



# Emergency Management Plan

## Fairfield Intermediate School

|                           |   |
|---------------------------|---|
| Address                   | 261 Clarkin Road, Fairfield, Hamilton   |
| Contact Details           | Phone 855 9718 Fax 855 8347<br>Email<br><a href="mailto:mail@fairfieldintermediate.school.nz">mail@fairfieldintermediate.school.nz</a><br>Website<br><a href="http://www.fairfieldintermediate.school.nz">www.fairfieldintermediate.school.nz</a> |
| School Emergency Contacts | Name: Andrew Shortcliffe<br>Role: Principal<br>Mobile: 021 213 5616   |
|                           | Name: Angela Walters<br>Role: Deputy Principal<br>Mobile: 027 325 5038<br>Name: Paul Hansen<br>Role: Property Manager<br>Mobile: 027 339 7697   |
| Radio                     | Our local station for emergency information is:<br>The Edge 97.8<br>The Breeze 99.4   |
| Last revised              | February 2018   |



## Introduction

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

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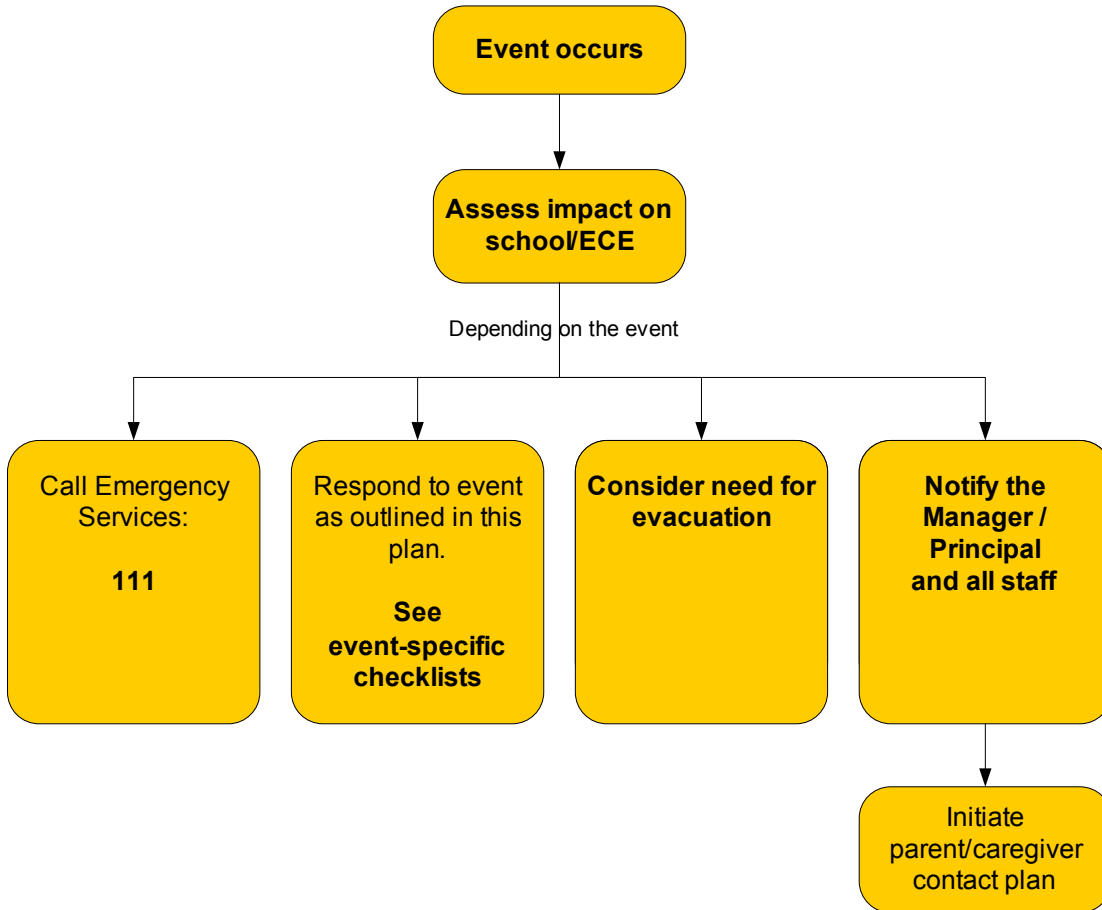
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## Basic emergency response process

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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

