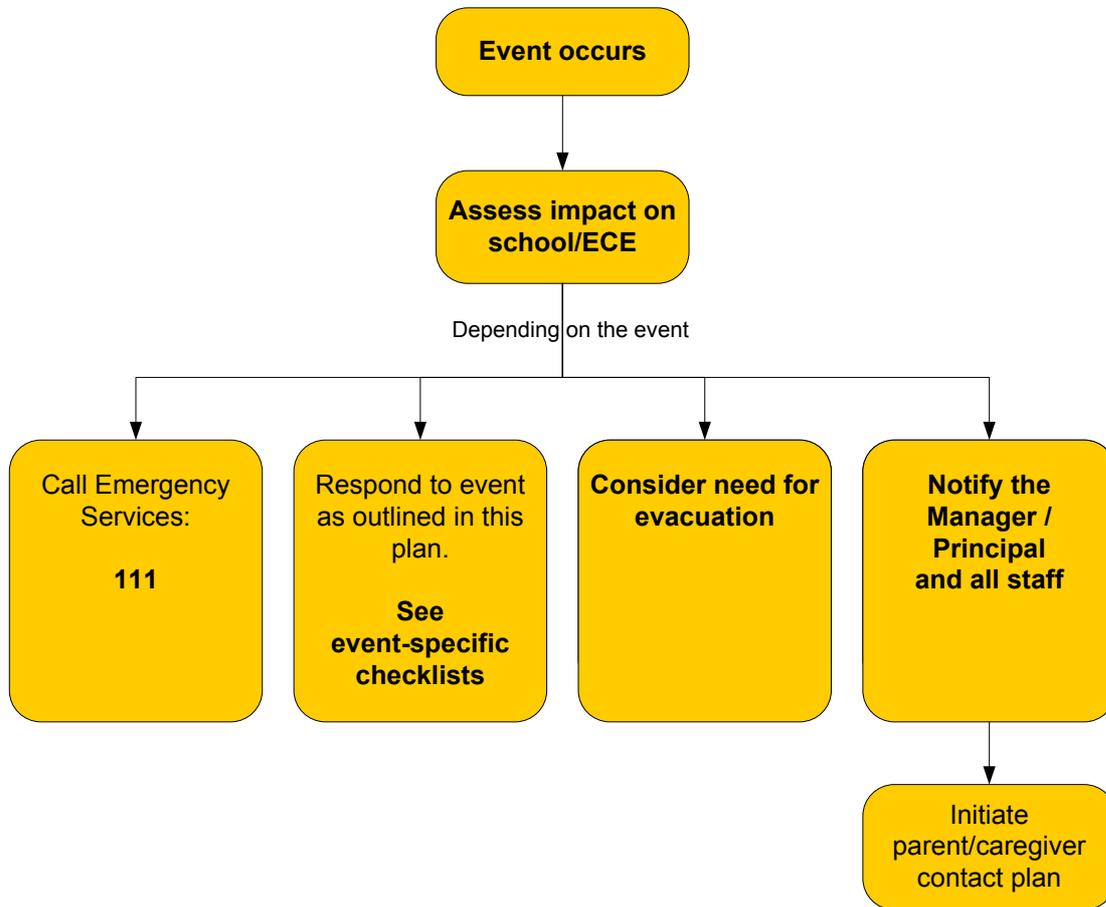


## Basic emergency response process

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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:



# PARENT / CAREGIVER CONTACT PLAN

*Some or all communications may be compromised during an emergency.*

**WE** will contact you using the following:

- **Twitter:** @Tainuisch
- **Text Alert:** to receive these text **follow tainuisch** to **8987** (not available on Vodafone)
- **Skool Loop App:** available from App Store (Apple) and Google Play (android) – remember to ‘allow’ notifications
- **Facebook:** “follow’ Tainui School - Dunedin
- **Mailchimp email:** please ensure we have your current email addresses
- **Website post:** [www.tainui.school.nz](http://www.tainui.school.nz)

