program

All children on commencement in a program **not** present on any of the above days must be orientated to the evacuation plan by the Centre Supervisor using the child orientation form in Appendix 2. This will be filed with the completed practice evaluation forms ensuring 100% of children are orientated to the process.

The practice evaluation form must be filled out, signed and dated on completion. Any actions deemed urgent are to be discussed with the Manager and implemented immediately. All non urgent outcomes of the practice evacuation must be placed on the agenda for discussion at the next staff meeting. The form is then filed.

PROCEDURE DURING AN EARTHQUAKE AND POTENTIAL TSUNAMI

- **Stop, drop**, take **cover** under a desk or table and **hold** onto the legs until the shaking stops
- Keep away from shelves containing heavy objects, other large items of furniture and windows during the shaking
- Stay indoors until the shaking stops and it's safe to go outside
- If you are outside when an earthquake starts keep away from buildings, windows, power lines (upright or downed lines; treat all power lines as live and move only a short distance to a nearby safe place, crouch low like a turtle with hands over head (legs will not be steady). Keep looking around to be aware of dangers that may require you to move
- After a big earthquake expect aftershocks and be aware they can go on for weeks or even months. Each time you feel one, **Stop, drop**, take **cover** under a desk or table and **hold**

When the shaking stops

- Protect yourself from further danger and check those around you. Offer help if necessary
- Check for injured children and adults and administer first aid as required
- Put out any small fires and eliminate fire hazards. Evacuate the building if you are unable to control any fire
- Check for building damage and move every-one from dangerous areas including the roof and ceiling.
- Turn off the gas if you think it's leaking (you will be able to smell it). If you do turn the gas off, you will not be able to turn it on again manually for safety reasons
- **Do not turn** off water mains that supply fire-fighting equipment

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- Turn on a radio and listen to the radio for instructions from Civil Defence. If the location is near the coast line or a large body of inland water, **be aware of the Tsunami risk** and move immediately to higher ground
- Staff should follow the instructions of the Centre Supervisor and ensure if time permits when evacuating:
 - Children are adequately clothed prior to evacuation. This is particularly important during cold or wet weather
 - Collect the Attendance Roll, Enrolment Forms Folder, visitors log, the Emergency Kit/ first aid kit, and the Centre Supervisor puts on the Emergency Vest
 - Ensure at least one cell phone is available
- When every-one is in a safe place conduct a full head count of staff, visitors and children against the attendance records and logs
- As soon as possible contact parents/ care-givers, re-assure them, make arrangements for picking up children and continue your duty of care of each child until they are in the care of parents or caregivers (ongoing supervision)

PROCEDURE DURING A FIRE

- Raise the alarm; As many fire alarm systems are not connected directly to the Fire Service, it is essential that, in the event of a fire, the Fire Service is notified dialing 111
- Evacuate the children from the building immediately.
- Staff should follow the instructions of the Centre Supervisor who will ensure;
 - Children are directed outside via the safest exit in a calm and orderly manner assisted by staff
 - If time permits when evacuating close windows
 - Check to see that the room has been vacated including toilets
 - Children are adequately clothed prior to evacuation. This is particularly important during cold or wet weather
 - Collect the Attendance Roll, Enrolment Forms Folder, visitors log, the Emergency Kit/ first Aid kit, and the Centre Supervisor puts on the Emergency Vest
 - Ensure at least one cell phone is available
- Administer any first aid as required



- When every-one is in a safe place conduct a full head count of staff, visitors and children against the attendance records and logs
- As soon as possible contact parents/ care-givers, re-assure them, make arrangements for picking up children and continue your duty of care of each child until they are in the care of parents or caregivers.

AUTHORITY TO ADMINISTER

- All staff, visitors and parents on site

Appendix

1. Evacuation evaluation form
2. Child evacuation orientation form
3. Emergency Plan check-list

Cross referenced policies

- Child Safety
- Health and Safety
- Human Resource Management

Other Cross referenced documents

- Enrolment
- Oscar Standards, MSD Nov 2011
- Health and Safety in Employment Act 1992
- The Health and Safety in Employment Amendment Act 2002
- Audit schedule

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✓Tick checklist off Evacuation Evaluation for Earthquake:

Please use the following checklist to assess the effectiveness of your current emergency drill procedures. **Once completed please attach the attendance record for the centre at time of the drill being carried out, sign, date and record the time**

- . Did all children and staff understand the ‘stop, drop, cover and hold’ procedure
- . Did all children demonstrated their ability to take immediate and correct actions
- . Did staff take cover with children during drills
- . Was there sufficient shelter space under tables, desks, and counters for all children
- . Did all children know how to protect themselves if no shelter was available (e.g on an excursion)
- . Did staff and children remain in quake-safe positions for up to 60 seconds
- . Were the children encouraged to be silent during drills
- . Were the staff relatively calm and reassuring for the children
- . Were the children evacuated from rooms to a safe outdoor area during the fire drill, or following simulated earthquake drill
- . Were all children and staff familiar with both primary and secondary escapes routes
- . Were the staff and children aware that strong aftershocks may occur within minutes after the main earthquake
- . Did the staff member designated responsibility to take the register/list of names and response checklists to outdoor assembly area(s) during the emergency drill do so
- . Were the children been given ample opportunity to discuss their fears and concerns about emergencies

Other comments;

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Areas for improvement.....

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Signed..... **Date** **Time**



✓Tick checklist off; Childs Orientation check list Evacuation Plan Earthquake and Fire

Name of child

Does the child understand the need to follow the staff members instructions in the event of an emergency/ disaster

Does the child understand the 'stop, drop, cover and hold' procedure

Does the child understand to be silent during drills

Is the child familiar with both primary and secondary escapes routes for all emergencies

Was the child given ample opportunity to discuss their fears and concerns about emergencies

Other comments;

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Any further actions required.....

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Orientated by (Centre Supervisor on the day)

Signed..... Date

(File with the completed evacuation forms)

Appendix 3; Emergency Plan check list

✓Tick checklist off; Emergency Plan check list

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The Centre has an up to date Policy Manual that includes Disaster Management

The school (or other location) policies on Disaster Management and Evacuation have been obtained and reviewed for consistency of approach and any subsequent actions are planned

There is a disaster kit/ First Aid kit which includes a battery operated radio

The evacuation procedure is clearly displayed with an assembly area identified

In the event of a Tsunami, higher ground has been identified

All staff have been orientated to the plan, policy and procedure

All staff have been trained in the procedures

Any further actions required.....
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Completed by Managing Director

Signed..... **Date**

(File with the completed evacuation forms)