

YENDARRA SCHOOL



Stop - look - assess - and don't take any risks!

People come first

Emergency Management Plan

Update once a term

Address	226 Bairds Road, Ōtara
Contact details	Phone 09 274 7431 Email office@yendarra.school.nz Website Yendarra.school.nz
School Emergency contacts	Name Jazmin Greig Role Principal/Tumuaki
	Name Corvette Harrison Role Acting Deputy Principal
	Name Sarah McCully Role Administrator
Radio	<p>If the power goes out, a solar- or battery-powered radio (or your car radio) can help you keep up to date with the latest news. Local radio stations to listen to during an emergency:</p> <p>Radio New Zealand National 756 AM OR 101.4 FM Newstalk ZB 89.4 FM The Hits 97.4 FM More FM 91.8 FM</p>

Introduction

This plan outlines how Yendarra School will respond in the event of an emergency. The key is being prepared!

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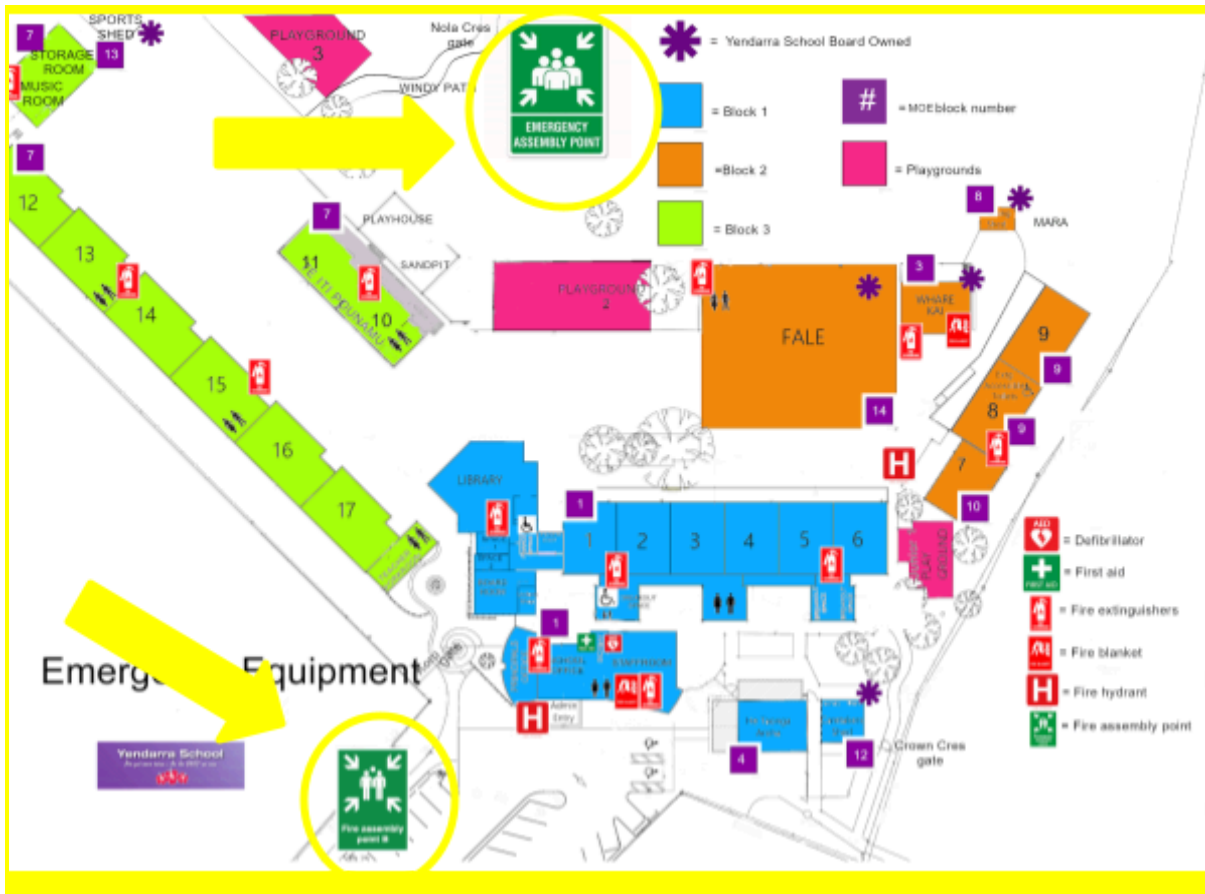
Evacuation

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 at least twice a year.

General evacuation plan

Our evacuation areas

1. On the **windy path** located on the school field at the rear of the school
2. At the front of the school in the **car park** adjacent to the Bairds Road entrance.



