

# Emergency Management Plan Kaharoa School

Updated April 2022

|                           |   |
|---------------------------|---|
| Address                   | 296 Kaharoa Road, RD6, Rotorua 3096   |
| Contact details           | <b>Phone</b> 073323444<br><b>Mobile</b> 0275425400<br><b>Email</b> office@kaharoa.school.nz<br><b>Website</b> www.kaharoa.school.nz                     |
| School Emergency contacts | <b>Name</b> Lynden Cook<br><b>Role</b> Principal<br><b>Phone</b> 073323444 (school)<br><b>Mobile</b> 0275425400   |
|                           | <b>Name</b> Susanne Irwin<br><b>Role</b> Office Administrator<br><b>Phone</b> 073322228<br><b>Mobile</b> 0274046940                                     |
| Radio                     | Our local station for emergency information is:<br>CD Radio linked to Rotorua Lakes Council   |
| Last revised              | April 2022  |
| Date last tested          | 24 September 2021   |
| Scenario last tested      | Fire Drill - 24th September 2021<br>Lockdown - September 2021   |
| Date last training        | Staff Meeting (29/9/21) and Support Staff Meeting (21/9/21) review of all emergency procedures. New staff orientation to emergency procedures (24/1/22) |

# Introduction

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This plan outlines how Kaharoa School will respond in the event of an emergency.

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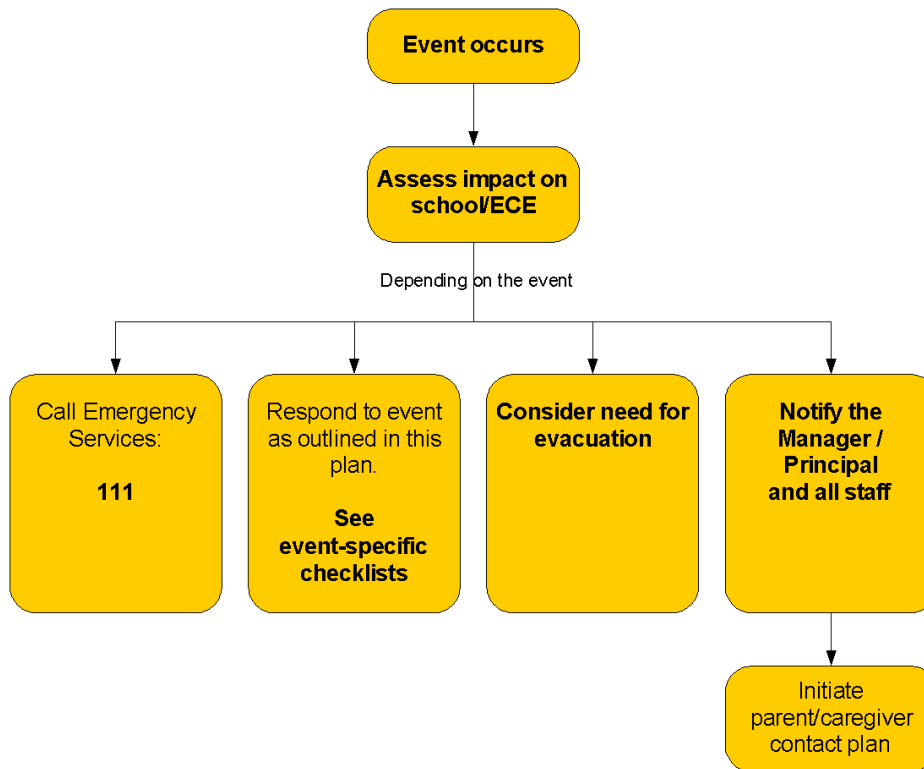
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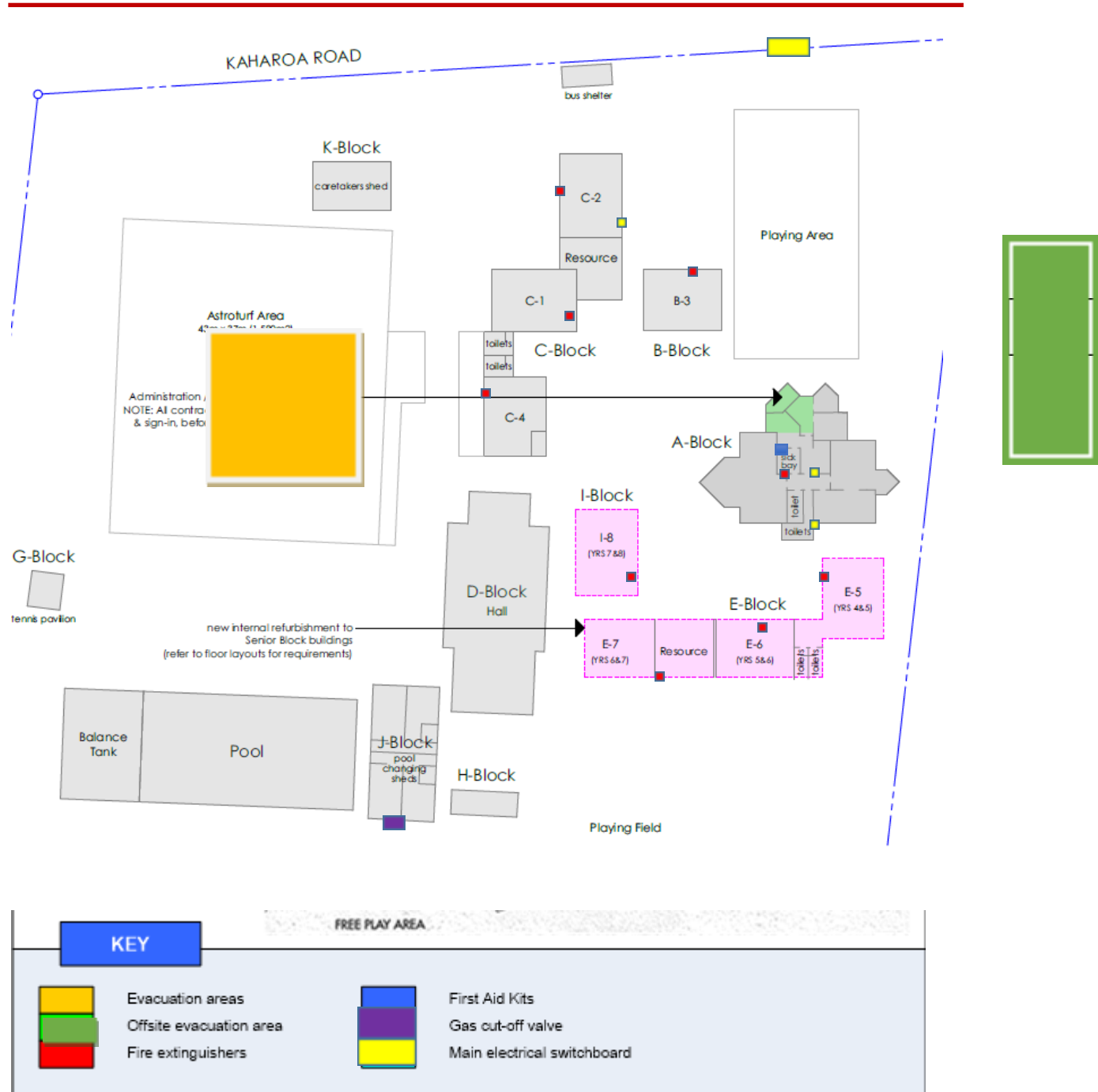
# Basic emergency response process

