



## Emergency Management Procedures

**IMPORTANT: All schools must maintain an up-to-date printed version of the emergency procedures**

As part of our health and safety policy, we have plans in place for responding to emergencies.

It is the board's responsibility to ensure that the school's emergency planning is current. As well as reviewing policy and procedures as part of a scheduled review every 3 years, the principal assures the board in implementation reports twice yearly that:

- evacuation procedures have been practised and reviewed regularly
- the emergency kit is up-to-date and fully stocked
- emergency contacts are current
- all staff know the emergency procedures, and the **location of the printed copies** and the emergency kit.

As well as scheduled reviews, we review and debrief after every drill or emergency event.

### Successful planning

Our planning includes:

- identifying likely risks and emergency scenarios, such as natural disasters, fire, accidents, traumatic incidents, and anything that would require reverse evacuation, both at school and as part of emergency planning for EOTC events
- identifying and evaluating assembly areas and evacuation points, and emergency facilities, including what, if any, transport would be required to get to an evacuation point
- ensuring that all staff and students are familiar with emergency procedures and regularly practice earthquake drills and evacuation procedures
- clarifying and assigning key roles for emergency situations, and ensuring that all staff are aware of their responsibilities
- maintaining up-to-date contact details for staff and students
- considering how we will communicate with parents, students, and staff in an emergency
- sharing our plans with the wider community.

### Printing your emergency procedures

Make sure you have an **up-to-date printed copy** of the emergency procedures topics listed below. The **printed copy** must be reprinted at least twice a year, or any time updates are made to the procedures. You need to keep this **printed copy** up to date in case you cannot access your online procedures (for example, during a power cut).

Click on each of these links, print the document, and keep a paper copy in the school office and in each classroom and teaching space. Also, in the office folder, keep a **printed and up-to-date list** of emergency contacts, such as your local council, medical centre, police station, and other useful contact details for your security company, builder, plumber, insurance company, bus company, etc.

<b><u>Earthquakes</u></b>	<b><u>Gas Leaks</u></b>
<b><u>Fire</u></b>	<b><u>Chemical Spills</u></b>
<b><u>Extreme Weather</u></b>	<b><u>Trespasser on School Grounds</u></b>
<b><u>Volcanic Eruption and Ashfall</u></b>	<b><u>Violent Intruder on School Grounds</u></b>
<b><u>Tsunami Procedure</u></b>	<b><u>Dealing with a Suspicious Letter or Package</u></b>
<b><u>Emergency Evacuation</u></b>	<b><u>Disaster Management Plan</u></b>
<b><u>Assembly Areas</u></b>	<b><u>Crisis Management</u></b>
<b><u>Emergency Kit</u></b>	<b><u>School Closure</u></b>
<b><u>Missing Student Protocol</u></b>	<b><u>Civil Defence Emergency Management</u></b>

**Also print emergency contact information (keep only in the office)**

- for staff and board members, including day and after hours phone numbers, and their emergency role as applicable e.g. warden, first aider, media spokesperson, etc.
- for students, including primary and alternative caregiver names and phone numbers, and any relevant information about their medical conditions or other specific needs
- for emergency services (local police station, medical centre, National Poisons Centre, Civil Defence)
- for external contacts (MOE Traumatic Incident Team, Oranga Tamariki/Ministry for Children, local council)
- other contacts such as insurer, electricity/gas company, builder, etc



# Allenton School

Together we learn and grow

*Me akotahi hei oranga mā te katoa*



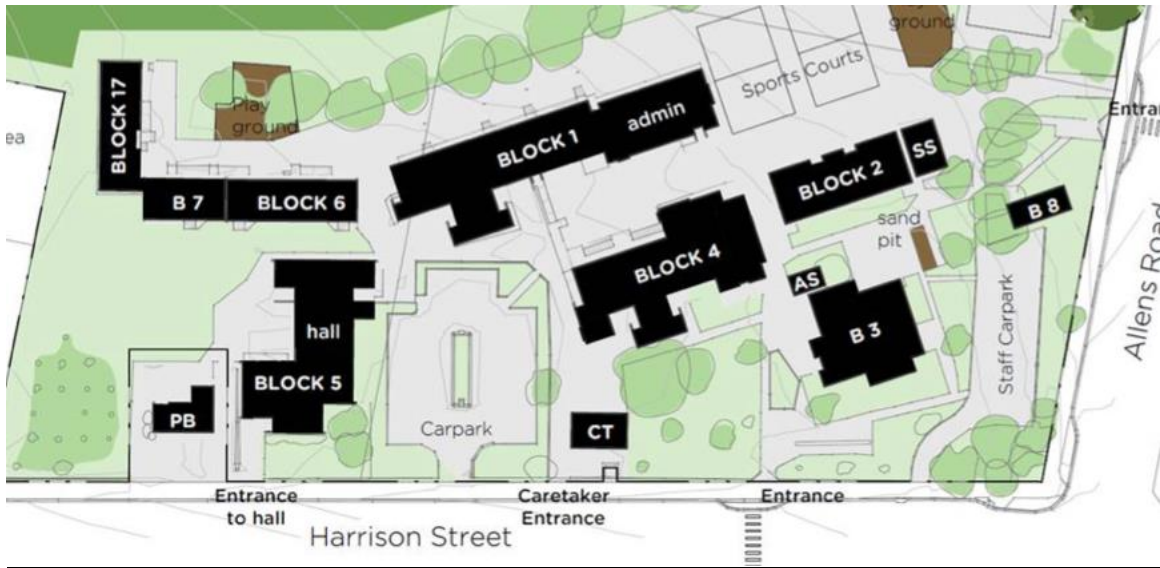
## EMERGENCY MANAGEMENT PROCEDURES

The Allenton School Emergency Procedures covers the following:

- Emergency procedures, including an effective response to an emergency
- Evacuation procedures
- Emergency lockdown response, e.g. what to do in an armed offenders call out
- Notifying emergency services at the earliest opportunity
- Medical treatment and assistance procedures, e.g. when a teacher or student is injured
- Effective communication between the person authorised by the Board of Trustees to coordinate the emergency response and all people at the workplace
- Testing of the emergency procedures (e.g. fire drills) including the frequency of testing
- Providing information, training and instruction to relevant workers whose job is to manage these emergency procedures
- Emergency procedures, including an effective response to an emergency
- Evacuation procedures

<b>Address</b>	110 Harrison Street, Allenton, Ashburton 7700
<b>Contact Details</b>	Telephone: (03) 308-6495
<b>Email:</b>	<a href="mailto:principal@allenton.school.nz">principal@allenton.school.nz</a> and <a href="mailto:office@allenton.school.nz">office@allenton.school.nz</a>
<b>Emergency Contacts</b>	Bruce Tilby (Principal) – (021) 230-5822 Fiona Maw (Deputy Principal) – (027) 727-4150 Trevor Fletcher (Caretaker) – (022) 121-0183 Anmarie McCloy (Office Manager) – (027) 460-0884 Jo Snowball (Office Administrator) – (027) 228-8490 Sandi Wood (Board of Trustees) – (027) 577-5875
<b>Radio</b>	Our local station for emergency information is Hokanui
<b>Revised</b>	June 2019

