



The Ole Schoolhouse

Emergency Management Plan

LAST REVIEWED

March 2024

NEXT REVIEW DUE

March 2025

FILE LOCATION(S)

Policy Folder

A copy of this plan is given individually to all staff and regular relievers

Key Contact Information For This Plan

Early Learning Service Contact Details

Address (physical)	15 Toko Street, Victoria, Rotorua 3010
Phone	07 348 1475
Email	Admin@oleschoolhouse.co.nz
Website	www.oleschoolhouse.co.nz

Incident Management Team leads / Key emergency contacts

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Position / Role	Curriculum Lead	Position / Role	Curriculum Lead
Phone		Phone	
Email		Email	
Name		Name	
Position / Role	Senior Staff	Position / Role	Senior Staff
Phone		Phone	
Email		Email	
Name		Name	
Position / Role	Health & Safety Rep	Position / Role	Senior Staff
Phone		Phone	
Email		Email	

Go to **External Contact Lists** (pg. 6) for details of local emergency services, etc and Appendices 1 and 2 for staff, children / parent / caregiver contact lists.

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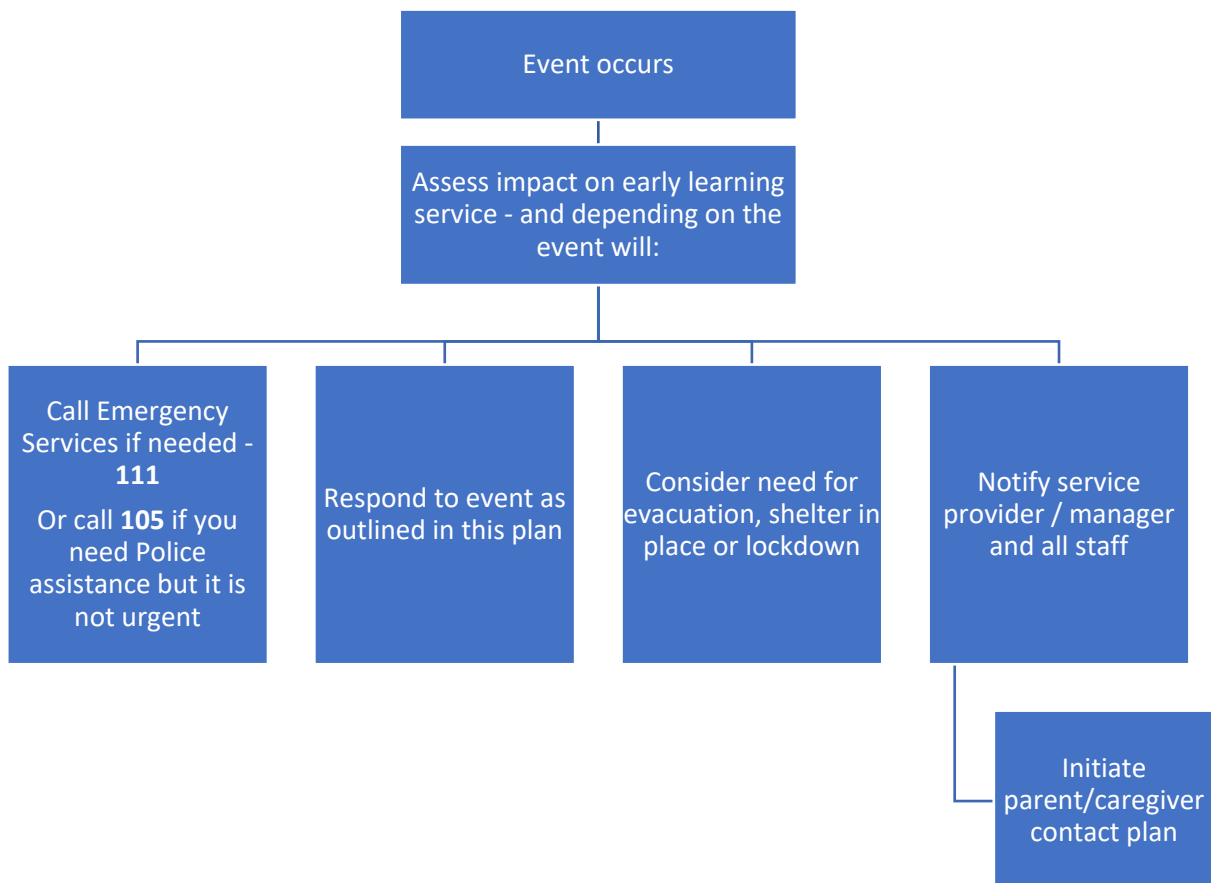
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Introduction

This plan outlines how The Ole Schoolhouse Early Childhood Centre will plan for and respond to an emergency event.

