

# Emergency Management Plan

## Dannevirke South School

|                                    |  |
|------------------------------------|--|
| Address                            | PO Box 77<br>Stairs Street<br>Dannevirke   |
| Contact details                    | Phone: 06 3748915 Fax: 06 3745488<br>Email:<br>principal@dannevirkesouth.school.nz<br>Website: www.dannevirkesouth.school.nz |
| School / ECE<br>Emergency contacts | Name: Stephen Snell<br>Role: Principal<br><br>Phone: 06 3748915 Mobile: 0275064862   |
|                                    | Name: Caroline Gyde<br>Role: Deputy Principal<br>Phone: 06 3748915 Mobile: 0272429305  |
| Radio                              | Our local station for emergency<br>information is: Central FM 06 8587710   |
|                                    |  |
| Last revised                       | January 2011   |

# Introduction

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

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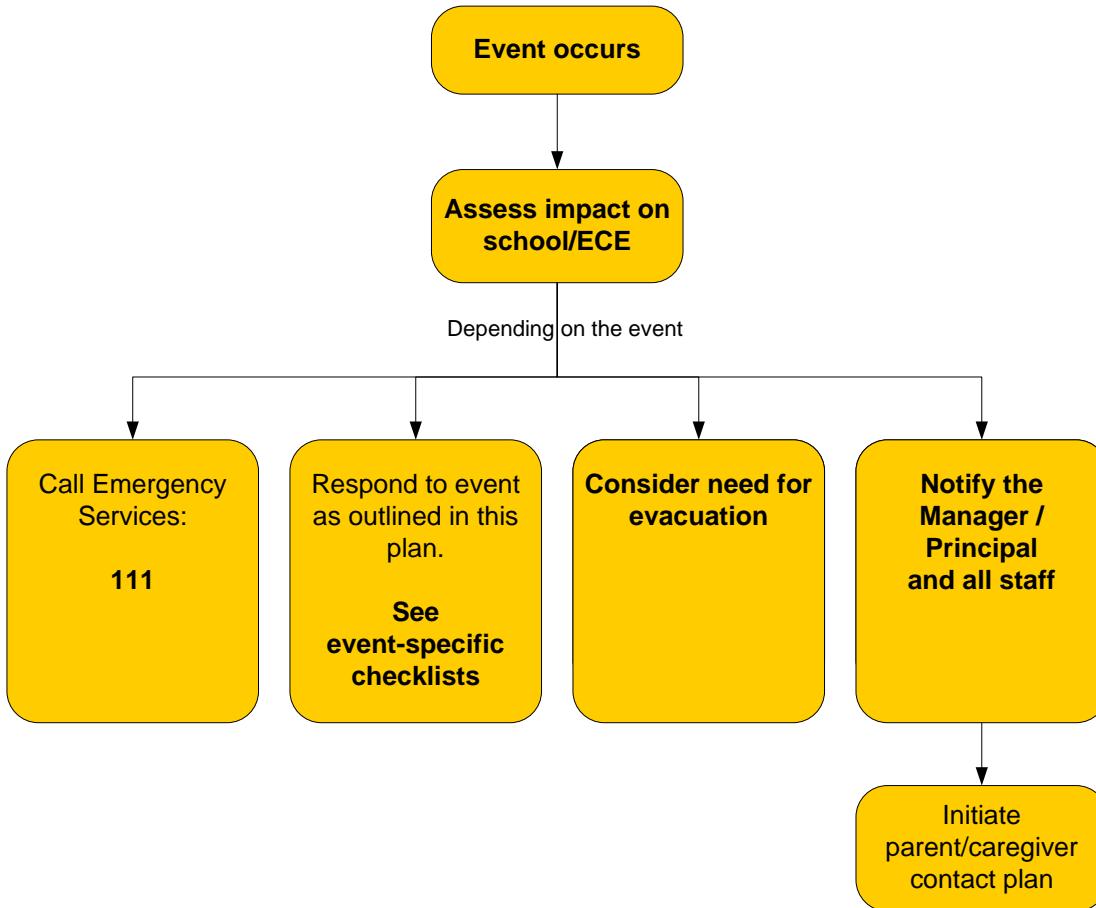
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## Basic emergency response process

