

# Emergency Management Plan



**St. Mary's Preschool**

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ECE Emergency contacts	<b>Name</b> Charlotte Alford <b>Role</b> Senior Teacher <b>Mobile</b>
	<b>Name</b> <b>Role</b> <b>Mobile</b>
Radio	Our local station for emergency information is: More FM 92.9
Last revised	21/3/24
Ratified date	21/3/24
Review date	March 2027

Date last tested	
Scenario last tested	
Date last training	

## Introduction

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Separate procedures are documented for the management of specific emergencies during centre hours (such as relating to fire evacuation and earthquake procedure).

1. The Senior Teacher/Centre Manager will liaise with the Licensee and Board Chairperson to determine the most appropriate action to be taken after an event.
  - a. If the Senior Teacher is likely to be absent when the centre re-opens, their delegate will be fully informed throughout (where practicable)
2. Ministry of Education guidance will be taken into account
3. The Catholic Archdiocese of Wellington (as property owner) will be consulted in the event of building damage or potential EQC claim
4. All staff will be contacted and given an update, as information comes to hand
5. Families will be promptly advised of any temporary closure (such as via text message, website notice)
6. Prior to re-opening the centre consideration will be given to
  - a. whether staff are able to attend work
  - b. whether additional teaching staff are required, and
  - c. inviting staff to visit the centre to allay any concerns they may hold.

## Contents

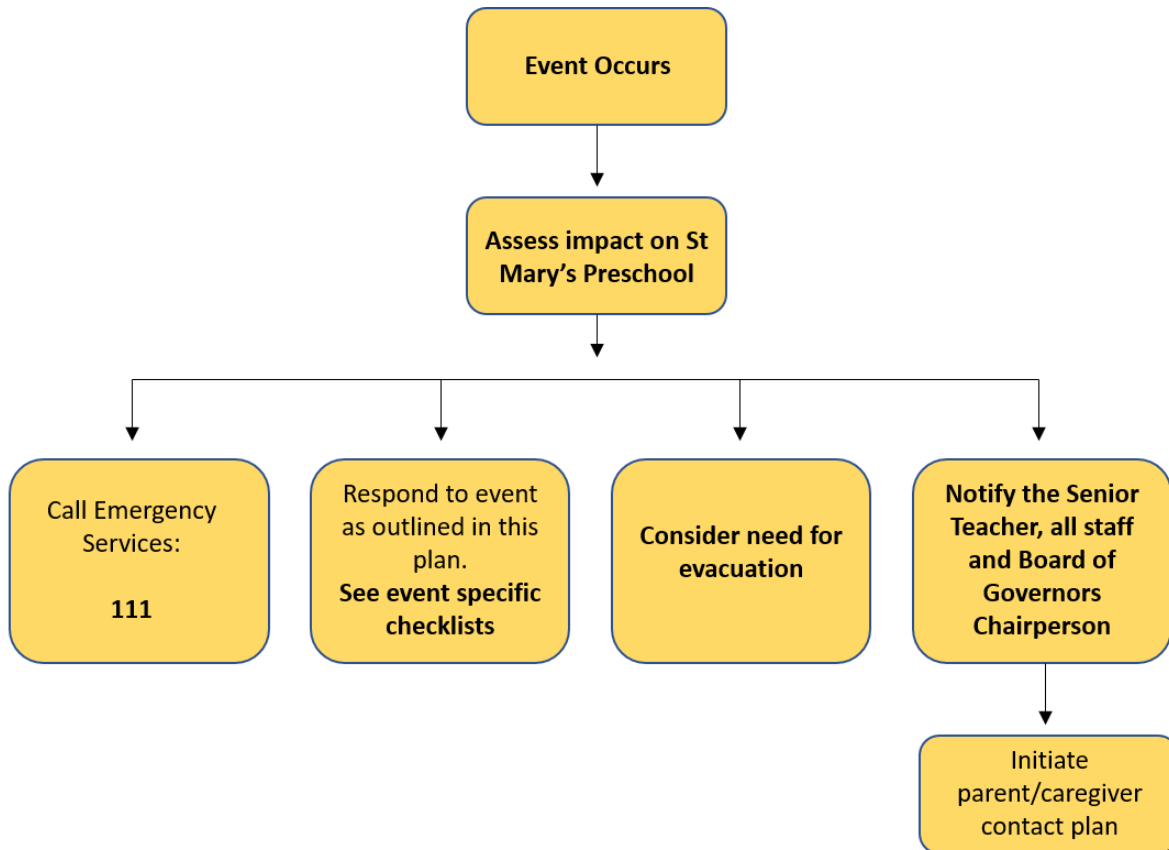
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## Basic emergency response process

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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

