



EMERGENCY PLAN

Gladstone School (Masterton)

131 students and 7 staff

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Gladstone
Wellington, 5884

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Main office email: principal@gladstone1.school.nz

Website: www.gladstone1.school.nz

Twitter: Not applicable

Facebook: Not applicable

This emergency plan focuses on emergencies where school staff will need to take immediate, self-directed actions such as fire, earthquake and lockdown. During or prior to the onset of other types of emergency, officials such as Police, Civil Defence, the Ministry of Education, or the Met Service will provide official advice and guidance.

Emergency Planning for schools

Emergencies can happen at any time. Our school is prepared, has a plan in place to respond to emergencies to minimise the effect to students, staff and visitors.

This plan was developed in collaboration with the Wellington Region Emergency Management Office.

Family Reunification Plan

To be able to release students to parents and caregivers during or after an emergency event, it is important to follow our reunification plan in place.

When there is an emergency we will attempt to notify parents

Phone contact will be made with each school family i.e. at least one parent (if the parent is unavailable then an emergency contact person would be phoned) to advise them of the situation and where to go to collect their child/children. We would also place information on the Principals blog, and front of school website. We would change the message on the school answerphone with the appropriate information. As of 2016 we will send a text message (as per the school app) to advise parents of the above information also.

When parents arrive to pick up their children

Parents or authorised alternates should enter the school through the main gate and go to the school assembly point (identified on a notice at the front of school), where a desk will be set up with the class lists. The student name and authorised person is checked against the list of authorised people on each students emergency information details. The name of the person collecting the student is highlighted, the time and where they are going to take the student to is also recorded. The person collects the student from the designated area. The main list is ticked as they go off site .i.e. the adult collecting the student comes back past the desk to advise that they have collected their child / children.

Fire Procedure

This procedure outlines what to do in the event of a fire.

The same procedures will be followed when practicing a fire drill.

- On first discovering a fire or suspected fire, the fire alarm – electric bell will be turned on and left on.
- If the Principal determines there is no obvious fire then they can phone Wormald's to check the alarm system rather than making a 111 call. However all people must evacuate the buildings.
- Evacuate as per below instructions the same procedures will be as per following a fire drill.
- Principal or delegate to call Fire Service using:
111
- Details of information required by Emergency Call Centre are posted by phone in the office.
- On hearing **continuous ringing of the bell/alarm**, students, staff and visitors to proceed immediately and in an orderly manner to assembly area – TENNIS COURTS, and sit down in class rows. This applies whether students and staff and visitors are inside or outside at the time.
- Office Administrator/Principal or delegate to take Administration folder, visitor book and phone to the tennis court for cross checking if required.

If in the classroom:

- Teachers close the doors and windows in the room in which they are working.
- Principal or delegate to check office area, medical room, student toilets, staff / disabled persons toilet, library, hall and other buildings.
- Teacher aides are to assist with evacuation of students as per the classroom teacher's instructions and following school procedures.
- Teachers to check class list / call roll as per information taken at roll call. Class lists should be collected from the administration folder brought to the assembly point by the Administration Officer/Principal if Teachers do not have this list with them.
- Teachers are to report to the Principal once the roll is taken.
- Await further instructions.
- If any child/children/adult cannot be accounted for Principal will designate teacher/responsible adults to search area where they were last seen. No rescues will be attempted unless there is no danger to teacher/adult, or any risk imposed on rest of children. General rescues will be left to Emergency Services or those suitably equipped/qualified.
- Safety of students is the first responsibility. Efforts to save property will be at the discretion and direction of the Principal.
- Teachers to remain with classes and await further instructions from the Principal according to the Evacuation/Emergency response Plan.

Our off-site evacuation point(s) is

If we need to leave the school property we walk across the road (from the front gate entry) to the Booth's paddock. If this is deemed unsafe (i.e. stock in the paddock) the Principal will assign an alternative off site safe location. This is likely to be the parking area in front of the school house, or front of school lawn area.

Earthquake Procedure

This procedure outlines what to do in the event of an earthquake. The same procedures will be followed when practicing an earthquake drill.

When the ground begins to shake

- Everyone, including students, teachers, staff and visitors immediately **DROP, COVER, and HOLD.**
- Your own safety comes first. You cannot help anyone else if you are injured.
- For practise drills, the intermittent ringing of the school bell will indicate an earthquake drill.
- Students should listen to instructions from their teacher.
- All people inside should seek safety under desks or a solid frame and protect head with arms (turtle position).
- All people outside should move away from trees, pool and buildings, overhead power lines and lie on the ground in the turtle position until shaking has ceased.
- Unless there is an obvious hazard during the earthquake, teachers will keep students in the classroom.
- If evacuation is possible, all students, staff and visitors will proceed immediately and in an orderly manner to the assembly area – **TENNIS COURTS**, and sit down in class rows and proceed as per Fire Drill.
- If any student, staff, or visitor cannot be accounted for the Principal or delegate will search the area where they were last seen. No rescues will be attempted unless there is no danger to the rest of the students, staff and visitors. General rescues will be left to Emergency Services or those suitably equipped.
- Safety of students is the first responsibility. Efforts to save property will be at the discretion and direction of the Principal.
- Teachers to remain with classes and wait further instructions from the Principal according to Evacuation Emergency Response Plan.

