

# Emergency Procedures

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## Purpose

This procedure outlines how the School will ensure the safety of students, staff and school property in the event of an emergency, crisis or traumatic incident.

## Scope

This policy applies to all staff.

## General Responsibilities

### School

- The School will maintain adequate stocks of water, medical and emergency supplies, including radio, batteries and torches. Parents are asked to provide an emergency food kit for each child. This is stored in the classroom. Each class will have an emergency CD bag containing an individual lanyard for each student. This displays contact and emergency contact/pick up details. The bag also has a class list, first aid kit, space blankets and a torch. Battery powered radios are kept in each hub of the school.
- All potential hazards or threats around the school will be identified, and rectified if necessary
- The School will ensure that all parents and caregivers understand the appropriate procedures for the release of children from school, should an emergency occur.
- The school will keep student details including emergency contacts up to date. This information will be updated at the start of each year. Parents will be regularly reminded to advise the school if there are any changes to details.

### Principal

- The Principal will determine, in consultation with the Chairperson of the Board if possible, whether a matter is deemed an emergency or a crisis
- The Principal will liaise with family/community and the Chairperson will liaise with media.

### Board

- Following an emergency or crisis, the Board will review the event and its impact on the school community and ensure relevant agency and community support is available where appropriate.

### Staff

- All staff will be familiar with Emergency and Crisis Procedures – evacuation and assembly points displayed in classrooms, hall, library and administration block. Senior students should also be encouraged to familiarise themselves with procedures.
- Selected staff will be trained in basic first aid skills, with current certificates
- Staff will hold regular practices and drills at least once a term. This will include practice of an event that occurs at lunchtime or in bad weather.

### Emergency Responsibilities for Principal

- Ring evacuation signal / fire alarm (if not already done)
- Take master roll (if not done already)
- Close and lock filing cabinets
- Report to assembly area - **lower asphalt area**.

### Emergency Responsibilities for Syndicate Leaders

- After evacuating own class, check that other syndicate staff have evacuated their classes
- Call own class rolls
- Ensure syndicate teachers have also called rolls
- Report to Principal that all children have been accounted for
- Confer with Principal about safe return of children to classrooms/homes

### Emergency Responsibilities for Office Staff

- Ring evacuation signal/Fire Alarm (if not already done)
- Ring FIRE BRIGADE (111) and other help as needed or instructed
- Take master roll and pupil address folders, eTAP absentee folder and school visitors book.
- Clear administration block toilets, hall, medical room, staff room and all other rooms in administration block
- Check around grounds in general for children and take them to main assembly area on upper or lower courts
- Report to assembly area - **top grass field**, then to Principal once classes accounted for.

## Emergency Plan

1. The Principal will lead the School's emergency response, or in his/her absence the Deputy Principal or other most appropriate senior staff member.
2. In the event of a natural disaster or other emergency, the school bell or hand bell will ring continuously to warn everyone.
3. The School will maintain a current Evacuation Plan, which will be implemented apart from emergencies where it is unsafe to leave the school buildings (e.g. earthquake) or where students need to be removed further from the school site (e.g. large fire).
4. Key elements of the Evacuation Plan are:
  - When safe to do so, teachers will lead classes to one of the two designated assembly areas: (a) rooms 5-7- **top grass field**; (b) rooms 1-4 and 8-10- **the lower asphalt area**.
  - Those with designated responsibility will check specific building areas, closing fire stop doors after them, before going to assembly areas.
5. The School maintains a visitor entry system, requiring all visitors to report in and out at the school office. On evacuation, visitors must be checked off this list.
6. The Principal will ensure (subject to limitations imposed by the emergency) appropriate external communications, particularly with:
  - Parents/caregivers

- Board of Trustees
- Other community members
- Police/fire brigade
- Civil Defence
- Ministry of Education
- City/regional councils
- Other government agencies
- Media

## Communication and reunification procedures

Note: Parents will be aware that all those named as emergency contacts will be permitted to collect students. Therefore, the first to arrive will be able to collect students. Parents should have planned their response prior to an event making certain that every contact they have named is aware that they have been named. It is important that an emergency contact has permission to collect all siblings for one family.

