

Sancta Maria Catholic Primary School



SanctaMariaCatholic
PrimarySchool

EMERGENCY MANAGEMENT PLAN



October 2015

Prepared by



Free call 0800 111 277

CONTENTS

Document Control	Page 4
Issues Register	Page 5
1. Introduction	Page 7
2. Emergency Plan Concept	Page 8
3. Evacuate or Lock down	Page 9
4. Principles of Emergency Management	Page 10
5. Emergency Process	Page 12
6. Emergency Communications Plan	Page 13
7. Emergency Events	Page 20
8. Training	Page 22
9. Drills	Page 23
10. Crisis Management Plan	Page 24
- Crisis Management Process	Page 26
- Decision Making Process	Page 27
- Command Chart	Page 28
- Cost Recovery Sheet	Page 32
- Contact Details	Page 33
- Aide Memoire	Page 34
- Action Plan	Page 39
- Civil Defence Emergencies	Page 41
11 Contractors/External service providers	Page 43
- Ministry of Justice vetting form	
12 Unauthorised persons on School property	Page 44
- Trespass notice	Page 45
- Incident report form	Page 48
- Witness form (female)	Page 51
- Witness form (male)	Page 52
13 Contact lists	Page 53
14 Recovery and Rehabilitation process	Page 59
Evacuation Process	Page 61
- Evacuation Plan	Page 61
- Evacuation Procedures and Command Chart	Page 62
- Evacuation Procedures	Page 65
- Evacuation Scheme	Page 66
- Evacuation Assembly Point Location maps	Page 68
- Complete School Evacuation	Page 70
Lock down Process	Page 72
- Lock down Plan	Page 72
- Lock down Procedures	Page 73
Accidents	Page 81
Bomb Threat	Page 90
Criminal Acts	Page 94
Earthquakes	Page 100

Fire	Page 106
Floods	Page 109
Landslide	Page 115
Mobile Offender	Page 120
Pandemic	Page 123
Storm Event	Page 131
Tsunami	Page 138
Threatening Behaviour	Page 145
Volcano	Page 149
Other	Page 155
- Infrastructure Failure	Page 155
- Biological Hazards	Page 160
- Swarm of Bees	Page 162

Document Control

[illegible]

Issues Register

Date Tested	Evacuation/ Lock down	Issues Raised	Addressed by	Next Test Date

Date Tested	Evacuation/ Lock down	Issues Raised	Addressed by	Next Test Date

1 INTRODUCTION

This Emergency Management Plan has been developed by Harrison Tew Consultants (NZ) Ltd in conjunction with senior management at Sancta Maria Primary.

The plan recognises the uniqueness of Sancta Maria Catholic Primary School (hereinafter referred to as Sancta Maria Primary), and serves to compliment and reinforce the procedures already in place.

The information contained within the plan aligns the school's response with the current procedures for both the Emergency Services and Civil Defence in New Zealand.

It should be noted that this Emergency Plan is developed around the structures and alerting systems that are currently in place, and is specific to Sancta Maria Primary. As such the plan has a version control and should be viewed as a living document, which is able to be updated when issues are raised and can be addressed.

This may also be applicable if improvements are made around alerting systems and processes for communication within the school, and when any redevelopment of the school is completed such as the removal and addition of classrooms and/or other buildings.

There will also be changes to personnel and key contacts for the school which are able to be updated by Harrison Tew.

The overarching principles around an emergency plan are, that the response should be tested and confirmed as appropriate and any subsequent incident be dealt with in a positive and consistent manner. It should be dealt with in a way which is going to be the safest for the students and teachers and ensure compliance with existing legislative requirements and policy around evacuations and emergency plans.

During the early stages of any emergency there is often confusion and a lack of real information about what has or could potentially occur. For this reason it is advocated that there are only two alerting systems, one to **Stay** and one to **Go**.

Once the incident details are clearer, then information can be passed to other staff or students, particularly during a Lock down when one of the key concerns will generally be the initial lack of information about what is occurring.