Our off-site evacuation point(s) are:

If we need to leave the school property we walk across the road (from the front gate entry) to the Booth's paddock. If this is deemed unsafe (i.e. stock in the paddock) the Principal will assign an alternative off site safe location. This is likely to be the parking area in front of the school house, or front of school lawn area.

Lockdown Procedures

This provides a very basic guide to manage the response to a dangerous person entering the school, or if Police contact you and request the school go into lockdown. These procedures are discussed with the staff as part of an annual planned activity at the start of the year (but not involving the students).

The aftermath of an intruder incident will require careful management as even in the 'best case' scenario of no one being injured or killed, there will be traumatised staff and students, concerned parents, confusion, disruption and media interest.

If a violent act occurs or shots are heard or an intruder is seen on the premises *notify the Principal or senior management staff immediately – Principal or Principal's delgate would*

- Call 111, identify yourself and your school, your address and provide all details the operator requests.
- If safe, move to safe positions to wait for the Police to arrive
- Alert staff that the school is going into lock down (avoid using the fire alarm).
- Move everyone into identified secure rooms.
- Lock and/or barricade, or cover if possible, doors/windows.
- Keep quiet and do not leave the room unless it is safe to do so.
- Should the event occur while students are outside in playing fields: instruct students to move to nearest secure room, or to a safe assembly area (which may include an off-site area close to the school).
- When police arrive, follow their instructions

Our system for alerting staff that the school is going into lock down is:

To alert the staff that the school is going into a lock down, the Principal (or delegate selected by Principal) will visit each classroom and personally inform teachers this could be in writing or verbally.

Following the incident

The Principal will (or BOT if Principal involved in the emergency):

- Follow the Traumatic Incident Card *as attached*. The Ministry of Education Trauma Incident Team will provide support. Phone 0800 84 83 26

- Consider whether to temporarily close, or continue operating. (The Trauma Incident Teams will provide guidance on suitable responses)
- Continue to monitor the wellbeing of students and staff
- The Principal or the Chairperson will be the designated media spokesperson for Gladstone School and they will confirm that no one else talks on behalf of the school.

For detailed resources on traumatic incidents, visit:

<http://www.minedu.govt.nz/EmergenciesTraumaticIncidents>

Advice for other hazards

This planning document focuses on emergencies where your staff will need to take immediate, self-directed actions. During or prior to the onset of other types of emergency officials such as Police, Civil Defence, the Ministry of Education, or the Met Service will provide official advice.

Below are some general guidelines for some of these types of emergencies

In all situations, call 111 if it is an emergency

Storm, Flooding and Snow Procedure

- The Principal is to monitor the situation using information from local, Regional Councils, Radio Stations, Met Service information. The decision will be always to **evacuate early**.
- If the emergency occurs before the start of the school day the Principal (and or delegates) will notify parents and staff via telephone or text (school app 2016) if the school is to be closed or transport is compromised.
- Principal and delegated staff (i.e. administration staff) will ensure all students are accounted for, by contacting parents/guardians of students who have not arrived at school, and checking that those students are at home.
- All children who are at school are to remain in classrooms, supervised by a teacher, and await further instructions

- If necessary to evacuate students to home during the school day then the , Principal or delgate will follow *bullet point two above*.
- The Principal or Principals delgate would notify Tranzit that buses are not required due to school closure.
- Any children whose parents/guardians can not be contacted will remain in the care of Principal or Senior Management or Principals delegate, either at school or at a designated evacuation point until they can be uplifted or returned home.
- If possible vital records and equipment will be moved to highest accessible point
- When all students and staff have left the school or have been evacuated, the Principal and senior management staff will leave.
- Last staff (as above) to leave will secure buildings and leave notice for emergency services indicating that all persons have been accounted for and have left the site

Missing Student Emergency Response

Principal or Principal's delgate will;

Confirm the student has been present during school hours

Student is missing:

- Search school grounds and buildings.
- Notify all staff.
- If appropriate, re-assure other staff, visitors and students. Teachers to maintain calm calssroom routines.