Basic Emergency Response Process

While every event is unique, there are some basic steps we will follow when responding to an emergency, as outlined below:



Communications Plan – Parents, Caregivers and Others

Planning - Our proactive communications will

- Sending EDUCA message to all parents and caregivers
- Update and send our 'Emergency Management Information for parents and caregivers' out annually, including a reminder to update their emergency contact information (who is approved to uplift their child) and
- Meet at least annually with local emergency services (eg Fire, Police, Civil Defence)

Response - Our emergency response communications plan for parents, caregivers and others includes:

- How we will advise parents and caregivers in the event of an emergency (eg text alerts, phone tree, social media, E-portfolio system, etc)?
- Our method to monitor and record when children are picked up by parents / caregivers.

**IN THE EVENT THAT WE NEED TO EVACUATE THE OLE SCHOOLHOUSE
GLENHOLME SCHOOL IS OUR ASSEMBLY AREA.**

External Contact Lists

Radio - our local station for emergency information is:

- Coast. 96.7FM Classics. <https://www.thecoast.net.nz/>
- Magic Radio Talk. 95.1FM Talk. <https://www.magic.co.nz/home.html>.
- Nui FM. 103.9FM Pacific Music. <http://www.niufm.com/>
- Radio Sport. 1350AM. <https://www.newstalkzb.co.nz/news/sport>.

Emergency Services

Police, Fire, Ambulance	111 105 for Police, if needing non-urgent assistance
Police (local station)	Phone 07 348 0099
Local Emergency Management Office / group (Civil Defence)	Point of contact: Civil Defence Phone 07 348 4199
National Poison Centre	Urgent line 0800 764 766 Non-urgent 03 479 7284
Medical Centre	Name: Ranolf Medical Centre Address 59 Ranolf Street, Victoria, Rotorua 3215 Phone 07 347 7537

Essential Agency / Service

Medical Officer of Health (local Public Health Unit)	Name Toi te Ora Phone 0800 221 555 Email enquiries@toiteora.govt.nz
Ministry of Education	Local office: 07 349 7399 Traumatic Incident Team - 0800 TI Team (0800 848 326) Contact Centre - 0800 225 580 National Office - (04) 463 8000
Ministry of Education media advice and assistance	Point of contact Senior Media Advisor, Communications Group Phone 04 463 8000 / After Hours 027 560 5387
Oranga Tamariki Ministry for Children	0508 326 459

Essential Utility

Power company	Contact Energy Account number Phone 0800 224 424
Electrician	
Builder	
Plumber	
Other	

Essential Security

Security	Watchdog:
Alarm monitoring	Watchdog:
Fire alarm / equipment maintenance	Fire Security:

Following an Evacuation

Do not return to the early learning service site until given clearance to do so.

Whether the early learning service can continue to operate that day (and in the future) will be determined by:

- The nature of the event
- The safety of the buildings and other facilities including running water, power, heating etc
- Health and wellbeing of staff.

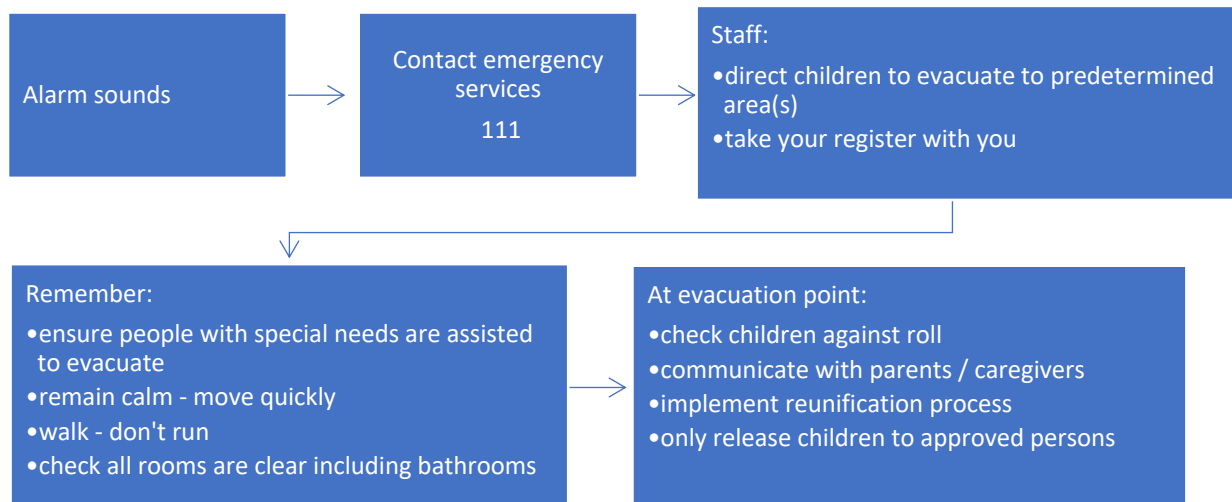
Deciding whether or not to continue operating following an event rests with the service provider and Person Responsible. Appropriate advice from professionals should be sought if needed.