**YOU** can contact us in the following ways:

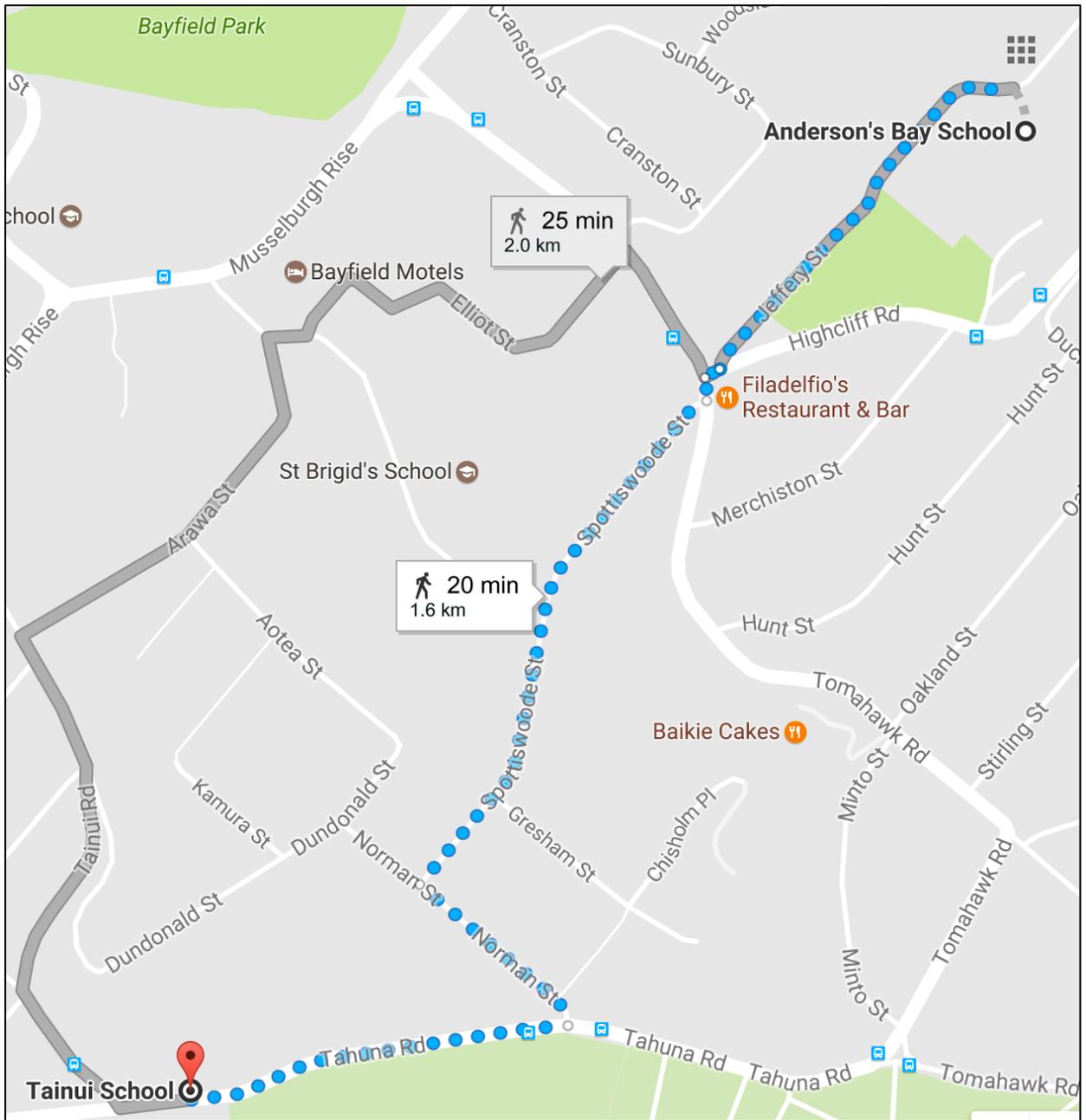
- **Phone** (03) 455 0566 or 027 308 9016
- **Text** 027 308 9016
- **Tweet** and include @Tainuisch

**Please note that our assembly locations may differ depending on the type of emergency we are facing. Assembly points are**