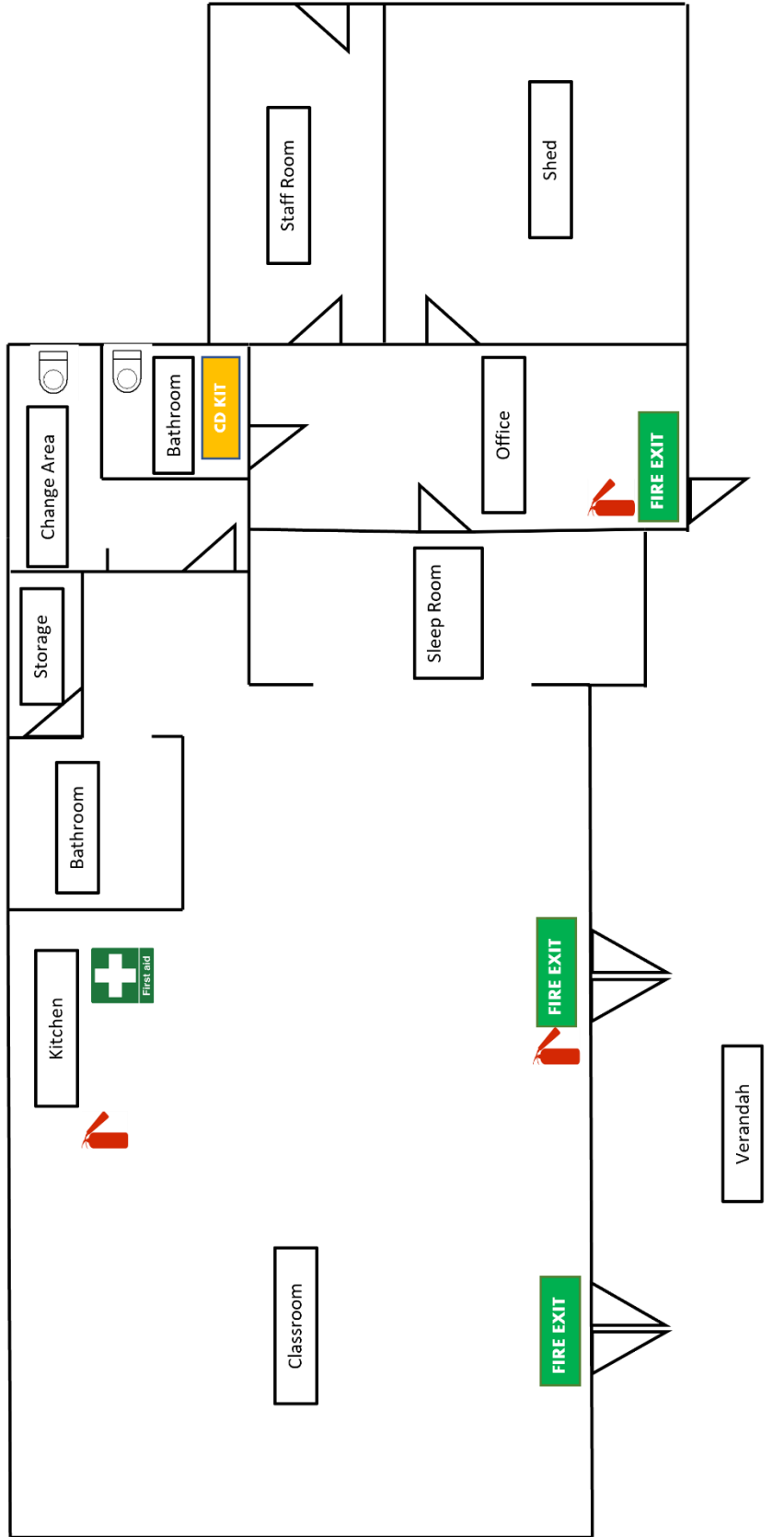
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# Floor Plan