If student is found:

- Principal to advise Staff parents/caregivers
- Complete incident report and advise BOT Chair

If student not found:

- Phone 111 immediately – follow Police instructions
- Principal to advise parents/whanau/caregivers BOT Chair immediately.
- Follow the Traumatic Incident Card *as attached as appropiqte*.The Ministry of Education Trauma Incident Team will provide support. Phone 0800 84 83 26

- Student found
- Complete incident report

Pandemic

In the event of a health crisis, official guidance will be provided by the Ministry of Health, the Ministry of Education, and Civil Defence Emergency Management.

Serious Injury (including bus transport)

Notify the Principal (or Principal's delegate) immediately who will contact the BOT Chairperson (also notify Transit manager immediately if a bus incident – 0272447663 or 3706600). The Principal (or Principal's delegate) will ensure the following occurs;

- Immediately Call 111
- Follow procedures as per the *Traumatic Incident Card attached*

Dealing with Deceased Emergency response

Technically any deceased person needs to be treated as a crime scene.

If there are deceased persons after an earthquake or other significant emergency and you are not able to immediately contact the Police

Death Occurs At School or School Activity (including bus transport)

Notify the Principal immediately who will contact the BOT Chairperson (also notify Transit manager immediately if a bus incident - 0272447663 or 3706600). The Principal (or Principal's delegate) will ensure the following occurs;

- Isolate affected area if possible.
- Call 111.
- Cover the body with a blanket or similar
- Only move the body(s) if there are impeding access to rescue other people, or it is causing distress to others
- If you must move the body take some photos first to pass onto Police later
- Determine the method of notifying other students, staff and parents. Advise all adults (or those with phones, social media etc) that this information is confidential and will only be shared with the appropriate people by the Principal (or delagte) in the first instance.

- Notify the school staff and BOT Chairperson before normal school hours or as soon as possible, if a death occurs outside of school activities i.e. holidays or week ends.
- The Principal or the Chairperson will be the designated media spokesperson for Gladstone School and they will confirm that no one else talks on behalf of the school.

Principal – Post Crisis

Follow the Traumatic Incident Card *as attached*. The Ministry of Education Trauma Incident Team will provide support. Phone 0800 84 83 26

- Meet with counselling staff and other professionals to determine level of intervention required
- Designate counselling areas/rooms
- Accompany affected individuals to counsellors (can assign appropriate delegate)
- Monitor adequacy of counselling
- Follow up with staff/students where required
- Allow for changes in school routines
- Designate staff to attend funerals

Suspicious package or substance

Notify the Principal immediately who will contact the BOT Chairperson. The Principal (or Principal's delegate) will follow the following procedure;

When dealing with suspicious packages the utmost caution must be exercised and no attempts must be made to touch, move or examine the package. Immediately Call 111 and follow the operator's instructions.

Chemical spill

Notify the Principal immediately who will contact the BOT Chairperson. The Principal (or Principal's delegate) will follow the following procedure;

Immediately call 111 and consider evacuation or lockdown.

Our School could act as a spontaneous community hub

A Civil Defence Centre is a known gathering point for the community during and after a significant emergency. They are a hub for the coordination of any community emergency response. It is opened and managed entirely by the public, possibly with the assistance of the staff from the property where the Civil Defence Centre is located.

Our school is not identified as a Civil Defence Centre, however Schools and community centres are community hubs where people may naturally gather during and after an emergency.

To facilitate opportunities for the community to gather and coordinate their response, all schools should be prepared to act as unofficial Civil Defence Centres.

After people have checked on their household and neighbours, they should go to a Civil Defence Centre:

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

Appendix:

Reference = Traumatic Incident Card

- Principal & BOT Chair -

Nine-step checklist

Step one - gather the facts:

- listen to what has happened
- record the caller's name and phone number
- record the names of others involved
- record and verify the facts of the event
- ascertain the reactions of those involved and record any actions taken
- check that the appropriate emergency services have been contacted
- inform the caller of any actions staff will take (such as informing the head teacher/principal, informing your local Ministry of Education, Special Education traumatic incident coordinator)
- give the caller a staff member's name and phone number in case they need to call back
- immediately after the call, contact the service manager/principal and/or the traumatic incident coordinator.

Step two - immediate actions for the Principal:

- inform the management committee or board of trustees to determine the need to assemble the ECE service/school traumatic incident response team
- contact and establish the ECE service/school traumatic incident team to coordinate support
- set a meeting time and place to assemble
- contact the traumatic incident service for support
- provide the traumatic incident coordinator with a meeting time and place, where necessary
- inform any other ECE services/schools that may be affected
- establish a communication line with emergency services
- locate the master key, school floor plan, student lists and contacts, where relevant
- determine what, if any, information can be released.

