

## POLICY – LOCKDOWN

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### 1. National Quality Standards

| Quality Area 2: Children’s Health and Safety |                                   |  |
|--|-----------------------------------|--|
| Area   | Concept                           | Descriptor   |
| 2.2  | Safety                            | Each child is protected.   |
| 2.2.1  | Supervision                       | At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.                          |
| 2.2.2  | Incident and emergency management | Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced, and implemented. |
| Quality Area 7: Governance and Leadership    |                                   |  |
| Area   | Concept                           | Descriptor   |
| 7.1.2  | Management Systems                | Systems are in place to manage risk and enable the effective management and operation of a quality service.                                |

Appendix 1 includes the Education and Care Services National Regulations

### 2. Purpose

- 2.1 Baringa Early Learning Centre (Baringa) aims to minimise the risk of harm, ensuring the safety of children, educators, families, and visitors of the Service in the event of a threatening situation. We are committed to identifying risks and potential hazards of emergency situations by conducting thorough risk assessments on an annual basis and continually plan for further risk minimisation and improvement to our policy and procedures.

### 3. Scope

- 3.1 This policy applies to children, families, staff, management, and visitors of Baringa.

### 4. Policy statement

- 4.1 Whilst many emergency situations will require staff and children to evacuate Baringa, there are potential situations that will require Baringa to go into ‘Lockdown’. Lockdown means that all windows and external doors are locked, and where possible internal doors are locked, and blinds closed.

- 4.2 The circumstances that lead to a Lockdown are extremely stressful, and it is normal for children and adults to feel overwhelmed and distressed. People cope with trauma in many different ways, and children look to adults for reassurance, care and opportunities to share their feelings. Baringa recognises the importance for educators to understand the impact of disasters and will support them to seek help when needed.

## 5. Implementation

- 5.1 There are two types of Lockdowns that may be required:

- a) Orange Lockdown:
  - (i) 'External threat' indicating that there is a potential threat outside that you wish to prevent from entering the building e.g., dangerous animal or insects.
  - (ii) 'Shelter-in-place' which generally will be required when there is a real or perceived threat to health or safety e.g., severe storms, extreme smoke from a local or distant bushfire, chemical or hazardous substance spill, gas leak/atmospheric hazardous substance, flood.
  - (iii) For a 'Shelter-in-place' or 'External threat' lockdown, children can participate in the usual experiences and activities.
- b) Red Lockdown for situations that involve serious threats such as but not limited to:
  - (i) Potentially dangerous unwanted or uninvited intruder
  - (ii) Potentially dangerous person due to intoxication or substance abuse
  - (iii) Receiving an emergency services warning about a reported incident or civil disturbance.
  - (iv) Children and adults must be moved to a room/position that does not allow them to be viewed.

- 5.2 Management will ensure:

- a) The Lockdown risk assessment in Baringa's *Emergency Evacuation Potential Emergency Risk Assessment* is reviewed annually to identify potential emergencies that may require Baringa to go into Lockdown.
- b) Relevant stakeholders/authorities are engaged to improve risk mitigation strategies for Lockdown situations as part of our *Emergency Action Plan, Emergency Evacuation Policy* and related procedures (police, fire, parents/families).
- c) New staff, volunteers and students are provided with information and training about Lockdown Procedures during orientation.
- d) Roles and responsibilities of staff and educators are documented.
- e) Emergency evacuation plans and procedures are displayed in safe locations near each exit and in the indoor and outdoor learning environments. These locations are known to staff.
- f) Doors that are accessible from the outside have the capacity to be locked.
- g) All educators and staff have access to an operating telephone or means of communication and the private Baringa staff Facebook page is used for silent communication among staff members.
- h) Bomb threat guidelines are easily accessible to staff at each telephone around the centre.
- i) ACT State Emergency Services are contacted as soon as practicable during an emergency and essential information is provided to Police depending on the type of lockdown - (e.g., description of the intruder, threat, weapons).
- j) An effective strategy is in place for checking the attendance roll and communicating with children, educators, families, and visitors of the Baringa.
- k) All children, staff, families, and visitors of Baringa remain inside during a Lockdown to maintain their safety and wellbeing.

- l) Lockdown drills are practiced every three months and are:
- held at different times to ensure all staff and children have the opportunity to participate.
  - documented including the Responsible Person who is present at the time of the rehearsal; and
  - reviewed and reflected upon each time they occur and are adequately documented including any improvements.
- m) A serious incident notification is submitted to the regulatory authority within 24 hours when there has been an emergency that has posed a risk to the safety and wellbeing of the children.
- n) Lockdown procedures and drills are communicated with families.

5.3 In the event of a lockdown, Educators and other staff will ensure Lockdown procedures are followed.

## 6. Feedback

6.1 Families and staff may provide feedback about this document by emailing [admin@baringa.org.au](mailto:admin@baringa.org.au).

## 7. Approval and Review Details

| Approval and Review | Details         |
|---------------------|-----------------|
| Approval Authority  | Management      |
| Administrator       | Centre Director |
| Next Review Date    | 31 October 2024 |

| History                              | Details   |
|--------------------------------------|---|
| Original Approval Authority and Date | 31 October 2021   |
| Amendment Authority and Date         | N/A   |
| Modifications made                   | 5.2 (f) 'Internal doors have capacity to be locked' wording altered to 'Doors that are accessible from the outside have the capacity to be locked.' |

## Appendix 1 Education and Care Services National Regulations

| Education and Care Services National Regulations |   |
|--|---|
| 97   | Emergency and evacuation procedures                           |
| 98   | Telephone or other communication equipment                    |
| 168  | Education and Care Services must have policies and procedures |
| 170  | Policies and procedures are to be followed                    |

## Appendix 2 Source

ADT. (2019). Best practices for campus and school lockdown procedures: <https://www.adt.com/resources/school-lockdown-procedures>

Australian Government Department of Education, Skills and Employment (2020). Help in an emergency [Education and Care Services National Regulations](#). (2011).

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations. (2017).

Guide to the National Quality Framework. (2018). (Amended 2020)

Kearns, K. (2017). *The Business of Childcare* (4<sup>th</sup> Ed.).

Queensland Government Natural disaster resources <https://education.qld.gov.au/initiativesstrategies/Documents/children-natural-disaster-strategies.doc>

Revised National Quality Standard. (2018)

Victoria State Government Department of Education and Training (2018). *Responding to Intruder Threat Guidelines for Early Childhood Services and Schools*.