## St Mary's Preschool – Evacuation Procedure

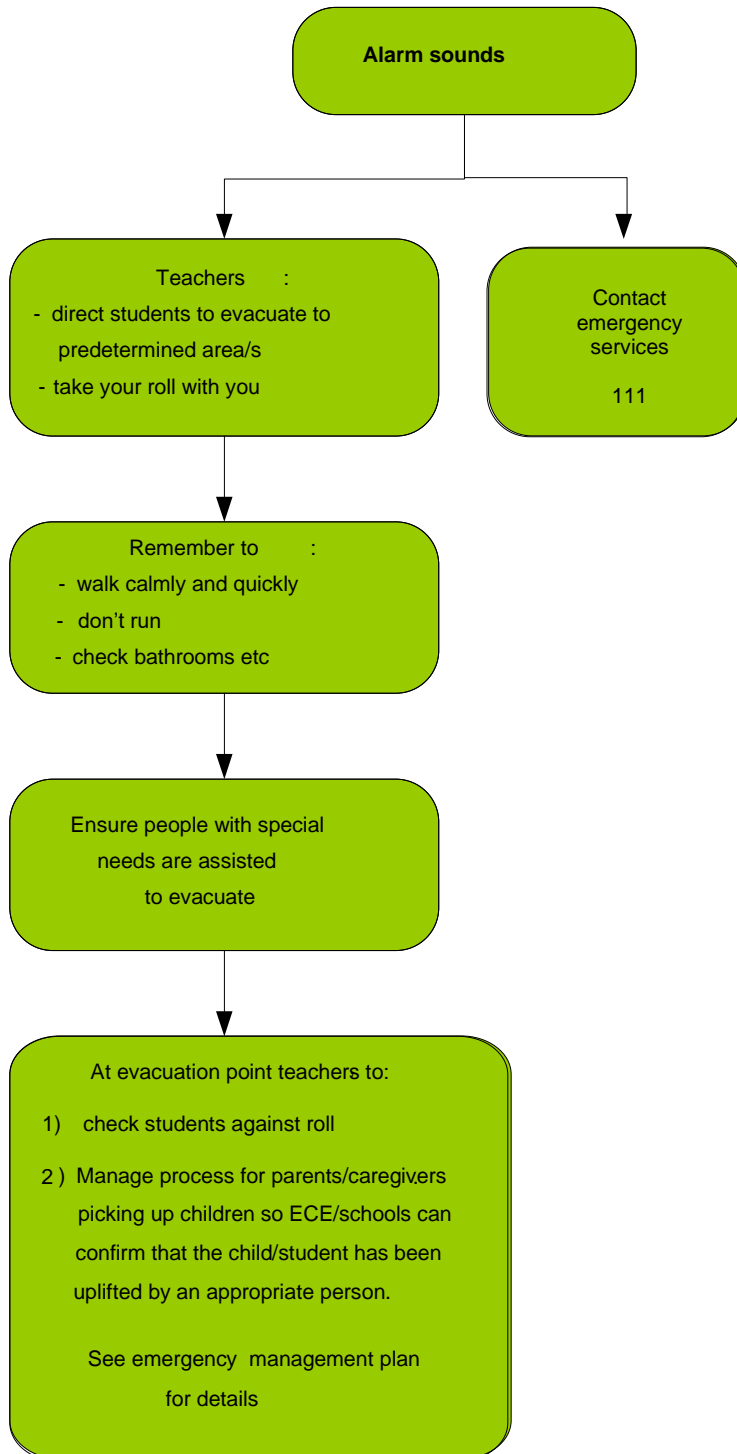


Assembly Point –  
School fence beside car park

# Evacuation

Evacuation from the school/ECE may be required to ensure the safety of staff and students in an emergency event. In all cases, evacuations need to be planned and practiced.

## General evacuation plan



**In Specific Events**

**Tsunami move immediately to the nearest high ground, or as far inland as possible.**

**Bomb threat – keep at least 100m from the area where the package was found.**

**Following an evacuation**

Do not return until given clearance to do so

The continuing operation of the school/ECE will be determined by the nature of the event and the availability of resources such as buildings, staff, employees and other resources.

The responsibility for deciding whether or not to continue operation following an event rests with:

ECE : the Senior Teacher  
 School : the Board of Trustees in consultation with the Principal.



## Our Evacuation Plan

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### **Our evacuation areas**

Proceed to the grassed area by the St Mary's Preschool fence

Remember to include both where you are going and how you will get there. Particularly if your evacuation point is off site. How will children/students and teachers/staff get to the safe area.

### **Fire Evacuation Plan/Point:**

Children, and all staff to walk calmly and quickly to the north eastern fence of St Mary's School.

### **Earthquake Evacuation Plan/Point:**

Drop, cover, hold. Then gather in the cloak room for further instruction once shaking stops.

Consider students with special requirements.

# Communications plan – parents, caregivers and others

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## **Our emergency communications plan for parents, caregivers and others:**

- Parents and caregivers will be advised in the event of an emergency by the use of our preschool mobile phone via text, as well as our St Mary's Preschool Facebook page.
- All children must be sighted and then signed out by a teacher.
- If all communication methods cannot be used due to an emergency, children and staff will remain at St Mary's Preschool as long as it is safe to do so. If there is a need to vacate the area, a notice will be placed on the door at preschool stating where we have vacated to.

## External contact lists – last updated: 20/3/24

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Please add further important numbers as required.



### Emergency services contact information

Police, Fire, Ambulance	111
Police (local station)	<b>Phone</b> 03 578 5279
National Poison centre	Urgent line 0800 764 766 Non-urgent 03 479 7284
Hospital	Wairau Hospital Hospital Road, Blenheim 7201 03 520 9999



### Essential government contact information

Ministry of Education	National Office (04) 463 8000 Traumatic Incident Team 0800 TI Team (0800 848 326) Contact Centre 0800 225 580
Ministry of Education media advice and assistance	Point of contact Senior Media Advisor, Communications Group Phone 04 463 8000 - After Hours 027 560 5387
Oranga Tamariki Ministry for Children	0508 326 459
Local council (Civil Defence)	<b>Phone</b> 03 520 7400
Local Emergency Management office/group (Civil Defence)	<b>Point of contact:</b> Gary Spence <b>Phone</b> 03 520 7400



### Essential utility contact information

Power company	Powershop <b>Account number</b> <b>Phone</b> 0800 472 952
Electrician	Mike King – King Electrics <b>Phone:</b> 027 449 7667
Builder / handyman	Justyn Hanrahan
Plumber	MT Plumbing <b>Phone:</b> 021 150 4577

## External contact lists – last updated: 20/3/24



### Essential security contact information

Alarm monitoring	Sounds Security Data for alarm maintenance Leon Jones - 577 6664 Monitored by Triton <b>Phone:</b> 0800 797 999 Account: PW -
Fire alarm/equipment maintenance	FFP Nelson <b>Phone:</b> 03-548 2640



### Other miscellaneous contact information

Other	Contact details
Lawyer	Simon Gaines Lundons Law <b>Phone:</b> 578 9988
Insurance	Crombie Lockwood <b>Phone:</b> 578 0228



### Local ECE services/schools contact information

Other schools/ECEs in local area	Contact details
St Mary's School	<b>Point of contact:</b> Bridget Comer <b>Phone:</b> 578 9494 <b>Mobile:</b>
Pascals Early Childhood Centre	<b>Phone:</b> 03 577 5442
Marlborough Boys College	<b>Phone:</b> 03 578 0119

## School/ECE contact list – Last updated: 03/04/23

Replace this list with your staff list if more appropriate.