Emergency Response Types

Evacuation

Evacuation from the early learning service may be required to ensure the safety of staff and children in an emergency event. In all cases, evacuations need to be planned and practiced.

General Evacuation Plan



Specific Events

Bomb threat

Keep at least 100m from the area where the package was found.

Evacuation Areas

Fire Evacuation Plan / Assembly Point

Back Fence between our two gardens

Earthquake Evacuation Plan / Assembly Point

Internal: Pukeko Room

Volcano Evacuation Plan / Assembly Point

Internal: Pukeko Room

Gas/Chemical Evacuation Plan / Point - NB this may require a "silent" alarm i.e. no cell phones or alarms.

Back Fence between our two gardens

Civil Defense Bins are kept by the back fence in the garden.

Fire

Response Actions (as appropriate)	
Discovery of a fire	Ring the fire alarm.
	Call 111
	Do not attempt to extinguish any fire. Teachers must remain with children.
On hearing the alarm	<p>The Fire Marshall will oversee the evacuation.</p> <p>Initiate evacuation to back fence by the gate</p> <p>Teachers / staff should collect their registers and take their children to the designated assembly point.</p> <p>Walk calmly and quickly.</p> <p>Ensure children / staff / visitors with disabilities are assisted by a responsible person.</p> <p>Ensure any visitors are included in the evacuation.</p> <p>Check rest areas, bathrooms and common rooms en route to the designated exit point.</p> <p>Call 111</p> <p>Ensure all children remain at the evacuation point until clearance to leave is given.</p> <p>Roll call for children and staff to be undertaken.</p>
Returning to the building(s)	<p>Do not return to the building(s) until given the all clear by the Fire Service.</p> <p>Undertake a rollcall once inside the building again.</p>
Ongoing operations following a fire	<p>The decision to continue early learning service operations rests with the service provider and Person Responsible. Contact the Ministry of Education regional office (they can provide support through the Traumatic Incident team if required).</p>

Earthquake

REMEMBER – LONG OR STRONG, GET GONE

Response Actions (as appropriate)	
During an earthquake	<p>If indoors:</p> <ul style="list-style-type: none"> • Move no more than a few steps to a safe place and drop, cover and hold until the shaking stops. If you can, take cover under a desk or table • Keep away from shelves containing heavy objects and other large items of furniture • Keep away from windows • Stay indoors until the shaking stops and it's safe to go outside. <p>Under Twos</p> <ul style="list-style-type: none"> • Children will be removed from the top cots. • Infants and toddlers not in cots are to be moved as quickly as possible to an inner wall away from windows. • Staff and adults in Centre kneel facing away from windows to form barrier protection cover over infants/toddlers. If possible, use large blanket cover over adults providing protection cover for infants/toddlers minimising injury harm from falling debris.
	<p>If outside:</p> <ul style="list-style-type: none"> • Find a clear spot and drop to the ground and cover your head and neck • Children to stay in the early learning service grounds until a teacher comes to get them • Keep away from buildings and power lines.
When the shaking stops	<p>Expect aftershocks.</p> <p>Assemble in the Pukeko Room. Roll call for children and staff to be undertaken.</p> <p>If you felt the earthquake was long (longer than a minute) or strong (hard to stand up in) then a tsunami may be imminent. If you are in a tsunami evacuation area, initiate self-evacuation immediately.</p> <p>Ensure your personal safety first.</p> <p>Check those around you and offer help if necessary.</p> <p>If anyone requires medical assistance, call 111 and / or administer first aid.</p> <p>Evacuate if required.</p> <p>Get staff and children away from dangerous areas.</p> <p>Listen to the radio for instructions from Civil Defence.</p>
Ongoing operations following the earthquake	<p>The decision to continue early learning service operations rests with the service provider and Manager/Person Responsible</p>
	<p>Contact the Ministry of Education regional office (they can provide support through the Traumatic Incident team if required).</p>

Flooding

Flooding can happen quickly and have serious impacts. Flooding may be caused by heavy rain, overflowing creeks and rivers and high tides or tsunamis in coastal and low-lying areas.

Floods within a building can also be caused by normal wear and tear failures of pipe joints, vandalism, or be the result of earthquakes.