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While every event is unique, there are some basic steps to follow when responding to any emergency, which are outlined below:



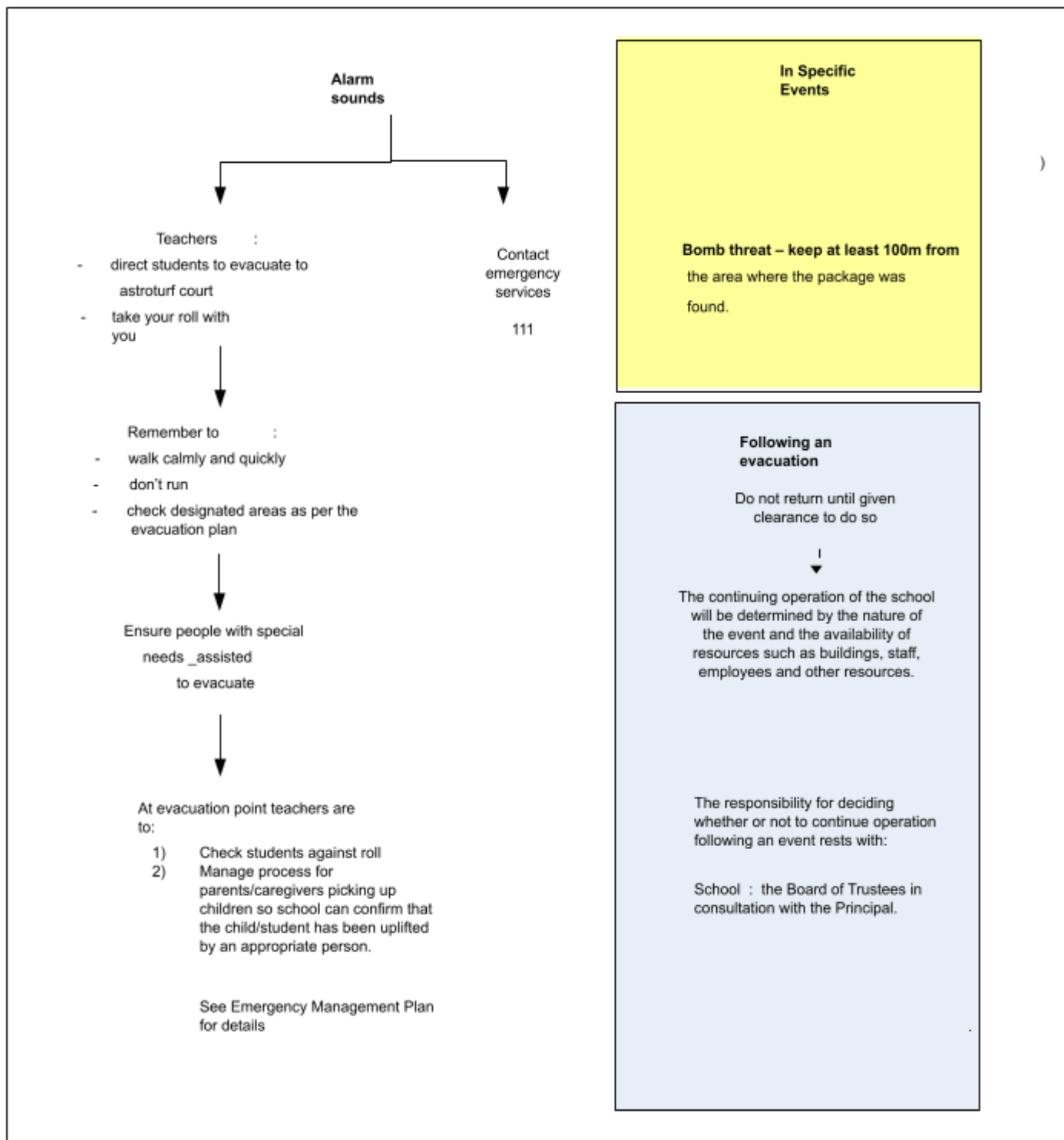
# Site map



# Evacuation

Evacuation from the school may be required to ensure the safety of staff and students in an emergency event. In all cases, evacuations need to be planned and practiced.

## General evacuation plan



# Our Evacuation plan

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## Our evacuation areas

Record these here. These should correspond to the detail on your site map.