This Plan serves to meet the requirements and direction from the Ministry of Education and is also consistent with current procedures used by the Emergency Services and Civil Defence, as such, the terminology adopted throughout this plan is also consistent with these agencies.

Given the relationship the Primary has with the College, additional information is provided in the Office Procedures (Page 80) to ensure that there is a free flow of communication pre, during and post any emergency.

2 EMERGENCY PLAN CONCEPT

This Emergency Plan is designed to assist as an aide memoire and information base to refer to for specific emergency events likely to impact on the school, and it should be used as the first reference during and post any emergency event. Emergency situations at schools are those events in which the safety of students, staff and visitors to the school are imminently put at risk by either the actions of a natural or man-made event.

Auckland is not immune to the effects of natural disaster and has a number of highly probable events which could impact on the city; these could range from cyclonic storms to tsunamis and volcanoes.

A man made event can be an armed intruder to the school, a person looking to evade police detection within the school grounds or a mentally impaired or drug affected person. It can also cover serious assaults on the school grounds or domestic or custody disputes.

How a response is made to the range of emergency events that could possibly impact on the school needs to be positive, simple, consistent and tested. This will ensure that the key aim of the response is that of ensuring the safety of the students and staff. The response section of the Plan covers those specific incidents which are likely to impact as emergency events for the school. There are 14 such sections which emergency situations have been classed. Under the tabulation for each respective section, there is a clear guide on the appropriate action to be taken for Sancta Maria Primary.

It is set out so that the Plan can be referred to during the event and a clearly defined course of action is outlined which should be followed. Behind this action plan, there is information relating to the events which can be read and referred to for reference during any testing programme.

It is not reasonable, or possible, to train for a specific response to every possible emergency situation, and so the concept of offering two key options for the immediate response to an incident will offer the best end result for students and staff during an emergency event.

The response to these events can be categorised in simple terms into two key areas; i.e. **Stay** or **Go**. Effectively this means to **evacuate** or **Lock down** the school, dependent on what is the most appropriate and safest option at the time of the emergency. This is where the Plan serves as a tool for making those decisions and guiding the school through the emergency process.

In times of great stress, which will occur when an emergency happens, people will tend to react to how they have been taught or trained how to behave. Given the fact that these events are fortunately very few, the response should be one that is simple, consistent and able to be tested regularly. One of the key components in the response to an emergency is the clear consistent message that comes from the recognised key decision maker within any organisation. In this case, it should obviously be the Principal, with an alternate of a Deputy Principal/Assistant Principal or another member of Senior Management (as designated).

3 EVACUATE OR LOCK DOWN

The immediate issue in the response to any emergency, is accounting for staff and students.

In simple terms, do we evacuate the school grounds to remove the students and staff from the immediate danger from the school buildings and surrounds; or do we Lock down the school and protect the students by ensuring they are accounted for in the best available area inside the school buildings and subsequently removed from any potential danger posed from outside of the classroom area.

In an emergency event, there may be no realistic opportunity to inform the entire school of the exact events unfolding and so the alarm needs to be one in which only one of two decisions are made; evacuate or Lock down.

Given these emergency events are likely to occur anywhere within the schools grounds, i.e. violent intruder or fire, then it should be recognised that an alarm alerting the entirety of the school is the most appropriate way of alerting.

It is not reasonable or possible to train for a response to every conceivable emergency situation, and so the concept of offering two key options for the immediate response to an incident will offer the best end result for students and staff during an emergency event.

The alerting system needs to be clearly different and an audible alerting system is, based on experience, the best option advocated as the safest and most likely to achieve the result of a faster Lock down or evacuation.

In a Lock down situation do not use code words and do not attempt to use a non audible system.

4 PRINCIPLES OF EMERGENCY MANAGEMENT

There are a number of key components to the successful conclusion to an emergency. These principles are in line with those adopted by New Zealand's Emergency Services and the Ministry of Civil Defence and Emergency Management.