Response Actions (as appropriate)	
Flooding reported or sighted	<p>Be ready to act quickly. Floods and flash floods can happen quickly and without warning.</p> <p>Evacuate if required (and get to higher ground). Glenholme School is our designated area that will need to be communicated to parents.</p> <p>Follow the instructions and advice of emergency services and civil defence and emergency management authorities.</p> <p>If safe to do so, move records and equipment onto higher spaces or onto furniture as high as possible.</p> <p>If flood is due to burst pipes etc, turn off the water at the mains if possible. It's important to know the location of your water Toby, which is at the north end of the front fence at 15 Toko Street.</p>
After a flood	<p>Flood dangers do not end when the water begins to recede. Continue to listen to communication channels and don't return until authorities indicate it is safe to do so.</p> <p>Get medical care if necessary. Contaminated water can cause infection.</p> <p>Stay away from damaged areas. Your presence might hamper rescue and other emergency service operations.</p> <p>Contact the Ministry of Education regional office (they can provide support through the Traumatic Incident team if required).</p>

Volcanic Eruption and Ashfall

Response Actions (as appropriate)	
When a volcano threatens	Listen to radio or TV for advice and information.
	Check that staff know what to do. Revise with children. Use appropriate communications to alert parents and whānau.
Large eruption	Evacuation: If the early learning service is in the path of potential lava flows, pyroclastic flows, surges or lahars be prepared to evacuate when asked to by controlling authorities (i.e. police, civil defence etc). This destination will need to be communicated to parents as part of the procedure in advance.
Ash Fall	<p>Ensure that everyone on-site stay indoors. Dust masks are available in the baby sleep room cupboard (N95).</p> <p>Close windows and doors. In heavy ash falls, windows and doors may need additional sealing with tape or wet cloths to avoid ash entering the early learning service buildings.</p> <p>Turn off air-conditioning units and any other equipment that draws in or blows air.</p> <p>Protective clothing (especially if working in the ash fall) should be worn by anyone who has to work outside in an emergency and goggles used to protect the eyes.</p> <p>Volcanic ash is very abrasive. Properly fitted, P2 or N95 - rated safety masks are recommended for anyone in contact with ash.</p> <p>Monitor the amount of ash on roofs. Roofs may collapse under the weight of ash causing injury to the occupants. Evacuate buildings which show signs of roof sagging.</p> <p>Disconnect roof-fed water supply only when ash fall is occurring or during the clean-up, to stop ash entering the storage tanks.</p> <p>If possible, have outdoor equipment, cars etc parked under-cover or cover them.</p> <p>Cellphones can be used as radios.</p>
Cleaning up after an ash fall	The local council and CDEM group will provide advice on cleaning up and disposing of ash.
Seek support if needed	Contact the Ministry of Education regional office (they can provide support through the Traumatic Incident team if required).

Pandemic

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

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

Pre-Response and Response Actions (as appropriate)	
Planning	<p>Recommend / funding annual vaccinations for staff.</p> <p>Consider having a supply of Personal Protective Equipment (PPE) gloves, face masks, antiseptic hand wash.</p> <p>Develop a communications plan for staff, children, families and other interested members of the community.</p> <p>Identify an appropriate space to be used as an isolation area.</p> <p>Know who the local Medical Officer of Health is and maintain regular contact.</p>
Response - when a pandemic has been advised or declared	<p>Regularly check for updates on the Ministry of Health website (Ministry of Health NZ). The Ministry of Education will also provide guidance to services via the Hē Pānui Kōhungahunga-Early Childhood Bulletin.</p> <p>Use posters available from Ministry of Health re cough / sneeze etiquette, handwashing.</p> <p>Consider physical distancing strategies. Information on this is available from the Ministry of Health.</p> <p>Consider implementing an enhanced cleaning routine of touch points and common spaces as a precaution.</p> <p>Establish the isolation area (as required).</p> <hr/> <p>Liaise with the local Medical Officer of Health as needed (see Essential agency / service contact list for details).</p>

60 Pandemic Policy gives more detailed information.

The Ministry of Education website has further guidance for early learning services to plan for a pandemic – [education.govt.nz](#).

Gas Leak

Response Actions (as appropriate)	
If gas leak is suspected	<p>Consider evacuating the area or the early learning service. Do not re-enter building or outside area until cleared by authorised personnel.</p> <p>Any gas leak will be from neighbouring properties as there is no gas connection at either 15 Toko Street or 16 Eason Street..</p> <p>If possible and safe to do so open windows to allow the gas to dissipate.</p> <p>Rescue any person in immediate danger but only if safe to do so.</p> <p>Do not:</p> <ul style="list-style-type: none">• Operate any electrical switches, including lights or alarms• Use cell phone in area where leak is occurring – even if outside of building• Allow anyone to smoke or vape in the vicinity. <p>Warn others in the immediate area.</p> <p>Call emergency services (111) if required.</p> <p>Call local gas company:</p> <p>Company: Contact Energy</p> <p>Phone: 0800 809000</p> <p>Gather any additional relevant information in case you need to leave a message.</p> <p>Contact the Ministry of Education regional office if further support is needed.</p>

Chemical Spill

All chemical spills must be treated as toxic and dangerous. They can be in liquid form, solids, powder or gas.