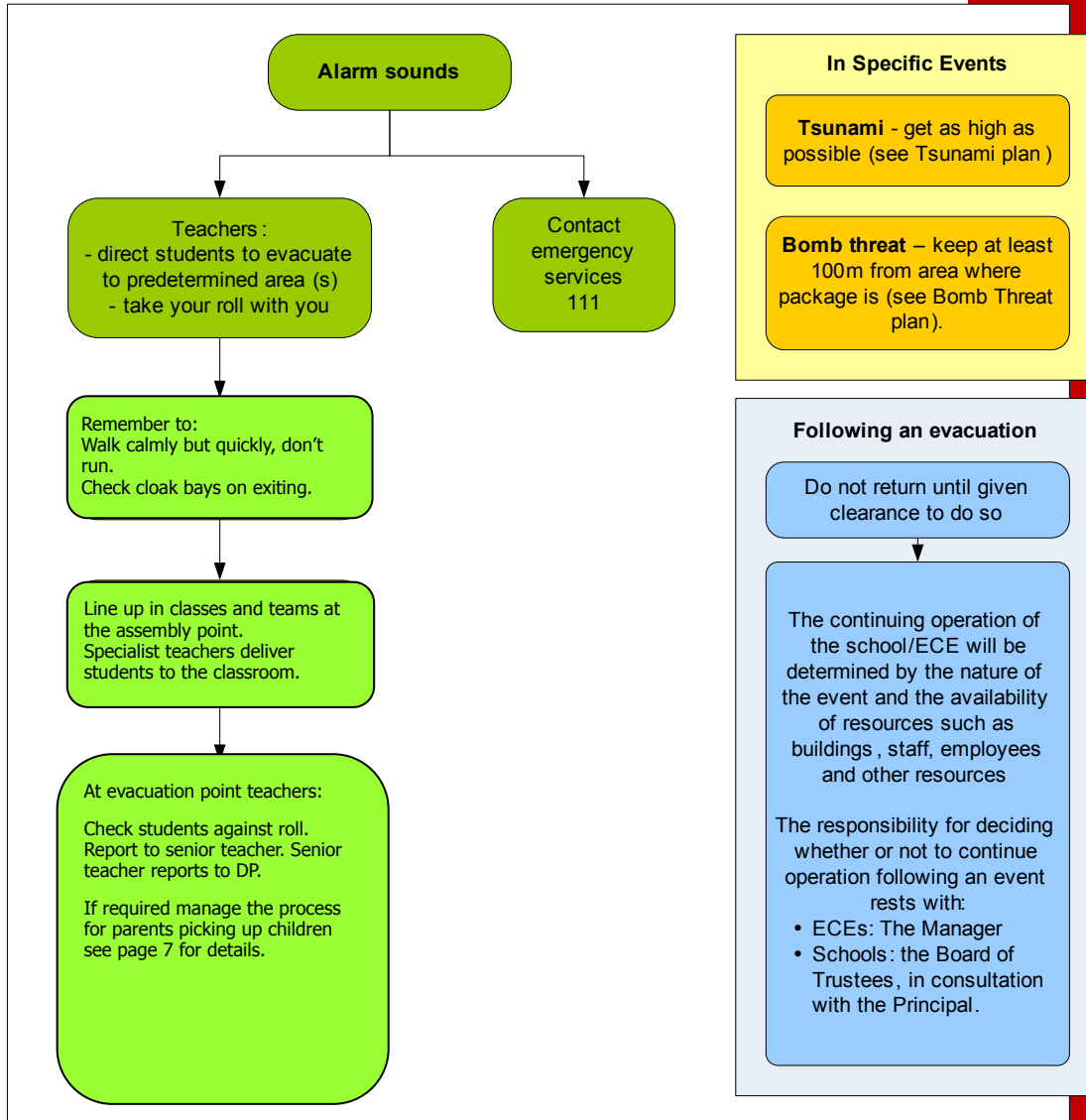
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Insert a copy of your site map here (replace this example page). See the planning guide for advice on setting up a site-map, and the types of information to record on it.

# 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 practised.

## General evacuation plan



### Our evacuation areas:

The main Sports field at the back of the school.

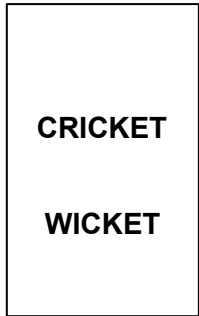
Refer Map and Schedule next two pages.