They are as follows:

- **Reduction**
- **Readiness**
- **Response**
- **Recovery**

4.1 The reduction phase: This primarily looks at issues of security and include the adopting of policy and standardised procedures for unauthorised person(s) on the school grounds.

However it also addresses the most significant issue when responding to an emergency situation and that is the alerting system used to advise students and staff of the immediate dangers and the appropriate response to be taken.

There is also a requirement to confirm the schools policy of all visitors to the school signing into the reception and being it is suggested that all visitors are issued with a visitors pass. The issuing of lanyards with a prepared and identifiable visitor pass is the ideal. *(Further information is provided in the plan).*

By developing a culture of security within the school and within the community, the risk of unauthorised persons on the grounds will be reduced.

4.2 The readiness phase of the Emergency Plan addresses how the emergency procedures are implemented and communicated to staff. It also allows for the testing of the two response options and subsequent debriefing.

Ideally, the school should have coloured jerkins for the Principal and additional Senior Management as the Incident and Alternate Controllers along with a battery operated, hand-held loud hailer. *(We recommend that consideration should be given to the use of hand held radios as a reliable means of communications with a base set held in the reception area and having the ability to speak with key staff).*

- 4.3 In the response phase** there are a number of key actions, which immediately focus on the best course of action for the safety of the students and staff, followed by the actions to be taken for the responding emergency services.

There is also a course of action to be taken during any emergency, and this will include how information is passed to staff during an event and then onto the emergency services, and also how information is then passed onto both parents/guardians and media. This will include a preformatted media release and information on how the website can be updated.

- 4.4 The recovery phase** of the Emergency Plan covers the appropriate action to be taken post an event, such as counselling for staff or students, the businesses continuity aspects of running the school, what plans are in place for returning the school to normal procedures, and what lessons can be learnt from the event. This phase can be incorporated within the Crisis Management Structure, by offering a co-ordinated response to any emergency.

5 EMERGENCY PROCESS

The emergency process should follow the course of events and include options for dealing with an emergency and considerations to be given to the immediate impact onto the school, how to deal with not only the immediate safety of the students and staff, but also how to assist the emergency services in their response to the incident/situation at hand.

The process will also need to deal with the media who will be inquiring about the situation and also parents and caregivers who will want information concerning the safety of their children.

As a follow-on to the immediate actions during an emergency, there needs to be a clearly defined, and accepted, chain of command within the school during both school hours and after hours and obviously any key decision to be made once an alarm has been activated, needs to come from the Principal or their alternate, and at Sancta Maria Primary this is either the Deputy or Assistant Principals.

The Emergency Decision Making Process is as follows:

1. Incident has been advised of, either developing (i.e. advised of a situation via the met service website, police or fire service) or has just occurred (i.e. fire, armed/violent offender on or near Sancta Maria Primary grounds or an earthquake).
2. Is this event likely to impact on the safety of anyone in the school, students, staff, resident staff families, visitor's, contractors or external groups?
3. Decision is made on course of action. (If the event is occurring immediately and safety is compromised, then any member of the staff should be able to activate the evacuation or Lock down alert system.)
4. Is the safest option to remove everyone from the school grounds? If so, the evacuation alert is sounded.
5. Confirmation of evacuation is made to emergency services via the (1)111 line.
6. Is the safest option to ensure everyone remains inside and away from danger? If so, the Lock down alert is sounded.
7. Confirmation of Lock down is made to emergency services via the (1)111 line.

