

Emergency Management Plan

Papatoetoe Intermediate School

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Contact details	Phone 09 278-9763 Email : admin@papaint.school.nz Website http://www.papatoetoeint.school.nz/
School / ECE Emergency contacts	Name : Pauline Cornwell Role: Principal Phone: 278-9763 extn: Mobile: 021-1151462
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Radio	Our local station for emergency information is:
Last revised	February 2023

Introduction

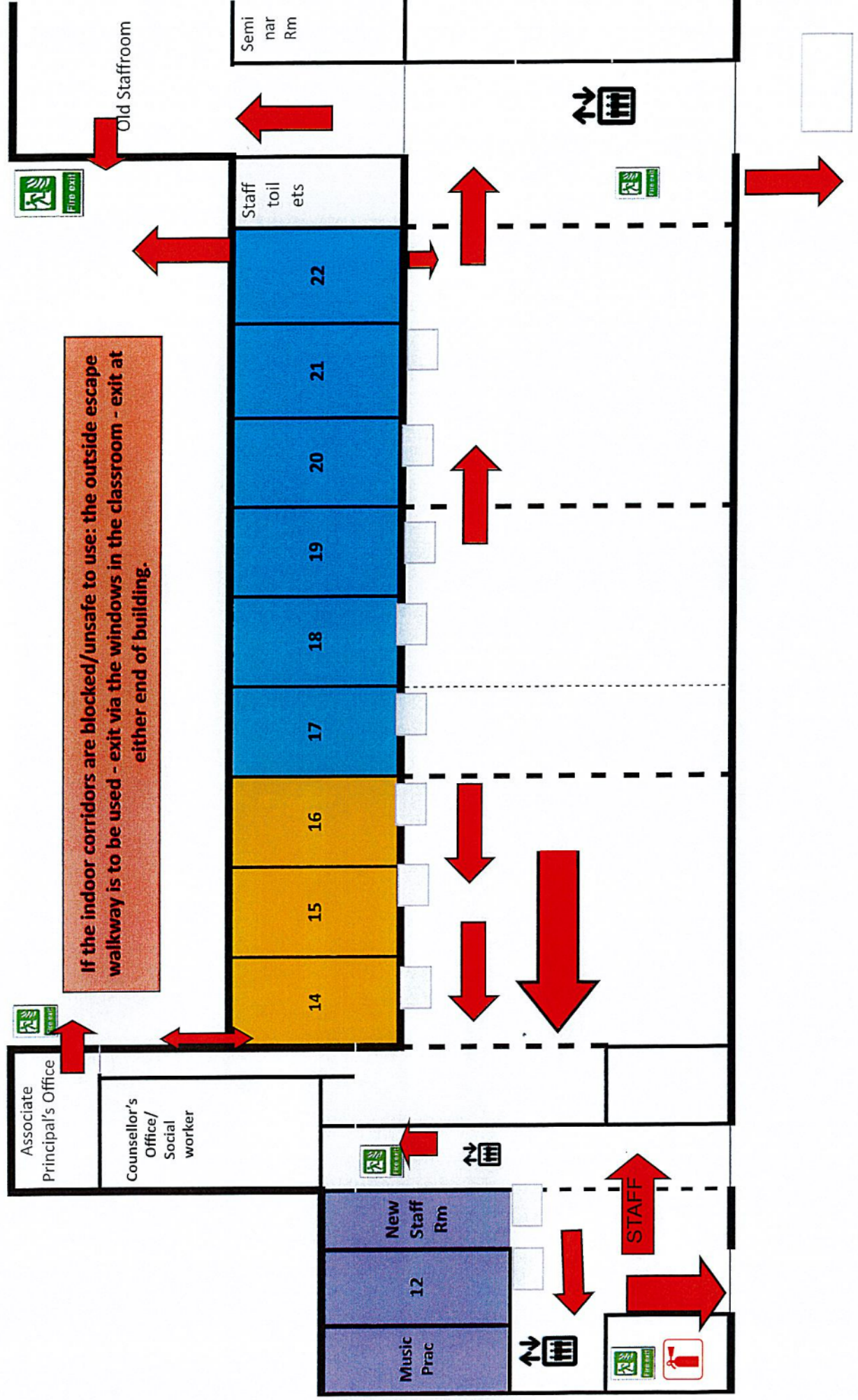
This plan outlines how Papatoetoe Intermediate School will respond in the event of an emergency.

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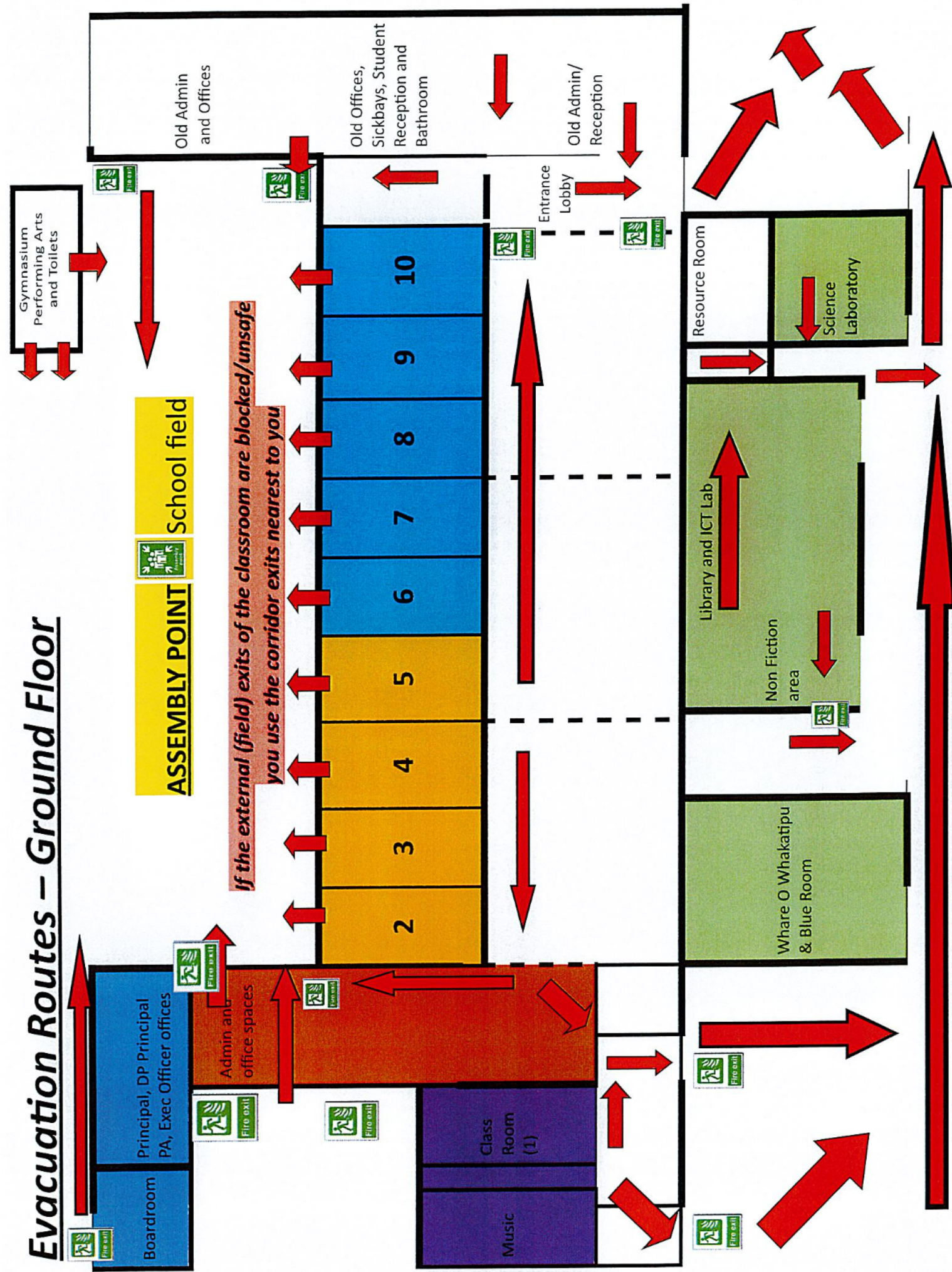
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Evacuation Routes – Top Floor

School fields
ASSEMBLY POINT



Evacuation Routes – Ground Floor

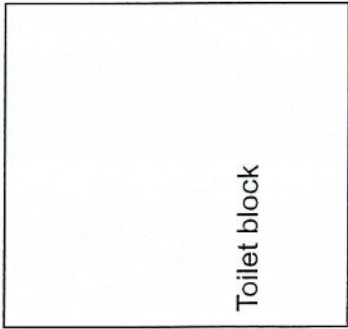


Evacuation Map - where does your class go? Term 1 2023

Field

please sit close together so messages can easily be delivered to the whole group via the portable speaker system/megaphone