Step three - immediate actions for the traumatic incident response team:

- convene an on-site traumatic incident team meeting
- share facts and assess the impact of the crisis (when did the event occur? where did the event occur? how did it happen? are members of the traumatic incident response team involved? do deputies need to be assigned roles?)
- assign traumatic incident response team roles
- determine how many children, young people and staff are likely to be affected and potential responses that might follow
- determine if the ECE service/school can remain open, eg are there enough staff? is the school a crime scene?
- determine if additional relief staff are needed
- determine if additional support services are needed

- arrange for identification badges for outside professionals
- assign phones for media, public, information and outside calls
- clear access to driveways to allow access for emergency response vehicles
- liaise with transport operators (passenger lists, route descriptions)
- identify and prepare support rooms for children and young people who are unable to be supported in classrooms
- identify a possible media room and times, prepare media statement
- identify parent access sites/rooms
- set up a central information board for staff access
- post relevant information on the central information board, ie information about phones, student support rooms, media times and places, parent access etc.

Step four - inform your community:

- determine how and when to release information to staff, ie, during a staff meeting
- determine how and when to notify all staff about the staff meeting time and remind staff of the traumatic incident response team role, ie to help the ECE service/school resume functioning
- decide how and when information can be released, ie in class groups (smaller), among staff
- develop sign in and out procedures for staff and visitors
- write statements for teachers to read to students
- determine communication and liaison with families/whānau
- write statements for the wider community.

Step five - respond to people who are injured:

- establish communication/liaison links with medical staff
- participate in and manage medical triage with other trained first aiders and medical staff
- ensure immediate medical intervention in life threatening situations
- ensure patients are prioritised for treatment in line with the severity of their medical condition
- keep accurate records of injured staff and students, doctors and hospitals involved
- communicate medical conditions and notify next of kin, release information in consultation with traumatic incident response team and police
- consult and inform staff
- minimise student exposure to the injury scene with the use of screens/removal etc
- manage parent arrivals and student release through agreed systems
- clean site (in culturally appropriate ways).

Step six - prepare for the media:

- designate a media spokesperson (usually the service manager or principal) and confirm that no one else talks
- ensure sufficient staff and phones are available to handle incoming media and public calls
- log all calls, where possible
- transfer calls to appropriate team members and staff, ie the identified media spokesperson

- ensure all administration staff and teachers are briefed on all aspects of information flow
- develop a media response in liaison with management/the board (keeping in mind confidentiality, family/whānau wishes, information available to be released and the need to check with police and emergency services)
- determine how and what information can be released to the community (eg, using recorded phone messages and staff statements)
- liaise with others to check whether the content of all messages is culturally appropriate
- maintain a media contact list
- control times and places of media arrival and remind media of the effect of media coverage on children and young people – especially where an incident involves suicide
- locate the mobile communication kit and check contents
- draft letters to be sent home, include facts, summaries, information about likely reactions and support networks.

Step seven - respond to the media:

- say to reporters that you will call them back, then take the time to prepare your single over-riding communications objective (eg, the one thing you want your audience to remember)
- ask the reporter for her name, organisation, contact details, general nature of her inquiry and who else she has spoken to
- talk only about your area of knowledge/expertise
- distinguish fact from opinion
- answer the questions firmly and directly
- keep to the issue and use key messages
- use plain language and avoid slang, jargon or waffle
- don't make personal comments
- don't criticise other people or organisations
- don't speculate
- don't say, 'no comment', instead, if you don't know the answer, say so
- don't look at or into the camera, instead talk to the interviewer, focusing at head level.

Step eight - support staff, students, parents and the community:

- prepare written material for the ECE service/school community to support their understanding of the event and communication with children and young people
- have teachers share prepared factual material with children and young people
- allow students to express thoughts and feelings regarding an incident
- clarify misinformation
- encourage teachers to normalise students' feelings and provide factual answers to questions
- encourage helping relationships, characterised by empathy, warmth and genuineness in the classroom
- take care not to lecture and to allow periods of silence for students
- avoid clichés such as 'be strong' and 'you are doing so well', understanding they reinforce a student's sense of aloneness
- be aware of cultural differences that exist in expressions of grief
- maintain confidentiality, where appropriate

- provide snacks, drinks to students and staff and support to staff, as appropriate
- visit selected classrooms to provide opportunities for discussion and support
- identify high-risk children and young people and monitor classroom and school attendance closely
- monitor staff attendance closely
- support referrals for immediate outside support, where needed
- provide contact numbers for parents to ring after hours
- document actions taken
- consider setting up an open forum for people to express concerns about the well being of children and young people
- provide teachers, families/whānau and the community with information on supporting children and young people and where and how to seek additional support.

Step nine - evaluate your plan, procedures and practice:

- meet to evaluate your plan, procedures and practice within two to three weeks of a traumatic incident
- look at ways to improve the plan and procedures, eg, by upskilling staff
- identify and follow up outstanding tasks and identify and address any concerns
- identify any ongoing support needs of staff and students
- discuss the need for letters of appreciation (for people who helped) and/or any remembrance activities.