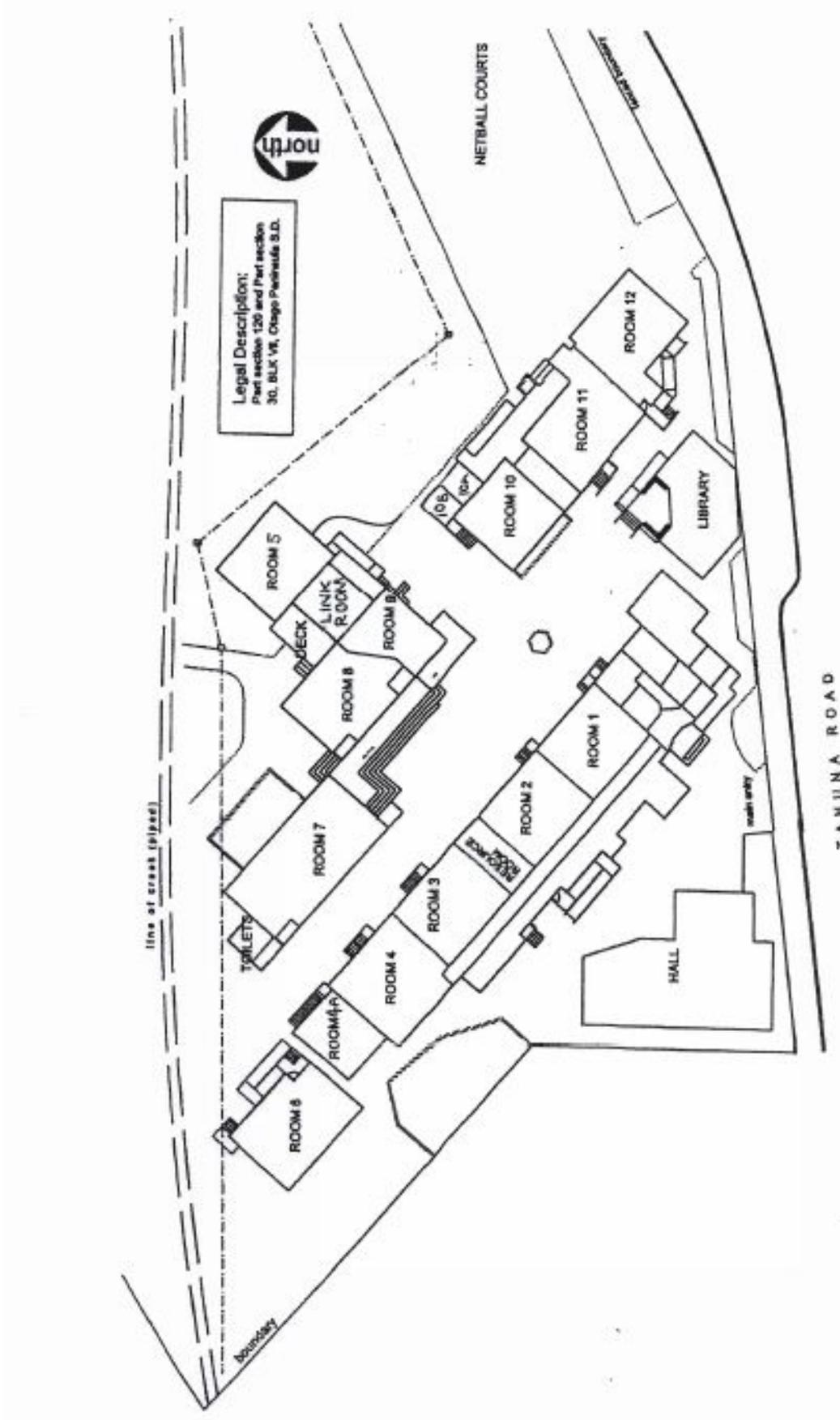
- Asphalt court adjacent to the field
- Hall (if appropriate for the emergency)
- Tahuna Road (tsunami) ... walk up to Anderson’s Bay School in Jeffery Street, Anderson’s Bay (refer to the map on the next page)

**What if parents, whānau or approved persons are not able to get to the assembly point to pick up children?**

- **WE** will stay with and care for children until an approved person arrives.
- **WE** will contact you using the communication methods that are available at the time of the emergency.
- **AT NO STAGE** will any child be left unattended or sent home without being accompanied by an approved person (parent, family member or nominated emergency contact).