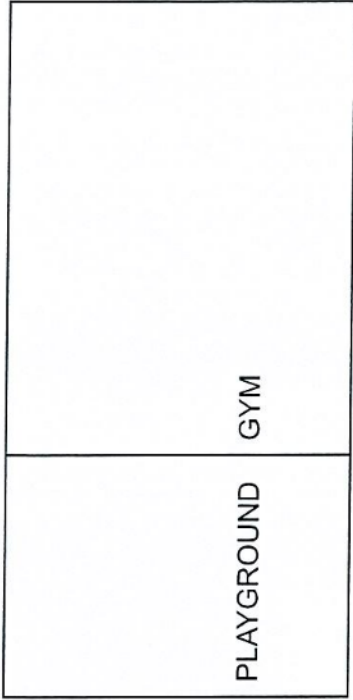
Cricket pitch	1, 12, 14, 15, 16 Waita & Mt Richmond	2, 3, 4, 23, 24, 25 Waiti	5, 6, 7, 8, 9, 10 Tupu-a-rangi	17, 18, 19, 20, 21, 22 Uru-rangi	Gym End
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Toilet block



Support Staff -
under the tree outside
Room 10 with any other school visitors



PLAYGROUND

GYM

RTL B Team by the gates on the driveway - ensuring the gate is open for emergency service personnel
and any unauthorised people remain off site
RTL B Liaison to call Pauline when RTL B accounted for.



SCHOOL

Evacuation Process: A QUICK GUIDE FOR STAFF

1. Evacuate all students via the designated route; close (not lock) doors/windows but do not waste time or put yourself/others at risk
2. Bring class roll with you from emergency plan folder by classroom exit. (If not in your classroom at the time of evacuation there will be rolls available from the Fire Marshall)
3. Once at the assembly area:
Inform the Fire Marshall (person in orange vest - **Gareth/Donna/Sanjeev/Exec Officer**) of the status of your class. "Room XX clear"

Tech Staff to check in with Linda - Linda to clear all Tech Staff with FIRE MARSHALL

4. At the assembly area, check off the students on your roll. When all students accounted for, stay with your class.
If a student is missing ALERT the FIRE MARSHALL IMMEDIATELY!
5. Await further instructions.
6. Keep students calm and quiet - if possible sit them down.

SPECIFIC STAFF ROLES:

Alisha brings EVACUATION BOX to assembly point - Kelly/Marie if Alisha is unavailable.

RTL B Liaison (Tamara) /next practice leader to contact **Pauline** when RTL B cleared and at gate - call Donna if Pauline unavailable.

FIRE MARSHALL (ORANGE VEST) - Gareth - If unavailable Donna/Sanjeev/Exec Officer

Bonnie/ Huda - check all Teacher Aides and associated support staff are accounted for - report to **Fire Marshall**.

RTL B Liaison/RTL B's to ensure the gate is open for emergency service access - and stays at gate ensuring no-one unauthorised enters grounds.

Nawinta and Diane to 'man' Great South Road gate ensuring no-one enters grounds - **do we need this now with the gates automatic and locked?**

Craig to speak to Fire Department.

Alisha / Marie to sign off all contractors in school at the time.

Suraj to check and clear the library toilet.

Sanjeev - check and clear corridor and rooms outside their office.

Evacuation Process at the end of a school day:

******teachers manage Gt Sth Rd gate - supporting students to leave the school grounds and move away from the school down the footpaths.

******teachers to keep the **bus students** in the grass space by the boundary fence - organise them into bus lines - bus duty staff to assist this please. If bus students do not have their bag or phone these will be kept safe in the security box or classroom - students should catch their bus as priority so they can get home. Any students who miss their bus are to be brought to the office after the all clear is given.

Any students going to **Afterschool Care** to meet on the grass area with Suraj - Diane will be supervising at the gate as per usual processes and can support when available.

****** **Waiti** teachers to manage field side guiding students out, preventing any students re-entering rooms etc.

RTLB - same as usual, manage traffic coming in and out of the school - stopping cars from entering or exiting the school, cars can just stop in the driveway as long as there is a clear path for the fire dept. And of course supporting students to leave the school and area as required.

NO other vehicles in or out until the school is cleared by the fire dept. Anyone in the driveway in their car is to remain parked to the side of the driveway to allow access for the fire dept in and out of the school.

ALL other teachers lead students out of the school and help control human traffic! Keeping students moving out of the school and down footpaths, over the crossing etc.

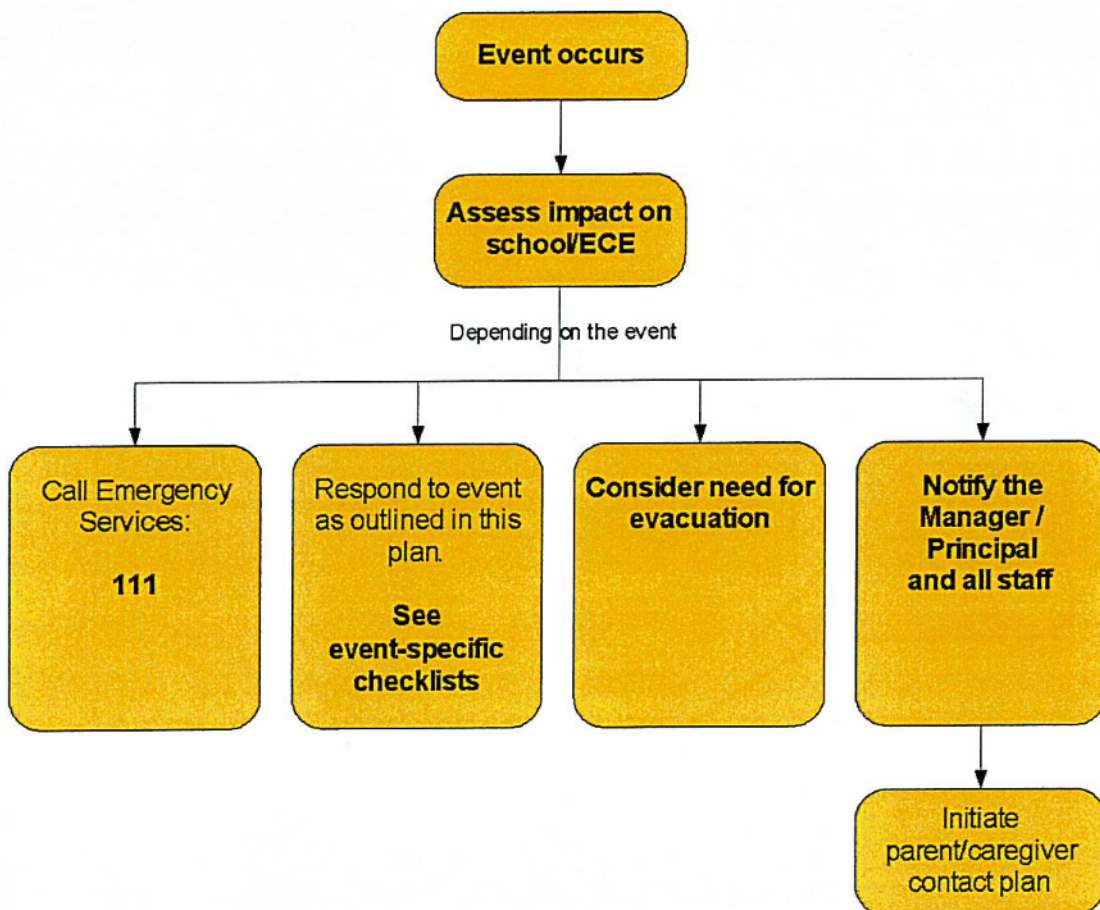
Any students who need to come back into school to collect bags, phones etc that they were not able to get during the

evacuation must be kept together outside the gates (Great South or Motatau Road) and walked back in by a staff member