Response Actions (as appropriate)	
Become aware of chemical spill	<p>Move all people in the vicinity to a safe area. Consider:</p> <ul style="list-style-type: none">• Shelter in place – move / stay indoors and seal doors, windows, other openings and switch off any air intake units• Evacuation of early learning service if required and safe to do so. <p>If required, contact emergency services on 111</p> <p>Use any Personnel Protective Equipment (PPE) gloves, face masks, antiseptic wash that is available.</p> <p>Ensure you protect yourself with appropriate PPE before administering first aid.</p> <p>Give appropriate first aid to anyone in contact with the spill.</p> <p>Notify the manager or person responsible and staff.</p> <p>Consideration may have to be given to how children will be able to leave the early learning service after finishing time if the spill has not been made safe by then.</p> <p>Contact the Ministry of Education regional office if further support is needed.</p> <p>Guidance will be given by the Ministry of Education in conjunction with the Ministry of Health in response to the clean-up of the premises.</p>

Dealing With A Suspicious Letter Or Package

When dealing with suspicious packages the utmost caution must be exercised and no attempts must be made to touch, move or examine the package.

Note: If a suspected bomb - do not use a cell phone or other radio device anywhere near the package.

Response Actions (as appropriate)	
In general	<p>Note the location of the package and a description of it (markings etc).</p> <p>Do not touch, shake or attempt to move the package.</p> <p>Check with the addressee to see if they are expecting the package.</p> <p>Call the police (111) and advise them of the circumstances, the description of the package and its location.</p> <p>As appropriate, position staff at a safe distance to direct people away from the area where package / letter is.</p> <p>Consider evacuating the area and early learning service (take police advice).</p>
If you open a letter/package and discover powder	<p>Put on gloves and mask and place opened letter / package in a plastic bag.</p> <p>If hands or any part of the body may have come into contact with the envelope or package then wash with soap and water.</p> <p>If contents spilled:</p> <ul style="list-style-type: none">• Do not clean up or wipe spilt contents• Avoid breathing the powder or spores• Clear all people from the area and isolate the area (close doors & prevent access)• Switch off air conditioning and fans (bathrooms)• Wash hands with soap and hot water. <p>If contents are spilt on clothing:</p> <ul style="list-style-type: none">• Select a room for changing• Remove clothing and place in plastic bag• Shower with soap and hot water• Change into other clothes.

See New Zealand Police [Suspicious letter or package](#) for further information.

Bomb Threats

Below is a checklist for bomb threats. Staff who would normally answer the phone should be briefed on the questionnaire to ensure some familiarity with it.

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 enquires

Response Actions (as appropriate)	
During the Call:	<ul style="list-style-type: none"> • Let the caller talk • Ask the questions on the checklist below as the opportunity arises • Try and record as much information about the caller as you can • Avoid being confrontational <p>*If you are responding to a voicemail ensure this is saved and call 111</p>
Following the Call (or if a message has been left):	<ul style="list-style-type: none"> • Call 111 and explain the situation to the police. It is likely that they will advise you on what to do next. • The decision to evacuate or stay within a building will depend on the circumstances of the threat. • More information from New Zealand Police can be found here: Suspicious mail and bomb threats New Zealand Police

Questions/information to attempt to gather whilst caller is on the line, or from message:

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 will make the bomb explode?	
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:		
Caller details		
Gender:	<input type="checkbox"/> Male <input type="checkbox"/> Female	
Estimated age:		
Any speech impediment (specify):		
Accent (specify):		
Voice – loud, soft etc:		
Speech – fast, slow etc:		
Diction – clear, muffled 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	Background noises	Call taken
<input type="checkbox"/> Well spoken <input type="checkbox"/> Incoherent <input type="checkbox"/> Irrational <input type="checkbox"/> Taped <input type="checkbox"/> Message read by caller <input type="checkbox"/> Abusive <input type="checkbox"/> Other:	<input type="checkbox"/> Street noise <input type="checkbox"/> House noise <input type="checkbox"/> Aircraft <input type="checkbox"/> Voices <input type="checkbox"/> Music <input type="checkbox"/> Machinery <input type="checkbox"/> Vehicle <input type="checkbox"/> Other:	Date: __/__/____ Time: Length of call: Number called:
Details of person taking the call		
Name		
Phone number		
Signature _____		Date __/__/____

Trespasser on the Early Learning Service Grounds

Only follow this process if it is clear that the trespasser does not come under the category of an attacker (see 'Attacker on-site').