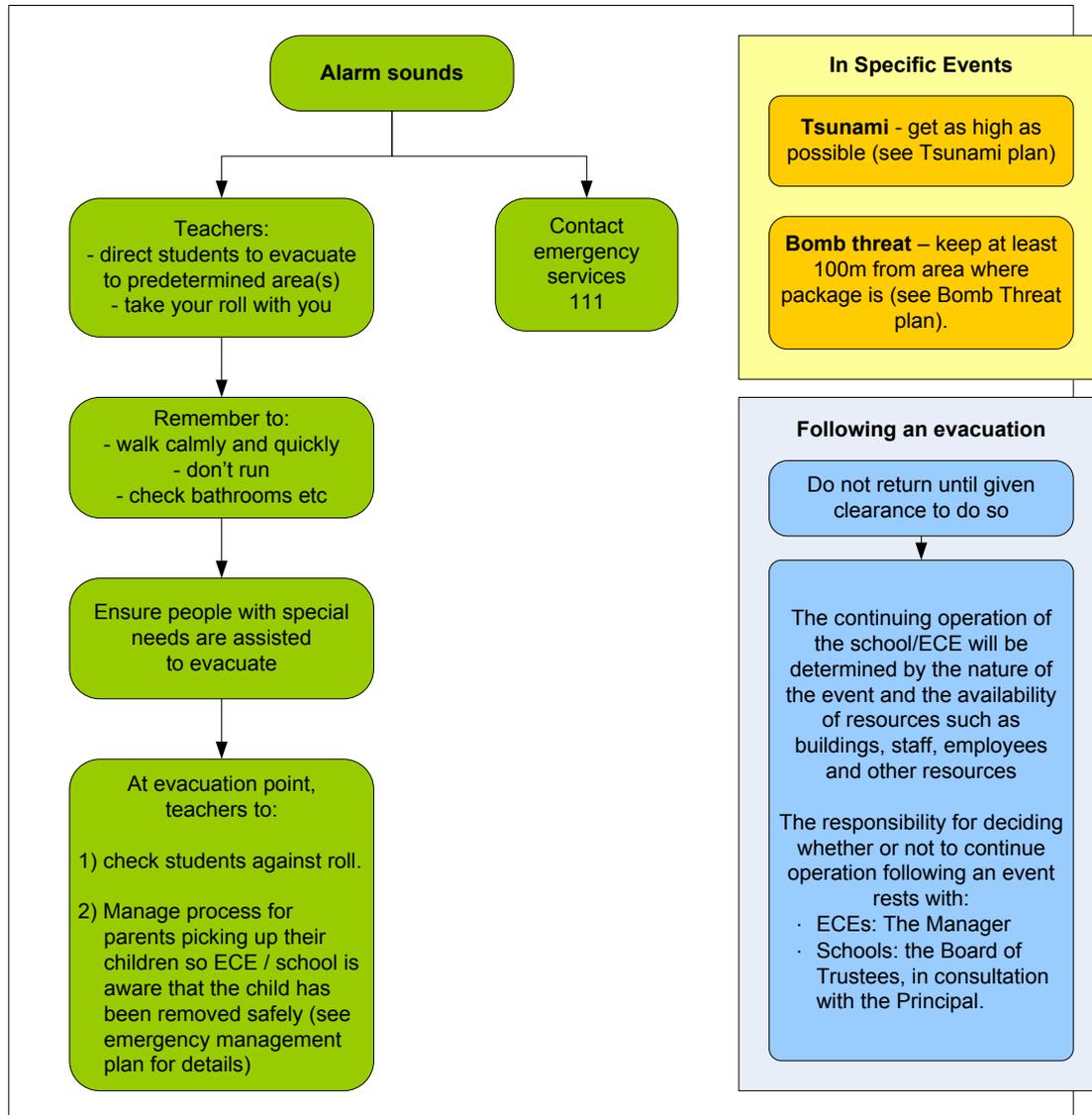
# Site map



# Evacuation

Evacuation 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

Court area adjacent to Tahuna Road (between classroom block containing Rooms 12, 13 and 14, and the main playground).

Hall (if appropriate for the emergency)

Anderson’s Bay School, Jeffery Street (tsunami warning)

## **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**

- Advise parents and caregivers using Facebook page, text alerts, Twitter, Skool Loop App, website, and phone calls.
- Monitor and record on class lists and/or main contacts list when pupils are picked up by parents / caregivers.