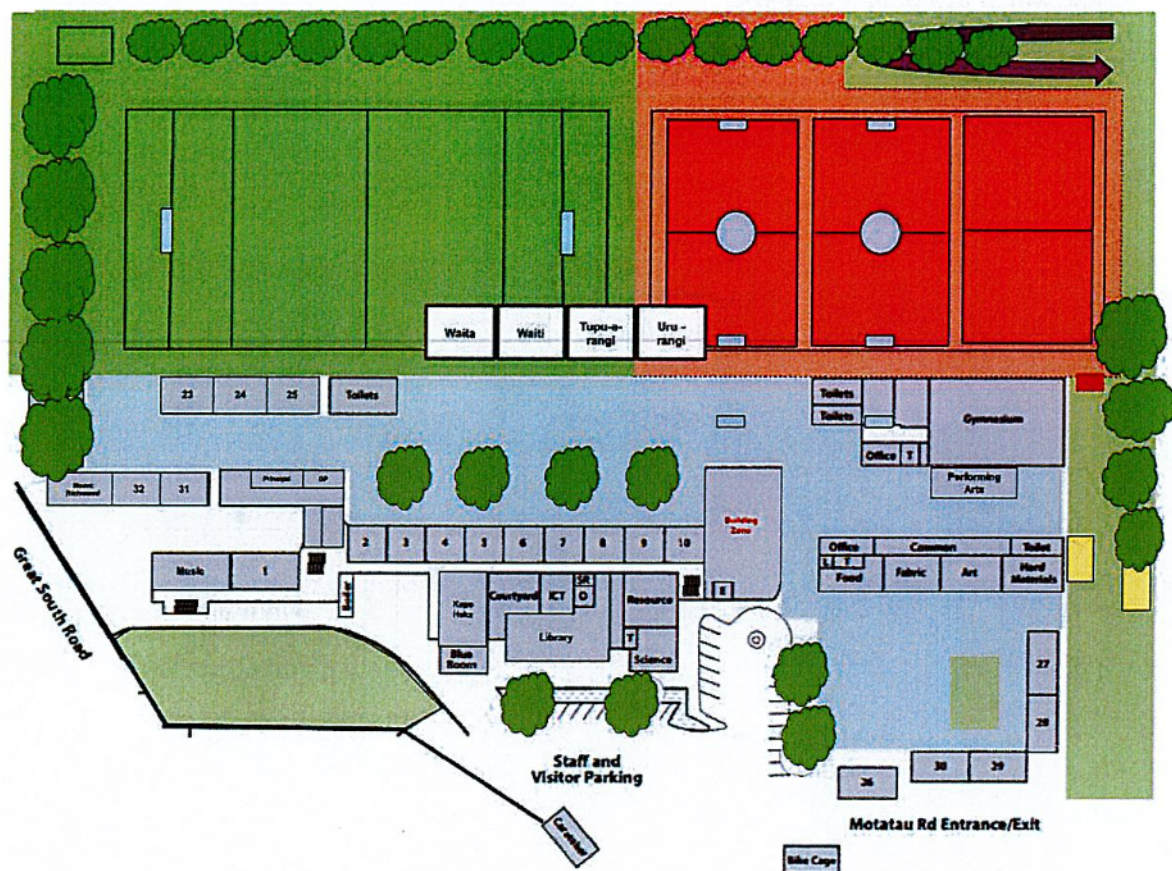
AFTER the all clear is given.

Basic emergency response process

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



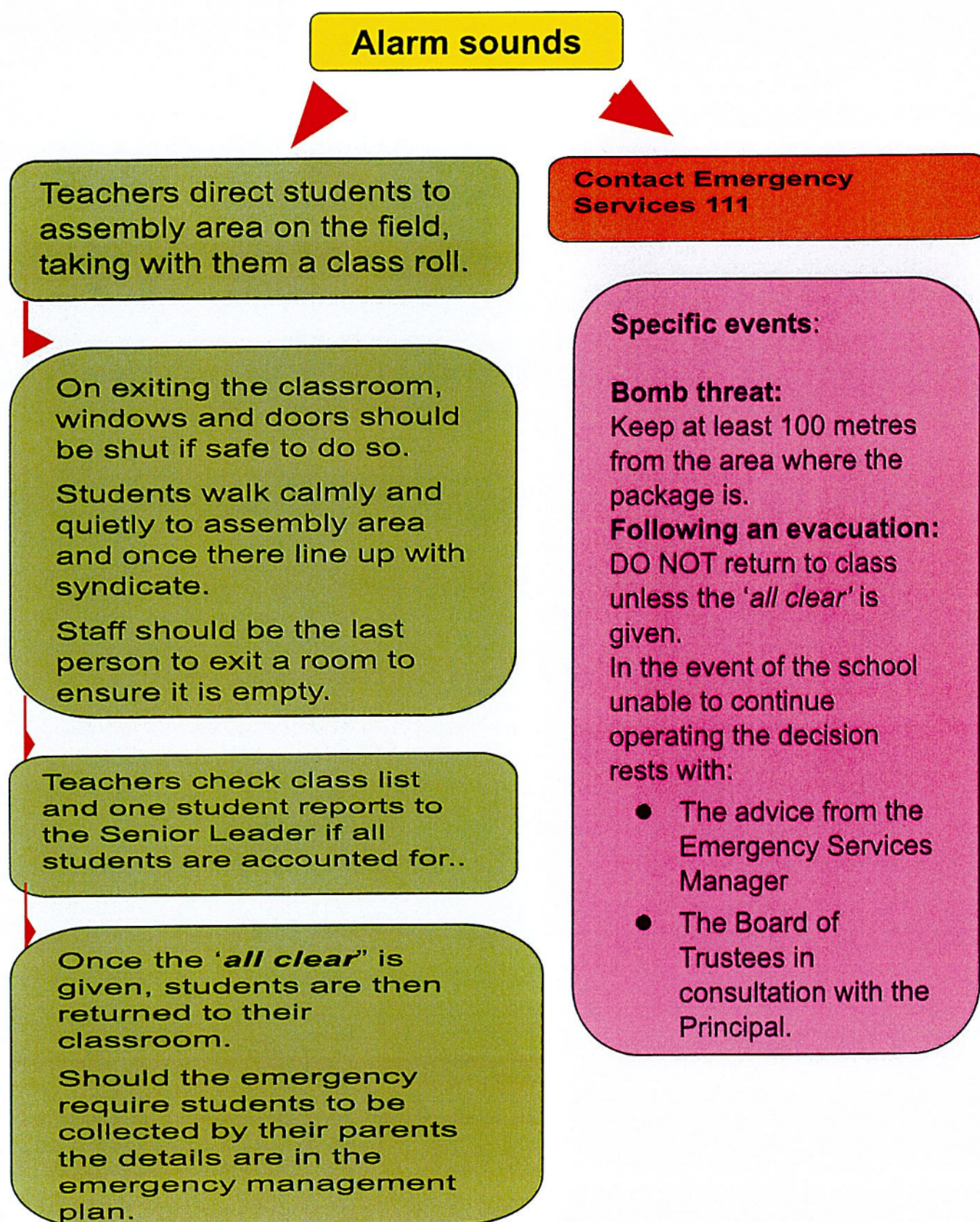
Map of the school



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



Emergency contact plan – parents and caregivers

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

Our emergency contact plan for parents and caregivers

- If it is safe to enter the school admin area, the security boxes and keys will be collected by designated teachers and group of responsible students
- The security boxes and keys will be delivered to each class
- The students who have cell phones will be asked to contact their family and given them the prepared instructions about where and when to collect the children
- Teachers will mark off on the class list who has been contacted.
- If the admin area is safe, designated staff will begin contacting parents who students have not been able to be contacted and the same prepared message will be delivered.
- In the event of any injured students, teachers will convey the message as to the injury and at which medical facility the student can be located. **NO COMMENT ON THE SERIOUSNESS OF THE INJURY WILL BE DISCUSSED/MENTIONED** – that is the duty of the trained medical staff – we do not want to cause unnecessary alarm and panic.

Our role in a Civil Defence emergency

Civil defence preparedness for ECEs and schools generally falls into two categories:

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

The local Civil Defence and Emergency Management Group will provide advice if your school/ECE is designated as a civil defence centre.

Our role in a Civil Defence emergency

Civil Defence assembly points in Papatoetoe

Latter Day saints Church 450 Great South Road
Allan Brewster Centre
Latter Day Saints Church Ashlynn Ave

External contact lists – last updated:

Where possible include a primary and alternate number.



Emergency services contact information

Police, Fire, Ambulance	111
Police (local station)	Phone 261-1300
National Poison centre	Urgent line 0800 764 766 Non-urgent 03 479 7284
Security	3030303
Alarm Monitoring	3030303
Fire Alarm	279-3709
Med Centre	Name: Middlemore Hospital Address: Hospital Road, Otahuhu Phone: 276-0000



Essential government contact information

Ministry of Education	National Office (04) 463 8000 Traumatic Incident Team 0800 TI Team (0800 848 326) Contact Centre 0800 225 580
Ministry of Education media advice and assistance	Point of contact Senior Media Advisor, Communications Group Phone 04 – 463 8000
Child, Youth and Family (CYF)	0508 326 459
Local council	Phone: 261-8503
Local Emergency Management office/group	Point of contact: Phone Mobile



Essential utility contact information

Power company	Account number: 291-2060210 Phone 0800-809000
Gas company – Genesis Energy	Account number: 1000674154 Phone: 0800-600900
Electrician	French Electrical – 274-8082
Builder / handyman	Level Builders Ltd. 021-655-758
Plumber	D.K. Putt – 262-3820

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)
Discovery of a fire	<input type="checkbox"/> Ring the fire alarm.
	<input type="checkbox"/> Call 111
	<input type="checkbox"/> If it is safe to do so, extinguish the fire.
On hearing the alarm	<input type="checkbox"/> Teachers should collect their class list 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/contractors/RTLb are included in the evacuation.
	<input type="checkbox"/> Check rest areas, bathrooms and sick bays/meeting rooms en route to the designated exit point.
Returning to the building(s)	<input type="checkbox"/> Ensure all students remain at the evacuation point until clearance to leave is given.
	Do not return to the building(s) until given the all clear by the Fire Service.
Ongoing operations following a fire	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
	The responsibility of whether or not to continue school functions rests with the Board of Trustees, in consultation with the Principal.