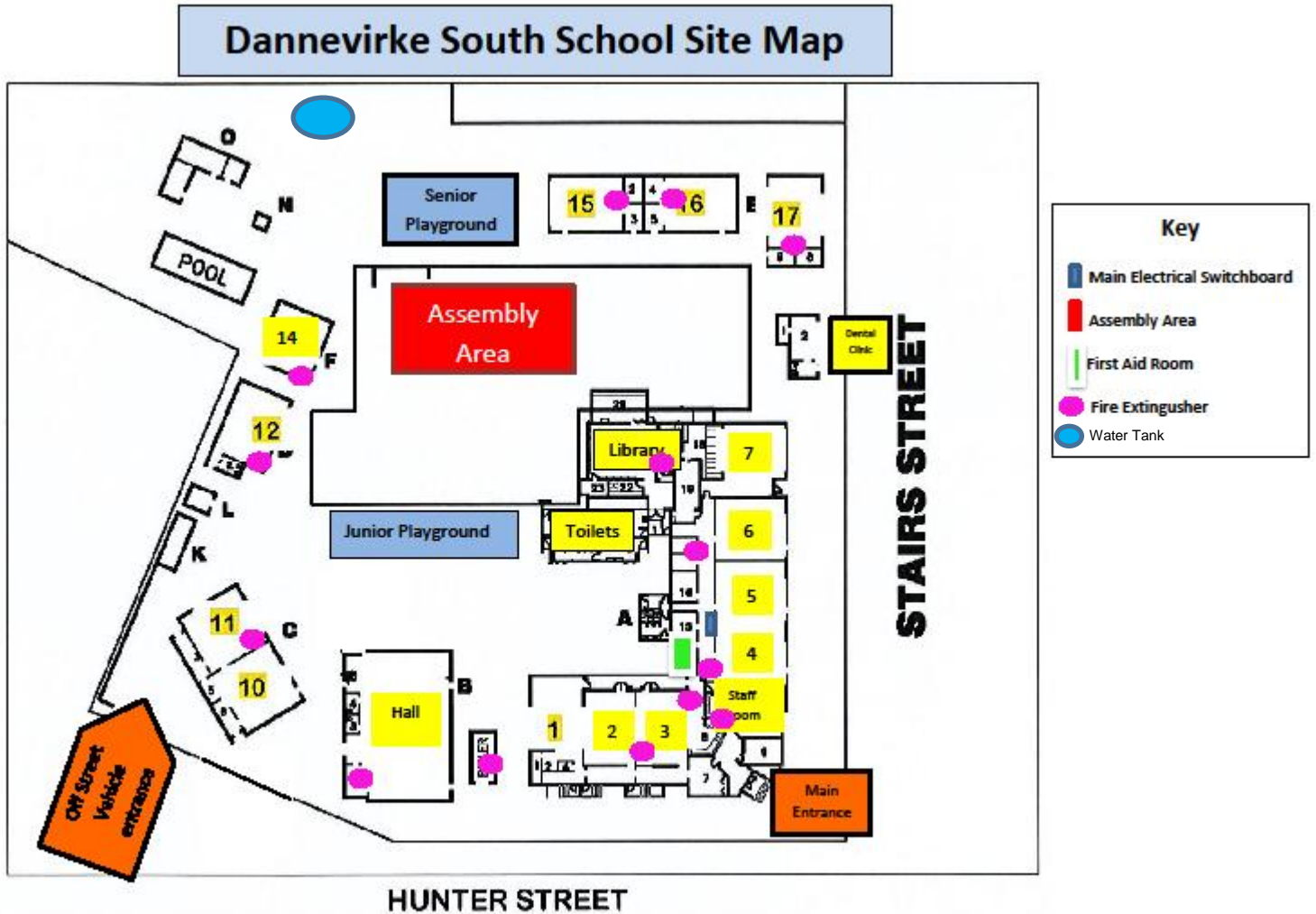
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While every event is unique, there are some basic steps to follow when responding to any emergency, which are outlined below:



## Site map

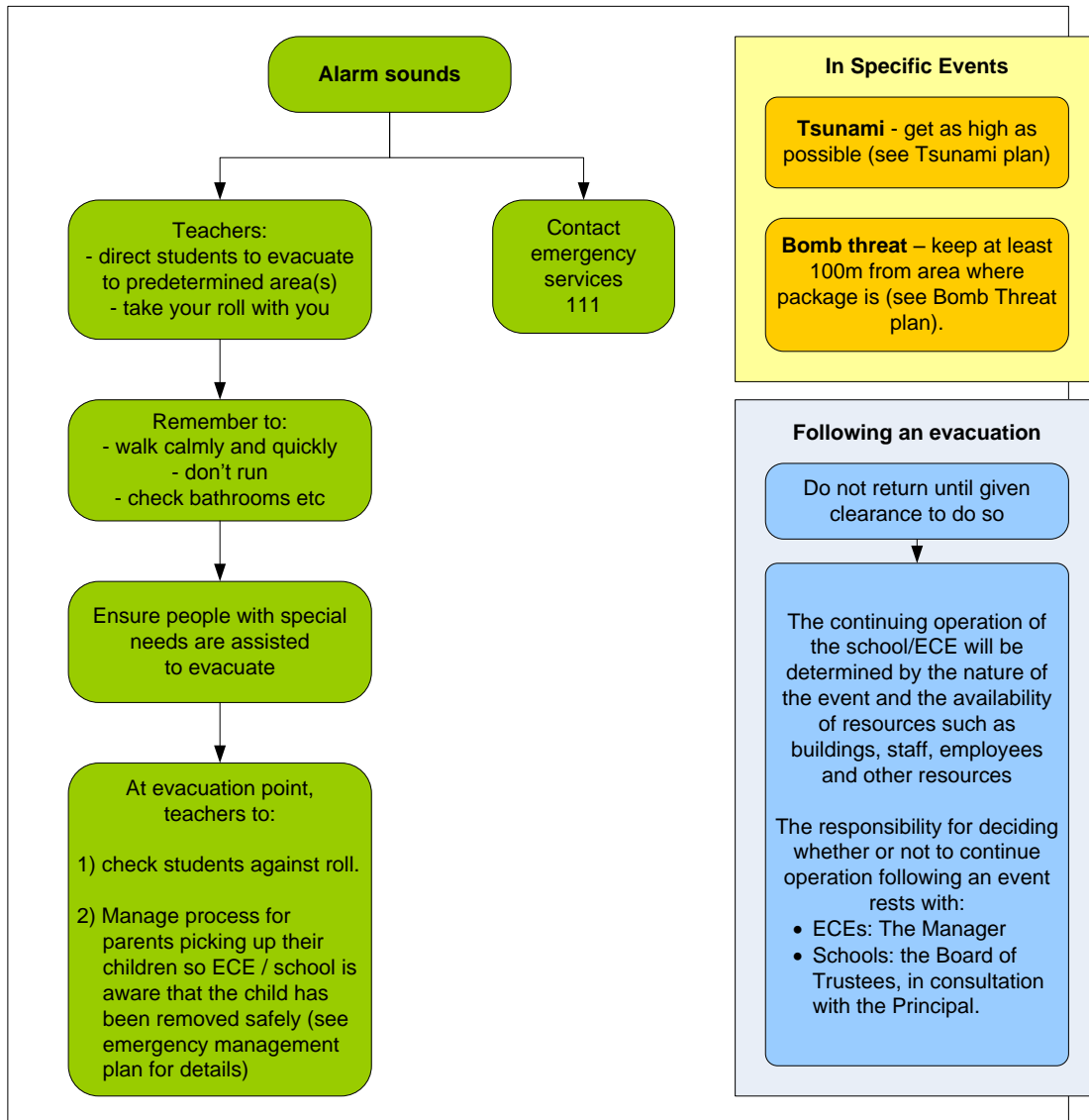
Insert a copy of your site map here (replace this example page). See the planning guide for advice on setting up a site-map, and the types of information to record on it.