Refer to appendix A -Floor wardens

Emergency contact plan

Whānau, 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 in the event of an emergency that requires evacuation from school grounds due to the school no longer being a safe place

1. A text followed by an email will be sent to all caregivers.
2. A Facebook message will also be posted.
3. In the event that there is no power a text will be sent from eTap by connecting to mobile data. If mobile networks are overloaded or down the school will need to rely on word of mouth and community help.
4. Whānau, Parents and Caregivers will be advised, if appropriate, to collect their tamariki from school and told to notify the classroom teacher in charge before leaving the school grounds.
5. Classroom kaiako will record the student name, person collecting and the time on their emergency paper roll.
6. All students will remain with their classroom teacher until they are safely reunited with their whanau.
7. All messaging will be clear, concise and designed to minimise alarm and distress.

Our role in a Civil Defence emergency

Civil defence preparedness for 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 is designated as a civil defence centre.

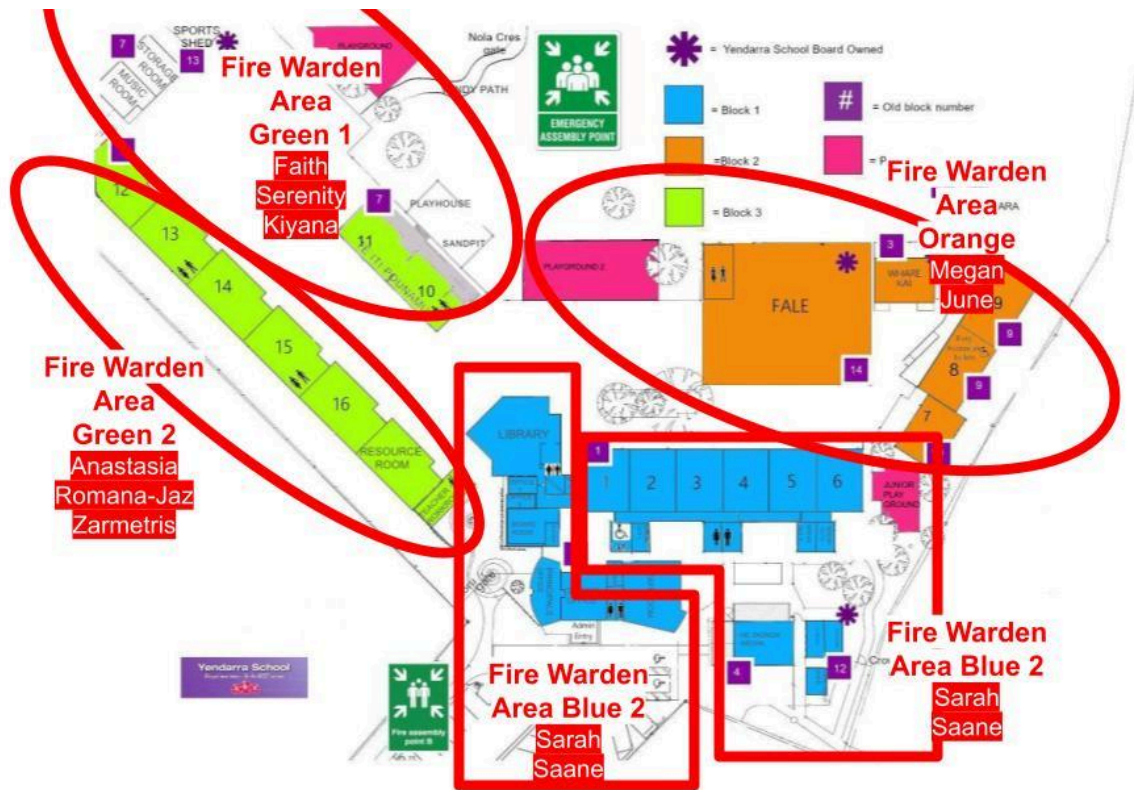
Specific Emergency Situations

★ 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	Ring the fire alarm.
	Call 111
	If safe to do so, extinguish the fire.
On hearing the alarm	Teachers should collect their emergency registers if safe to do so and take their pupils to the designated assembly point at the windy path on the school field unless obstructed, if necessary use the secondary assembly point in the front of the school.
	Walk calmly, quickly, quietly and avoid panic.
	Ensure students / visitors with disabilities are assisted by a responsible person.
	Ensure any visitors are included in the evacuation.
	Designated support staff to check rest areas, bathrooms and common rooms en route to the designated exit point.
	Ensure all students remain at the evacuation point until clearance to leave is given.