Trespassing is where a person enters an early learning service and either:

- **Has been requested to leave, or**
- **Their behaviour is such that the early learning service would not give permission for them to be there.**

Note: There is no authority under the Trespass Act 1980 for the occupier to physically eject the person from the premises. If a trespasser refuses to leave when requested, he or she should be told that the police will be called. The police have the option to arrest and charge the person with an offence, however they will assess each incident and take what they think is appropriate action.

As well as the process under the Trespass Act, the Education and Training Act 2020 sections 30 and 241 make it an offence to intentionally insult, abuse, or intimidate a teacher or staff member early learning service premises (within the presence or hearing of any child)

Incident Type	Response Actions (as appropriate)
<p>You become aware of a person on the early learning service grounds that does not have permission to be there.</p>	<p>Assess the nature of the trespasser: non-threatening or aggressive (if aggressive – follow the attacker process, next page).</p> <p>If appropriate, greet the trespasser, advise them who you are, and ask them why they are there. Whenever possible, ensure that you have a colleague with you.</p> <p>If the reason for the visit appears legitimate, take the person to a designated area away from children where the reasons for the visit can be dealt with.</p>
<p>Become aware that there is a trespasser on the property.</p>	<p>If the reason for the visit is not legitimate, explain that they have to leave the premises.</p> <p>Notify the person responsible and other staff member of the description, location and activity of the trespasser.</p> <p>Ensure the children and staff are safe and the activity areas are kept secure.</p> <p>If the person leaves when requested they are no longer considered a trespasser.</p>
<p>If the trespasser refuses to leave when requested</p>	<p>Explain that staff will have to call the police.</p> <p>If the trespasser still refuses to leave ask a colleague to call the police.</p> <p>If it is safe, stay with the trespasser until the police arrive.</p> <p>If the trespasser gives any indication of violence walk away (if possible, keep the trespasser under observation from a safe distance until police arrive).</p> <p>When police arrive update them on the situation.</p>

	<p>Ensure that the children are removed away from a potential escalating situation.</p> <p>Try to ensure that two adults are managing the potential escalating situation.</p>
Follow-up actions	<p>Ensure the incident is documented and filed (including providing a report to police).</p> <p>Contact the Ministry of Education regional office (which can help you access the Traumatic Incident team if required).</p> <p>Consider:</p> <ul style="list-style-type: none"> • Debriefing staff on the incident and assess if the Emergency Management process worked correctly or needs amendments • Debriefing children and parents if the incident was a public one to prevent rumours and speculation.

Attacker On-Site

This checklist provides a very basic guide to managing an attacker who is on-site.

The aftermath of an attack will require careful management as even in the 'best case' scenario of no one being injured there may be traumatised staff, children concerned parents, disruption to early learning service and media interest.

When responding to an attacker consider:

- **Escape** - Move quickly and quietly away from danger, but only if it is safe to do so
- **Hide** - Stay out of sight and silence your mobile phone
- **Tell** - Call the Police by dialling 111 when it is safe.

Response actions (as appropriate)	
<p>Shots are heard or an attacker is believed to be on the premises</p>	<p>Call 111 when it is safe to do so:</p> <ul style="list-style-type: none"> • Identify yourself and your early learning service, including address • Details of situation • Details of any casualties • Description of weapons, number of shots etc • Description and location and identity of offender if known • Identify the 'target' of aggression if known. <p>If safe to do so, move to predetermined safe position to await Police arrival. This safe position may be the same space as where you would go in a Lockdown situation.</p> <p>Alert staff to the situation. You may need to consider how you do this silently or use a password.</p> <p>Move everyone out of hallways and into rooms (what is the specific location in the premises). Consider whether this space will allow for the number of children and adults. This will possibly mean enacting your Lockdown procedure.</p> <p>Follow any instructions given by Police.</p> <p>Lock and / or barricade doors / windows.</p> <p>Keep quiet and do not leave the classroom / other indoor space unless it is safe to do so.</p> <p>Put mobile phones on silent mode and instruct others with phones to do the same.</p> <p>Should the event occur while children are outside, instruct children to move to nearest room, or to a safe-predetermined assembly area (which may include an off-site area close to the early learning service).</p> <p>Consider how you will communicate with parents about the situation and request them not to enter the premises. Once police arrive, liaise with them to secure the scene(s).</p>