# Evacuation

Evacuation from the school/ECE 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 areas:

On the asphalt in front of the PE Shed

## **Emergency contact plan – parents and caregivers**

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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:**

Advising parents

1. School App – messaging
2. Radio
3. School Telephone tree
4. Students to advise teacher if they have already contacted them by phone/messaging

Reporting when students picked up by parent

1. Student master list in office
2. Teachers refer student to office
3. Office staff record children
4. Student leaves school

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

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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**

Dannevirke South School will be a Civil Defence centre at the request of the local Civil Defence organisation.

### **Emergency Water Supply**

In the event that the students need to be retained at school for any length of time drinking water can be obtained from the water tank (refer site map).

## 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: 06 374 4500  |
| National Poison centre  | Urgent line: 0800 764 766<br>Non-urgent: 03 479 7284  |
| School doctor           | Name: Barraud Street Health Centre<br>Address: Barraud Street, Dannevirke<br>Phone: 06 3748497            |
| Med Centre              | Name: Barraud Street Health Centre<br>Address: Barraud Street, Dannevirke<br>Phone: 06 374 8497<br>Mobile |



### 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, Communications Group<br>Phone 04 – 463 8000                                  |
| Child, Youth and Family (CYF)                     | 0508 326 459  |
| Local council                                     | Phone 06 3744080 Tararua District Council   |
| Local Emergency Management office/group           | Point of contact: Emergency Operation Centre<br>Phone 06 3744080<br>Mobile  |



### Essential utility contact information

|                          |  |
|--------------------------|--|
| Power company - Meridian | Account number: 51012<br>Phone: 0800496496                         |
| Gas company              | Elgas (Boiler)<br>Account number: 0125103312<br>Phone: 0800 435427 |
| Electrician              | Kenetic Electrical 06 3749010                                      |
| Builder / handyman       | Dave Pollard 06 3749336 0274494963                                 |
| Plumber                  | ScanPower 06 3748039   |

## External contact lists – last updated:



### Essential security contact information

|                                  |                |
|----------------------------------|----------------|
| Security                         | First Security |
| Alarm monitoring                 | ADT Monitoring |
| Fire alarm/equipment maintenance | Damien Alarms  |



### Other miscellaneous contact information

| Other                        | Contact details                 |
|------------------------------|---------------------------------|
| Bus company / Transportation | Go Bus 06 374 9437 or 021817933 |
| Lawyer                       |                                 |
| Insurance                    |                                 |



### Local ECE services/schools contact information

| Other schools/ECEs in local area   | Contact details  |
|------------------------------------|--|
| School/ECE: Dannevirke High School | Point of contact: Office<br>Phone: 06 374 8302<br>Mobile |
| School/ECE: Totara College         | Point of contact: Office<br>Phone: 06 374 6165<br>Mobile |
| School/ECE: Huia Range             | Point of contact: Office<br>Phone: 06 374 6444<br>Mobile |
| School/ECE: St Josephs             | Point of contact: Office<br>Phone: 06 374 7910<br>Mobile |
| School/ECE: Te Kura Kaupapa        | Point of contact: Office<br>Phone: 06 374 5858<br>Mobile |



|                                      |  |
|--------------------------------------|--|
| School/ECE: First Years<br>PreSchool | Point of contact: Office<br>Phone: 06 374 7436<br>Mobile |
| School/ECE: Busy Bees                | Point of contact: Office<br>Phone: 06 374 6900<br>Mobile |
| School/ECE: Our Place                | Point of contact: Office<br>Phone: 06 374 7574<br>Mobile |
| School/ECE: Kids Castle              | Point of contact: Office<br>Phone: 06 374 8198<br>Mobile |
| School/ECE: Appleton<br>Kindergarten | Point of contact: Office<br>Phone: 06 374 6056<br>Mobile |
| School/ECE: Central Kindergarten     | Point of contact: Office<br>Phone: 06 374 6130<br>Mobile |