Position	Name	Contact details	Other emergency role
Senior Teacher:	Charlotte Alford		First Aider & Fire Warden
Chairpersons Board of Governors	Anna Gleeson Justyn Hanrahan		
Administration staff	Emma Riley		
Teaching staff	Kirstine Friend		First Aider
Teaching staff	Debbie Odell		First Aider
Teaching staff	Sara Stark		First Aider
Teaching staff	Leigh Norton		First Aider
Teaching staff	Paula Henderson		First Aider

Teaching staff	Amy Glendinning		First Aider
Teaching staff	Rita Setu-Faalave		
Teaching staff	Nicola Burton		
Support Staff	Judith MacGregor		

# Fire Evacuation Procedure

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**Statement:** To ensure the safety of children within the centre in the event of such an emergency

**R.46 (D) Education (ECC) Regulations 2008, Fire Service Act 1975 (Section 21A), Part 2: Fire Safety & Evacuation of Building Regulations 2006**

	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"/> Senior Teacher to <ul style="list-style-type: none"> <li>• Phone <b>111</b></li> <li>• Check building for people</li> </ul>
	<input type="checkbox"/> Office Manager to <ul style="list-style-type: none"> <li>• collect sign in book</li> <li>• emergency phone</li> <li>• travelling first aid kit</li> <li>• grab bag.</li> </ul>
	<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 Governors, in consultation with the Senior Teacher.</p> <p>The responsibility of whether or not to continue ECE operations rests with the Board of Governors.</p> <p><input type="checkbox"/> Contact your Ministry of Education regional office (which can help you access the Traumatic Incident team if required).</p>
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# Earthquake

This checklist outlines what to do in the event of an emergency. You can also use it when practising an earthquake drill. **REMEMBER – LONG OR STRONG, GET GONE**

	Response actions (as appropriate)
<b>During an earthquake</b>	<input type="checkbox"/> If indoors: <ul style="list-style-type: none"> <li>• Move no more than a few steps to a safe place and drop, cover and hold until the shaking stops. If you can, take cover under a desk or table.</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>• Find a clear spot and drop to the ground and cover your head and neck.</li> <li>• Students to stay in the preschool 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"/> Expect aftershocks.
	<input type="checkbox"/> If you felt the earthquake was long (longer than a minute) or strong (hard to stand up in) then a tsunami may be imminent. If you are in a tsunami evacuation area, initiate self-evacuation immediately (refer to tsunami plan).
	<input type="checkbox"/> Ensure your personal safety first
	<input type="checkbox"/> Check those around you and offer help if necessary.
	<input type="checkbox"/> If anyone requires medical assistance, call 111 and/or administer first aid.
	<input type="checkbox"/> Evacuate if required.
	<input type="checkbox"/> Get staff and pupils away from dangerous areas
	<input type="checkbox"/> Listen to the radio for instructions from Civil Defence.
<input type="checkbox"/> Senior Teacher to check for any hazards, and make the decision to remain in or evacuate the building. Children and staff to meet at earthquake evacuation point. <ul style="list-style-type: none"> <li>• <b>Inside:</b> Cloak room</li> <li>• <b>Outside:</b> Grass area by St Mary's School fence</li> </ul>	

<p><b>If a decision is made to evacuate the building</b></p>	<p><input type="checkbox"/> In the event of evacuation, follow the same procedure as the fire evacuation procedure</p> <ul style="list-style-type: none"> <li>• Take the centres sign in book and grab bag, and emergency preschool cellphone</li> <li>• Take civil defence kit and travelling first aid kit (both located in staff bathroom)</li> <li>• Check building for people</li> <li>• Assemble in the designated assembly area</li> <li>• Check that all staff and children are present</li> <li>• Listen to local radio More FM 92.9 for advice</li> <li>• Make contact with St Mary's Primary School</li> <li>• If necessary, make contact with Civil Defence</li> <li>• A note will be placed in a prominent place stating where we have evacuated to</li> </ul>
<p><b>Ongoing operations following the earthquake</b></p>	<p><input type="checkbox"/> The continuing operation of the ECE 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 Board of Governors, in consultation with the Senior Teacher.</p> <p>The responsibility of whether or not to continue ECE operations rests with the Board of Governors.</p>
	<p><input type="checkbox"/> Contact your Ministry of Education regional office (which can help you access the Traumatic Incident team if required).</p>
<p><b>Post earthquake procedures</b></p>	<p><input type="checkbox"/> The Office Manager or Senior Teacher will group text all families to advise of action necessary, as well as emailing families, and placing a notice on the St Mary's Preschool Facebook page</p> <p><input type="checkbox"/> Children will only be released to people on the emergency list that is in the Civil Defence Kit</p> <p><input type="checkbox"/> A sign out sheet is to be filled out when a child is picked up. This will state the child's name, who has picked them up and if possible where they are taking the child to.</p>
<p><b>Ongoing procedures</b></p>	<p><input type="checkbox"/> Each term, staff and children go through the procedure for an earthquake emergency</p> <p><input type="checkbox"/> Children will be taught how to protect their body in an earthquake</p> <p><input type="checkbox"/> The centre will have a stocked Civil Defence Kit, which is kept in the staff bathroom, in two large wheelie bins</p> <p><input type="checkbox"/> The Civil Defence Kit will be checked and brought up to date every 6 months by the administration person</p> <p><input type="checkbox"/> Blanket texts will be sent each term to ensure correct contact details.</p>