Remember to include both where you are going and how you will get there. Particularly if your evacuation point is off site. How will children/students and teachers/staff get to the safe area.

Fire Evacuation Plan/Point: Astroturf Court

Earthquake Evacuation Plan/Point: Astroturf Court after all clear has been given

Tsunami Evacuation Plan/Point: Not relevant

Volcano Evacuation Plan/Point: Kōkako Centre or Kaharoa Hall

In most cases it is advisable to stay indoors during ash fall.

Gas/Chemical Evacuation Plan/Point:

NB this may require a “silent” alarm i.e. no cellphones or alarms

Consider students with special requirements and companion animals.

See

[Earthquake/Fire/Volcanic Eruption/Natural Disaster Guideline](#)

[Lockdown Procedure Guideline](#)

## Communications plan – parents, caregivers and others

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In any emergency event you will need to contact parents and caregivers to advise them of the situation and advise where and how they can collect their child(ren).

Consider who you will need to contact in an emergency affecting your school or community and plan for how you will contact them and what information they will need.

### **Our emergency communications plan for parents caregivers and others**

- The person in charge or designated serious incident coordinator should notify parents via Gmail and eTap text messenger and with the assistance of local police.
- In conjunction with local police, the person in charge or designated serious incident coordinator should arrange for parents to pick students up from school at a designated safe area. The deputy principal or delegate will mark off on the bus roll those children who have been picked up by parents.
- Cell Phone use at school by children is not allowed however in the event of a critical incident staff will check with children that they do not have cellphones in their possession and/or ascertain whether the child/children concerned have made contact with their parent/caregiver.

## Our role in a Civil Defence emergency

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Civil defence preparedness for schools generally falls into two categories:

- Ensuring the safety of students and staff at school during a civil defence emergency
- **Where appropriate**, helping the wider local community during a civil defence emergency, as part of a response coordinated by the local territorial authority.

**If your school has agreed to be identified as a Civil Defence Centre** the local Civil Defence and Emergency Management Group will provide advice and any equipment that may be required.

### **Our role in a Civil Defence emergency**

Kaharoa School has direct contact with Rotorua Lakes Council Civil Defence Headquarters. The CD Radio is tested every Wednesday morning during term time.

## External contact lists – last updated:

Where possible include a primary and alternate number. Please add further important numbers as required.



### Emergency services contact information

|   |   |
|---|---|
| Police, Fire, Ambulance                       | 111   |
| Police (local station)                        | Phone (07) 349 9400   |
| National Poison centre                        | Urgent line 0800 764 766<br>Non-urgent 03 479 7284  |
| School doctor                                 | Name Jane Carman<br>Address 28 Hoko Road, RD6<br>Phone 073571030<br>Mobile 0210641318               |
| Med Centre                                    | Name Ngongotaha Medical Centre<br>Address 17 Tauai Street, Ngongotaha<br>Phone 07357 1030<br>Mobile |
| Defibrillator - housed in the school bus stop | Padlock Code 0296 - lock checked regularly on Principal's bus duty                                  |

### Essential government contact information

|   |   |
|---|---|
| Ministry of Education                                   | National Office (04) 463 8000<br>Traumatic Incident Team 0800 TI Team (0800 848 326)<br>Contact Centre 0800 225 580 |
| Ministry of Education media advice and assistance       | Point of contact Senior Media Advisor,<br>Communications Group<br>Phone 04 463 8000 - After Hours 027 560 5387      |
| Oranga Tamariki Ministry for Children                   | 0508 326 459  |
| Local council (Civil Defence)                           | Phone 07 348 4199   |
| Local Emergency Management office/group (Civil Defence) | Point of contact: Rotorua Lakes Council<br>Phone 07 348 4199  |



### Essential utility contact information

|                              |                                |
|------------------------------|--------------------------------|
| Power company                | Account number<br>Phone        |
| Electrician - Andrew Bennett | Bennett Electrical 027 4727831 |



|                          |   |
|--------------------------|---|
| Builder - Duncan Gifford | Gifford Builders (07) 332-3575  |
| Plumber                  | Plumberman Rotorua <a href="tel:07-348 0627">07-348 0627</a><br>9A Karaka St, Koutu, Rotorua 3015 |

## External contact lists – last updated:

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### Essential security contact information

|                                  |   |
|----------------------------------|---|
| Security                         | 101 Old Taupo Rd, Rotorua 3040<br><a href="tel:07-347 6989">07-347 6989</a> |
| Alarm monitoring                 | 0800-111-238  |
| Fire alarm/equipment maintenance | Wormald 0800 4 9676253  |



### Other miscellaneous contact information

| Other                        | Contact details  |
|------------------------------|--|
| Bus company / Transportation | Go Bus   |
| Lawyer                       |  |
| Insurance                    | Crombie Lockwood <a href="tel:07-579 7600">07-579 7600</a> |



### Local ECE services/schools contact information

| Other schools/ECEs in local area | Contact details  |
|----------------------------------|--|
| Ngongotaha School:               | Point of contact Craig McFadden<br>Phone <a href="tel:07-357 4531">07-357 4531</a><br>Mobile   |
| The Orchard                      | Point of contact: Bridget Gifford<br>Phone <a href="tel:07-332 3603">07-332 3603</a><br>Mobile <a href="tel:0210441317">0210441317</a> |
| Hamurana Playcentre              | Point of contact:<br>Phone <a href="tel:07-332 2110">07-332 2110</a><br>Mobile   |

## School/ECE contact list – Last updated:

Replace this list with your staff list if more appropriate.