**Allenton Primary School – Buildings Site Plan**



**Allenton School – Site Plan (including field and emergency assembly point)**



Existing Site  
Test

**SITE / Existing**

Scale 1:1000 at A3

## **External Contact Lists**

*Where possible include a primary and alternate number*



### Emergency services contact information

<b>Police, Fire, Ambulance</b>	<b>111</b>
<b>Police (Ashburton)</b>	<b>(03) 307-8400</b>
<b>National Poison Centre</b>	<b>Urgent line: (0800) 764-766 Non-urgent: (03) 479-7284</b>
<b>Three Rivers Health (Allenton Medical Centre)</b>	<b>Address: 7-11 Allens Road, Allenton, Ashburton Phone: (03) 308-9139</b>
<b>VetEnt, Ashburton</b>	<b>Address: 1 Smallbone Drive, Ashburton Phone: (03) 308-2321</b>



### Essential Government contact information

<b>Ministry of Education</b>	<b>National Office: (04) 463-8000 Auckland Office: (09) 632-9400 Traumatic Incident Team: Fiona Bartley (0800) 848-326 or (03) 378-7536</b>
<b>Ministry of Education media advice and assistance</b>	<b>Point of contact: Senior Media Advisor, Communications Group. Phone: (04) 463-8000</b>
<b>Ministry of Education Property</b>	<b>Point of Contact: David Patterson Phone: (03) 378-7507 Mobile: (027) 551-0749</b>
<b>Ministry of Education Senior Advisor</b>	<b>Point of Contact: Jane McKinnon Phone: (03) 378-7875 Mobile: (027) 518-7948</b>
<b>Ashburton District Council</b>	<b>Phone: (03) 307-7700</b>
<b>Child, Youth and Family</b>	<b>Reporting line: (0508) 326-459 Ashburton Office: (03) 908-0791</b>
<b>Civil Defence (Emergency) - via Ashburton District Council</b>	<b>Phone: (03) 307-7700</b>



### Essential Security contact information

<b>Alarm Monitoring and Security (Masterguard)</b>	<b>Phone: (03) 307-7199 or (0800) 308-854</b>
<b>Fire Alarm and Equipment Maintenance (Wormald)</b>	<b>Phone: (03) 341-1580</b>



## Essential Utility contact information

Electrical Emergency	National Grid Phone: (0800) 404-090 Vector Emergency Phone: (0508) 832-867
Gas Emergency	National Grid Phone: (0800) 111-999 Vector Emergency Phone: (0800) 764-764
Power Company (Meridian Energy)	Phone: (03) 357-2633 Account No:
Electrician (ElectraServe)	Point of Contact: Blair Watson Phone: (03) 308-9008
Plumber	Point of Contact: Phone: (03) Mobile: (027)
Builder (Smith and Sons)	Point of Contact: Paul Cartney Phone: (03) 307-8980 Mobile: (027) 407-1757
Cleaning (Crest)	Point of Contact: Rob Glenie (Area Manager) Mobile: (027) 534-8788
School Support	Point of Contact: Natalie McCullough Phone: (03) 281-7686 Mobile: (027) 434-6505



## Local Schools Contact Information

Ashburton Borough School	Principal's Name: Hilary Boyce Address: Winter Street, Ashburton Phone: (03) 307-8529
Ashburton Christian School	Principal's Name: Tim Kuipers Address: 119 Albert Street, Elgin, Ashburton Phone: (03) 307-6340
Ashburton College	Principal's Name: Ross Preece Address: 27 Walnut Avenue, Allenton, Ashburton Phone: (03) 308-4193
Ashburton Intermediate School	Principal's Name: Brent Gray Address: 144 Cass Street, Ashburton Phone: (03) 308-9563
Ashburton Netherby School	Principal's Name: Phil Wheeler Address: 51 Brucefield Avenue, Ashburton Phone: (03) 308-5799
Hampstead School	Principal's Name: Peter Melrose Address: 55 Wellington Street, Hampstead, Ashburton Phone: (03) 308-6476
St. Joseph's School	Principal's Name: Cath Blacklow Address: 87 Havelock Street, Ashburton Phone: (03) 308-5299
Tinwald School	Principal's Name: Peter Livingstone Address: 131 Thomson Street, Tinwald Phone: (03) 308-4555



Other miscellaneous contact information

Ashburton Courier (Newspaper)	Point of Contact: Sue Newman Phone: (03) 307-7958 or (03) 308-7664
Bus Company (Pearsons Coachlines Ltd)	Point of Contact: Mark Phone: (03) 308-2992
Insurance (Crombie Lockwood)	Point of Contact: Eva Snow Phone: (03) 307-7450 Mobile: (027) 430-2130



**Emergency Contact: Bruce Tilby (Principal) – (021) 230-5822**

# **LOCKDOWN**

## **(Bells first then school pager)**

**A lockdown is indicated by the repeated turn on and off of the bell 5 times. Any staff member can undertake this by breaking a fire alarm bell and then switching the bell continuously on and off. In addition a message of “Lockdown, Lockdown, classes into Lockdown” will be called over the school pager system.**

### **Lockdown Type: - Full**

1. Close and lock all doors and windows in Office and Staffroom.
2. Pull curtains or blinds where fitted Office, Meeting Room and Staffroom.
3. Turn off lights and noise emitting equipment.
4. Take where possible your mobile phone (put on silent).
5. Take laptop where possible.
6. Stay out of sight, below the desk or down the corridor.
7. Remain in this position until given the all clear.

If quiet is demanded the Principal will communicate with staff via mobile phone (a group message using the Skool Loop app, or a group txt). If possible, the message will also be sent via email in case a mobile phone is not present.

### **- Partial**

All students and adults are to remain in the buildings with doors locked. **No access** is allowed to outside people and **all communication is undertaken through the office under the direction of the Principal and will only act upon instructions given by the Principal. School staff will NOT communicate directly with parents, caregivers and the wider community.**

Partial is used when a localised toxic discharge has taken place or the district has gone into lockdown over a missing dangerous person.

### **Parents and Caregivers:**

1. Parent are to be kept informed via alerts on the Skool Loop App, and via the text or email message system through School Links.
2. Parents are to be updated at least once an hour or when a significant change has occurred in the situation.
3. No students are to be released until the all clear is given.
4. **No access** to students will be allowed while the school is in lockdown.