FIRE PRECAUTIONS AND DRILL

We are required to carry out Emergency Drills each term so that in the event of a real emergency we may exit safely, orderly and swiftly. Class teachers should practise their class drill at times between school drills.

The signal for evacuation will be either the high-pitched scream of the smoke or heat detectors, a continuous ringing of the alarm bells or continuing single 'bleeps' of our own buzzer and or alarm bells at 1 second intervals. If the bell system is not working a message will be put over the intercom

system. If the intercom system is out of operation the hand bell will be rung. Anyone in the office area will promptly dial '111' for the fire brigade or any other emergency service required.

Everybody must act in a quiet and calm manner. No-one must push, run or act in a manner that will create panic. Pupils in class will evacuate, according to the drill established by practice, under the supervision of the teacher who will bring the attendance register to check the roll. Nothing else will be taken by anyone. Classrooms will be checked to ensure that no-one is left behind. Classes with specialists will evacuate from there to the class assembly area where they will hand over the pupils to the class teacher. Pupils located elsewhere in the school not under direct supervision of a teacher will make their own way out to join up with their class.

Checks

Office Staff [Marie and Alisha] – check the sick bay and office area for pupils.

Lee-Anne to account for Office Staff and report to IC.

SWiS/Counsellor/TA's whoever is the last adult to account for Support Wing Staff and report to IC via Bonnie/Huda

Tech Staff – check toilets in tech Block. [Kumar Singh]

Library Staff to check girl's toilet in LIBRARY before leaving library – [Suraj]

Counsellor/SWiS check upstairs staff toilets before leaving.

Routes

1. Rooms 2 – 10 leave their rooms via the outside doors on to the concrete area and line up on the grass.
2. Rooms 16, 15, 14 and 12 leave via the central stairwell and through the double doors in the foyer space / Rm2 - alternative routes - exit via emergency doors and through the pedestrian gate at the end of office block, or exit end corridor and walk around the main block towards the Tech Block to enter the field, Rooms 14 - 16 can also use the fire escape outside their windows if required - existing at either end of the building
3. Rooms 17 - 22 leave via the east end stairwell and out through the main entrance and across the basketball courts to the main field – or via the fire escape if necessary – via the outside exit through the open windows and exiting at either end of the main block.
5. Rooms 23 - 25 - exit to the field,
6. Music Room – students leave music rooms and make way directly to the assembly point.
7. Library/ICT students and staff will leave via the outside entrance next to the Science Laboratory.
8. Staff or students working in the hall will move to the playing field via the Great South Road end of the school.

NOTE – CIRCUMSTANCES WILL OFTEN DETERMINE THE SAFEST ROUTE

Assemble on the Main Field

It is crucial that classes are organised as quickly and efficiently as possible so that registers can be checked and everyone accounted for – All students irrespective of the venue in the school that they are evacuated from are to line up [sitting] in their class line with their home room teacher. A hard copy of the class register must be located near the evacuation exit. The class councillors and deputy class councillors must know where the register is located and be able to direct a guest teacher and other staff to the register if and as required.

Assembly areas –

1. On the field facing the main block and far enough away to avoid falling walls, exploding windows, noxious smoke and fumes.
2. The gate by the brewery must be opened and kept clear to allow emergency service vehicles to enter. The caretaker will open the gates.
3. All staff must assemble with the classes – including support and maintenance staff – to be accounted for and to assist as required.
4. Pupils will line up in quiet, orderly rows. Teachers will call the class roll. When all the pupils in a class are accounted for, the teacher will notify the designated syndicate leader who will immediately despatch a runner to the IC when that team is accounted for [including Teacher Aides]. ONE RUNNER FROM EACH SYNDICATE.
5. Missing pupils or staff will be reported immediately to the Senior Leader who, with the assistance of non-teaching staff, will make a search.
6. Classes will only return to their classes once the principal, Senior Leader, associate principals or the fire chief, has determined that there is no further danger or that the drill is over. The principal will also decide on sending pupils home or summoning medical assistance, he/she will make any decisions on whether students will be dismissed from school or if any outside agencies are required to assist.

FIRE EVACUATION PROCEDURE



If a fire is discovered, suspected, smoke is seen:

1. Raise the alarm – activate the fire alarm (see evacuation route) / inform office / senior leader
2. Identify what the threat is.
3. Identify the level of the threat.
3. Identify the location/area of the threat.
4. Assist with the orderly evacuation of your class, another class, visitors, etc.



If the alarm is activated...

“Attention, Attention, evacuate the building, evaluate the building, report to the emergency assembly area, keep calm, do not run, evacuate the building, report to the emergency assembly area, do not re-enter the building, keep calm, do not run”

1. Senior staff will establish what the threat is, the level and location.
2. Staff will evacuate all students via the designated route; close (not lock) doors/windows but do not waste time or put yourself/others at risk
3. Remain CALM.
4. Follow instructions.
5. If your evacuation route is blocked (smoke/fire) use alternative evacuation route.
6. Inform the Fire Marshall that your classroom is cleared.
7. At the assembly area, check off the students on your roll.
8. Alert Fire Marshall if anyone is missing from your roll.
9. Await further instructions
10. Keep students calm and quiet.

FIRE

As you evacuate, remember:

- take a class list with you – plastic folder.
- don't delay to close down computers, collect your valuables.
- don't investigate the fire.
- if your designated evacuation route is blocked, use an alternative evacuation route
- if there is smoke, crawl on the floor - the air is cleaner near the floor, so put your nose as low as possible; remember - smoke is poisonous and can kill you.
- As you go out, only open the doors you need to and close any open doors you can to slow the spread of the fire.
- before you open doors, feel them with the back of your hand; if they are warm, **don't** open them – the fire is on the other side.
- As you evacuate, keep all students together – remain calm.
- A Staff member should be the last person to exit ensuring the room/space is clear of students as they do.

If your clothes catch fire

- lie down - this makes it harder for the fire to spread and reduces the effect of flames on your face and head (flames burn upwards)
- smother the flames - cover the flames with heavy material, like a coat or blanket; this blocks the fire's source of oxygen
- roll around – rolling smothers the flames
- don't run around – you will fan the flames and make them burn faster

When you can't get out by your evacuation route

If your escape route is blocked:

- if you're on the ground floor, go out of a window
- if you can't open the window, use a heavy object to break it at the bottom corner – cover any jagged edges with clothing, or suitable items before you and the students exit – no pushing, keep orderly

If you are on the first floor:

- use the fire escape on the outside of the upper floor: classes 14 – 22
- if students from Music practice rooms, 12 or 13 cannot access the external fire escape and you have to use the windows;
- lower children as far as possible before letting them drop – get an adult to break their fall if you can
- lower yourself by your arms from the window ledge before dropping

If you can't get out, get everyone into one room:

- choose a room with a window, if you can
- put cushions, towels or clothing at the bottom of the door to block smoke
- open the window and call for help
- think now about which room might be best for this – you need a window that can be opened

Classroom Notice

FIRE EVACUATION PROCEDURE



**If the alarm is
activated...**

1. Raise the alarm – activate the fire alarm (see evacuation route)/ inform office/senior leader
2. Identify what the threat is.
3. Identify the level of the threat.
3. Identify the location/area of the threat.
4. Assist with the orderly evacuation of your class, another class, visitors, etc.

1. Senior staff will establish what the threat is, the level and location.
2. Staff will evacuate all students via the designated route; close (not lock) doors/windows but do not waste time or put yourself/others at risk
3. Remain CALM.
4. Follow instructions.
5. If your evacuation route is blocked (smoke/fire) use alternative evacuation route.
6. At the assembly area, check off the students on your roll.
7. Inform the Fire Marshall of the status of your class.
8. Await further instructions
9. Keep students calm and quiet.

FIRE

As you evacuate, remember:

- take your class list with you – plastic folder
- don't delay to close down computers, collect your valuables
- don't investigate the fire
- if your designated evacuation route is blocked, use an alternative evacuation route
- if there is smoke, crawl on the floor - the air is cleaner near the floor, so put your nose as low as possible; remember - smoke is poisonous and can kill you
- as you go out, only open the doors you need to and close any open doors you can to slow the spread of the fire
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- As you evacuate keep all students together – remain calm.