# 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>Before a flood</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Check with your local civil defence emergency management office if the ECE is in a flood prone area.</li><li><input type="checkbox"/> Learn flood warning signs and understand your community's public alerting system.</li><li><input type="checkbox"/> Check with your local civil defence and emergency management office if there is a community flood evacuation plan. If yes, plan and practice this plan.</li></ul>
<b>Flooding reported or sighted</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Be ready to act quickly. Floods and flash floods can happen quickly and without warning</li><li><input type="checkbox"/> Evacuate if required (and get to higher ground)</li><li><input type="checkbox"/> Follow the instructions and advice of emergency services and civil defence and emergency management authorities.</li><li><input type="checkbox"/> If safe to do so, move records and equipment onto higher floors or onto furniture as high as possible</li><li><input type="checkbox"/> If flood is due to burst pipes etc, turn off the water at the mains if possible</li></ul>
<b>After a flood</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Flood dangers do not end when the water begins to recede. Continue to listen to communication channels and don't return until authorities indicate it is safe to do so.</li></ul>
	<ul style="list-style-type: none"><li><input type="checkbox"/> Get medical care if necessary. Contaminated water can cause infection.</li></ul>
	<ul style="list-style-type: none"><li><input type="checkbox"/> Stay away from damaged areas. Your presence might hamper rescue and other emergency service operations.</li></ul>
	<ul style="list-style-type: none"><li><input type="checkbox"/> Contact your Ministry of Education regional office (which can help you access the Traumatic Incident team if required).</li></ul> <p>Remain in close contact with the chairperson of the BOG when possible.</p>

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# Pandemic

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It is important that your ECE/School takes steps **now** to protect staff, students or children from future **pandemics** (global disease events such as influenza) or **epidemics** (local disease events such as, measles, hepatitis, tuberculosis, norovirus, whooping cough etc).

The **Ministry of Health** leads the Government’s response to a pandemic. It is the responsibility of other agencies to plan for and respond to a pandemic in their respective sectors and settings, based on the direction set out by the Ministry of Health. At all times updates and latest information should be accessed from the Ministry of Health.

Pandemics by their nature are unpredictable in terms of timing, severity and the population groups that are most affected. Planning for an infectious disease outbreak is as important as planning for other emergencies.

	<b>Pre-response and Response actions (as appropriate)</b>
	<b>Planning</b>
	<input type="checkbox"/> Recommend annual vaccinations for staff
	<input type="checkbox"/> Consider having a supply of Personal Protective Equipment (PPE) gloves, face masks, antiseptic hand wash,
	<input type="checkbox"/> Develop a communications plan for staff, students, families and other interested members of the community.
	<input type="checkbox"/> Identify an appropriate space to be used as an isolation area
	<input type="checkbox"/> Know who your local Medical Officer of Health is and maintain regular contact. – 03 520 9914
	<b>Response – when a pandemic has been advised or declared</b>
	<input type="checkbox"/> Notices at all entry points, advising staff, whānau and visitors not to enter if they display influenza symptoms.
	<input type="checkbox"/> Children must be kept at home if unwell until cleared by a medical professional, or until the quarantine period is over.
	<input type="checkbox"/> Regularly check for updates on the Ministry of Health website ( <a href="#">Ministry of Health NZ</a> ). Be guided by the advice given.
	<input type="checkbox"/> Use posters available from Ministry of Health <a href="#">re cough / sneeze etiquette, handwashing</a> . Share these with whānau.
	<input type="checkbox"/> Consider social distancing strategies. Information on this is available from the <a href="#">Ministry of Health</a> .
	<input type="checkbox"/> Consider implementing an enhanced cleaning routine of touch points and common spaces as a precaution.
	<input type="checkbox"/> Establish an isolation area – Staff Bathroom. Child or adult should be isolated and immediately collected. Parent or caregiver should contact a medical professional.

	<input type="checkbox"/> Liaise with your local Medical Officer of Health (MOoH)
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## Protection measures for general work and when

Protection measure	Where applicable
Hand hygiene, cough etiquette, ventilation	Everyone, all the time
Health and safety policies	Every organisation, all the time
Social distancing	Everyone, where practical
Protective barriers	In situations where regular work practice requires unavoidable, relatively close contact with children or adults
Disposable surgical mask	When caring for the sick
PPE- Personal protective equipment	When exposed to any bodily fluids.

**Staff, children and whānau will be informed of the importance of hand hygiene and cleaning at all times, but especially during a pandemic. This will be via newsletter, notice boards and social media.**

### **CLEANING PRACTICES DURING A PANDEMIC**

- During a pandemic cleaning will be more thorough. Influenza can live up to 2 days on hard surfaces.
- Alcohol and chlorine inactivate the viruses. Surfaces will be cleaned with a neutral detergent followed by a disinfectant solution.
- Usual hygiene practices will be elevated in a pandemic to a higher level than usual.
- Staff and children must not share cups, dishes and cutlery.
- All utensils and dinnerware must be washed in hot soapy water, ideally in a dishwasher.
- Books may need to be removed from the book corner to limit the spread of infection.
- Puzzles, blocks, dress ups, family play equipment and construction sets should be washed daily.
- Playdough, messy play and clay will not be used.
- Sand and water play will only be used where it is practical to let each child play with it alone.
- Communal equipment such as computers, telephones and photocopiers must be wiped down after each use and cleaned daily.
- When a person with suspected influenza is identified, their work area/office, along with any other known places they have been, will be thoroughly cleaned and disinfected.
- Cleaners to be informed there is an outbreak so extra care can be taken.