There are many possible reasons why the school may be required to go into 'lockdown'. These could include an unwanted and / or dangerous person on the school grounds, a dangerous dog on the school grounds, or a chemical spill close to the school. The school's immediate response in such a circumstance would be to ensure that all children and adults are locked away inside until the matter can be safely dealt with.

NO ONE IS TO MOVE ON OR OFF THE SCHOOL SITE OR BETWEEN BUILDINGS DURING A LOCKDOWN.

PARENTS, CAREGIVERS AND WHANAU ARE NOT TO COME TO COLLECT STUDENTS UNTIL DIRECTED TO DO SO.

### **Before a Lockdown**

Every effort will be made to prepare the school for this eventuality including;

- ensure all communication systems are functioning eg bells, classroom intercoms, etc
- ensure that the school's attendance registers are operational and accurate throughout the day i.e. registers marked twice a day, records kept of comings and goings
- carry out a lockdown drill each year to ensure that the school is as prepared as it can be for a real emergency
- ensure that non-staff members know what is expected of them during a lockdown drill or actual event (eg relievers, contractors within the school)
- communicate with parents, caregivers and whanau what will happen at school during a lockdown emergency
- attempt to have as many ways operating as possible of communicating with parents, caregivers and whanau (eg Skool Loops, text alert system)
- issue each classroom teacher with an emergency backpack (including current class roll, current staff contact list, plastic bags, book or books to read to the children, activity sheets for children to complete, bag of lollies, pack of baby wipes, and any other items specifically required for that classroom's area of the lockdown)

### **Lockdown Alert**

To activate a lockdown, a staff member must have witnessed serious violence by a person, seen the carrying of firearms or any other weapons that pose a direct threat or have been instructed by the Police to enter lockdown.

In the event of a lockdown, the need for lockdown will be communicated by **more than five continuous pulses of the school bell** and office staff / Principal communicating over the intercom "**Lockdown, lockdown, classes into lockdown**" at least **three times** over the period of one minute.

## **Level of Lockdown**

There will be two levels of lockdown;

- Level 1: when a lockdown is called it is automatically a **Full Lockdown**
- Level 2: when direction is received from the Principal or Acting Principal that it is safe to do so, the school will enter a **Partial Lockdown**

## **During a Level 1 Full Lockdown**

NO ONE IS TO MOVE ON OR OFF THE SCHOOL SITE OR BETWEEN BUILDINGS.

PARENTS, CAREGIVERS AND WHANAU ARE NOT TO COME TO COLLECT STUDENTS UNTIL DIRECTED TO DO SO.

School staff will take all reasonable steps to ensure the safety of the children at school by;

- locking all doors and windows
- closing all blinds and curtains
- turning off all lights and noise emitting equipment
- locking doors, windows and exits that are close to them to secure the block they are in
- checking with each other that all doors and windows have been locked within the block
- insisting that children remain below the window line wherever possible
- asking children to remain as quiet as possible
- moving to their assigned lockdown area (see below)

## **Junior Area**

Room 10 - Room 10 and 11 cloakroom

Room 11 - journal room at the back of library, along with anyone in the library, resource room or reading recovery room

Room 12, 13 and 18 – all in Room 18

Room 14, 15 and 16 - middle resource room between their rooms

## **Middle Area**

Room 5 - corner of room, away from door and windows

Room 6 - office between Room 5 and 6

Room 7 - office between Room 6 and 7

Room 8 and 9 - toilets of Room 8 and 9

## **Senior Area**

Room 1, 2, 3 and 4 - corridor area within block, away from doors and windows; utilise toilet area and teacher aide room if necessary

Room 17 - toilets or end of hall away from stage

## **Learning Support**

Move to the middle ESOL room

Wharekura (when in use) - remain low under windows

### Support Staff

Office Staff - lock main entrance door and staffroom door and remain below the desk

Teacher Aides - remain in the classroom that they are in and follow the directions of the classroom teacher

Caretaker - move to closest classroom and remain there, following the instruction of the classroom teacher

### Specialist Teachers and Visitors

Remain where they are and follow the instruction of the classroom teacher

### Classes that are Off-site during a lock

Any classes who are off-site are not to return to school until directed by the Principal or Acting Principal. They will be communicated with as soon as possible. Staff will communicate with the management of the venue that they are visiting and follow and/or organise appropriate lockdown procedures.

### Classes that are outside on school grounds during class time

Move to the nearest lockable building and follow and support the instructions of that classroom teacher

### Lockdown during a morning tea or lunch break

Children to move as quickly as possible to their own classroom's designated area. Children to stay there and remain silent. Teachers to return to their classroom's designated area as quickly as possible and follow procedures above.

When leaving the classroom to go their assigned area, the classroom teacher will ensure that they take with them their class' lockdown backpack and their personal cellphone, where possible.

Once in their assigned area, the classroom teacher will take the class roll noting any missing students or additional students with their name and room number. When contacted they will need to communicate this information. Classroom teachers will work to assure and support students and will remain calm during the lockdown.

School staff will communicate only with the school office under the direction of the Principal and will only act upon instructions given by the Principal. School staff will NOT communicate directly with parents, caregivers and the wider community.

## **During a Level 2 Partial Lockdown**

A partial lockdown may be called when students are required to remain within their classrooms due to a localised threat away from the school site or when the district has been instructed to enter into lockdown due to a dangerous missing person.

NO ONE IS TO MOVE ON OR OFF THE SCHOOL SITE OR BETWEEN BUILDINGS.

PARENTS, CAREGIVERS AND WHANAU ARE NOT TO COME TO COLLECT STUDENTS UNTIL DIRECTED TO DO SO.

When it is deemed safe to do so the school will move from a full to a partial lockdown. Classes will remain within their home classroom and will continue to operate as normally as possible, with all doors, exits and windows remaining locked. Students can use toilets within their own block and can obtain drinking water from the classroom taps. Staff will take all reasonable steps to ensure that children do not accidentally use exits.

School staff will communicate only with the school office under the direction of the Principal and will only act upon instructions given by the Principal. School staff will NOT communicate directly with parents, caregivers and the wider community.

## **Parents, Caregivers and Whanau Actions**

NO ONE IS TO MOVE ON OR OFF THE SCHOOL SITE OR BETWEEN BUILDINGS.

PARENTS, CAREGIVERS AND WHANAU ARE NOT TO COME TO COLLECT STUDENTS UNTIL DIRECTED TO DO SO.

Parents are to be kept informed via alerts on the Skool Loop App, and via the text or email message system through School Links. The school will endeavour to contact parents, caregivers and whanau at least once per hour or when a significant change has occurred in the situation.

No students are to be released until the all clear is given by the appropriate authorities and the Principal or Acting Principal.

No access for parents, caregivers and whanau will be allowed while the school is in full or partial lockdown.