<p>Returning to the building(s)</p>	<p>Do not return to the building(s) until given the all clear by the Fire Service.</p>
<p>Ongoing operations following a fire</p>	<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 School Board, in consultation with the Principal/Tumuaki .</p>



★ Earthquake

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

	Response actions (as appropriate)
During an earthquake	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
	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	Ensure your personal safety first
	Check those around you and offer help if necessary.
	If anyone requires medical assistance, call 111 and/or administer first aid.
	Get staff and pupils away from dangerous areas

	<p>Evacuate if required once the all clear is given. Students should evacuate quickly and quietly taking no possessions with them apart from the class register if possible.</p>
	<p>Teacher to call the roll. Teachers have a system to take the roll when unable to access the emergency register or electronic register.</p>
	<p>Listen to the radio for instructions from Civil Defence.</p>
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 School Board, in consultation with the Principal/Tumuaki .</p>

★ Flooding


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)
Flooding reported or sighted	Check source of the flood and that no students or staff are in danger
	Evacuate if required (and get to higher ground)
	If safe to do so, move records and equipment onto higher floors or onto furniture as high as possible
	If flood is due to burst pipes etc, turn off the water at the mains if possible.

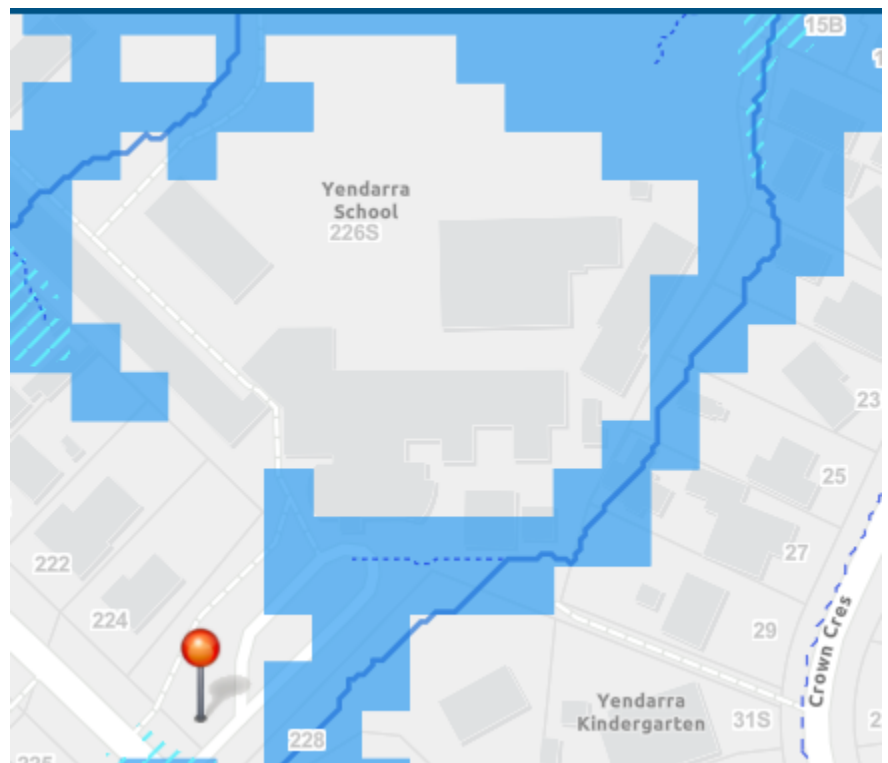
Auckland Council Flood Map

Legend ✕


Flood Plains


Flood Prone Areas


Overland Flow Paths



NOTE

In Flood Plain:

- Storage room
- Music room
- Sports Shed

★ Volcanic eruption and ashfall

	Response actions (as appropriate)
When a volcano threatens	Listen to your radio or TV for advice and information
	Contact your local Civil Defence Group for advice.
	Check that staff know what to do. Revise with students.
Large eruption	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	Ensure that staff and pupils stay indoors. Have dust masks available.
	Close windows and doors. In heavy ash falls, windows and doors may need additional sealing to avoid ash entering the school buildings.
	Turn off air-conditioning units and any other equipment that draws in or blows air.
	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.
	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.
	Disconnect roof-fed water supply only when ash fall is occurring or during the clean up to stop ash entering the storage tanks.
	If possible, have school outdoor equipment covered.

**Cleaning up
after an ash
fall**

The local council and CDEM group will provide advice on cleaning up and disposing of ash.