6 EMERGENCY COMMUNICATIONS PLAN

<p style="text-align: center;">In an Emergency</p> <p style="text-align: center;">Dial (1) 111 from any phone within Sancta Maria Primary</p> <p style="text-align: center;">Ask for Police, Fire or Ambulance</p>	
---	--

<p>Evacuation is advised by</p> <p>During school hours a Lock down is advised by</p>	<p>Activating the break glass fire alarm and sounding of the continuous alarm. (Located throughout the school)</p>
	<p>Activating the school Lock down alerting system.</p>
Internal Communications	<p>Internal communications for a Lock down once the school has been secured (if required) will be through the following;</p> <ul style="list-style-type: none"> ❖ Handheld radios ❖ School landlines ❖ Staff cell-phones ❖ Internal email
<p>Incident Controller</p> <p>Alternate Controller</p>	<p>School Principal: Gina Benade Mobile: 021 113 0400 Phone: (09) 271 5249 Email: ginab@sanctamariaprimary.school.nz</p> <p>Deputy Principal: Jennifer Woodside Mobile: 021 774 563 Phone: (09) 271 5249 Email: jenniw@sanctamariaprimary.school.nz</p> <p>Assistant Principal: Michele Gilkes Mobile: 021 121 1377 Phone: (09) 271 5249 Email: micheleg@sanctamariaprimary.school.nz</p>
School Location address	<p>317 Te Irirangi Drive <u>FLAT BUSH</u></p>

School Contact Details (School Hours)	Phone: (09) 271 5249 Email: office@sanctamariaprimary.school.nz Gina Benade <u>Principal</u>
Reference point	<p>Sancta Maria Primary shares a site with Sancta Maria College. The entrance to both sites is at the intersection of Bishop Dunn Place and Te Irirangi Drive, Flat Bush.</p> <p>The intersection is controlled by traffic lights. The intersection is also an entrance to a busy industrial site which houses Mitre 10 MEGA amongst other commercial premises which are open to the public. At peak times, such as the start and end of the school day, the intersection is very busy, both pedestrian and vehicular traffic.</p>
Grid Co-ordinates	New Zealand Topographical Mapping Service Easting: 1769676.71 Northing: 5907838.05 (Grid co-ordinate's based on entrance to Administration Block)
Handheld Radios	Primary channel: 20 Alternate channel: 21 Call signs - first name.

Receiving advice of an Emergency

Advice of any emergency event which could impact on the school could be received from a range of sources which may include, but are not limited to the following:

- actual event occurring
- staff and/or students within the school
- neighbouring school(s)
- radio
- television
- emergency services
- Civil Defence
- neighbours
- parents
- phone call
- text message
- email
- internet
- Twitter
- Facebook

Once an event has occurred or information has been received about an event which could potentially impact on the school, students and staff, a decision is made by the Principal (Incident Controller) or the Deputy Principal (Alternate Controller) on the appropriate course of action to take as per the Emergency Process.

If an event is developing then information can be passed around the school through phone call, class intercoms, hand held radio, email or staff meeting, whichever is appropriate and possible for the event.

The decision making process is based on what information has been received.

Other sources of information which may assist in any decision making process are available from the following free websites (which senior management at Sancta Maria Primary can be registered for, to ensure up-to-date information and alerts):

Information Source	Website	Username	Password
Auckland Regional Civil Defence	http://www.aucklandcivildefence.org.nz/		
Weather information NZ Met Service	http://metservice.com/national/		

Other sources of information which may assist in the decision making process are as follows:

Pandemic Updates Ministry Of Health	www.moh.govt.nz/pandemicinfluenza
Earth Quake Information Geo Net	http://www.geonet.org.nz/
Ministry Of Education	www.minedu.govt.nz
Ministry of Civil Defence (National Civil Defence Information)	www.civildefence.govt.nz
Latest News and current events Stuff.co.nz	www.stuff.co.nz
Latest News and current events News Talk ZB	www.newstalkzb.co.nz
New Zealand Herald	www.nzherald.co.nz

Sending information from the school

Often during or after an emergency event, requests for information will be received from a range of groups, for example from parents, caregivers or the media and even other schools in the area.

It is advised that a pro-active approach be adopted in the advice given to these groups and a pre-planned strategy and response be developed.

This could simply be a plan to update the school website, group email, text to parents or a pre-planned media release.

It is advised that information is made available before it is asked for or, in the case of the media, before the media make contact with the school.