## **At the Conclusion of the Lockdown**

When communication has been received from the Principal or Acting Principal that the need for a lockdown has passed, staff members should take all reasonable steps to ensure the emotional and physical safety of students, including;

- reassuring children that all is now well and the reason for the lockdown no longer exists or has been minimised so that they can either go home or school can return to normal
- watch for, deal with and report any unusual behaviours from children or adults that may be as a result of the event
- if school is returning to normal, teachers may need to carry out non-timetabled activities to take the children's minds off what has happened, (eg shared book, extra PE or other enjoyable activity)

- a Skool Loops message and a mass text via School Links will be sent from the school office requesting parents, caregivers or whanau to collect students
- when students are being dismissed, this will be done from classrooms, so that teachers can account for which children are going with which adults. Teachers will record on their roll who each child left with and at what time
- only allow children to leave with authorised adults - contact senior management if there are any doubts about this
- when all children have been dismissed, all staff will meet for a debrief and evaluation of the emergency procedures actioned
- in subsequent days, watch for, deal with and report any unusual behaviours from children or adults that may be as a result of the event
- contact Ministry of Education Traumatic Incident Team (0800 TI TEAM / 0800 84 8326)
- visit [www.education.govt.nz](http://www.education.govt.nz) (Years 5-19 area, Supporting students (on right), Emergencies and Traumatic Incidents)



Date

Dear Parents, Caregivers and Whanau,

As many of you will be aware, yesterday our school experienced a very unusual event . . .  
*insert a description of the incident.*

When a dangerous situation of this type occurs, our school has procedures in place to ensure the safety of children and staff. Following this event we initiated these procedures. Specifically, all children and staff were directed to go to a secure room and the doors were locked. *Insert a statement regarding the effectiveness of the lockdown.*

I would like to take this opportunity to compliment the children and staff for their cooperation during this lockdown procedure. Their actions help to reinforce my belief that even when frightening events occur, we are able to make our school a safe place.

Some children may continue to be upset by this event. Teachers have talked with them and will continue to provide emotional support. If you feel that your child continues to be disturbed by this event, please contact *insert the relevant name, address and phone number.*

While this event was frightening, it is important to acknowledge that it is a very rare occurrence. Our school is and will remain a safe place. If you have any questions or concerns, please feel free to contact me.

Yours sincerely

**Bruce Tilby**  
Principal

# Tips on Supporting Children Following a Traumatic Incident

Concern / Issue	Understand	Tips
Confusion about what happened	Give clear explanations of what happened and whatever your child asks. Avoid details that would scare your child. Correct any information that your child is unclear or confused about. Remind children that there are people working to keep families/whanau safe and that your family/whanau can get more help if needed. Let your child know what they can expect to happen next	<p>Say: "I know that other people are talking about what happened, but we are now in a place that is safer"</p> <p>Continue to answer questions your child has (without getting irritable) to reassure them the family/whanau is safe</p> <p>Tell them what's happening, especially about issues regarding school and where they will be living</p>
Fears of recurrence of the event and reactions to reminders	Help children to identify reminders (people, places, sounds, smells, feelings, time of day) and to clarify the difference between the event and the reminders that occur after it. Reassure them, as often as they need, that they are safe. Protect children from seeing media coverage of the traumatic incident as it can trigger fears of it happening again	When they recognise that they are being reminded, say; "Try to think to yourself, 'I am upset because I am being reminded of what happened, but now there is no problem and I am safe. I think I need to take a break from the TV right now.'
Re-telling the event or playing out the event over and over	Permit children to talk and act out these reactions. Let them know that this is normal. Encourage positive problem-solving in play or drawing	Say; "I notice you're drawing a lot of pictures of what happened. Did you know that many children do that?"
Fear of being overwhelmed by their feelings	Provide a safe place for them to express their fears, anger, sadness, etc. Allow children to cry or to be sad. Don't expect them to be brave or tough	Say; "When scary things happen, people have strong feelings like being mad at everyone or being very sad. Would you like to sit here with a blanket until you are feeling better?"
Concerns about the safety or themselves and others	Help them to share their worries and give them realistic information	Create a worry box where children can write/draw their worries and place them in the box. Set a time to look these over, problem-solve and come up with answers to the worries
Sleep problems including bad dreams, fears of sleeping alone, demanding to sleep with parents	Let your child tell you about the bad dream. Explain that bad dreams are normal and they will go away. Do not ask the child to go into too many details of the bad dream. Temporary sleeping arrangements are okay; make a plan with your child to return to normal sleeping habits.	Say; "That was a scary dream. Let's think about some good things you can dream about and I'll rub your back until you fall asleep. You can stay in our bedroom for the next couple of nights. Then we will spend more time with you in your bed before you go to sleep. If you get scared again, we can talk about it."



Altered behaviour - unusually aggressive or restless	Encourage your child to engage in recreational activities to exercise as an outlet for feelings and frustration	Say; "I know you didn't mean to slam that door. It must be hard to feel so angry. How about we take a walk? Sometimes getting our bodies moving help with strong feelings"
Somatic complaints, ie headaches, stomach aches, muscle aches for which there seems to be no reason	Find out if there is a medical reason. If not, provide comfort and assurance that this is normal. Be matter-of-fact with your child. Giving non-medical complaints too much attention may increase them	Make sure the child gets enough sleep, eats well, drinks plenty of water and gets enough exercise  Say: "How about sitting over there? When you feel better, let me know and we can play cards"
Closely watching a parent's responses and recovery. Not wanting to disturb a parent with their own worries	Give children opportunities to talk about their feelings as well as your own. Remain as calm as you can, so as not to increase your child's worries	Say; "Yes, my ankle is broken, but it feels better since the paramedics wrapped it. I bet it was scary seeing me hurt, wasn't it?"
Concern for other victims and families/whanau	Encourage constructive activities on behalf of others, but do not burden them with undue responsibility	Help children identify projects that are age-appropriate and meaningful (eg collecting money or supplies for those in need, laying flowers, baking for those involved)

## Earthquakes

The first indication of a real earthquake will not be bells! You may notice a gentle shaking, or the swaying of pot plants and light fittings, or hear objects wobbling on shelves. You may be jarred by a sharp jolt, or hear a low or loud rumbling noise. When the shaking starts it will be very difficult to move from place to place. As the shaking increases, so does the danger. Regular checks of classroom hazards may prevent injuries in an earthquake.

The noise of an earthquake can be very stressful. It may include the sound of falling and breaking items, doors banging, screeching, and fire alarms. The noise may be frightening but is not necessarily dangerous. Talk about the noise with students as part of earthquake preparation. Remind students that there may be aftershocks after the initial earthquake that will require them to take cover again.

When we hold an earthquake drill, the signal is the intermittent (pulsing) ringing of the bell.

Practise these drills with your students.