## **SOCIAL DISTANCING**

**When the centre is still operating or expected to remain open, the centre will work to raise awareness of the importance of social distancing. This is not an easy thing to do in an early childhood setting.**

- Contact with others in the setting will be minimised.
- There will be no planned events involving large gatherings, e.g. family social events.
- No excursions outside the centre will be organised during this time.
- Any unnecessary travel will be avoided and non essential meetings/PLD will be cancelled.
- We will set up systems where families/staff can request information via email.

## **CONTACT MANAGEMENT**

- Identify contacts (once person is suspected to be infected).
- Advise contacts that they have been in contact with a person suspected of having influenza.
- Ask contacts to go home and stay at home until advised otherwise.

## **RETURNING TO THE CENTRE**

- Inform and advise child/adult on how long to stay away (following MOH guidelines)
- Ensure cover arrangements are sufficient for staff if they are unwell.
- Check on the child/adult while they are unwell.
- Ensure that the child/adult is well before they return.

## Chemical spill/Gas leak

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/Gas Leak</b>	<input type="checkbox"/> Move all people in the vicinity to a safe area. Consider: <ul style="list-style-type: none"> <li>• evacuation of ECE 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 Senior Teacher and BOG chairperson
	<input type="checkbox"/> Rescue any person in immediate danger but only if safe to do so
	<input type="checkbox"/> In cases of a gas leak <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, or vape within the vicinity</li> </ul>
	<input type="checkbox"/> Warn others in the immediate area i.e. St Marys School, Parish
	<input type="checkbox"/> Consideration may have to be given to how students will be able to leave the centre after finishing time if the spill has not been made safe by then.
	<input type="checkbox"/> Contact your Ministry of Education regional office (which can help you access the Traumatic Incident team if required).



## 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.

**Note: If a suspected bomb - Do not use a cell phone or other radio device anywhere near 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.
	<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 centre (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 all people from the area and isolate the area (close doors &amp; prevent access)</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>

## 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 (see following page).

Trespassing is where a person enters an ECE and either:

- Has been requested to leave, or
- their behaviour is such that the ECE would not give permission for them to be there.

Incident type	Response actions (as appropriate)
<b>You become aware of a person on the ECE grounds that does not have permission to be there.</b>	<input type="checkbox"/> Assess the nature of the trespasser: non-threatening or aggressive (if aggressive – follow the violent intruder process, next page).
	<input type="checkbox"/> If appropriate, 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.
<b>Become aware that there is a trespasser on the property.</b>	<input type="checkbox"/> If the reason for the visit is not legitimate, explain that they have to leave the premises.
	<input type="checkbox"/> Notify the Senior Teacher or other staff member of the description, location and activity of the trespasser.
	<input type="checkbox"/> Ensure the children and staff are safe and the classrooms are kept secure.
	<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"/> Contact your 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.*

## Lockdown Procedure

This checklist provides a very basic guide to managing a threat directed at St Mary's Preschool. This will generally be if there is an active armed offender incident in the community or if there is a threat on the preschool, St Mary's School, Star Of The Sea Parish grounds, or on instructions from the NZ Police.

The aftermath of a Lockdown incident will require careful management as even in the 'best case' scenario of no one being injured there may be traumatised staff and pupils, concerned parents, disruption to your ECE and media interest.

	Response actions (as appropriate)
	<input type="checkbox"/> The Senior Teacher or person responsible will manage the Lockdown procedure
	<input type="checkbox"/> Families will be notified via text message from the preschool emergency phone that we are in a Lockdown situation and will be asked to stay away from the preschool until advised otherwise
	<input type="checkbox"/> As the lockdown may go on for several hours, access to (or taking with you) the Civil Defence Kit, especially first aid kit, water and food is vital
	<input type="checkbox"/> Another emergency kit (or checklist to remember) including other items needed such as device chargers, nappies, wipes, bottles, medication and bedding should be easily accessible also.
	<input type="checkbox"/> Lockdown drill will be done termly to ensure all staff are familiar with the lockdown procedure
<b>Lockdown procedure</b>	<ul style="list-style-type: none"> <li>• If threat is not in the immediate preschool/parish grounds, the Senior Teacher will declare lockdown by shouting LOCKDOWN.</li> <li>If the threat is directed at preschool, school or the parish community, the Senior Teacher will declare lockdown by calmly and discreetly alerting teachers verbally where possible. The small "mat time" bell will be rung by the Senior Teacher, alerting everyone to come inside.</li> <li>Staff will quickly and calmly remove children, and all other people from the outdoor play spaces/hallways and toilets and bring them to the designated lockdown spaces.</li> <li>• Close all windows and external doors</li> <li>• Close blinds</li> <li>• Turn off lights/music/anything making sound</li> <li>• Lock internal doors or barricade with furniture</li> <li>• Ensure everyone remains low to the ground and away from any windows</li> <li>• Ensure everyone remains as quiet as possible</li> <li>• Using the sign in sheet, ensure everyone is present and accounted for</li> <li>• Once lockdown has been determined, no one is to enter or exit the premises until the all clear has been given</li> <li>• No one is to answer the door under any circumstances until the all clear has been given</li> <li>• Once everyone is safely in the designated safe spaces, if St Mary's Preschool has declared the lockdown, police must be informed of the situation – Call 111</li> </ul>

<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.education.govt.nz/school/student-support/emergencies](http://www.education.govt.nz/school/student-support/emergencies)

## Shelter in Place Procedure

To ensure all children, teachers, other staff, parents and any whānau are kept safe from harm, calm and cared for in the event that St Mary’s Preschool declares themselves to Shelter in Place (SiP) or we are required to SiP (possibly referred to as Lockdown) by New Zealand Police or the Ministry of Education.