| Position                          | Name   | Day Contact details       | After hours Contact details   | Other emergency role  |
|-----------------------------------|--|---------------------------|---|---|
|                                   |  | landline and mobile       | landline and mobile   | Note if staff member is a first aid holder/media or other EM role |
| Principal / Manager               | Lynden Cook  | 07 3323444<br>027 5425400 | 027 5425400<br>(Personal 0273352093)  |   |
| Deputy Principal/<br>Asst Manager | Rose Powley  | 07 3323444<br>027 4588063 | 027 4588063   |   |
| Chairperson, School Board         | Sarah Paterson   | 021 519551                | 021 519551  |   |
| Room 1                            | Nicky King   |                           | 0276728087  |   |
| Room 2 (Team Leader)              | Leanne Hale  |                           | 07 3322321<br>027 3322914   |   |
| Room 3                            | Lucelle Cook   |                           | 027 5687639   |   |
| Room 4                            | Maria Shoebridge   |                           | 07 357 5008<br>027 3575079  |   |
| Room 5                            | Lisa Fell  |                           | 07 3491817<br>027 2582488   |   |
| Room 6                            | Stephanie Keepa  |                           | 021 783742  |   |
| Room 7                            | Rachel Seamer  |                           | 022 0896757   |   |
| Room 8                            | Shinade Picard   |                           | 027 8401538   |   |
| Caretaker                         | Vance Shoebridge<br><br>Oliver Bridge<br>(Cleaner)               |                           | 07 357 5008<br>021 3575078  |   |
| Office Administrator              | Susanne Irwin  | 07 3323444                | 07 3322228<br>027 4046940   |   |
| Librarian                         | Sarah Noel   |                           | 021334081   |   |
| Support Staff                     | Jackie Cowie<br>Heather McDonald<br>Sarah Noel<br>Kylie Johnston |                           | 07 3322455 / 027 2102624<br>07 3322329 / 022 0835767<br>021334081<br>021 470921 |   |

# **Students / parents and caregivers (and alternate) contact list – Last updated: Term 1 2022**

See Green Folder - kept in cupboard behind Office Administrators desk. This information is also kept electronically on eTAP

| <b>Student name</b> | <b>Parent / Caregiver</b> | <b>Day Contact details</b> | <b>After hours Contact details</b> | <b>Other important information</b> |
|---------------------|---------------------------|----------------------------|------------------------------------|------------------------------------|
|---------------------|---------------------------|----------------------------|------------------------------------|------------------------------------|

The Green Folder is updated at the beginning of each term

# Fire

This checklist outlines what to do in the event of fire. You can also use it when practising a fire drill.

|  | Response actions (as appropriate)   |
|--|---|
| <b>Discovery of a fire</b>                 | <input type="checkbox"/> Ring the fire alarm.   |
|  | <input type="checkbox"/> Call 111   |
|  | <input type="checkbox"/> If safe to do so extinguish the fire.  |
| <b>On hearing the alarm</b>                | <input type="checkbox"/> Teachers should collect their registers and take their pupils to the designated assembly point(s).   |
|  | <input type="checkbox"/> Walk calmly and quickly and avoid panic.   |
|  | <input type="checkbox"/> Ensure students / visitors with disabilities are assisted by a responsible person.   |
|  | <input type="checkbox"/> Ensure any visitors are included in the evacuation.  |
|  | <input type="checkbox"/> Check rest areas, bathrooms and common rooms en route to the designated exit point.  |
|  | <input type="checkbox"/> Ensure all students remain at the evacuation point until clearance to leave is given.  |
| <b>Returning to the building(s)</b>        | Do not return to the building(s) until given the all clear by the Fire Service.   |
| <b>Ongoing operations following a fire</b> | <p>The continuing operation of the school will be determined by the nature of the fire and the availability of resources such as buildings, staff, employees and other resources</p> <p>The responsibility of whether or not to continue school functions rests with the Board of Trustees, in consultation with the Principal.</p> |
|  | <input type="checkbox"/> Contact your Ministry of Education regional office (which can help you access the Traumatic Incident team if required).  |

# Earthquake

This checklist outlines what to do in the event of an emergency. You can also use it when practising an earthquake drill. **REMEMBER – LONG OR STRONG, GET GONE**

|  | Response actions (as appropriate)  |
|--|--|
| <b>During an earthquake</b>  | <input type="checkbox"/> If indoors: <ul style="list-style-type: none"> <li>● Move no more than a few steps to a safe place and drop, cover and hold until the shaking stops. If you can, take cover under a desk or table.</li> <li>● Keep away from shelves containing heavy objects and other large items of furniture</li> <li>● Keep away from windows</li> <li>● Stay indoors until the shaking stops and it's safe to go outside</li> </ul> |
|  | <input type="checkbox"/> If outside: <ul style="list-style-type: none"> <li>● Find a clear spot and drop to the ground and cover your head and neck.</li> <li>● Students to stay in the school grounds until a teacher comes to get them.</li> <li>● Keep away from buildings and power lines</li> </ul>   |
| <b>When the shaking stops</b>  | <input type="checkbox"/> Expect aftershocks.   |
|  | <input type="checkbox"/> If you felt the earthquake was long (longer than a minute) or strong (hard to stand up in) then a tsunami may be imminent. If you are in a tsunami evacuation area, initiate self-evacuation immediately (refer to tsunami plan).   |
|  | <input type="checkbox"/> Ensure your personal safety first   |
|  | <input type="checkbox"/> Check those around you and offer help if necessary.   |
|  | <input type="checkbox"/> If anyone requires medical assistance, call 111 and/or administer first aid.  |
|  | <input type="checkbox"/> Evacuate if required.   |
|  | <input type="checkbox"/> Get staff and pupils away from dangerous areas  |
|  | <input type="checkbox"/> Listen to the radio for instructions from Civil Defence.  |
| <input type="checkbox"/> If you smell gas or hear a blowing or hissing noise, open a window and get everyone out quickly. Turn off the gas, using the outside main valve if you can. If you turn off the gas for any reason, it must ONLY be turned back on by a registered plumber or gas fitter. |  |
| <b>Ongoing operations following the earthquake</b>   | <input type="checkbox"/> The continuing operation of the school will be determined by the nature of the emergency and the availability of resources such as buildings, staff, employees and other resources.<br><br>The responsibility of whether or not to continue school functions rests with the Board of Trustees, in consultation with the Principal.  |
|  | <input type="checkbox"/> Contact your Ministry of Education regional office (which can help you access the Traumatic Incident team if required).   |