### Procedure to use inside the classroom

1. Teachers should use a command such as, "Earthquake! Drop!" or "Drop, Cover, Hold".
2. On the command, students should immediately take cover under desks or tables and face away from windows. (In an open room with little or no furniture, students should "make a turtle" on the floor.)
  - Students should be on their knees, face down, making themselves as small as possible and gripping the furniture legs to keep the furniture steady. Hands should be positioned just below the desk or table top.
  - Stress the importance of looking down, not sideways, to protect heads from flying glass.
  - Students should remain in this position until you tell them to get up.

All students should be under desks/tables within four seconds. You may have to repeat the drill until this is achieved.

### Teachers should also get under desks/tables - unless you are safe how will you assist following the earthquake?

3. Stress the importance of remaining quiet. It is vital that the students can hear your instructions, and that you can hear the cries from injured or frightened students.
4. Remind your students to stay calm and take deep breaths. Keep talking to them.
5. Students must stay under their desks until the teacher gives the All Clear and tells them to stand up. Before giving the all clear, the teacher must check for hazards such as broken glass, dangling lights or heaters, etc., and clear them away, if possible.
6. The principal, or a nominated staff member, signals the evacuation procedure if it seems warranted.
7. Following the shake, classes should use the [evacuation procedure](#) if it is signalled or warranted.

Small shakes or aftershocks may not require evacuation of the building.

### Procedure to use inside but not in a classroom

In an area where no cover is available, such as a stairway or hall:

- Move to an interior wall. Turn away from any windows, kneel alongside the wall, and bend close to your knees. Cover both sides of your head with your elbows and clasp your hands behind your neck.

In libraries or storerooms:

- Move away from shelves and windows and take appropriate cover, or "make a turtle".

In the hall, e.g. at assembly:

- Students on bench seats should cover their heads with their hands and lean forward, face down to their knees.
- Students sitting on the floor should cover their heads with their hands, get on their knees, make themselves small, and stay crouched together.

### **Procedure to use outside a building**

1. Students should turn their back towards any building and move to an open space, away from buildings and overhead power lines.
2. Students should crouch down low and keep scanning for dangers such as parked cars, large trees, collapsing playground equipment, or power lines.
3. Following the shake, all students should move to the assembly areas designated in the [evacuation procedure](#) if it is signalled or warranted.

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Students will not be released to go home after a major earthquake until signed out by a caregiver. Students may be distressed by the earthquake and anxious to be with their parents. Continue to provide reassurance that they are best to stay at school until their parents collect them.

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### **Earthquake response for special needs students**

Where possible, special needs students should be positioned in the classroom away from glass doors and windows, video trolleys, etc., and out of the path of potential falling or moving items.

Wheelchairs should have the wheels locked when in class.

Hazard management is even more important in a class with a special needs student.

### **During an earthquake**

Teachers/carers must attend to their own safety which may mean taking cover and giving instructions from a safe place.

Special needs students who cannot get under their desks themselves must be shown how to protect their heads by lowering them and covering their heads and necks with their hands and ears with their arms, or covering their heads with a suitable item within reach such as an open book, or jacket.

If a carer is with the student they may be able to get them to a safe place such as under the desk or in a doorway. Otherwise, help the student cover their head and neck.

Where there is more than one special needs student in a class without one-on-one attention, hold drills more regularly. Increased confidence helps to reduce panic in an emergency.

## Fire

Anyone finding a fire should raise the alarm immediately. Go to the closest call point (fire alarm switch – usually in red mounting with a glass front) and activate it. If possible, alert the office.

The principal or a designated person contacts Fire and Emergency New Zealand from a safe place, and starts the signal for evacuation/fire. The signal for an evacuation, and an evacuation drill, is a continuous ringing or siren.

The **evacuation procedure** starts immediately.

The following guidelines ensure that everyone is well prepared in the case of a fire at school:

- Teachers practise the **evacuation procedure** with their students.
- All staff know the location of call points, and how to use them.
- All staff know how to use fire extinguishers and hoses, and to only use them if it is safe to do so.
- **Only if conditions permit should any adult attempt to put out a fire.** No attempt should be made to put out a fire unless Fire and Emergency New Zealand has been called and everyone is evacuated and accounted for. Also take into account the size and location of the fire and your ability to access and retreat from it.

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The most important action is to get everyone to safety.

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## Extreme Weather

The school monitors any extreme weather and notifies the school community of any [school closure](#). If school is already in session when extreme weather threatens, we follow emergency plans to ensure the safety of staff, students, and school visitors.

### Electrical storm

In an electrical storm, stay inside. Although lightning is exciting to watch, you are safest inside away from windows. If students are outside, bring them inside when an electrical storm is imminent and/or you hear thunder. Don't continue outdoor activities until at least 30 minutes after the storm has passed.

If you have time **before** the storm arrives, turn off and unplug electrical appliances. Shut down computers, unplug them and disconnect the internet cables or wifi routers. Unplug cellphone chargers, and wall-connected landline phones. This protects the appliances from electrical damage, and keeps everyone safe from electric shocks.

Once the storm arrives, stay **away** from wires, cables, appliances, and desktop computers to avoid injury. Laptops, tablets, cellphones, cordless phones, and other unplugged devices are safe to use as long as they are not plugged into a charger, and you use them inside the building.

### Snow and heavy rainfall

In the event of heavy snowfall or rainfall, the school monitors the situation and considers closing the school. If flooding is a potential risk, the school considers evacuation to higher ground.

### High winds and tornadoes

- If there are high winds, or MetService issues a severe gale warning, move students inside and pull the curtains. Secure any unanchored outdoor structures or playground items that could get blown about and cause damage.
- If a tornado warning is issued by MetService, the school activates the reverse evacuation/lockdown plan.
- Move students, if possible, to interior rooms with no windows and on the lowest floor. If interior rooms are not available, shelter in place. Shut all windows and pull curtains or cover windows in order to protect staff and students from broken glass.
- Move to the centre of the room and crouch low, facing down like a turtle, and cover your heads with your hands. Get under sturdy furniture, if possible.

# Volcanic Eruption and Ashfall

## When a volcano threatens:

- Civil Defence will declare an emergency and the area will be evacuated or the school will be closed. The school should follow its usual **emergency evacuation** or **school closure** procedures.
- Staff should monitor the radio or online news for information and **contact parents** as appropriate.
- Remind staff regularly that if a volcanic eruption threatens, the school will follow its emergency evacuation procedures.

## Potential volcanic eruptions and lava flows

- If the school is in the path of a potential lava flow, follow emergency evacuation procedures immediately. Use an alternative evacuation site if lava flow threatens the normal evacuation site.