Following the incident	<p>The Person Responsible will liaise with the media.</p> <p>Consider whether to temporarily close or continue operating.</p> <p>Continue to monitor the wellbeing of children, parents and staff.</p> <p>The Ministry of Education Traumatic Incident Teams can provide support (see contact list for phone number).</p>
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- Go to Appendix 1 of *Planning and preparing for emergencies* for further information to support planning for security-related events, including **Escape | Hide | Tell**.
- For detailed resources on traumatic incidents go to education.govt.nz
- Go to education.govt.nz for information on de-escalating a threatening situation

Bee Swarm

Response actions (as appropriate)	
BEE/WASP SWARM	<p>Calmly take all children inside and shut all doors and windows.</p> <p>Phone Andrew Gifford 021 1560829.</p> <p>Unless aggravated, it is unlikely bees will sting while swarming</p>

Serious Injury or Death

The sudden death (or serious injury) of a child, young person, staff member or family / whānau member can affect the physical and emotional wellbeing of children, young people and people within a community. The event also has the potential to cause sudden and / or significant disruption to the effective operation of an early learning service and their community. If the aftermath is poorly or insensitively handled, it can impact on those affected.

Response Actions (as appropriate)	
Death / serious injury occurs at early learning service	<p>Ensure your own safety. Assess area for danger (eg: live wires, poisonous substances etc).</p> <p>Remove children from the area and if at all possible from being able to see the area.</p> <p>Do not assume death has occurred – give immediate first aid.</p> <p>Call emergency services on 111.</p> <p>Notify manager or person responsible and service provider; isolate and contain the area. Ensure access for emergency services.</p>
Action after medical personnel have taken over	<p>The Person Responsible to advise the Service Provider as soon as possible: Eric Hollis 021 245 1309</p> <p>Consider accompanying Police to advise parents or caregivers.</p> <p>Ensure cultural supports are contacted so appropriate processes can be enabled.</p> <p>Advise the Ministry of Education Traumatic Incident Team on 0800 84 83 26 or contact your local Ministry office. The TI team can help guide you on managing the response (including how to advise whānau, arrange counselling, respond to media) .</p> <p>Complete incident form with all known details. Notify the Ministry of Education of the serious injury/incident that has occurred.</p> <p>Ensure the designated media person, if you have one, is fully briefed.</p>

If the death or serious injury occurs outside of early learning service, follow the appropriate steps noted above.

Online Resources

Visit the Ministry of Education website to assist in managing this type of response in early learning services - www.education.govt.nz/school/student-support/emergencies.

Traumatic Incident Team

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

Missing Child

All instances of a child going missing from an early learning service or an excursion, have to be treated urgently and steps taken to find the missing child/children or confirm their safe whereabouts.

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

- The proximity of dangerous hazards to the early learning service
- The possibility of an abduction
- The possibility that the child has been picked up by a parent or caregiver
- The child has got lost or left the facility

Response actions (as appropriate)	
Information or notification that a child is missing	<p>Confirm:</p> <ul style="list-style-type: none"> • That the child/children had been present at early learning service at some time during the day, and if so; • When they were last seen. • Search the early learning service. • Check inside and outside of the grounds including all areas designated adult areas of the building. • Check all areas that a child may be “hiding” such as cupboards, carpeted rises and outside sheds or storage. <p>Notify manager person responsible and other staff.</p>
If child is not found	<p>Notify the police immediately.</p> <p>Notify the parents / caregivers immediately.</p>
If child is found	<p>If child is found injured or ill, call for medical assistance if required.</p> <p>Notify manager and/or person responsible and other searchers.</p> <p>Establish what happened and complete incident report.</p> <p>Arrange for the child’s parents or caregivers to be advised.</p>
	<p>Contact the Ministry of Education regional office for support and mandatory reporting refer to HS34</p>

Traumatic Incident Team

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

Lockdown and Shelter in Place

Lockdown and Shelter in Place are responses to emergency situations.

Lockdown

Lockdown drills should be practiced by staff without children.

Drills on what to do in potentially violent situations can be practiced, but at a time that children are not on site as the drills may cause undue fear and anxiety. Especially if the drill involves everyone sheltering in a darkened space such as a sleep room.

However, staff should be aware of procedures and able to carry these out if the service has been alerted to an immediate threat. Practices for lockdown drills should be recorded and kept as per other drills.

Staff need to consider the following for a lockdown situation:

- Where is the most suitable place for all children and staff to go to. This might be a sleep room or another space where it is darkened or able to be darkened and/or made secluded.
- What will be required for a lockdown situation for attending to the needs of children such as toileting or nappy changing in a lockdown situation?
- How will children be encouraged to stay quiet in this situation? *Example preparing a container with books, puzzles that can be used to engage children.*
- What provisions will services need available for a lockdown situation? *Example refer to the civil defence website for emergency supplies.*
- How will medicines such as EpiPens and asthmas inhalers be available in this situation?
- Be aware of the processes for communicating with the Ministry of Education, and emergency services such as the Police in a Lockdown situation.
- Communication plan/strategy to family to inform of lockdown process in place.