# Tsunami

|  | Response actions (as appropriate)  |
|--|--|
| <b>When a tsunami threatens</b>        | <input type="checkbox"/> <b>PRIOR to an event</b><br>Check whether your school is in a tsunami evacuation zone by contacting your local council or Civil Defence Emergency Management office. If you are in an evacuation zone, tsunami response planning is required.   |
|  | <input type="checkbox"/> If you feel a long (more than a minute) or strong (hard to stand up) earthquake and your school is located in a tsunami evacuation zone. Once the shaking stops, gather all students and evacuate immediately; move to higher ground or as far inland as possible. .<br><input type="checkbox"/> If you receive an official warning advising you to leave. Respond to the first message; do not wait for more messages before you act.<br><input type="checkbox"/> Listen carefully to official instructions and follow them.<br><input type="checkbox"/> Evacuate from the areas or zone(s) stated in an official warning. |
| <b>After the impact of the Tsunami</b> | <input type="checkbox"/> If there is time, take your disaster survival kit and any important documents with you (such as the roll and contact details).<br><input type="checkbox"/> Stay out of the evacuated area until given the official “all-clear”. Continue to listen to TV and radio, or monitor civil defence social media for advice and information.   |
|  | <input type="checkbox"/> Contact your Ministry of Education regional office (which can help you access the Traumatic Incident team if required).   |

# Flooding

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Flooding can happen quickly and have serious impacts. Flooding may be caused by heavy rain, overflowing creeks and rivers and high tides or tsunamis in coastal and low-lying areas.

Floods within a building can also be caused by normal wear and tear failures of pipe joints, vandalism, or be the result of earthquakes.

|                                     | <b>Response actions (as appropriate)</b>  |
|-------------------------------------|---|
| <b>Before a flood</b>               | <ul style="list-style-type: none"> <li><input type="checkbox"/> Check with your local civil defence emergency management office if the school/ECE is in a flood prone area.</li> <li><input type="checkbox"/> Learn flood warning signs and understand your community's public alerting system.</li> <li><input type="checkbox"/> Check with your local civil defence and emergency management office if there is a community flood evacuation plan. If yes, plan and practice this plan.</li> </ul>  |
| <b>Flooding reported or sighted</b> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Be ready to act quickly. Floods and flash floods can happen quickly and without warning</li> <li><input type="checkbox"/> Evacuate if required (and get to higher ground)</li> <li><input type="checkbox"/> Follow the instructions and advice of emergency services and civil defence and emergency management authorities.</li> <li><input type="checkbox"/> If safe to do so, move records and equipment onto higher floors or onto furniture as high as possible</li> <li><input type="checkbox"/> If flood is due to burst pipes etc, turn off the water at the mains if possible</li> </ul> |
| <b>After a flood</b>                | <ul style="list-style-type: none"> <li><input type="checkbox"/> Flood dangers do not end when the water begins to recede. Continue to listen to communication channels and don't return until authorities indicate it is safe to do so.</li> </ul>  |
|                                     | <ul style="list-style-type: none"> <li><input type="checkbox"/> Get medical care if necessary. Contaminated water can cause infection.</li> </ul>   |
|                                     | <ul style="list-style-type: none"> <li><input type="checkbox"/> Stay away from damaged areas. Your presence might hamper rescue and other emergency service operations.</li> </ul>  |
|                                     | <ul style="list-style-type: none"> <li><input type="checkbox"/> Contact your Ministry of Education regional office (which can help you access the Traumatic Incident team if required).</li> </ul>  |

## Volcanic eruption and ashfall

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|  | Response actions (as appropriate)   |
|--|---|
| <b>If you are at risk from Volcanic Activity</b> | <input type="checkbox"/> Learn about your community's warning systems and emergency plans.  |
|  | <input type="checkbox"/> Develop an evacuation plan for volcanic eruptions and make sure everyone is aware and practices it.  |
| <b>When a volcano threatens</b>                  | <input type="checkbox"/> Listen to your radio or TV for advice and information  |
|  | <input type="checkbox"/> Contact your local Civil Defence Group for advice on the volcanic hazards that could affect your school during an eruption.  |
|  | <input type="checkbox"/> Check that staff know what to do. Revise with students.  |
| <b>Large eruption</b>                            | <input type="checkbox"/> Evacuation: If the school is in the path of potential lava flows, pyroclastic flows, surges or lahars be prepared to evacuate when asked to by controlling authorities (i.e. police, civil defence etc).   |
| <b>Ash Fall</b>                                  | <input type="checkbox"/> Ensure that staff and pupils stay indoors. Have dust masks available.  |
|  | <input type="checkbox"/> Close windows and doors. In heavy ash falls, windows and doors may need additional sealing to avoid ash entering the school buildings.   |
|  | <input type="checkbox"/> Turn off air-conditioning units and any other equipment that draws in or blows air.  |
|  | <input type="checkbox"/> Protective clothing (especially if working in the ash fall) should be worn by anyone who has to work outside in an emergency and goggles used to protect the eyes.<br><br>Volcanic ash is very abrasive. Properly fitted, P2 or N95 - rated safety masks are recommended for anyone in contact with ash. |
|  | <input type="checkbox"/> Monitor the amount of ash on roofs. Roofs may collapse under the weight of ash causing injury to the occupants. Evacuate buildings which show signs of roof sagging.   |
|  | <input type="checkbox"/> Disconnect roof-fed water supply only when ash fall is occurring or during the clean up to stop ash entering the storage tanks.  |
|  | <input type="checkbox"/> If possible have school outdoor equipment, cars etc parked under-cover or cover them.  |
| <b>Cleaning up after an ash fall</b>             | The local council and CDEM group will provide advice on cleaning up and disposing of ash.   |
|  | <input type="checkbox"/> Contact your Ministry of Education regional office (which can help you access the Traumatic Incident team if required).  |



# Pandemic

It is important that your ECE/School takes steps **now** to protect staff, students or children from future **pandemics** (global disease events such as influenza) or **epidemics** (local disease events such as, measles, hepatitis, tuberculosis, norovirus, whooping cough etc).