## During an ashfall event

- Staff and students must stay indoors during heavy falls and until Civil Defence has declared it safe. Put on dust masks if available (P2 or N95 rated safety masks are recommended).
- Close windows and doors to stop ash entering any buildings. If ashfall is heavy you may need to seal doors and windows with plastic tape.
- Turn off heat pumps and all air conditioning units and any other equipment that draws in or blows air.
- The principal and/or caretaker will monitor the amount of ash on the roof and order an evacuation of any buildings that show signs of sagging.
- The principal and/or caretaker, if possible, will cover outside school equipment or move it into a covered space.

## Cleaning up after ashfall

Contact the local council or **Civil Defence** for advice on cleaning up and disposing of ash.

- Where possible, lightly dampen the ash to prevent it billowing and then sweep it up. Remember ash particles commonly have sharp broken edges so wear protective clothing, appropriate shoes, dust masks, and goggles if possible.
- Wait until ashfall stops and then remove ash from the roofs by sweeping, using appropriate safety measures and personal protection.
- Place ash in thick plastic or paper rubbish bags and seal them.
- Vacuum indoor surfaces or use a damp cloth to remove ash. Do this gently as ash can scratch surfaces.
- Do not dispose of ash in stormwater or sewerage system.

Contact the Ministry of Education regional office – which can help access the Traumatic Incident team if required.

## Gas Leaks

If a gas leak is suspected, follow these steps:

1. If it is safe to do so, turn off the main valve.
2. Move any person in immediate danger and, if safe to do so, open the windows to ventilate the area.
3. Warn others in the immediate area.
4. Do not operate any electrical switches, use a cellphone in the area, or allow anybody to smoke in the area.
5. Dial 111, if necessary, and ask for the fire service. Tell the operator that there is a gas leak, and if you can, tell them what kind of gas.
6. Consider evacuating the area or the school.
7. Do not re-enter the affected area until cleared by the principal.

## Chemical Spills

At Allenton School we treat all chemical spills (solid, liquid, or gas) as toxic and dangerous and have the appropriate spill kits for any chemicals used.

In the event of a spill, we:

1. Raise the alarm and move all people in the vicinity to a **safe area**. Consider evacuation of the entire school, or whether it may be safer to stay indoors.
2. If the spill is a flammable substance, move away before using a mobile or cordless phone.
3. Dial 111, if necessary, and ask for the fire service. Tell the operator that you have a chemical spill and, if you can, tell them what chemicals are involved.
4. Give appropriate first aid to anyone in contact with the spill.
5. If it is safe to do so, close the valve, plug the leak, or turn the container upright.
6. Use safety equipment to contain the spill, including personal protective equipment, such as rubber gloves, eye protection, overalls, etc.
7. Advise the principal and staff once immediate safety has been ensured. Call a certified handler or other specialist for clean-up advice. If necessary, the principal will advise the local council if the spill is likely to enter a waterway.
8. Consider how students can leave the school if the spill has not been made safe by the end of the school day.

## Violent Threat (Bomb or other)

In the event of a violent threat being made against the school or persons in the school. This could be a bomb threat or another type of violent threat such as a shooting threat, and as such the safety of everyone on the school grounds is paramount.

New Zealand Police have well-established procedures for dealing with violent threats and will give advice about how to respond if a threat is made.

If the school receives a bomb threat or another type of violent threat over the phone, follow these guidelines:

- The person receiving the call should keep calm and be courteous.
- Do not interrupt the caller – write down the exact wording of the threat (as best you can), and write down details such as the caller's voice, the sort of language used, any background noises, and the sex and estimated age of the caller (see the checklist on the next page).
- After the call, ring the police immediately for advice.

The school will follow its **emergency procedures** if advised by the police.

### When the police arrive:

- Our **Emergency Management team** must be readily **identifiable and available** (Bruce – Principal – main liaison person with police; Fiona – Deputy Principal; Trevor – Caretaker; Annmarie – Office Manager or Jo – Office Administrator)
- Establish a separate area for communication with police (main office and/or the Meeting Room)
- Brief staff as soon as possible on the response and responsibilities in the event of a shooting or bomb threat.
- This may be done via runners and/or the speaker system if designated safe, and/or via a Skool Loop or group text message from the Principal.

### Key Points to note:

- **After a bomb threat do not use mobile phone or any electronics until at Assembly Points**  
(This is not the case in a lock down, although again staff may have to consider carefully when they need to use mobile phones)
- The Principal, in conjunction with the police will decide when parents are notified of an incident
- We will receive instructions from Police by phone and also when they are on site
- Establish a **nominated meeting point** for parents/whanau away from the school entrances etc.
- (This will likely be the hall as it is close by but far enough away from the office area and the classrooms)
- Have an easily identifiable school representatives there - if practicable - to meet parents/whanau (Police, Principal, Emergency Team)
- Ensure all messages are delivered in a calm and timely manner
- Once in assembly area, or when securely locked down, and where possible, use our chosen **communication method to keep parents up to date.**
- Ensure you have a **nominated media spokesperson** and that all staff/students are to refer any enquiries to that person.  
(This will be the school Principal, in the first instance)



### **If it is a shooting threat or similar and the school has to go into lockdown**

- Where there is a genuine and possibly imminent threat the lock down will involve students and staff:
  - locking all doors and windows, and possibly barricading themselves in classrooms, more secure areas
  - put mobile phones on silent mode
  - keeping quiet and keeping calm
  - positioning themselves in as safe an area and position as possible in the classroom/office
  - not leaving the classroom or secure area until told to do so by the Principal or the Police
- 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)

### **If it is a bomb threat or similar and the school has to evacuate**

- Teachers should collect their class lists and take their pupils to the designated assembly point on the field (by the Tsunami Gate).
- If possible take your bags, including lunch and water, with you
- Walk calmly and quickly and avoid panic
- Ensure student or visitors with disabilities are assisted by a responsible person
- Ensure any visitors are included in the evacuation
- Check rest areas, bathrooms and common rooms enroute to the designated exit point
- Teachers to call their roll and inform the Office Manager or Principal
- Ensure all students remain at the evacuation point until clearance to leave is given.

### **Returning to the building(s)**

- Do not return to the building(s) until given the all clear by the Principal or the Police
- The continuing operation of Allenton School will be determined by the nature of the alert and the availability of resources such as buildings, staff, employees and other resources
- The responsibility of whether or not to continue school functions rests with the Board of Trustees, in consultation with the Principal.

### **Bomb Threats or Other Violent Threats**

This checklist outlines what to do in the event of a bomb threat. This checklist can also be used for a different type of violent threat, such as a shooting.

**Keep calm. Do not hang up.** A dialogue with the caller is important as information that may be gleaned from the caller can help assess the current situation and help police with further inquiries.

Let the caller talk, ask the questions as the opportunity arises and avoid being confrontational.