## **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.

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

The school is not a designated Civil Defence Centre, but may be requested to provide assistance and facilities in the event of an emergency.

## 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 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. **A FAULTLINE LIES 10KM OFF THE DUNEDIN COAST.**

	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"/> If the school is located near the coast line or a large body of inland water, be aware of the possible risk of Tsunami
	<input type="checkbox"/> Listen to the radio for instructions from Civil Defence.
	<input type="checkbox"/> Turn off the gas if it may be leaking.
<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

**USUALLY A 12 HOUR WARNING IS AVAILABLE. EARTHQUAKES CAN TRIGGER TSUNAMIS. THERE ARE TWO POSSIBILITIES OF A TSUNAMI AFFECTING OUR LOCAL COAST LINE – DISTANT TSUNAMI AND LOCAL 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.
	<p><b>Distant Tsunami</b></p> <ul style="list-style-type: none"> <li>• In the event of a major under ocean earthquake a tsunami is possible. Tsunami detection equipment monitored by the New Zealand Government will give up to a 12 hour warning and Civil Defence will notify residents in low lying areas if a tsunami is possible.</li> <li>• If this warning was broadcast prior to the start of the school day the school would open late.</li> <li>• If the warning is during the school day children would stay on site until 1 and ½ hours prior to the scheduled wave arrival. Parents should pick up their children prior to this.</li> <li>• The school would assemble on the court area and proceed to <u>walk up Tahuna Rd, into Tomahawk Rd, then Jeffery St and around to Anderson's Bay School</u> to wait on higher ground.</li> </ul> <p><b>Local Tsunami</b></p> <ul style="list-style-type: none"> <li>• In the event of a local earthquake from the Akatore fault, there would be no warning and a wave of up to 2.5 metres could arrive within 20 minutes of the earthquake.</li> <li>• The sand banks in John Memorial Drive would take this impact initially.</li> <li>• While the earthquake is happening children will remain inside and on a clear signal go with their class to the court areas and move <u>up Tahuna Rd, into Tomahawk Rd, then Jeffery St to higher ground and to Anderson's Bay School</u> for shelter.</li> <li>• Parents would then pick up their children from Anderson's Bay School.</li> </ul> <p><b>Communication with parents</b> Text, text alert via Twitter, Facebook, Parent Teacher Calendar App, school website, and telephone.</p> <p><b>Checking whereabouts of children</b> Teachers &amp; aides detail on class lists. Teachers report to Principal and/or other adults not responsible for a class, in person or by text / email.</p>
<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.

**THE SCHOOL IS LOCATED ON LAND ADJACENT TO A HILL. A PIPED OPEN STREAM RUNS THROUGH THE SCHOOL GROUNDS WHICH COULD BLOCK AND FLOOD THE SCHOOL.**

	<b>Response actions (as appropriate)</b>
<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

**UNLIKELY IN DUNEDIN BUT A MAJOR NORTH ISLAND ERUPTION COULD AFFECT DUNEDIN WITH ASH AND DUST.**

	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 / heatpump 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 if it is safe to venture outside.
<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

**A MEDIUM-SIZED LPG GAS CLYLINDER USED FOR THE PTA BARBECUE IS STORED IN THE CELLAR.**

**NO OTHER GAS ON SITE.**

	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:
	Nova Energy, 63 Hillside Road, South Dunedin 0800 668 236 No account
<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, including heat pumps / air conditioners. (Use three short bell rings to indicate everyone comes inside and stays inside.)</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 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:			
<b>The Caller</b>			
Gender:	<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"/> Message read by caller	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Incoherent	<input type="checkbox"/> Taped	<input type="checkbox"/> Abusive	
<b>Any background noises?</b>			
<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: _____
<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
- his/her behaviour is such that the school would not give permission for him/her 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: three short rings of the bell           </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"/> A roll check is undertaken once students are in their classes. The Principal (or appointed adult if the Principal is absent) checks all rolls and follows up if any students are not in class.
<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)

## Missing child or student

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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)
<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 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 principal and other searchers
	<input type="checkbox"/> Establish what happened and complete incident report
	<input type="checkbox"/> Arrange for the student's parents or caregivers to be advised
<b>If child or student is not found</b>	<input type="checkbox"/> Notify the police immediately
	<input type="checkbox"/> Notify the parents / caregivers immediately