The **Ministry of Health** leads the Government’s response to a pandemic. It is the responsibility of other agencies to plan for and respond to a pandemic in their respective sectors and settings, based on the direction set out by the Ministry of Health. At all times updates and latest information should be accessed from the Ministry of Health.

Pandemics by their nature are unpredictable in terms of timing, severity and the population groups that are most affected. Planning for an infectious disease outbreak is as important as planning for other emergencies.

|  | <b>Pre-response and Response actions (as appropriate)</b>  |
|--|--|
|  | <b>Planning</b>  |
|  | <input type="checkbox"/> Recommend annual vaccinations for staff   |
|  | <input type="checkbox"/> Consider having a supply of Personal Protective Equipment (PPE) gloves, face masks, antiseptic hand wash,   |
|  | <input type="checkbox"/> Develop a communications plan for staff, students, families and other interested members of the community.  |
|  | <input type="checkbox"/> Identify an appropriate space to be used as an isolation area   |
|  | <input type="checkbox"/> Know who your local Medical Officer of Health is and maintain regular contact. _____  |
|  | <b>Response – when a pandemic has been advised or declared</b>   |
|  | <input type="checkbox"/> Regularly check for updates on the Ministry of Health website ( <a href="http://www.health.govt.nz">Ministry of Health NZ</a> )   |
|  | <input type="checkbox"/> Use posters available from Ministry of Health <a href="#">re cough / sneeze etiquette, handwashing</a>  |
|  | <input type="checkbox"/> Consider social distancing strategies. Information on this is available from the <a href="#">Ministry of Health</a> .   |
|  | <input type="checkbox"/> Consider implementing an enhanced cleaning routine of touch points and common spaces as a precaution.   |
|  | <input type="checkbox"/> Establish the isolation area (as required)  |
|  | <input type="checkbox"/> Liaise with your local Medical Officer of Health (MOoH): <div style="border: 1px solid black; padding: 10px; margin-top: 10px; width: fit-content;"> <p>Name:</p> <p>Contact number:</p> <p>Address:</p> </div> |

# Gas leak

|                                 | Response actions (as appropriate)   |
|---------------------------------|---|
|                                 | <input type="checkbox"/> Consider evacuating the area or the school/ECE. Do not re-enter building or outside area until cleared by authorised personnel   |
| <b>If gas leak is suspected</b> | <input type="checkbox"/> Turn off the main valve  |
|                                 | <input type="checkbox"/> If possible and safe to do so open windows to allow the gas to dissipate.  |
|                                 | <input type="checkbox"/> Rescue any person in immediate danger but only if safe to do so.   |
|                                 | <input type="checkbox"/> <b>Do not:</b> <ul style="list-style-type: none"> <li>● operate any electrical switches, including lights or alarms.</li> <li>● use cell phone in area where leak is occurring – even if outside of building</li> <li>● allow anyone to smoke in the vicinity</li> </ul> |
|                                 | <input type="checkbox"/> Warn others in the immediate area  |
|                                 | <input type="checkbox"/> Call emergency services (111) if required  |
|                                 | <input type="checkbox"/> Call our local gas company: <div style="border: 1px solid black; padding: 5px; margin-top: 5px;">             Company:<br/>             Ph:<br/>             Our account number:           </div>  |
|                                 | <input type="checkbox"/> Contact your Ministry of Education regional office (which can help you access the Traumatic Incident team if required).  |

## Chemical spill

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All chemical spills must be treated as toxic and dangerous. They can be in liquid form, solids, powder or gas.

|                                       | Response actions (as appropriate)   |
|---------------------------------------|---|
| <b>Become aware of chemical spill</b> | <input type="checkbox"/> Move all people in the vicinity to a safe area. Consider: <ul style="list-style-type: none"> <li>● evacuation of entire school / ECE if required and safe to do so</li> <li>● Alternatively, it may be safer to stay indoors and seal doors, windows, other openings and switch off any air intake units.</li> </ul> |
|                                       | <input type="checkbox"/> If required, contact emergency services on 111   |
|                                       | <input type="checkbox"/> Give appropriate first aid to anyone in contact with the spill   |
|                                       | <input type="checkbox"/> Notify the Manager / Principal and staff   |
|                                       | <input type="checkbox"/> Consideration may have to be given to how students will be able to leave the centre/school after finishing time if the spill has not been made safe by then.   |
|                                       | <input type="checkbox"/> Contact your Ministry of Education regional office (which can help you access the Traumatic Incident team if required).  |

## Dealing with a suspicious letter or package

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When dealing with suspicious packages the utmost caution must be exercised and no attempts must be made to touch, move or examine the package.

**Note: If a suspected bomb - Do not use a cell phone or other radio device anywhere near the package.**

|  | Response actions (as appropriate)   |
|--|---|
| <b>In general</b>  | <input type="checkbox"/> Note the location of the package and a description of it (markings etc).   |
|  | <input type="checkbox"/> Do not touch, shake or attempt to move the package.  |
|  | <input type="checkbox"/> Check with the addressee to see if they are expecting the package  |
|  | <input type="checkbox"/> Isolate the item.  |
|  | <input type="checkbox"/> Call the police (111) and advise them of the circumstances, the description of the package and its location.   |
|  | <input type="checkbox"/> As appropriate, position staff at a safe distance to direct people away from the area where package/letter is.   |
|  | <input type="checkbox"/> Consider evacuating the area or the school (Take police advice)  |
| <b>If you open a letter/package and discover powder:</b> | <input type="checkbox"/> Put on gloves and place opened letter/package in a plastic bag   |
|  | <input type="checkbox"/> If hands or any part of the body may have come into contact with the envelope or package then wash with soap and water   |
|  | <input type="checkbox"/> If contents spilled <ul style="list-style-type: none"> <li>● Do not clean up or wipe spilt contents</li> <li>● Avoid breathing the powder or spores</li> <li>● Clear all people from the area and isolate the area (close doors &amp; prevent access)</li> <li>● Switch off air conditioning</li> <li>● Wash hands with soap and hot water.</li> </ul> |
|  | <input type="checkbox"/> If contents are spilt on clothing <ul style="list-style-type: none"> <li>● Select a room for changing</li> <li>● Remove clothing and place in plastic bag</li> <li>● Shower with soap and hot water</li> <li>● Change into other clothes.</li> </ul>   |

## Bomb threats

**Keep calm. Do not hang up.** A dialogue with the caller is important as information that may be gleaned from the caller can help assess the current situation and help police with further inquiries.