If your clothes catch fire

- don't run around – you will fan the flames and make them burn faster
- lie down - this makes it harder for the fire to spread and reduces the effect of flames on your face and head (flames burn upwards)
- smother the flames - cover the flames with heavy material, like a coat or blanket; this blocks the fire's source of oxygen
- roll around – rolling smothers the flames

When you can't get out by your evacuation route

If your escape route is blocked:

- if you're on the ground floor, go out of a window – throw bedding or cushions onto the ground outside to break your fall
- if you can't open the window, use a heavy object to break it at the bottom corner – cover any jagged edges with clothing, a towel or a blanket before you and the students exit – no pushing, keep orderly

If you are on the first floor:

- use the fire escape on the outside of the upper floor: classes 14 – 22
- if students from upstairs Gt Sth Rd end - music practice, 12 and 13 cannot access the external fire escape and you have to use the windows;
- lower children as far as possible before letting them drop – get an adult to break their fall if you can
- lower yourself by your arms from the window ledge before dropping

If you can't get out, get everyone into one room:

- choose a room with a window, if you can
- put cushions, towels or bedding at the bottom of the door to block smoke
- open the window and call for help
- think now about which room might be best for this – you need a window that can be opened

Term 1

Staff please practice these procedures both as a class and syndicate – walk through the routine after discussing the details together. A Learning Leader will let staff know [not the students] when the first practice will occur. After the first practice all other drills will happen without prior warning. An emergency drill will be carried out by each team.

Note – We now have alarms in all areas of the school – On occasions students will set the system off or the alarm system will be set off by a build-up of dust on a sensor. Every time the alarm system is set off we all must treat it seriously.

Earthquake

This checklist outlines what to do in the event of an emergency. You can also use it when practising an earthquake drill.

	Response actions (as appropriate)
During an earthquake	<input type="checkbox"/> If indoors: <ul style="list-style-type: none"> • Drop, take cover under a desk or table and to hold onto the legs until the shaking stops • Keep away from shelves containing heavy objects and other large items of furniture • Keep away from windows • Stay indoors until the shaking stops and it's safe to go outside
	<input type="checkbox"/> If outside: <ul style="list-style-type: none"> • Students to stay in the school grounds until a teacher comes to get them. • Keep away from buildings and power lines
When the shaking stops	<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"/> If the school is located near the coast line or a large body of inland water, be aware of the possible risk of Tsunami
	<input type="checkbox"/> Listen to the radio for instructions from Civil Defence.
	<input type="checkbox"/> Turn off the gas if it may be leaking.

Ongoing operations following the earthquake	<p>□ 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.</p> <p>The responsibility of whether or not to continue school functions rests with the Board of Trustees, in consultation with the Principal.</p>
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EARTHQUAKE PRECAUTIONS AND DRILL

1. The onset of an earthquake – tremors – these are self-evident. No other warning is necessary for people to take appropriate action. However, teachers may shout ‘DROP’ to initiate a prompt response from the pupils who are unaware of the significance of the event.
2. The buildings are not evacuated while tremors are occurring.
3. On a tremor being felt, pupils crouch beside/under their desks. Teachers do likewise. Other staff take cover appropriately. Everybody must try to remain as calm as possible – panic creates circumstances where casualties occur.
4. The greatest protection given to the body crouched is as follows:
 - drop to knees with back to windows and knees together,
 - bury face in hands protecting head and close eyes tightly
 - stay like this until teacher advises otherwise.
5. When first tremor has stopped, the caretaker, principal or learning leaders turn off the main electricity switch [back of Food Technology Room]. Teachers should be alert for fire which will dictate an early evacuation of the buildings.
6. When the tremor is over the learning leader, will signal the evacuation of the building by the intermittent ringing of bells. If these are out of order a hand bell will be rung. Upstairs rooms will be evacuated as outlined in the emergency drill procedure.
7. Class move to their usual fire assembly areas where the roll will be called and action taken to locate missing people. During movement to the assembly area people should keep away from the building walls.
8. As schools are often used as Civil Defence Centres the pupils may well be kept on site where they may be safe. The Civil Defence commander, Principal or Senior Leader may have at some time to make the decision as to whether the pupils remain at school or go to their own homes.

In the case of all electrical alarm systems being out of order or fail, the portable alarm system will be sounded concurrently.

Classroom notice

EARTHQUAKE PROCEDURE



Earthquakes happen without warning, there will be no alarm but you will hear the evacuation notice when it is deemed safe to do so.

1. **DROP**
2. **COVER**
3. **HOLD**
4. **WAIT**..... 30 – 45 seconds
5. **LISTEN TO INSTRUCTIONS ABOUT EVACUATION**There may be damage to evacuation routes
6. **KEEP CALM**

DROP down on your hands and knees. This position protects you from falling but allows you to still move if necessary.

COVER your head and neck (and your entire body if possible) under a sturdy table or desk (if it is no more than a few steps away from you). If there is no shelter nearby, get down near an interior wall (or next to low-lying furniture that won't fall on you), and cover your head and neck with your arms and hands.

HOLD on to your shelter (or your position to protect your head and neck) until the shaking stops. Be prepared to move with your shelter if the shaking shifts it around.



EARTHQUAKE PROCEDURE



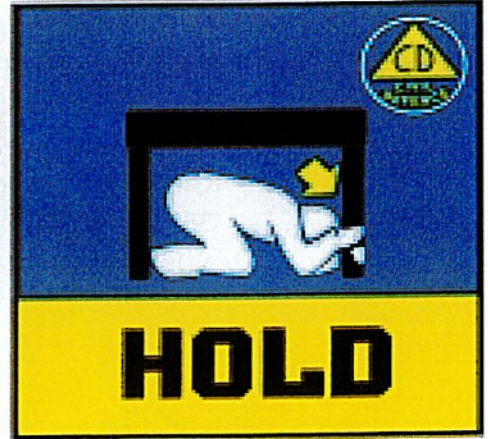
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HOLD on to your shelter (or your position to protect your head and neck) until the shaking stops. Be prepared to move with your shelter if the shaking shifts it around.



Earthquake

When inside the class:

As you drop:

- look around at what would be falling on you or the students
- such items could be secured or moved after the drill
- during a real earthquake aftershocks may occur. Should this happen while you are exiting, Drop, Cover, and Hold On until the shaking stops.
- if no desk or table is available, students should drop to their knees (away from the windows), keep knees together; clasp both hands firmly behind their heads (bowing their heads); bury their faces in their arms, protecting their heads; bury their faces in their arms, protecting their heads; close their eyes tightly; and stay in position until it is safe to move.
- if students cannot move away from windows, they should turn away from the glass to minimise injuries from broken glass.
- as you move outside, instruct students to move clear of buildings, power poles, overhead power lines and trees.

When the shaking has stopped or when the all clear/evacuation order given:

- IMMEDIATELY and before you exit your room take ten seconds to look around, make a mental note of damage and dangers,
- Check to see if any students are injured.
- If immediate help can be given to those with injuries, to stop serious bleeding
- Ask responsible students to assist the lightly injured.
- Evacuate the students from the building following the evacuation route unless there is damage, in which case an alternative route is to be used.
- Do not forget to take your classroom roll as you evacuate to the Assembly Point.
- Keep eyes and face protected from glass/windows

When outside the class but inside a building:

- 1) If you are in the gym, corridor or stairwell or other areas where no cover is available, move to an interior wall.
- 2) Turn away from windows, kneel alongside the wall, bend close to the knees, cover both sides of the head with your elbows and clasp your hands behind your neck.
- 3) If inside the Library, ICT Lab, Whare o Whakatipu or Performing Arts room, move away from windows and shelves and take appropriate cover.
- 4) During assembly students seated on floor cover their heads with their hands, get on their knees, making themselves small, crouched together.
- 5) If staff and students are on chairs, cover their heads with their hands and lean forward, face down to their knees and remain quiet.

When outside during break/PE lessons/Academy:

- 6) Staff and students should turn their back towards the school building.
- 7) Move towards an open space, away from buildings and overhead power lines.
- 8) Drop to the ground and cover head and neck with hands.
- 9) Keep looking around, remain aware of dangers that may demand you to move for example: Parked cars may roll around, large trees may fall and playground equipment or overhead power lines may collapse.
- 10) When the ground stops shaking all students should immediately move to the designated earthquake assembly area for a roll call.

Reassure students.