**EMERGENCY EVACUATION ASSEMBLY**



**Looking to St Paul's**



| <b><u>NIKAU</u></b> | <b><u>KOWHAI</u></b> | <b><u>TOTARA</u></b> | <b><u>KAURI</u></b> | <b><u>RIMU</u></b> | <b><u>SUPPORT STAFF</u></b> |
|---------------------|----------------------|----------------------|---------------------|--------------------|-----------------------------|
| <b>1</b>            | <b>9</b>             | <b>12</b>            | <b>14</b>           | 20                 |                             |
| 2                   | 10                   | 24                   | 15                  | 21                 |                             |
| 3                   | 29                   | 25                   | 16                  | 22                 |                             |
| 4                   | 30                   | 26                   | 17                  | 23                 |                             |

|                         |                         |                         |                         |                         |
|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| <b><u>Room 24</u></b>   | <b><u>Room 23</u></b>   | <b><u>Room 22</u></b>   | <b><u>Room 21</u></b>   | <b><u>Room 20</u></b>   |
| <b><u>Classroom</u></b> | <b><u>Classroom</u></b> | <b><u>Classroom</u></b> | <b><u>Classroom</u></b> | <b><u>Classroom</u></b> |



**Looking to Staff Room**



## **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***

- In the event of an emergency parents and caregivers will be advised by School Links, text alerts, email for students who have current email and mobile phone records.
- Teachers will record when students are picked up by parents / caregivers on the class list.
- Students who are able to contact their parents must make sure that they advise their teacher if they have made contact with their parents or caregivers (and remind them of this when running drills).

## **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 has the details of the Principal, Property Manager and Deputy Principal and will contact one of these people should the school be required to be opened in the case of an emergency.

## External contact lists – last updated:

Where possible include a primary and alternate number.



### Emergency services contact information

|                          |   |
|--------------------------|---|
| Police, Fire, Ambulance  | 111   |
| Police (Central Station) | Phone: 858 6200   |
| National Poison centre   | Urgent line: 0800 764 766<br>Non-urgent: 03 479 7284  |
| School Doctor            | Name: Davies Corner Accident and Medical<br>Address: 31 Hukanui Road, Chartwell, Hamilton<br>Phone: 07 855 5370 |
| Public Health Nurse      | Name: Bronwyn Singer<br>Address: 15-17 Vialou Street Hamilton<br>Phone: 07 838 3565 Ext 22139                   |
| Medical Centre           | Name: Davies Corner Accident and Medical<br>Address: 31 Hukanui Road, Chartwell, Hamilton<br>Phone: 07 855 5370 |



### Essential government contact information

|   |   |
|---|---|
| Ministry of Education                             | National Office: (04) 463 8000<br>Traumatic Incident Team 0800 TI Team (0800 848 326)<br>Contact Centre: 0800 225 580 |
| Ministry of Education Media Advice and Assistance | Point of Contact - Senior Media Advisor,<br>Communications Group<br>Phone: 04 463 8000                                |
| Child, Youth and Family (CYF)                     | 0508 326 459  |
| Local Council                                     | Phone: 838 6699   |
| Local Emergency Management Office/Group           | Point of Contact: Hamilton City Council<br>Phone: 838 6699  |



## Essential Utility Contact Information

|   |   |
|---|---|
| Power Company: Trust Power<br>WEL Networks Ltd  | Account No. 834188907<br>Trust Power Energy Site No. 80020252710<br>Phone: 0800 800 935 |
| Gas Company: Genesis                            | Account No. 834 549 1910<br>Phone: 0800 800 935   |
| Electrician:<br>Mickor Electrical               | Mike Ridderhof<br>07 021 125 0551   |
| Builder / Handyman:<br>Barnard Construction Ltd | 07 846 7997   |
| Plumber:<br>BJ & L Anderson Ltd                 | 027 493 4442  |

## External contact lists – last updated:



### Essential security contact information

|                                  |   |
|----------------------------------|---|
| Security                         | Waikato Security/Select Alarms 847 5575 |
| Alarm monitoring                 | Waikato Security 07 834 8106            |
| Fire Alarm/Equipment Maintenance | Wormald                                 |



### Other miscellaneous contact information

| Other                        | Contact details                         |
|------------------------------|---|
| Bus Company / Transportation | Dave Savill, Turley Motors 027 274 7614 |
| Lawyer                       |   |
| Insurance                    | Crombie Lockwood 0800 276 6243          |