Let the caller talk, ask the questions as the opportunity arises and avoid being confrontational.

*This checklist for bomb threats should be kept by the phone. Staff who would normally answer the phone should be briefed on the questionnaire to ensure some familiarity with it. A pre-printed version of the check list is available from police and may be preferred over this list for convenience.*

| Questions                                       | Answers   |
|---|---|
| When is the bomb going to explode?              |   |
| Where is the bomb?                              |   |
| What does the bomb look like?                   |   |
| What kind of bomb is it?                        |   |
| What is the explosive type and quantity?        |   |
| Why did you place the bomb?                     |   |
| What is your name?                              |   |
| Where are you?                                  |   |
| What is your address?                           |   |
| Exact wording of the threat:                    |   |
| <b>The Caller</b>                               |   |
| Sex:  | <input type="checkbox"/> Male <input type="checkbox"/> Female |
| Estimated age:                                  |   |
| Any speech impediment (specify):                |   |
| Accent (specify):                               |   |
| Voice- loud – soft etc:                         |   |
| Speech – fast – slow etc:                       |   |
| Manner, calm emotional etc:                     |   |
| Did you recognise the voice?                    | <input type="checkbox"/> Yes <input type="checkbox"/> No      |
| If so who do you think it was?                  |   |
| Was the caller familiar with the area?          | <input type="checkbox"/> Yes <input type="checkbox"/> No      |
| <b>Threat Language</b>                          |   |
| <input type="checkbox"/> Well spoken            | <input type="checkbox"/> Irrational                           |
| <input type="checkbox"/> Incoherent             | <input type="checkbox"/> Taped                                |
| <input type="checkbox"/> Message read by caller | <input type="checkbox"/> Other: _____                         |
| <input type="checkbox"/> Abusive                |   |
| <b>Any background noises?</b>                   |   |
| <input type="checkbox"/> Street noise           | <input type="checkbox"/> Aircraft                             |
| <input type="checkbox"/> House noise            | <input type="checkbox"/> Voices                               |
| <input type="checkbox"/> Music                  | <input type="checkbox"/> Vehicle                              |
| <input type="checkbox"/> Machinery              | <input type="checkbox"/> Other: _____                         |
| <b>Call taken</b>                               |   |
| Date: __/__/____                                | Time:   |
| Length of call:                                 | Number called:  |

# Trespasser on the school grounds

Only follow this process if it is clear that the trespasser does not come under the category of Violent Intruder (see following page).

Trespassing is where a person enters an ECE or school and either:

- Has been requested to leave, or
- their behaviour is such that the ECE/school would not give permission for them to be there.

| Incident type  | Response actions (as appropriate)   |
|--|---|
| <b>You become aware of a person on the school/ECE grounds that does not have permission to be there.</b> | <input type="checkbox"/> Assess the nature of the trespasser: non-threatening or aggressive (if aggressive – follow the violent intruder process, next page).   |
|  | <input type="checkbox"/> If appropriate, greet the trespasser, advise them who you are, and ask them why they are there. Whenever possible, ensure that you have a colleague with you.  |
|  | <input type="checkbox"/> If the reason for the visit appears legitimate, take the person to the office where the reasons for the visit can be dealt with.   |
| <b>Become aware that there is a trespasser on the property.</b>  | <input type="checkbox"/> If the reason for the visit is not legitimate, explain that they have to leave the premises.   |
|  | <input type="checkbox"/> Notify the principal or other staff member of the description, location and activity of the trespasser.  |
|  | <input type="checkbox"/> Ensure the children and staff are safe and the classrooms are kept secure.   |
|  | <i>If the person leaves when requested they are no longer considered a trespasser.</i>  |
| <b>If the trespasser refuses to leave when requested</b>   | <input type="checkbox"/> Explain that staff will have to call the police.   |
|  | <input type="checkbox"/> If the trespasser still refuses to leave ask colleague to call the police.   |
|  | <input type="checkbox"/> If it is safe, stay with the trespasser until the police arrive.   |
|  | <input type="checkbox"/> If the trespasser gives any indication of violence walk away (if possible keep the trespasser under observation from a safe distance until police arrive).   |
|  | <input type="checkbox"/> When police arrive update them on the situation.   |
| <b>Follow-up actions</b>   | <input type="checkbox"/> Ensure the incident is documented and filed (including providing a report to police).  |
|  | <input type="checkbox"/> Contact your Ministry of Education regional office (which can help you access the Traumatic Incident team if required).  |
|  | <input type="checkbox"/> Consider: <ul style="list-style-type: none"> <li>• debriefing staff on the incident and assess if your Emergency Management process worked correctly or needs amendments.</li> <li>• debriefing students if the incident was a public one to prevent rumours and speculation.</li> </ul> |

*Note: There is no authority under the Trespass Act 1980 for the occupier to physically eject the person from the premises. If a trespasser refuses to leave when requested, he or she should be told that the police will be called. The police have the option to arrest and charge the person with an offence, however they will assess each incident and take what they think is appropriate action.*

*As well as the process under the Trespass Act, the Education Act 1989, section 139C makes it an offence to intentionally insult, abuse, or intimidate a teacher or other member of staff on school premises.*

## Violent intruder

This checklist provides a very basic guide to managing a Violent Intruder incident.