In the event of an emergency the following communication procedures will be followed:

- If students are held at school because of an emergency parents will be informed.
- The school must have up-to-date parent/caregiver details.
- The school will text and email parents if these facilities are still functioning. The message will request parents come to collect their child/children from school as soon as conditions allow by reporting to the staffroom door adjacent to the learning studio. Parents will be informed that students are accounted for and are currently being looked after by school staff in the school hall.
- School supplies will be used if needed.
- School facilities will be used to house and care for students.
- Staff will stay with all students who are not able to be placed in the care of the parent/caregiver or family emergency contact.
- The emergency hub will not be activated until all students are collected or catered for by staff pending collection.

If an emergency is sufficiently severe to initiate the reunification procedure, students will move from the usual assembly points to the school hall. Students will move into the hall and sit with their class group under the supervision of the classroom teacher. All students will have been accounted for as part of the procedure at the assembly point. Parents will be contacted to inform them that the reunification procedure has been initiated. The entrances to the hall will be monitored by staff. No student will leave the hall. The toilets in the hall will be utilised.

When parents and caregivers arrive, they will be directed by staff to enter the school at the staffroom door adjacent to the learning studio. Staff will have tables set up with documentation ready to process parents as they arrive. Staff there will work with parents and caregivers to establish the students they wish to collect and their accreditation to do so. The adult will be given a card with the names of the students they have permission to collect. The collection will be noted. Adults will move through the staffroom and stop at the hall entrance. The card is presented to staff at the entrance to the hall and the correct students will be collected and taken away by the adult. This process will continue until all students have been collected. Staff will monitor students in the hall until this time.

## Activation of Community Emergency Hub

In 2017, the school agreed to allow its facilities to be used as a Community Emergency Hub. A Community Emergency Hub is a known gathering point for the community during and after a significant emergency. They are a hub for the coordination of any community emergency response. It is opened and managed entirely by the public. After people have checked on their household and neighbours, they should go to a Community Emergency Hub:

- If they need assistance
- If they can provide assistance by sharing resources and skills
- To gather and share information on what has happened in their neighbourhood
- To help coordinate their community's response locally and pass on information to your council's Emergency Operations Centre.

The school holds a basic start-up kit consisting of an AM/FM radio, maps, and a Community Emergency Hub radio that allows communication with the local council's Emergency Operations Centre.

As a school, we do not have any on-going obligations regarding being a Community Emergency Hub, beyond providing access to the school. If an event occurs during the school day, the school will decide when it is appropriate for the hub to be activated. This is likely to be at the completion of the reunification process as the hub site (the school hall) may be used during reunification.

Our Community Emergency Hub kit is stored in the storage room in the school hall. This is to the left of the main doors leading into the hall. The hub has identified key holders approved by the school. The list of key holders for our school is listed below. This list is reviewed annually:

| Name              | Relationship to school | Contact number | email                        |
|-------------------|------------------------|----------------|------------------------------|
| Chris Montgomerie | BoT                    | 021 515127     | chris.montgomerie@xtra.co.nz |
| Rachel Cassey     | BoT                    | 027 7126061    | rcassey@clear.net.nz         |

More information about the Emergency Hub is available on the school website.

## Specific event plans

Specific plans for foreseeable events have been prepared and attached to this procedure. These should be read in the context of this overarching procedure.