Questions		Answers	
When is the bomb going to explode?			
Where is the bomb?			
What does the bomb look like?			
What kind of bomb is it?			
What is the explosive type and quantity?			
Why did you place the bomb?			
What is your name?			
Where are you?			
What is your address?			
Exact wording of the threat:			
The Caller			
Sex:		<input type="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	
Threat Language			
<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	
Any background noises?			
<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: _____
Call taken			
Date: __/__/__	Time:	Length of call:	Number called:

This checklist 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.

## Trespasser on School Grounds

Allenton School is committed to providing a safe and secure environment for students and staff, and to protecting our property. Visitors are at school for a specific reason and follow our **Visitors** policy. If someone is on school grounds without permission they will be challenged by a staff member.

### Someone on school grounds without permission

1. Assess the nature of the visitor: non-threatening, or aggressive.
2. If the person is aggressive, follow the procedures for a **violent intruder on school grounds**.
3. If the person doesn't seem threatening or violent greet them as a visitor, advise them who you are, and ask them why they are at the school. Wherever possible have a colleague with you.
4. If their visit is legitimate, take them to the school office to sign in as a visitor.
5. If their reason for being on school grounds does not seem legitimate, follow the procedures below for handling a trespasser. If at any point the person's behaviour becomes threatening, follow the procedures for a violent intruder.

### Trespasser on school grounds

If the reason for the visit is not legitimate, explain that they must leave the school grounds. Notify the principal or other staff member of the trespasser's description, location, and activity. Ensure students and staff are safe and the classrooms are kept secure. This may mean triggering a reverse evacuation/lockdown.

If the person leaves the school grounds they are no longer considered a trespasser.

### If the trespasser refuses to leave

1. Explain to the person that staff will have to call the police. If the trespasser still refuses to leave, ask a colleague to call 111.
2. If it is safe to do so, stay with the trespasser until the police arrive.

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School staff do not have the authority, under the Trespass Act 1980, to physically eject the person from school grounds.

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3. If the trespasser becomes violent or threatening, walk away. If possible, keep them under observation from a safe distance.
4. When police arrive, update them on the situation.

*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.*

### Trespass notices

In certain serious situations, a trespass notice may be issued to a person who:

- has committed a crime against the school
- has indicated they may commit a crime against the school
- is endangering students, staff, or property
- remains on school property after lawfully being requested to leave
- leaves when requested by school staff but returns later, and is still considered a danger to students, staff, and/or property.

The principal or board is responsible for issuing written trespass notices.

## Violent Intruder on School Grounds

Violent or abusive people are not welcome or tolerated at Allenton School. If a violent intruder is seen on school grounds, remain calm and keep yourself safe.

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.

### Violent intruder is seen on school grounds or shots heard

- Remain calm and commence reverse evacuation/lockdown procedure immediately.
- Dial 111 and ask for the police. Identify yourself and your school, including address. Give details of the situation, any casualties, weapons, or number of shots.
- Give a description and location of the violent intruder if known.
- Follow your reverse evacuation/lockdown procedure and police instruction.
- 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).

### After the incident

- Contact your Ministry of Education regional office which can help you access the Traumatic Incident team to provide support.
- Consider whether to **close the school**. The Traumatic Incident team can provide guidance on suitable responses.
- Continue to monitor the wellbeing of students and staff.

## Dealing with a Suspicious Letter or Package

The NZ Police provide **factors** that help a school identify suspicious letters or packages. If the item is not obviously promotional material and has at least three of the suspicious factors, it should automatically be regarded as suspicious.

Should the school receive mail that appears suspicious, follow the procedure below:

- Do not open or cut strings.
- Gently lower package onto a level surface and do not disturb further.
- If possible, contact the person the package is addressed to and ask if they were expecting a mail item.
- Wash hands and any other part of your body that has come in contact with the package immediately with soap and water.
- Do not place in a confined space or into water or sand.
- Evacuate everyone in the immediate area.
- Dial 111 and ask for the police. State that either a mail bomb or suspicious package has been received. Give the exact location and any other details available.

## Emergency Evacuation

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This procedure is for moving people out of the school buildings to a place of safety. In situations where it is safer to be inside, we use the **reverse evacuation procedure**.

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In response to the fire alarm, during an evacuation drill, or if necessary after an earthquake, students need to be moved from their classrooms to a place of safety, and checked against an accurate list of attending students. Staff, visitors to the school, contractors, etc. also need to be evacuated and accounted for.

Any event that requires evacuation could be stressful for students (and adults). Be calm, and encourage others to be calm.

### Evacuation drills

Drills should be held at different times of day to practise all contingencies, such as evacuation during assembly, during normal class time, and during lunch breaks. Determine a target time for an evacuation based on previous drills, and time each drill. Consider your process for accounting for visitors. In a debrief after the drill, discuss any issues and ideas for improving the process.

The following guidelines ensure that everyone is well prepared for an evacuation procedure:

- All teachers (and students) know the best route for their class to take to the **assembly area**.
- Evacuation drills are held each term. Drills are reported in the principal's report to the board of trustees – fire drills once a term, and earthquake and reverse evacuation drills twice a year. The office staff maintain a register of all drills and provide this information to service providers as requested (e.g. NZ Fire Service).
- The school may at times liaise with the local fire service in arranging evacuation drills.
- Up-to-date evacuation procedures and escape routes are displayed in all classrooms and spaces around the school.
- A record of the day's student attendance is kept in an emergency evacuation folder for checking after an evacuation.
- In terms 2 and 4, the principal assures the board, as part of the **implementation audits and reports**, that evacuations have taken place.

### Drill and evacuation signals

When we hold an earthquake drill, the signal is the intermittent (pulsing) ringing of the bell. See **Earthquakes**.

The signal for an evacuation, and an evacuation drill, is a continuous ringing or siren.

### Evacuation procedure

An evacuation procedure may require modification on the day due to unforeseen circumstances.

1. On hearing the school evacuation signal, or if warranted after an actual earthquake, take the students out through the nearest exits. Direct visitors to the assembly area.

Check all adjacent rooms, toilets, and other non-classroom areas. If it is safe to do so, close doors as rooms are vacated.

2. Walk students in an orderly manner to the assembly area and assemble in class lines. Any groups outside of their classroom should move to the assembly area as quickly as possible via a safe route.
3. Office staff bring a first aid kit from the school office to the assembly area.
4. Take a roll check of your students and advise the principal.
5. Do not allow any student to leave the assembly area until authorised by the principal.

If necessary, the principal implements the **disaster management plan** and/or **school closure**.

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Teachers may not leave the school until the principal gives permission.

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## Assembly Areas

- Staff and students regularly practise orderly evacuations to the assembly areas as part of the fire drill. Our assembly area is the centre of the main school field.

See our [Site Plan](#) for the assembly area.

## Reverse Evacuation/Lockdown

In certain situations it may be necessary to move, or keep, all students inside. These situations include severe storms, a major accident in the school vicinity, or other dangerous situation. The school has a detailed plan for this event, and regularly practises it with students and staff.