### Local ECE services/schools contact information

| Other schools/ECEs in local area | Contact details  |
|----------------------------------|--|
| School: Fairfield Primary        | Point of contact: Office<br>Phone 855 6284                             |
| School: St Paul's Collegiate     | Point of contact: Office:<br>Phone: 957 8899<br>Mobile: Rick 021393993 |
| School: Fairfield College        | Point of contact: Office<br>Phone: 853 5660                            |
| School: Insoll Avenue Primary    | Point of contact: Office<br>Phone: 855 5067                            |

## School/ECE contact list – Last updated:

Replace this list with your staff list if more appropriate.

| Position                       | Name               | Day Contact details  | After hours Contact details | Comment                                    |
|--------------------------------|--------------------|--|-----------------------------|--|
|                                |                    | land line and mobile   | land line and mobile        | Note if staff member is a first aid holder |
| Principal                      | Andrew Shortcliffe | 07 855 9718 Ext 844<br>021 213 5616  | 027 227 6236                | Yes  |
| Deputy Principal               | Angela Walters     | 07 855 9718 Ext 845  | 027 339 8543                | Yes  |
| Assistant Principal            | Chris Keegan       | 027 339 8543<br>07 855 9718 Ext 846<br>0274 281 227                        | 0274 281 227                | Yes  |
| Chairperson, Board of Trustees | Rebecca Renner     | 021 234 2643   |                             |  |
| Deputy, Board of Trustees      |                    |  |                             |  |
| Teaching staff                 | Attached           | For complete list see Emergency plan in Deputy Principal Management Office |                             |  |
| Caretaker                      | Paul Hansen        | 07 855 9718 Ext 848<br>027 339 7697  | 027 339 7697                |  |

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

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See folder in Student Centre or refer to office computer records.

## Fire

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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/ECE 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>                        | <ul style="list-style-type: none"> <li>□ 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> </li> </ul>                                    |
|  | <ul style="list-style-type: none"> <li>□ 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> </li> </ul>   |
| <b>When the shaking stops</b>                      | □ 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.   |
|  | □ Evacuate if required.  |
|  | □ Get staff and pupils away from dangerous areas   |
|  | □ If the ECE/school is located near the coast line or a large body of inland water, be aware of the possible risk of Tsunami   |
|  | □ Listen to the radio for instructions from Civil Defence.   |
| □ Turn off the gas if it may be leaking.           |  |
| <b>Ongoing operations following the earthquake</b> | <ul style="list-style-type: none"> <li>□ 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.</li> </ul> <p>The responsibility of whether or not to continue school functions rests with the Board of Trustees, in consultation with the Principal. The responsibility of whether or not to continue operations rests with the Manager.</p> |



## Tsunami

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|                                 | 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 (e.g. 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 ash fall

|                                      | Response actions (as appropriate)   |
|--------------------------------------|---|
| <b>When a volcano threatens</b>      | □ 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.   |
| <b>Large eruption</b>                | □ 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>                      | □ 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.   |
| <b>Cleaning up after an ash fall</b> | □ If possible have school outdoor equipment, cars, etc., parked under-cover or cover them.  |
|                                      | The local council and CDEM group will provide advice on cleaning up and disposing of ash.   |

## Gas leak

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|                                 | 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:  |
|                                 | <input type="checkbox"/> Consider evacuating the area or the school. 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>   | <ul style="list-style-type: none"> <li>□ Note the location of the package and a description of it (markings, etc).</li> </ul>   |
|   | <ul style="list-style-type: none"> <li>□ Do not touch, shake or attempt to move the package.</li> </ul>   |
|   | <ul style="list-style-type: none"> <li>□ Check with the addressee to see if they are expecting the package</li> </ul>   |
|   | <ul style="list-style-type: none"> <li>□ Isolate the item.</li> </ul>   |
|   | <ul style="list-style-type: none"> <li>□ 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.</li> </ul>   |
|   | <ul style="list-style-type: none"> <li>□ As appropriate, position staff at a safe distance to direct people away from the area where package/letter is.</li> </ul>  |
|   | <ul style="list-style-type: none"> <li>□ Consider evacuating the area or the school (Take police advice)</li> </ul>   |
| <b>If you open a letter/<br/>package and discover powder:</b> | <ul style="list-style-type: none"> <li>□ Put on gloves and place opened letter/package in a plastic bag</li> </ul>  |
|   | <ul style="list-style-type: none"> <li>□ If hands or any part of the body may have come into contact with the envelope or package then wash with soap and water</li> </ul>  |
|   | <ul style="list-style-type: none"> <li>□ 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> </li> </ul> |
|   | <ul style="list-style-type: none"> <li>□ 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> </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 enquires.