### Document Control

| Version | Status/change                          | Date          |
|---------|--|---------------|
| v1.0    | Reviewed by Kilbirnie School principal | 2015          |
| v1.1    | Formatted and minor editing            | June 2017     |
| V1.2    | Updated reunification procedure        | November 2017 |

## FIRE/EVACUATION

**RING THE ALARM**

**PHONE 111 – Fire Brigade**

**Evacuate to Safety Zone**

### ALARM

A continuous bell ringing (hand bell if electric bell is not operating or cannot be heard)

### EXITS

Students to leave the building by the closest or safest door, and proceed in an orderly manner to the designated assembly area.

Rooms 1 - 10: Main or fire exit doors

Library: Main door or withdrawal room door

Hall: Hall fire doors

Administration: Main or staffroom door

### ASSEMBLY AREAS

Teachers will need to use their discretion as to the safest path to move students to assembly area. Once assembled, roll to be called.

- Hall and Rooms 5, 6, 7: **top grass field** if exiting from fire doors. At the assembly area, the teacher who oversaw the group in the hall at the time of the event will check the roll for this group in consultation with the home room teachers. They will check against eTap master list of absentees once this is available from the principal or school secretary.
- Library and all others: **lower asphalt area.**

### TEACHERS

Ensure that every child is out of the room before leaving.

Close door before leaving.

Take blue CD bag with you to assembly area. This will contain a class list. Use this to mark roll and inform principal/secretary of outcome. They will have the eTap master list of absentees.

Sit classes quietly in the assembly area until released by principal.

### ANCILLARY STAFF

Take students to nearest assembly area.

Inform principal or secretary, or class teacher, of attendance.

### PRINCIPAL

Check library, senior resource room, junior and senior toilets

Proceed to lower assembly area.

### SECRETARY

Check administration building including hall, staffroom and toilets, middle toilets and resource room. Take eTap master list of absentees to upper assembly area. Communicate with principal once attendances top field confirmed.

# EARTHQUAKE

## Drop, Cover and Hold

**(Turtle Position – crouch down using hands and arms to cover head and neck)  
If outside, do not enter buildings. Move to nearest assembly area.**

### INSIDE

1. 'DROP'
2. Get under a desk
3. Face away from the windows
4. Get into 'Turtle' position, hold desk leg
5. Wait to be told what to do

### OUTSIDE

1. Get clear of buildings – DO NOT enter buildings.
2. Keep clear of power lines
3. Get into 'Turtle' position
4. Wait to be told what to do

### EARTHQUAKE EVACUATION PROCEDURES

The decision to evacuate, in the event of earthquake or other non-fire emergency, will be made by the Principal or the teacher in charge in the Principal's absence. The decision to evacuate will be signalled by the continuous ringing of the bell or hand bell.

### STAFF INSTRUCTIONS

Collect blue CD bag

Walk classes to the assembly area as per the fire evacuation.

Ensure the safety of any person with a disability

Sit classes quietly at the assembly area.

Check the register and notify Principal or teacher in charge

Wait for further instructions

The Principal will decide about the safety of the buildings and a possible return to class or a safety zone - most likely the school hall. If the school is unsafe the school will be deemed closed and parents will be contacted and the reunification processes initiated.

## CHEMICAL EMERGENCY

If an emergency arises in the school or its surrounding area, all instructions of the appropriate authorities will be followed. Students will be kept inside with windows and doors shut until the all clear is given.

## PERSONAL INJURY / ACCIDENT

- Notify Office straight away.
- Contact nearest trained first aider to administer first aid.
- Always use universal precautions (i.e. gloves) with bodily fluids.
- Contact family and/or Emergency Services as appropriate

## DEATH AT SCHOOL

- Assess safety of self and group
- Notify Principal and Office straight away. Contact relevant emergency services.
- Remove students from the area, keeping class and eyewitnesses together. Try to establish circumstances of death.
- Secure the scene to prevent others from entering. Do not disturb body or scene.
- Do not leave the body alone if possible. Cover and treat with sensitivity.

## TSUNAMI

In the event of a Tsunami we should be notified by Civil Defence – plenty of warning would be given. Tsunamis waters will not reach the school. We will not leave the school grounds.