★ Violent storm/lightning/tornado

	Response actions (as appropriate)
When a violent storm, tornado or lightning threatens	Listen to your radio or TV for advice and information
	Contact your local Civil Defence Group for advice.
	Check that staff know what to do. Revise with students. Stay inside.
During a violent storm or tornado	Listen to advice provided by your local Civil Defence Emergency Management Group and emergency services and follow any instructions.
	Secure all buildings by closing windows. Pull curtains and blinds over windows if available. This can prevent injury from flying glass if the window breaks.
	Close all interior and exterior doors. Closed doors will help prevent damaging winds from entering rooms
During a lightning storm	<p>Take extreme care with items that may conduct electricity if the school buildings are struck by lightning:</p> <p>Using electric lights is safe, but unplug appliances and avoid using the telephone or any other electrical appliance, especially television sets.</p> <p>Turn off air conditioners and heat pumps, which can be overloaded by power surges from lightning.</p> <p>There may be metal plumbing so avoid using water taps and sinks as these may conduct electricity.</p> <p>Use battery-powered radios and water from your emergency supplies.</p> <p>Stay up to date with the latest information and updates from MetService. Heavy rain and thunderstorms can be tracked on the MetService radar.</p>

★ 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	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 required, contact emergency services on 111
	Give appropriate first aid to anyone in contact with the spill
	Notify the Principal/Tumuaki and staff
	Consideration may have to be given to how students will be able to leave the 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	Note the location of the package and a description of it (markings etc).
	Do not touch, shake or attempt to move the package.
	Check with the addressee to see if they are expecting the package
	Isolate the item.
	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.
	As appropriate, position staff at a safe distance to direct people away from the area where the package/letter is.
	Consider evacuating the area or the school (Take police advice)
If you open a letter/package and discover powder:	Put on gloves and place opened letter/package in a plastic bag
	If hands or any part of the body may have come into contact with the envelope or package then wash with soap and water.

If contents spilled

- 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.

If contents are spilt on clothing

- 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="radio"/> Male <input type="radio"/> 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="radio"/> Yes <input type="radio"/> No
If so, who do you think it was?	
Was the caller familiar with the area?	<input type="radio"/> Yes <input type="radio"/> No

Threat Language

Well spoken

Irrational

Message read by caller

Other:

Incoherent

Taped

Abusive

Any background noises?

Street noise

Aircraft

Music

Vehicle

House noise

Voices

Machinery

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 a 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.	Notify the Principal/Tumuaki or other staff member of the description, location and activity of the trespasser.
	Assess the nature of the trespasser: benign or aggressive (if aggressive – follow the violent intruder process).
	Ensure the classrooms are kept secure.
	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.
	If the reason for the visit appears legitimate, take the person to the office where the reasons for the visit can be dealt with.
	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	Explain that staff will have to call the police.
	If the trespasser still refuses to leave, ask a colleague to call the police.
	If it is safe, stay with the trespasser until the police arrive.
	If the trespasser gives any indication of violence walk away (if possible keep the trespasser under observation from a safe distance until police arrive).
	When police arrive, update them on the situation.
Follow-up actions	Ensure the incident is documented and filed (including providing a report to police).

	Advise the Ministry of Education regional office (which can help you access the Traumatic Incident team if required).
	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.

★ 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	Call 111 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
	If safe, move to predetermined safe position to await Police arrival
	Alert staff/students (avoid using the fire alarm). <u>Our alert system:</u> A lockdown will be signaled via the school intercom or by word of mouth from a member of the Kaitiaki team. After locking windows and doors, turning off the lights and staying calm and in charge on the floor in designated area of classroom.
	Move everyone out of open areas & away from windows.
	Lock and/or barricade, or cover if possible, doors/windows.
	Keep quiet and do not leave the classroom unless it is safe to do so.
	Should the event occur while students are outside in playing fields: instruct students to move to the fale.
	Once police arrive, liaise with them to secure crime scene(s)
Following the incident	The Trauma Incident Teams will provide support (0800 TI Team (0800 848 326)).
	Liaise with the media
	Consider whether to temporarily close, or continue operating. (The Trauma Incident Teams will provide guidance on suitable responses)
	Continue to monitor the wellbeing of students and staff

For detailed resources on traumatic incidents, please visit:

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)
Death / serious injury occurs at school	Ensure your own safety. Assess area for danger (eg: live wires, poisonous substances etc)
	Do not assume death has occurred – give immediate first aid
	Call emergency services
	Notify Principal/Tumuaki ; isolate and contain the area.
Action after medical personnel have taken over	Principal/Tumuaki to advise (as soon as possible): School Kaitiaki team and all staff Board and Presiding member
	Consider accompanying police to advise parents.
	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)
	Complete incident form with all known details
	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

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 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
- 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	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 and where
	Notify Principal/Tumuaki
	Search the school
If child or student is found	If child/student found injured or ill, call for medical assistance if required.
	Notify Principal/Tumuaki and other searchers.
	Establish what happened and complete incident report
	Arrange for the child / student's parents or caregivers to be advised
If child or student is not found	Notify the police immediately
	Notify the parents / caregivers immediately

Appendix A

Floor Wardens



Appendix B

Emergency equipment stored at school

Update annually