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:                    |   |
| <b>The Caller</b>                               |   |
| Sex:  | <input type="checkbox"/> Male <input type="checkbox"/> Female |
| Estimated age:                                  |   |
| Any speech impediment (specify):                |   |
| Accent (specify):                               |   |
| Voice- loud – soft etc:                         |   |
| Speech – fast – slow etc:                       |   |
| Manner, calm emotional etc:                     |   |
| Did you recognise the voice?                    | <input type="checkbox"/> Yes <input type="checkbox"/> No      |
| If so who do you think it was?                  |   |
| Was the caller familiar with the area?          | <input type="checkbox"/> Yes <input type="checkbox"/> No      |
| <b>Threat Language</b>                          |   |
| <input type="checkbox"/> Well spoken            | <input type="checkbox"/> Irrational                           |
| <input type="checkbox"/> Incoherent             | <input type="checkbox"/> Taped                                |
| <input type="checkbox"/> Message read by caller | <input type="checkbox"/> Other: _____                         |
| <input type="checkbox"/> Abusive                |   |
| <b>Any background noises?</b>                   |   |
| <input type="checkbox"/> Street noise           | <input type="checkbox"/> Aircraft                             |
| <input type="checkbox"/> House noise            | <input type="checkbox"/> Voices                               |
| <input type="checkbox"/> Music                  | <input type="checkbox"/> Vehicle                              |
| <input type="checkbox"/> Machinery              | <input type="checkbox"/> Other: _____                         |
| <b>Call taken</b>                               |   |
| Date: __/__/____                                | Time:   |
| Length of call:                                 | Number called:  |

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)   |
|---|---|
| <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).  |
|  | <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)



## CLASSROOM INSTRUCTIONS IN THE EVENT OF A LOCKDOWN

### **LOCKDOWN MUST BE TAKEN SERIOUSLY**

Should students or teaching staff become aware of a threat of violent activity within the school they should immediately advise the Deputy Principal Management or in his or her absence any other Deputy Principal or Principal. As a last resort contact should be made with reception.

- A lockdown siren will sound until the school grounds are silent and secure.
- Teachers and students immediately return to their regular classroom if undertaking an outside activity.
- Should teachers and students be in another building, remain where you are and lock all doors and windows.
- Once inside a secure area undertake the following action:
  - (1) lower and close all blinds
  - (2) stay away from doors and windows
  - (3) turn off all lights
  - (4) be aware of sight lines
  - (5) if the classroom door is clear glass arrange to cover it – newspaper/black paper
  - (6) take cover if possible (behind something solid)
  - (7) remain absolutely quiet
  - (8) teachers to take roll
  - (9) no cellphones are to be used unless it is necessary to communicate regarding the incident
  - (10) no student is to leave the room throughout the lockdown.
- Should a student be at the toilet when a lockdown is called they are to remain there, locking themselves in a cubicle and remaining quiet.
- Should a lockdown be called and students are outside the school grounds they are not to re-enter the school grounds. They must retreat to a safe area and remain out of sight. No-one is to enter the school grounds while the siren is sounding.
- Should the fire alarm become activated once a lockdown is called, staff and students must not respond in the normal manner but shall remain in lockdown mode – providing it is safe to do so. Be aware of fire dangers and be prepared to evacuate the building as normal.
- The lockdown will end by a room by room visit from Police or Deputy Principal to advise all clear.
- No one is to communicate with the media regarding the lockdown.

## 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><br><b>Portable defibrillator located in Staff room.</b>   |
|   | <input type="checkbox"/> Call emergency services  |
|   | <input type="checkbox"/> Notify Manager/Principal; isolate and contain the area.  |
| <b>Action after medical personnel have taken over</b> | <input type="checkbox"/> Manager/Principal to advise (as soon as possible): <ul style="list-style-type: none"> <li>• ECE / school management team and staff</li> <li>• board and chair</li> </ul>                   |
|   | <input type="checkbox"/> Consider accompanying police to advise parents.  |
|   | <input type="checkbox"/> Advise the Ministry of Education Trauma Incident Team on 0800 84 83 26. This team will help guide you on managing the response (including how to advise students, arrange counselling etc) |
|   | <input type="checkbox"/> Complete incident form with all known details  |
|   | <input type="checkbox"/> Ensure the designated media person for the school is fully briefed   |

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

### Online resources

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

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All instances of a child or student going missing from a school centre 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)  |
|--|--|
| <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   |