KEEP CALM

Earthquake

When inside the class:

As you drop:

- look around at what would be falling on you or the students
- such items could be secured or moved after the drill
- during a real earthquake aftershocks may occur. Should this happen while you are exiting, Drop, Cover, and Hold On until the shaking stops.
- if no desk or table is available, students should drop to their knees (away from the windows), keep knees together; clasp both hands firmly behind their heads (bowing their heads); bury their faces in their arms, protecting their heads; bury their faces in their arms, protecting their heads; close their eyes tightly; and stay in position until it is safe to move.
- if students cannot move away from windows, they should turn away from the glass to minimise injuries from broken glass.
- as you move outside, instruct students to move clear of buildings, power poles, overhead power lines and trees.

When the shaking has stopped or when the all clear/evacuation order given:

- IMMEDIATELY and before you exit your room take ten seconds to look around, make a mental note of damage and dangers,
- Check to see if any students are injured.
- If immediate help can be given to those with injuries, to stop serious bleeding
- Ask responsible students to assist the lightly injured.
- Evacuate the students from the building following the evacuation route unless there is damage, in which case an alternative route is to be used.
- Do not forget to take your classroom roll as you evacuate to the Assembly Point.
- Keep eyes and face protected from glass/windows

When outside the class but inside a building:

- 1) If you are in the gym, corridor or stairwell or other areas where no cover is available, move to an interior wall.
- 2) Turn away from windows, kneel alongside the wall, bend close to the knees, cover both sides of the head with your elbows and clasp your hands behind your neck.
- 3) If inside the Library, ICT Lab, Whare o Whakatipu or Performing Arts room, move away from windows and shelves and take appropriate cover.
- 4) During assembly students seated on floor cover their heads with their hands, get on their knees, making themselves small, crouched together.
- 5) If staff and students are on chairs, cover their heads with their hands and lean forward, face down to their knees and remain quiet.

When outside during break/PE lessons/Academy:

- 6) Staff and students should turn their back towards the school building.
- 7) Move towards an open space, away from buildings and overhead power lines.
- 8) Drop to the ground and cover head and neck with hands.
- 9) Keep looking around, remain aware of dangers that may demand you to move for example: Parked cars may roll around, large trees may fall and playground equipment or overhead power lines may collapse.
- 10) When the ground stops shaking all students should immediately move to the designated earthquake assembly area for a roll call.

Reassure students.

KEEP CALM

PLEASE PRACTISE 1 TO 5 IN YOUR CLASS AND DISPLAY THESE
PROCEDURES ON THE WALL OF YOUR CLASSROOM



SEVERE WEATHER EVENT

Tornado / Storm / Thunder / Lightning

Message: There is no specific message - it will likely be the 'lockdown' message if one is used - stay / or get inside if safe to do so and await further instructions

- Remain inside if you are already inside.
- Close all windows.
- Close all curtains on external windows/doors* if safe to do so.
- Stay away from doors and windows.
- Stay away from shelves or other items that could fall.
- Stay away from electrical fixtures.
- Take cover as you would for an earthquake:
 - DROP
 - COVER
 - HOLD
- If you are unable to get under a table/desk, crouch down alongside a wall without windows if possible. Protect your head in the DROP, COVER, HOLD position.

If you are outside:

- Attempt to reach an indoor space - if safe to do so.
- Stay away from trees, electric poles and wires or other tall structures that might fall over.
- If you can not get indoors, get into the DROP, COVER, HOLD position on the ground.

FLOODING / RISING WATER:

- Remain calm.
- Move away from the affected area quickly and safely.
- Follow instructions of staff quickly and sensibly.

Listen for instructions - you may be asked to evacuate or to remain where you are depending on the situation.
Remain calm and follow instructions.

What to do after a Severe Weather Event:

**The response required will depend on the situation at the time, key points to note:*

- *Remain where you are if safe to do so - unless instructed otherwise*
- *Follow all instructions quickly and sensibly*
- *Stay calm*

A Severe Weather Event may include storms, tornados, lightning, thunder storms, rain, snow, rising water levels, rough sea conditions - any of these could impact you and require specific responses at the time.

We usually get some warning about possible Severe Weather Events through organisations such as the MetService, so we can be prepared as best as possible, however some events can happen without much warning too.

Dangers to consider:

The greatest dangers from high winds and associated weather events are:

- Building damage - roof failures
- Flying debris - items being blown around
- Breaking glass/windows
- Falling - trees, structures, furniture etc

OPEN ANY WINDOWS! Greater damage may occur from this action, and valuable time that should be used getting to safety is often

Volcanic eruption and ashfall

	Response actions (as appropriate)
When a volcano threatens	<input type="checkbox"/> Listen to your radio or TV for advice and information
	<input type="checkbox"/> Contact your local Civil Defence Group for advice.
	<input type="checkbox"/> Check that staff know what to do. Revise with students.
Large eruption	<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).
Ash Fall	<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"/> 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.
Cleaning up after an ash fall	The local council and CDEM group will provide advice on cleaning up and disposing of ash.

Gas leak

	Response actions (as appropriate)
If gas leak is suspected	<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"/> Do not: <ul style="list-style-type: none"> • operate any electrical switches, including lights or alarms. • use cell phone in area where leak is occurring – even if outside of building • allow anyone to smoke in the vicinity
	<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; background-color: yellow; padding: 5px; margin-top: 5px;"> <p>Company Genesis Energy</p> <p>Ph: 0800 600 900</p> <p>Our account number: 1000-674-154</p> </div>
	<input type="checkbox"/> Consider evacuating the area or the school/ECE. Do not re-enter building or outside area until cleared by authorised personnel

Chemical spill

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

	Response actions (as appropriate)
Become aware of chemical spill	<input type="checkbox"/> Move all people in the vicinity to a safe area. Consider: <ul style="list-style-type: none">• evacuation of entire school if required and safe to do so• alternatively, it may be safer to stay indoors and seal doors, windows, other openings and switch off any air intake units.• If outside stay upwind or uphill from the disaster
	<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 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.

Dealing with a suspicious letter or package

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

	Response actions (as appropriate)
In general	<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. Note: If a suspected bomb - Do not use a cell phone or other radio device anywhere near the package.
	<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)
If you open a letter/package and discover powder:	<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"> • Do not clean up or wipe spilt contents • Avoid breathing the powder or spores • Clear and isolate the area • Switch off air conditioning • Wash hands with soap and hot water.
	<input type="checkbox"/> If contents are spilt on clothing <ul style="list-style-type: none"> • Select a room for changing • Remove clothing and place in plastic bag • Shower with soap and hot water • Change into other clothes.

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

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:	
The Caller	
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
Threat Language	
<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	
Any background noises?	
<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: _____
Call taken	
Date: __/__/__	Time: _____
Length of call: _____	Number called: _____

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.

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 (for this process, see following page).

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

- does not have permission to be there, or
- their behaviour is such that the school would not give permission for them to be there.

Incident type	Response actions (as appropriate)
Become aware that there is a trespasser on the property.	<input type="checkbox"/> Notify the principal or other staff member of the description, location and activity of the trespasser.
	<input type="checkbox"/> Assess the nature of the trespasser: benign or aggressive (if aggressive – follow the violent intruder process).
	<input type="checkbox"/> Ensure the classrooms are kept secure.
	<input type="checkbox"/> 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.
	<input type="checkbox"/> If the reason for the visit is not legitimate, explain that they have to leave the premises.
	<i>If the person leaves when requested they are no longer considered a trespasser.</i>
If the trespasser refuses to leave when requested	<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.
Follow-up actions	<input type="checkbox"/> Ensure the incident is documented and filed (including providing a report to police).
	<input type="checkbox"/> Advise the 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"> • debriefing staff on the incident and assess if your Emergency Management process worked correctly or needs amendments. • debriefing students if the incident was a public one to prevent rumours and speculation.

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.

Lockdown - 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 killed or injured there will be traumatised staff and pupils, concerned parents, chaos and confusion, disruption and media interest.

	Response actions (as appropriate)
Shots are heard or a violent intruder is seen on the premises	<input type="checkbox"/> Call 111 <ul style="list-style-type: none"> • Identify yourself and your school, including address • Details of situation • Details of any casualties • Description of weapons, number of shots etc • Description and location and identity of offender if known • Identify the 'target' of aggression if known
	<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). <div style="background-color: yellow; padding: 5px; margin-top: 5px;"> Staff students will hear the intercom announce LOCKDOWN or a verbal message will be delivered to each class if the alarm is 'silent' or the power is off. </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).
	<input type="checkbox"/> Once police arrive, liaise with them to secure crime scene(s)
Following the incident	<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.minedu.govt.nz/EmergenciesTraumaticIncidents

Violent/Physically aggressive student/parent/visitor

Student	Call office – 900, use the GREEN PASS procedure. If possible remove the students from the class. Help will arrive to defuse the situation. Teacher MUST ensure all students are aware of the GREEN PASS procedure
Student with weapon	Remove other students from situation, ensure they are safe. Telephone office, use GREEN PASS procedure. Office will call the police if required or senior leader to assist (dependant on the weapon).
Angry Parent/Caregiver	Telephone office, refer adult to the office
Confrontation	Stay calm, stand sideways but facing the student directly. If continues to escalate ask for help from syndicate leader/colleague – call office/use GREEN PASS
Parent arrives without VISITOR PASS	This parent/adult/caregiver may have ACCESS DENIAL. Refer back to the office for a visitor pass/to sign student out BEFORE the student may leave/be seen. If parent REFUSES to do so..... call office/GREEN PASS procedure
Stranger Danger or High School Students	Check if they have VISITOR BADGE – If NOT question to offer to assist and direct them to the office/escort them to the office to SIGN in before seeing the person/area mentioned.