	<b>Response actions (as appropriate)</b>
<b>Reasons for lockdown</b>	<ul style="list-style-type: none"> <li>• Severe weather/storms</li> <li>• Extreme smoke from fire</li> <li>• Dangerous animals/insects</li> <li>• Unidentified external substance</li> </ul>
	<input type="checkbox"/> Shelter in Place would be used any time a threat is present that requires the children and any other person at the service to be contained and protected inside or in a safe location away from the service
	<input type="checkbox"/> The Senior Teacher or person responsible will manage the SiP procedure
	<input type="checkbox"/> Families will be notified via text message from the preschool emergency phone that we are in a Shelter in Place situation and will be asked to stay away from the preschool until advised otherwise
	<input type="checkbox"/> As the SiP may go on for several hours, access to (or taking with you) the Civil Defence Kit, especially children’s medications, first aid kit, water and food is vital
	<input type="checkbox"/> Another emergency kit (or checklist to remember) including other items needed such as device chargers, nappies, wipes, bottles and bedding should be easily accessible also.

	<input type="checkbox"/> Drills must be done termly to ensure all staff and children are familiar with the SiP procedure
<b>Shelter in Place procedure</b>	<ul style="list-style-type: none"> <li>• Sound the whistle and shout SHELTER IN PLACE and quickly and calmly remove children, and all other people from the outdoor play spaces/hallways and toilets and bring them to the designated Shelter in Place space – this may be the general classroom area</li> <li>• Close all windows and external doors</li> <li>• Using the sign in sheet, ensure everyone is present and accounted for</li> <li>• Once SiP has been determined, no one is to enter or exit the premises until the all clear has been given (by either the Senior Teacher/Person Responsible who directed the lockdown, or by the NZ Police)</li> <li>• No one is to answer the door under any circumstances until the directive of SiP has been lifted</li> <li>• Once everyone is safely in the designated safe spaces, if St Mary's Preschool has declared themselves as sheltering in place, normal activities may resume as much as possible, with entries and exits restricted.</li> <li>• Everyone must remain in the safe location until the ALL CLEAR directive is given.</li> </ul>
<b>Following the incident</b>	<p>The aftermath of a Shelter in Place situation will require careful management as even in the “best case” scenario of no one being injured there may be traumatised staff and children, concerned parents, disruption to St Mary's Preschool and media interest</p> <ul style="list-style-type: none"> <li>• The Ministry provided Trauma Incident Teams will provide support</li> <li>• Chairperson of the Board of Governors to liaise with the media if necessary. Employees are not to communicate with media</li> <li>• Senior Teacher and the BOG Chairperson will decide whether to temporarily close or continue operating. The Trauma Incident Teams will provide guidance on suitable response</li> <li>• Teachers, parents/caregivers are encouraged to talk away from children so as to not project their fear, worry etc onto children</li> <li>• Ensure the continued monitoring of the wellbeing of all children, their families and teachers, providing appropriate support.</li> <li>• All teachers and other staff offered leave, counselling and support</li> <li>• For further information on helping children through trauma:  <a href="http://www.education.govt.nz/school/student-support/emergencies">www.education.govt.nz/school/student-support/emergencies</a> </li> </ul> <p>Regulations Requirements That Guide This Policy:  Reg. 45 &amp; 46 ECE 2008  Licensing Criteria That Guide This Policy:  HS4, HS5, HS7, HS8, HS27</p>

## Serious injury or death

All ECE services and schools need to be prepared and know how to manage a traumatic incident involving death or serious injury. The sudden death (or serious injury) of a child, young person, staff member or family/whānau member has the potential to create significant dangers or risks to the physical and emotional wellbeing of children, young people and people within a community.

The event also has the potential to cause sudden and/or significant disruption to the effective operation of an ECE service or a school and their community. If the aftermath is poorly or insensitively handled, it can impact on those affected and attract adverse media or public comment.