Where the emergency supplies/provisions are kept so they can be easily accessible.

Shelter in Place

Shelter in place is a drill that should be practiced with children in the service and involves children being asked calmly to move quickly inside and play inside for a period of time because of an external “threat” such as a chemical spill, swarm of wasps. The entries and exits to the building are restricted, however normal instructional activities continue as much as possible.

Response actions (as appropriate)	
	<p>Note the time of the need to shelter-in-place.</p> <p>Call all children and adults who are outside to come inside as quickly as possible.</p>
	<p>Close the building. Bring children, adults and visitors to interior rooms where possible, or an area away from glass and external windows. Close and lock all windows, exterior doors, and any other openings to the outside.</p>
	<p>Gather essential emergency resources and supplies, including a mobile or portable phone.</p>
	<ul style="list-style-type: none"> • Complete a roll call, including visitors. • Notify emergency services where you are and the number of people present if they are not already aware. (<i>Role-play this in case of a Drill</i>)
	<p>Inform parents/whānau or emergency contacts for tamariki. Advise them of the situation and what action they should take at this time (e.g. whether they are able to come and collect tamariki or if they will need to wait until the situation is safer).</p> <p>The Person Responsible to advise the Service Provider as soon as possible: Eric Hollis 021 245 1309</p>
	<p>Listen for announcements from Emergency Services/Civil Defence via portable radios or mobile phones and stay put inside until told that it is safe to leave.</p> <p>Ensure someone is responsible for operating the radio at all times after the warning has been announced. Keep a radio in the Civil Defence Kit</p>
	<p>In the event it is not deemed safe to shelter-in-place - be ready to evacuate at short notice to a safer place.</p> <ul style="list-style-type: none"> • If a move to higher ground/inland areas is instructed the group is advised to head towards Glenholme School • If possible, place a notice on the front gate/door advising where people have headed and the time they left. • Take the emergency supplies and listen to radios for further instruction. • Centre Manager/Person Responsible to advise (as soon as possible) Service provider contact / Governing entity.
Following the incident	<p>The Person Responsible will liaise with the media.</p> <p>Consider whether to temporarily close or continue operating.</p>

	Continue to monitor the wellbeing of children, parents and staff. The Ministry of Education Traumatic Incident Teams can provide support (see contact list for phone number).
	Appendices 1,2 and 3 should be located with the emergency supplies in the Civil Defence Bins. These appendices should be reviewed monthly.

Appendix 1 – Ole Schoolhouse Staff Contact List

Name	Contact

Appendix 2 – Children, Parents and Caregivers Contact List

KEPT ON FILE, AT RECEPTION, IN THE CIVIL DEFENCE BINS AND ON CELL PHONES

Appendix 3 – Emergency Evacuation Kit Contents List

These resources are in backpacks in the wheelie bins outside, so they are easy to access.

Soft sweets or similar
Batteries Spare
Biscuits 8 Bags and one bag of gluten free
Blankets Thermal x 14
Cups x 100
Duct tape & Tarpaulin
Face masks x 100
First aid bag, betadine cream and arnica
Games & five books
Labels
Marker Pens
Muesli Bars x 60
Nappies 14
Pamol & syringe
Paper pad, crayons
Personal hygiene items and feminine supplies
Phone list
Radio & Batteries
Raisins 2 x Bags
Respigen x 1 inhaler and spacer
Rubbish bags
Sanitiser Gel
Spoons Plastic x 50
Thermometer
Torches x 2 and spare batteries
Wipes x 2

Water 50 litres
Whistle
Wipes x 4

Baby supplies in a separate back pack

Bibs x 10
Blankets x 12
Bottles 2 x Dr Brown Baby Bottles
Dummies x 5
Farex x 1
formula sachets x 10 (2 soy 4 stage 1, 4 stage 2)
Gas burner and pot to heat water (matches)
Gloves 1 x box of disposable gloves
Milk Soy x 1
Milk 2 x UHT
Mum Mums x 2
Nappies x 20
Oust 1 x Tin
Pouches x 30 of baby food (4, 6 and 8 Months)
Socks 1 x Pack of socks
SOS Kit
Sudocream
Teats 2 x No 3 teats
Tissues x 2

A check list for these emergency resources and supplies can be found in the Policy Folder at reception.

16 Emergency resources and supplies for use in an emergency