# 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> |

# 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)   |
|--|---|
| <b>During an earthquake</b>                        | <input type="checkbox"/> If indoors: <ul style="list-style-type: none"> <li>• Drop, take cover under a desk or table and to hold onto the legs until the shaking stops</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>• 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"/> 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"/> Turn off the gas if it may be leaking (School boiler).   |
| <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.  |
|  | <p>The responsibility of whether or not to continue school functions rests with the Board of Trustees, in consultation with the Principal.</p>  |

# Tsunami

|                                 | Response actions (as appropriate)   |
|---------------------------------|---|
| <b>When a tsunami threatens</b> | <input type="checkbox"/> Listen to your radio or TV for advice and information  |
|                                 | <input type="checkbox"/> Don't wait to be told to evacuate if a strong earthquake occurs and your school is located in an area at risk of a tsunami (eg near the sea, rivers or large body of water). Evacuate if instructed to by Civil Defence. |
|                                 | <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).   |

## 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.

|                                     | Response actions (as appropriate)  |
|-------------------------------------|--|
| <b>Flooding reported or sighted</b> | <input type="checkbox"/> Check source of the flood and that no students or staff are in danger                                 |
|                                     | <input type="checkbox"/> Evacuate if required (and get to higher ground)   |
|                                     | <input type="checkbox"/> If safe to do so, move records and equipment onto higher floors or onto furniture as high as possible |
|                                     | <input type="checkbox"/> If flood is due to burst pipes etc, turn off the water at the mains if possible.                      |

## Volcanic eruption and ashfall

|                                      | Response actions (as appropriate)   |
|--------------------------------------|---|
| <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.   |
|                                      | <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.                                       |
|                                      | <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.   |

## Gas leak

|                                 | Response actions (as appropriate)   |
|---------------------------------|---|
| <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:  |
|                                 | Company: EI Gas Napier<br>Ph: 0800435427<br>Our account number: 0125103312  |
|                                 | <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

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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 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.  |



## 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)   |
|--|---|
| <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. 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)  |
| <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 and isolate the area</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

| 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"/> Message read by caller               | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Incoherent      | <input type="checkbox"/> Taped      | <input type="checkbox"/> Abusive                              |                                       |
| Any background noises?                   |                                     |   |                                       |
| <input type="checkbox"/> Street noise    | <input type="checkbox"/> Aircraft   | <input type="checkbox"/> Music                                | <input type="checkbox"/> Vehicle      |
| <input type="checkbox"/> House noise     | <input type="checkbox"/> Voices     | <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 ECE/school would not give permission for them to be there.

| Incident type   | Response actions (as appropriate)   |
|---|---|
| <b>Become aware that there is a trespasser on the property.</b> | <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>  |
| <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"/> 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"> <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 killed or injured there will be traumatised staff and pupils, concerned parents, chaos and confusion, disruption 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, 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). <div style="border: 1px solid black; padding: 5px; margin-top: 5px;">             Our alert system: Local hailer – Advise “School in lockdown. Go immediately to your classroom” - Repeat           </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) |  |
| <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.minedu.govt.nz/EmergenciesTraumaticIncidents](http://www.minedu.govt.nz/EmergenciesTraumaticIncidents)

## 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>• 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, follow the appropriate steps noted above.

### Online resources

Visit the Ministry of Education website to assist in managing this type of response:  
[www.minedu.govt.nz/EmergenciesTraumaticIncidents](http://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)  |
|--|--|
| <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 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.  |
| <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   |