Serious injury or death

All 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 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.

Please refer to our **Traumatic Incident Management** part of this plan.

Online resources

Visit the Ministry of Education website to assist in managing this type of response:
www.minedu.govt.nz/EmergenciesTraumaticIncidents

Traumatic Incident Team

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

Missing child or student

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.

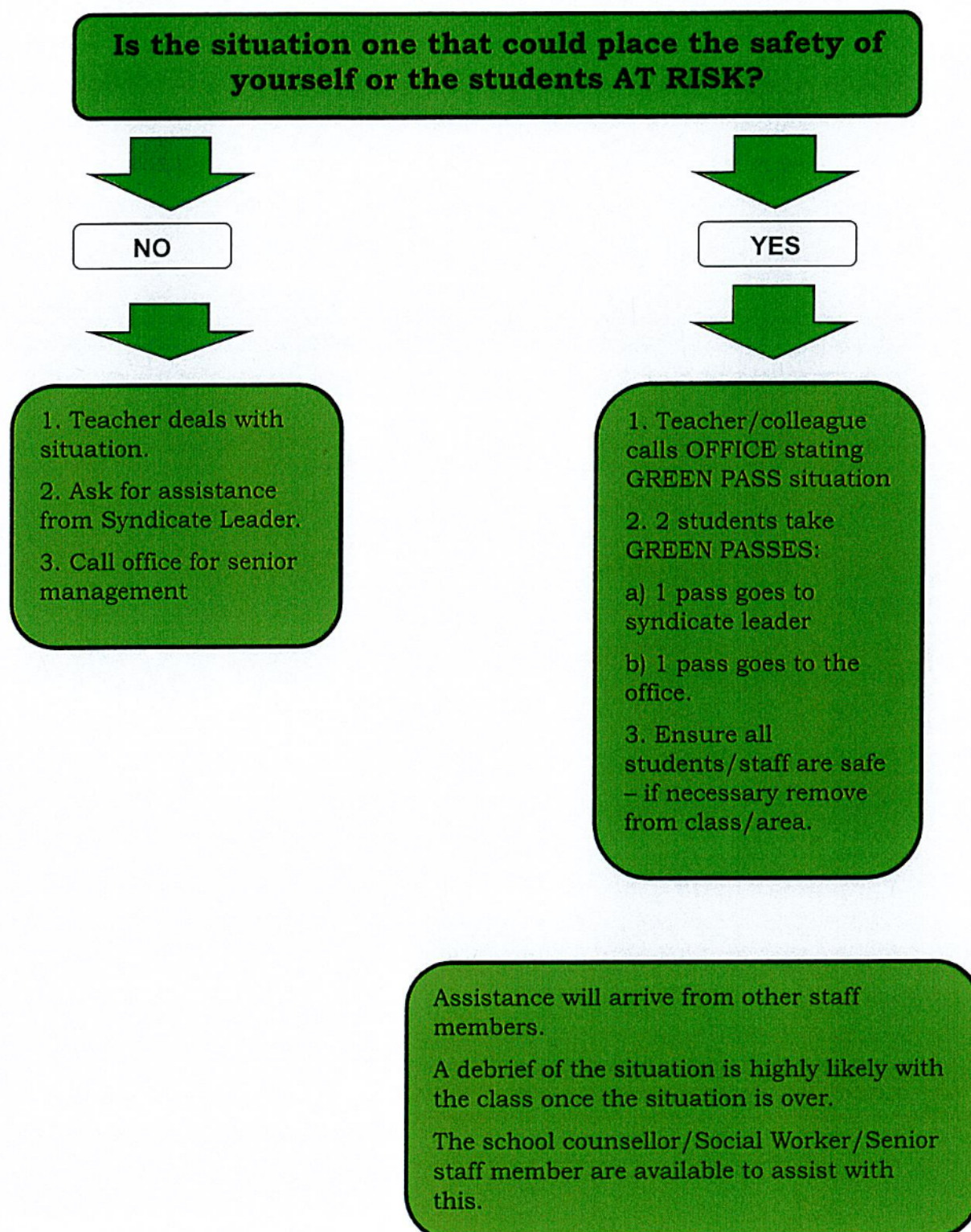
There can be many reasons and associated dangers for a missing child or student including:

- 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)
Information or notification that a child / student is missing	<input type="checkbox"/> Confirm: <ul style="list-style-type: none"> • that the person had been present at school at some time during the day, and if so; • when they were last seen
	<input type="checkbox"/> Notify Principal/DP or other senior staff member/office
	<input type="checkbox"/> Search the school
If child or student is found	<input type="checkbox"/> If student found injured or ill, call for medical assistance if required.
	<input type="checkbox"/> Notify principal and other searchers.
	<input type="checkbox"/> Establish what happened and complete incident report
	<input type="checkbox"/> Arrange for the student's parents or caregivers to be advised
If child or student is not found	<input type="checkbox"/> Notify the police immediately
	<input type="checkbox"/> Notify the parents / caregivers immediately

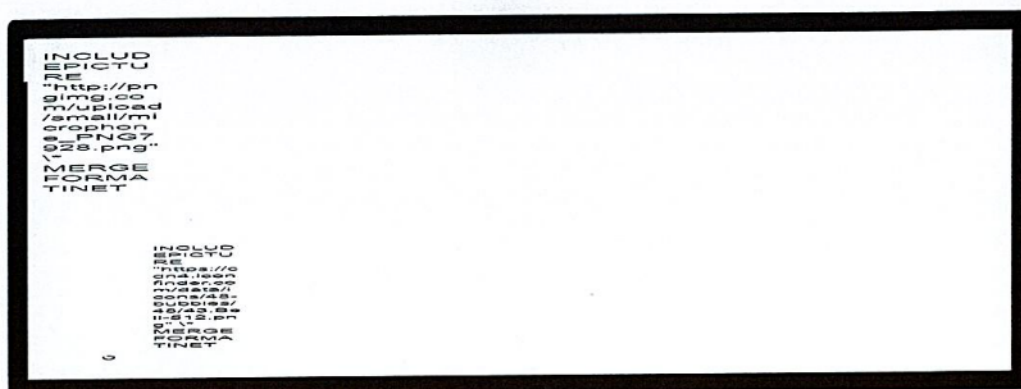
Green Pass Procedure



Lockdown procedure

Classroom notice

LOCKDOWN PROCEDURE



- You must stay in the room you are in
- If outside move to the nearest classroom, as directed by staff.

In the room:

- MAKE SURE YOU CANNOT BE SEEN or HEARD
- move to the wall away from the windows
- sit down on floor, remain low
- lock the doors, close windows and draw the curtains
- turn off lights and any computers
- May not use class phones
- Do NOT answer the door unless you can identify the person at the door
- Trust your teacher. They will keep you safe.
- Wait until the "ALL CLEAR" has been announced by the appropriate staff member.
- Staff, keep cell phones on in case you need to be contacted.

LOCKDOWN PROCEDURE

Message: *An alert alarm will sound then a male voice message will be heard - "Attention Attention, this is a lockdown, make your way to the nearest school building or classroom, remain calm, do not run, this is a lock down, this is a lockdown, make your way to the nearest school building or classroom, remain calm, do not run, this is a lock down, stay inside until further notice".*

- Remain inside the room you are already inside.
- If you are outside go quickly to the nearest room/indoor space as directed by staff.

In the room:

- Make sure you can not be SEEN or HEARD
- Get below window level, remain low, on the floor, limit movement.
- Move to a wall away from any windows.
- Close and lock doors and windows.
- Turn off lights and close devices that shine light.
- Do not use the class phone.
- Do NOT answer the door UNLESS you can positively identify the person at the door (School Leader/DP/AP).
- Close all curtains on all windows/doors* if safe to do so.
- Stay away from doors and windows.
- Trust your teacher/staff, they will keep you safe - follow instructions.
- Wait until you are given the "ALL CLEAR" message from a SENIOR LEADER.
- Staff: keep cellphone and laptop with you (on silent) in case you need to be contacted directly.