Reverse evacuation/lockdown plans are specific to each school and, due to their possible use in a lockdown situation, are not published on the website or made available to the wider school community.

As appropriate to the situation, the school contacts parents and caregivers when it can, using the available communication options.

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Parents must follow any instructions issued by the school, including not coming to the school to see or collect their children. This is particularly important when the school is in lockdown under Police instruction.

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## Contact in an Emergency

The school has prepared and practised for emergencies and maintains contact lists for students and staff.

In the event of an emergency, the school:

- contacts parents and caregivers when it can, using the available communication options – it is not always appropriate or helpful for parents to ring or come to school in an emergency.
- appoints a spokesperson to deal with all **media enquiries** and releases information to the school community as appropriate.

After an emergency, if necessary, Allenton School contacts the Ministry of Education regional office for help with accessing the **Traumatic Incident team**, if required.

## Emergency Kit

In the event of an emergency, you may need all or some of the following items. Keep them in a place known to all staff, and regularly check that all items are present and up to date.

The principal assures the board of trustees, in terms 2 and 4, that the emergency kit has been checked and contains all items (and that these are up to date).

The emergency kit **could** contain:

- a first aid kit
- several copies of maps and floor plans of the entire school
- details of power, gas, and water mains
- a list of evacuation sites
- several complete sets of keys, preferably master keys
- a list of teachers with their room numbers
- a staff list with their next of kin details
- a student list with their next of kin, and contact details

- radio and spare batteries
- torch(es) and spare batteries
- solar-powered/wind-up radio and torch
- dust masks (P2 or N95 rated safety masks are recommended) and goggles
- a plug-in phone.

## Disaster Management Plan

Immediately following any disaster and evacuation procedure during the school day, the principal, or acting principal, must:

1. Establish a control centre.
2. Appoint a senior staff member to take charge of all activities. Appoint a spokesperson for any **media** contact.
3. Check the attendance record, including all staff and any visitors.
4. Staff the sick bay (or assigned safe area) to handle any injuries.
5. Assess the disaster and decide if school evacuation is required, safe areas are defined and used, or **school closure** is deemed necessary. Notify parents as appropriate and possible. (See **School Closure**.)

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If students are moved to a place of safety offsite, make sure notices are taped in a relevant place advising student location to parents or caregivers who turn up.

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6. Make sure that students are only released to parents or caregivers, or an assigned adult, and mark each release on the register.  
If possible, have a reassuring staff member (or sign) meet parents/caregivers, to ask them to remain calm and to direct them to the students.
7. Approve any staff member's departure from the school.
8. Begin planning to support any people unable to leave the school at the end of the day.

### After the disaster

If anyone at the school has been seriously injured or killed as a result of the disaster, the principal must employ the **crisis management plan**.

If a decision was made to close the school, the principal, in conjunction with relevant board members, must assess the circumstances and decide when the school will reopen, and advise the Ministry of Education.

Before the school is reoccupied, the principal must check the condition of the buildings. If there is any structural damage, the principal must arrange for a qualified person to inspect them before reoccupation.



## Crisis Management

A crisis or traumatic incident for a school may involve death, serious injury, or multiple injuries, that has an impact on the school community. It may involve students, members of the staff, board, or school community, or a visitor to the school.

The crisis may not necessarily be something that happens at school. It could occur during an EOTC (education outside the classroom) event, or be any event out of school that adversely affects the school community. Any event that attracts negative or intense media or public attention may need to be managed as a crisis.

Also see [Preventing and Responding to Suicide](#).

When a crisis strikes a school, there is little time to consider the best course of action, or to set up strategies to contact parents. These procedures must be in place and known to all staff well in advance.

The principal, or acting principal or other delegated person, implements the appropriate aspects of the [crisis management plan](#) and forms a crisis management team. The team determines priorities and actions in the crisis management plan.

The school has separate planning in place for [emergencies](#) and [natural disasters](#), and for [managing serious injury](#), all of which can require crisis management.

Make sure that the [Crisis Management Plan](#) has been printed, along with the [emergency procedures](#) and emergency contact details, and is readily available. The plan can be used as a checklist, but is a guide and some flexibility is required.

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In the event of sudden death or serious injury to a student or staff member, the school's immediate response should be to dial 111 and involve the appropriate emergency services. Informing the parents or next of kin is usually the responsibility of the NZ Police, who will often involve staff or Victim Support if appropriate. It is possible, however, that the news could reach family members through informal channels, and Crisis Management Planning should be prepared for this.

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Involve the Ministry of Education [Traumatic Incident Team](#) from the early stages to provide trained support.

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### Resources

- [Ministry of Education Guidelines for responding to emergencies or traumatic incidents](#)

## School Closure

It may prove necessary to close the school due to extreme weather conditions or some local emergency. This is a board responsibility, usually delegated to the board chair, and made in consultation with the principal.

The principal must consider the following actions:

- Consult with senior management and the board chair.
- If closure is weather related, monitor the forecast closely. See [MetService](#).
- Any decision to close the school should be made by the board chair, in consultation with the principal, as soon as possible.
- Inform your school community of the closure, using your available communication options:
- email parents and caregivers
- update any voice message system with the new status of the school
- update the school website/Facebook/Twitter etc
- deliver messages via any available text service
- inform local radio stations
- put signage up at school gate(s).
- Liaise with other agencies affected (bus company, dental clinic, etc.).
- Inform staff of the closure, and any expectations of their attendance.
- Keep any students who arrive at school safe and arrange for their pick-up.

If closure is required during the school day:

- Teachers maintain an appropriate programme in the classrooms, keeping students safe and occupied.
- Teachers are responsible for signing students out to parents or caregivers.
- Teachers may not leave the school until the principal gives permission.

It is important to maintain up-to-date contact lists for students and all staff.

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The school must advise the Ministry of Education of the closure as soon as possible, and apply under Section 65E(2) of the Education Act 1990 to reduce the number of half days it must be open for the year.

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## **Civil Defence Emergency Management**

In the event of a civil defence emergency, each individual household and the wider community need to action their own preparedness plans. Individuals and organisations must monitor any developing situation by listening to local radio.

Civil Defence and Emergency Management (CDEM) is the responsibility of the local council. Up-to-date information for households and workplaces relating to Civil Defence can be found at the [Civil Defence website](#) which also has links to your local council information.

Allenton School makes every effort to work cooperatively with Civil Defence authorities, recognising that disaster could strike at any time, and that systems must be in place for such events. Allenton School has [emergency planning procedures](#) and an [emergency kit](#) for managing emergencies during the school day.

Allenton School may be used as an emergency facility by members of the local community if a situation develops.

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Also see [www.getthru.govt.nz](http://www.getthru.govt.nz) and [www.whatstheplanstan.govt.nz](http://www.whatstheplanstan.govt.nz) for information and resources.

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