	Response actions (as appropriate)
<b>Death / serious injury occurs at school or ECE</b>	<input type="checkbox"/> Ensure your own safety. Assess area for danger (eg: live wires, poisonous substances etc)
	<input type="checkbox"/> <b>Do not assume death has occurred – give immediate first aid</b>
	<input type="checkbox"/> Call emergency services
	<input type="checkbox"/> Notify Senior Teacher; isolate and contain the area.
<b>Action after medical personnel have taken over</b>	<input type="checkbox"/> Senior Teacher 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 preschool is fully briefed

<b>Death/serious injury occurs outside ECE hours</b>	<input type="checkbox"/> Whoever receives notification makes Senior Teacher aware.
	<input type="checkbox"/> Senior Teacher to notify Chairperson of the Board of Governors
	<input type="checkbox"/> Senior Teacher or Office Manager to notify family on the appropriate channels
	<input type="checkbox"/> Staff and Board of Governors to decide appropriate course of action in regards to contacting the affected family. A Preschool representative will visit the family.
	<input type="checkbox"/> Staff to attend funeral. The centre will close out of the respect for the family
	<input type="checkbox"/> Staff will be sensitive to the family in relation to the funeral, e.g. liase between family and Preschool

### **Suggestions for dealing with the grief during session**

- Set up a memorial table
- Allow the children to talk, share, express freely
- Employ extra staff to free up permanent teachers, so they can listen to children and parents, and answer questions
- Child to be remembered during prayer time for as long as children wish
- Be flexible and allow circumstances to guide decisions and actions
- Maintain a balance between sadness and Christian hope

### **Memorialising**

- Teachers to discuss meaningful memorial to the child
- Preschool families to be invited to a memorial celebration out of normal Preschool session times

### **Online resources**

Visit the Ministry of Education website to assist in managing this type of response in ECE services:  
[www.education.govt.nz/school/student-support/emergencies](http://www.education.govt.nz/school/student-support/emergencies)

### **Traumatic Incident Team**

Contact the Ministry of Education Traumatic Incident team on 0800-TI TEAM / 0800 84 83 26

## Missing child or student

All instances of a child or student going missing from a school or ECE centre have to be treated urgently and steps taken to find the missing person or confirm their safe whereabouts.

There can be many reasons and associated dangers for a missing child or student including:

- the proximity of dangerous hazards to the ECE
- the possibility of an abduction
- the possibility that the child or student has been picked up by a parent or caregiver
- the child or student has decided to leave school for the day
- the child or student has felt unwell and simply gone home.

Until the child or student has been found or confirmed in a safe location, action must be taken to locate them.

	Response actions (as appropriate)
<b>Information or notification that a child / student is missing</b>	<input type="checkbox"/> Confirm: <ul style="list-style-type: none"> <li>• that the person had been present at ECE / school at some time during the day, and if so;</li> <li>• when they were last seen</li> </ul>
	<input type="checkbox"/> Notify Senior Teacher and staff
	<input type="checkbox"/> Search the preschool.
<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
	<input type="checkbox"/> Contact your Ministry of Education regional office (which can help you access the Traumatic Incident team if required).



Appendix -

a) Safety and Emergency Supply list -

Civil Defence kit is maintained bi-annually and accessed via the office area bathroom.

b) Lockdown/Shelter in Place checklist

# Civil Defence Checklist

## Box 1

Item	Qty		
Torch	1		
Rice Crackers	3		
Tea Bags	1bx		
Super Wines	2 pk		
Fruit Salad renew 11/21	2		
Spaghetti renew 11/21	2		
Baked Beans renew 11/21	2		
Push button phone	1		
Hi vis vest	2		
Emergency blanket	3		
Plastic cups	50		
Toilet rolls	2		
Throw Blankets	4		
Blue tarpaulin	1		
Radio	1		
Radio batteries	2		

Baby Wipes	1 pk		
Gloves	1 bx		
Tissues	1 bx		

## Civil Defence Checklist Box 2

Item	Qty	June	December
Baked Beans renew 03/23	4		
Spaghetti renew 03/23	4		
Can opener	1		
Blankets	4		
Hi vis vest	1		
Torch	2		
Small cooking pot	1		
Butane Gas	1		
D batteries	1 pk		
Butane cooker	1		
Roll of cord	1		
Toilet rolls	2		
Baby wipes (70/pk)	1pk		

Dessert bowls	50		
Knives	20		
Spoons	40		
Forks	50		
Stainless Steel bowl	1		
Baby Wipes	1pk		
Nappy Pants	1pk		
Hand Sanitiser	1 btl		
Whistle	1		
Sanitary Pads	1pk		
Tampons	1pk		
Black rubbish bags	1 roll		
Plastic drop sheet	1 pk		
St Mary's Pre-School Keys			
Duct Tape	1 roll		

Lockdown/Shelter In Place (SiP) Checklist	✓ Or NA
Initiated lockdown/SiP (either directed by NZ Police/emergency services, or initiated by St Mary's Preschool or School)	
Is everyone inside and accounted for on the sign in sheet?	
Has someone notified Police or other emergency services (if required)	
Have we informed our parent/caregiver community of the situation, and to stay away until advised otherwise?	
Have we notified groups/individuals currently off-site we are in lockdown/SiP (and to stay away until advised otherwise?) eg, staff who may be on lunch, parish	
Have we advised the Ministry of Education (Te Mahau) local office (if required)?	
Have we established direct communication with emergency services/NZ Police (or MoE where Police have asked them to direct schools and services to lockdown) to get updates about the event?	
Have we checked our Emergency Management Plan?	
Can we safely move down from lockdown to SiP using up to date information from Police/emergency services/other? (If the emergency event is not directly targeted at the school/service, shelter in place is recommended.)	
Is there safe access to the necessary toileting facilities, first aid, food and water supplies if required?	
Are we updating our caregivers regularly?	
Have we initiated our reunification process and notified parents and caregivers about where and when they can collect their child? OR Have we advised that the lockdown/SiP has ended and we are resuming with our usual activities until the normal end of day?	

Lockdown/SiP Checklist - April 2023