Listen for instructions -

You may be asked to evacuate or to remain where you are depending on the situation.

Remain calm and follow instructions.

LOCKDOWN

A lockdown of the school is required if people need to be contained and protected inside school buildings. This may need to happen for events such as:

- A chemical spill
- Toxic smoke or airborne contaminants
- Swarm of bees
- Unsafe animals or people within the school ground that pose a risk to the health of others

LOCKDOWN PROCEDURES

Lockdown

Introduction

A lock-down of the school will be implemented anytime students need to be contained and protected inside school buildings.

This may happen for example when;

- A chemical spill, which could put students and staff at risk of toxic inhalation if allowed outside.
- A person on the school site who could pose the risk of a hostage situation.
- An unarmed intruder inside the building

In all these cases the police would request a lock-down of the school to prevent putting students and staff in danger separating them from the risk.

The lock-down may also help to prevent confusion, and to make it easier for staff to account for all students as it is simpler to determine if a student is missing when the students are at least standing still.

When the '**lock down**' signal is given, if not already in their class, staff will go to their classroom doors, listening, and then looking for a sign of imminent danger. If it's safe to do so, they will take in any students not already in a classroom, then close and lock the door and turn off the lights.

General Emergency Lockdown Procedures

Communications

- 1) In the event of a critical incident requiring 'Lockdown', the person witnessing the incident must try to notify the school office (700) so that the alarm can be raised.
- 2) The office staff member receiving the incident call will notify the Principal, Senior Leader or Assistant Principals.
- 3) The person-in-charge at the time of the incident will determine the need for a 'Lockdown' and sound the appropriate alarm.
- 4) An Emergency Lockdown will be announced by intercom or other voice communication.
- 5) The announcement will state the following:
 - i. **"This is a LOCK DOWN"**
 - ii. **"This is not a fire drill"**
 - iii. **"Everyone is to stay in the room, remain seated and to keep calm and quiet."**
- 6) Alternative signal: the sounding of the School electric bell with intermittent 5 second (on/off) bursts for a continuous one minute period.
- 7) The person in charge or delegated person shall immediately contact the Police and provide as much information as possible.
- 8) Fire evacuation alarms are not to be sounded.

Lockdown Procedure

1. If the 'Lockdown Alarm' is sounded before school, during morning tea or lunch time students are to move directly to their classroom as long as it is safe to do so.
 - i. Teaching staff are to stay in, or move to, their classrooms immediately.
 - ii. Members of staff who are on duty, are to direct students off the school fields, toilets to their classrooms, if it is safe to do so.
 - iii. The caretaker is to lock all perimeter gates, if it is safe to do so.
 - iv. The person in charge should stay in, or move to, the office area to facilitate the communication process.
2. If outside, students should proceed to the nearest classroom.
 3. Staff need to be mindful that students from other classrooms may seek sanctuary in their
 4. classroom.
 5. As soon as possible lock the classroom and other doors.
 6. Close and lock windows.
 7. Close curtains.
 8. Turn off lights and computer monitors.
 9. Staff and students should stay away from windows and doors, and remain low to the ground.
 10. Everyone is to **remain quiet**.
 11. Staff should not allow students to use the classroom phone if there is one available. It must be kept free for communication with the office.
 12. Staff with mobile phones should ensure they are turned on, and should check them frequently for messages.
 13. **No one is to answer the door under any circumstances.**
 14. Staff should take a head count and obtain the name of each individual in the room. When practical, email the list of all students, staff and anyone else in the room to the office (office@papaint.school.nz) their list should include names of any missing students.
 15. Should the fire alarm sound, do not evacuate the building unless:
 - You have firsthand knowledge that there is a fire in the building, or
 - You have been advised by Police or the person in charge to evacuate the building.
 16. Students and staff should stay where they are until official notification is provided by the person in charge or an identified police officer that the lockdown is over.
 17. Where the lockdown lasts an extended period of time or extends beyond normal school hours, the person in charge or designated serious incident coordinator should notify parents via local media and with the assistance of local police.
 18. 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.

This will be used when it is unsafe to be out of the nearest classroom, e.g. Chemical spill.

It will be announced:

- The teacher telling you... **"This is a LOCKDOWN"**
- The school bell ringing on and off for a minute.

You **MUST** stay in the room you are in or if outside move to the nearest classroom as directed by staff.

In the room:

- Move towards the walls, stay low and sit down.....
- DO NOT look through curtains/out of the windows
- The teacher will lock the doors and draw the curtains, turn off lights and any computers.
- Trust your teacher and listen to all instructions

Wait until the **"ALL CLEAR"** has been announced by an appropriate staff member.

Appendix A EMERGENCY DRILL: TEAM MEMBERS

ROLES

INCIDENT COMMANDER

The Incident Commander (IC) is responsible for directing emergency operations and shall remain at the Command Post ICC to observe and direct all operations. The IC will normally be the school principal, deputy principal, Assistant Principal or other senior leader. In the absence of the usual IC, a SYNDICATE LEADER may assume the duties of the IC until someone more qualified/senior can take over. The Incident Command Centre (ICC) – The ICC will normally be located in Admin Block – but this will depend on the nature of incident.

If any conditions make this unsafe, a safe alternate location will be selected.

PROCEDURES:

1. Report to incident Command Centre.

RESPONSIBILITIES:

1. Begin and end emergency response.
2. Assess type and scope of emergency.
3. Determine threat to human life and structures and need for outside assistance.
4. Set up command post.
5. Direct the Emergency Procedures as required.
 - a) Ensure that staff/student details/contact numbers are updated at the start of each term and placed in GREEN BOX.
 - b) Ensure that each class/office/meeting room has the Evacuation Route/Emergency Drills and Evacuation folder on display.
 - c) The GREEN BOX is updated with additional class list, Staff/student details, spare batteries/loudhailer/school bell
 - d) The list of qualified first aid staff is updated
 - e) Confirm that the alternate ASSEMBLY AREA is available and that there are no barriers for ease of access.

a. Senior Leaders to coordinate:

- Safe evacuation of the school by assisting the IC/staff/students/visitors
- Ensure that the GREEN BOX is taken to the assembly area.
- Assume responsibility of the emergency drill or evacuation until the arrival of the IC.
- Remain at the Assembly Area and provide any additional support as may be required by IC/staff/students
- Ensure that cell phones are available in the event of an evacuation/drill in case contact is required.
- Assist with control of students at the Assembly Area
- In the event of the Assembly Area being re-located, assist with the orderly departure of staff/students/visitors from the school grounds along the route to the alternate Assembly area

b. Teaching Staff/Specialist staff:

1. Take class roll off the wall/door when the school is evacuated.
2. Ensure that any injured student receives the appropriate treatment.
3. Check the students off against the roll at the Assembly Area.
4. Report the class status, any missing students to the IC or other senior staff member who is in control of the incident
5. Maintain a calm atmosphere at the Assembly Area and re-check students from time to time.
6. Supervise and reassure students throughout the duration of the emergency.
7. If the Assembly Area is relocated due to external factors, ensure that students follow instructions carefully and ensure that no adverse behaviour affects the orderly move to the new Assembly Area.
8. Maintain effective control over students who may require the use of the toilets during the evacuation.

c. First Aid staff:

1. Depending in the nature and duration of the evacuation, set up first aid area in a safe place.
2. Secure first aid supplies.
3. Prioritise the treatment of any injured staff/students/visitors
4. Coordinate the IC any treatment that requires the service of the ambulance services.
5. Determine need for emergency medical assistance.
6. Administer first aid as needed.
7. Keep record of types of injuries and aid provided.

SUPPLIES/EQUIPMENT:

1. Table, chair or other suitable work surface – depending on the nature of the incident
2. First aid supplies.
3. Stretchers.
4. Blankets.
5. Notebook/First Aid register for recording student name, nature of injury, treatment and provided :

Toilets:

- Students will use gym and field toilets, if they are safe and water is available.
- If it is safe to do so, toilets in the prefab block – R23, 24 and 25, hall and RTLB block may be used under supervision. This all depends on the nature of the event.

Shelter:

In case of inclement weather, if gymnasium is safe, students will be brought inside and seated as for our school assembly.

If building is not safe, alternative IC will seek alternate location.

Appendix B

Alternate Assembly

Area

If for whatever reason we are unable to use the school fields as an assembly point, you will be directed to leave the school grounds and gather at the park about some 280 metres down Motatau Road in the direction of Dingwall Place.

The park is located on the left hand side of Motatau Road.

Movement from school to the secondary assembly will be done in an orderly fashion, two rows at a time from each class.

An alternate entrance for emergency vehicles to the park is through Pukeko Place

Appendix C **Routes**

Evacuation

Ground Floor

Top Floor

Music and RTLB Offices

Mt Richmond, R23 – R25 and Technology Rooms