In the event of a serious Tsunami (Tidal Wave) we will initiate the reunification procedures. The Community Emergency Hub may also be initiated.

## SEVERE WEATHER / ELECTRICAL / WATER

- Notify the Principal and Office and advise of the nature of the problem
- Remove all students from the affected area to an area of safety
- **NEVER** touch any live wires
- **DO NOT** attempt to rescue a person who is experiencing an electric shock
- Secure area to prevent anyone else from entering
- Contact Emergency Services as appropriate

## **BOMB THREAT**

### **By phone**

Ensure you write down the exact wording of the threat and the time  
Listen to the caller's voice – record anything specific  
Listen for any background noises

### **Questions to ask**

1. When is the bomb going to explode?
2. Where is the bomb?
3. What does the bomb look like?
4. What kind of bomb is it?
5. What will make the bomb explode?
6. Why did you place the bomb?
7. What is your name?
8. Where are you?
9. What is your address

### **Suspicious letter or package**

Do not open it or cut strings  
Gently lower to a level surface – do not disturb  
Do not place in water – sand or in any confined space  
Clear immediate area of all people

### **Threatening or 'crank' letter**

Handle all documents by edges only; do not place further fingerprints or indentations on them.  
Place the letter and envelope in a plastic bag or large envelope and preserve them for the Police.  
Note who has handled the correspondence

## REVERSE EVACUATION PLAN

If a situation should arise where it is safer to keep children inside school (for example threats arising from the threat of assault or firearms or intoxicated individuals) the decision will be made by the New Zealand Police, or the Principal, or the Deputy Principal, or the Syndicate Leader or the Class Teacher, according to the situation.

If the decision has been made by the Class Teacher or the Syndicate Leader then the School Office will be notified as soon as possible. A decision on whether or not to contact the Police will be made by the Principal.

If the decision has been made by the New Zealand Police then the School Office, in conjunction with the Principal, will notify staff of when to hold the children in the classroom and when the 'all clear' is established.

Classroom doors will be locked and students will be kept away from windows. Teachers will take the roll. Once the classrooms are locked down, the toilets and withdrawal spaces will be checked.

No-one will be allowed into classrooms unless their identity is known.

If there is sufficient time the Principal will visit each room and initiate the reverse evacuation. Some staff may be contacted by cell phone if possible. Once the 'all clear' is established, the Principal will visit each class to advise staff that the reverse evacuation is over.

# TRAUMATIC INCIDENT RESPONSE PLAN

## Stage One – Initial Response

Follow appropriate procedures as outlined below (e.g. Death at school; Personal injury or accident; Bomb threat)

## Stage Two

The Principal (or delegated staff member) will

- Contact the Board Chairperson who will then contact other Board members
- Call a staff meeting to inform all staff of the situation
- Contact RTLB service to organise additional support for students/staff/self
- Appoint a media liaison person (approach the Board Chairperson)
- Keep minutes or notes of the event and actions taken

## Stage Three

At the staff meeting

- Inform staff of situation
- Identify students and staff in need of additional support
- Plan the next day
- Allocate responsibilities
- Call a second meeting early the next day to inform staff of current situation

## Stage Four

Contact Group Special Education

- To inform them of the event
- To seek feedback and advice

Contact Occupational Safety and Health if appropriate

## Stage Five

Maintain contact with the family

Update minutes or records of the event and follow-up procedures or actions

Update Board Chairperson

## Stage Six

Second Staff Meeting

- Update on situation
- Programme for the day
- Next steps
- Outline counselling/support available

Organise flowers etc for family, staff members

Arrange relievers or redistribution of classes if necessary

Complete OSH report if appropriate

Inform parent community if appropriate

Update minutes or record of the event

Provide on-going monitoring, counselling and support for students and staff involved

## Stage Seven – Debrief

Evaluate incident, complete incident report – submit summary to the Board

Review traumatic incident procedures and actions of people involved