The aftermath of a Violent Intruder incident will require careful management as even in the 'best case' scenario of no one being injured there may be traumatised staff and pupils, concerned parents, disruption to your school or ECE and media interest.

|  | Response actions (as appropriate)  |
|--|--|
| <b>Shots are heard or a violent intruder is seen on the premises</b> | <input type="checkbox"/> Call 111 <ul style="list-style-type: none"> <li>● Identify yourself and your school/ECE, including address</li> <li>● Details of situation</li> <li>● Details of any casualties</li> <li>● Description of weapons, number of shots etc</li> <li>● Description and location and identity of offender if known</li> <li>● Identify the 'target' of aggression if known</li> </ul> |
|  | <input type="checkbox"/> If safe, move to predetermined safe position to await Police arrival  |
|  | <input type="checkbox"/> Alert staff/students (avoid using the fire alarm).<br><div style="border: 1px solid black; padding: 5px; margin-top: 5px;">           Our alert system: i.e. Silent alarm         </div>  |
|  | <input type="checkbox"/> Move everyone out of hallways and into rooms.   |
|  | <input type="checkbox"/> Lock and/or barricade, or cover if possible, doors/windows.   |
|  | <input type="checkbox"/> Keep quiet and do not leave the classroom unless it is safe to do so.   |
|  | <input type="checkbox"/> Should the event occur, while students are outside in playing fields: instruct students to move to nearest secure room, or to a safe-predetermined, assembly area (which may include an off-site area close to the school/ECE).   |
|  | <input type="checkbox"/> Once police arrive, liaise with them to secure crime scene(s)   |
| <b>Following the incident</b>  | <input type="checkbox"/> The Trauma Incident Teams will provide support (see contact list for phone number).   |
|  | <input type="checkbox"/> Liaise with the media   |
|  | <input type="checkbox"/> Consider whether to temporarily close, or continue operating. (The Trauma Incident Teams will provide guidance on suitable responses)   |
|  | <input type="checkbox"/> Continue to monitor the wellbeing of students and staff   |

For detailed resources on traumatic incidents, please visit:  
[www.education.govt.nz/school/student-support/emergencies](http://www.education.govt.nz/school/student-support/emergencies)

## Serious injury or death

All ECE services and schools need to be prepared and know how to manage a traumatic incident involving death or serious injury. The sudden death (or serious injury) of a child, young person, staff member or family/whānau member has the potential to create significant dangers or risks to the physical and emotional wellbeing of children, young people and people within a community.

The event also has the potential to cause sudden and/or significant disruption to the effective operation of an ECE service or a school and their community. If the aftermath is poorly or insensitively handled, it can impact on those affected and attract adverse media or public comment.

|   | Response actions (as appropriate)   |
|---|---|
| <b>Death / serious injury occurs at school or ECE</b> | <input type="checkbox"/> Ensure your own safety. Assess area for danger (eg: live wires, poisonous substances etc)  |
|   | <input type="checkbox"/> <b>Do not assume death has occurred – give immediate first aid</b>   |
|   | <input type="checkbox"/> Call emergency services  |
|   | <input type="checkbox"/> Notify Manager/Principal; isolate and contain the area.  |
| <b>Action after medical personnel have taken over</b> | <input type="checkbox"/> Manager/Principal to advise (as soon as possible): <ul style="list-style-type: none"> <li>● ECE / school management team and staff</li> <li>● board and chair</li> </ul>                   |
|   | <input type="checkbox"/> Consider accompanying police to advise parents.  |
|   | <input type="checkbox"/> Advise the Ministry of Education Trauma Incident Team on 0800 84 83 26. This team will help guide you on managing the response (including how to advise students, arrange counselling etc) |
|   | <input type="checkbox"/> Complete incident form with all known details  |
|   | <input type="checkbox"/> Ensure the designated media person for the school is fully briefed   |

If the death or serious injury occurs outside of school/ECE, follow the appropriate steps noted above.

### Online resources

Visit the Ministry of Education website to assist in managing this type of response in ECE services:

[www.education.govt.nz/school/student-support/emergencies](http://www.education.govt.nz/school/student-support/emergencies)

### Traumatic Incident Team

Contact the Ministry of Education Traumatic Incident team on 0800-TI TEAM / 0800 84 83 26



## Missing child or student

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All instances of a child or student going missing from a school or ECE centre have to be treated urgently and steps taken to find the missing person or confirm their safe whereabouts.

There can be many reasons and associated dangers for a missing child or student including:

- the proximity of dangerous hazards to the school/ECE
- the possibility of an abduction
- the possibility that the child or student has been picked up by a parent or caregiver
- the child or student has decided to leave school for the day
- the child or student has felt unwell and simply gone home.

Until the child or student has been found or confirmed in a safe location, action must be taken to locate them.

|  | Response actions (as appropriate)  |
|--|--|
| <b>Information or notification that a child / student is missing</b> | <input type="checkbox"/> Confirm: <ul style="list-style-type: none"> <li>• that the person had been present at ECE / school at some time during the day, and if so;</li> <li>• when they were last seen</li> </ul> |
|  | <input type="checkbox"/> Notify Manager / Principal and staff  |
|  | <input type="checkbox"/> Search the school / ECE.  |
| <b>If child or student is found</b>                                  | <input type="checkbox"/> If child/student found injured or ill, call for medical assistance if required.   |
|  | <input type="checkbox"/> Notify manager / principal and other searchers.   |
|  | <input type="checkbox"/> Establish what happened and complete incident report  |
|  | <input type="checkbox"/> Arrange for the child / student's parents or caregivers to be advised   |
| <b>If child or student is not found</b>                              | <input type="checkbox"/> Notify the police immediately   |
|  | <input type="checkbox"/> Notify the parents / caregivers immediately   |
|  | <input type="checkbox"/> Contact your Ministry of Education regional office (which can help you access the Traumatic Incident team if required).   |