An example of a preformatted update for the school website

***Sancta Maria Primary is currently under Emergency Procedures as of
(time and date)***

The office is unattended until further notice.

***Please refer any enquires to the local emergency services or that the school
website will be updated as soon as more information is available.***

We will update this site as soon as more information is available.

An example of a group email which can be sent to parents

On (date and time) Sancta Maria Primary implemented its emergency procedures and (evacuated the school/locked the school down), as a result of (brief overview of incident i.e. fire, violent offender, cyclone, nearby vehicle accident/chemical fire).

A brief overview of the event as follows:

- ***The emergency services were called and dealt with the situation without further incident.***
- ***There were no injuries to any students or staff and no damage was caused to any of the buildings.***
- ***(Number) students were injured and required medical treatment.***
- ***There was minor damage to school buildings.***

The school is satisfied the emergency procedures were appropriate and carried out their duties in the best interests of the students and staff of Sancta Maria Primary.

Please contact the school office if there are any concerns regarding this on Phone (09) 271 5249.

An example of an email which may be sent to media

On (date and time) Sancta Maria Primary implemented its emergency procedures and (evacuated the school/locked the school down), as a result of (brief overview of incident i.e. fire, violent offender, cyclone).

A brief overview of the event as follows:

- ***The emergency services were called and dealt with the situation without further incident.***
- ***There were no injuries to any students or staff and no damage was caused to any of the buildings.***
- ***(Number) students were injured and required medical treatment.***
- ***There was minor damage to school buildings.***

Sancta Maria Primary Principal, Gina Benade, states “Sancta Maria Primary regularly practices its emergency procedures and we are very happy with the schools response to this emergency. I’m more than satisfied the emergency procedures were appropriate and management carried out their duties in the best interests of the students and staff.”

Contact details for media organisations

News Talk ZB	news@newstalkzb.co.nz Phone News Editor – (09) 366 0466
The Aucklander	Phone: (09) 373 6969 Fax: (09) 373 6954 Email: letters@theaucklander.co.nz
Stuff.co.nz	newsroom@stuff.co.nz Phone 0800 697 883
The NZ Herald	www.nzherald.co.nz yournews@nzherald.co.nz Phone 0800 437 253 (0800 herald)

7 EMERGENCY EVENTS

As previously indicated in the Introduction, this document serves as a reference guide for all types of Emergencies and adopts the simple policy of **Stay** or **Go**.

If an emergency event takes place, it is of paramount importance that each and every person, and group of people, be prepared. To reinforce the information contained within the Introduction, Harrison Tew Consultants (NZ) Limited believe that there are a number of key components to the successful conclusion to an emergency and these principles are in line with those adopted by New Zealand's Emergency Services and the Ministry of Civil Defence and Emergency Management.

As previously indicated, these are as follows:

- **Reduction**
- **Readiness**
- **Response**
- **Recovery**

Simple adherence to these guidelines will provide reassurance to Sancta Maria Primary that you are able and prepared enough to handle most, if not all types of emergencies.

Emergencies adopt a variety of different forms from man-made disasters, e.g. disgruntled parent(s)/mobile offender, through to a natural disaster, such as the most recent warnings, and Civil Defence alerts of tsunamis that have threatened the shores of New Zealand in recent months, along with the series of earthquakes felt throughout New Zealand.

To ensure responsiveness and a readiness to deal with such emergencies, it is also important to understand the definitions, background, and have supporting details on why such incident and/or disasters may occur.

This document has been tabulated into the following indices:

- Go
- Stop
- Accident
- Bomb Threat
- Criminal Act
- Earthquake
- Flooding

Indices continued...

- Fire
- Landslide
- Mobile Offender
- Pandemic
- Storm Event
- Tsunami
- Violent/Threatening Behaviour
- Volcano
- Other

At the front of the document, you will notice **Go** and **Stay** situated alone. This process is the foundation of the policy that Harrison Tew stands by. It is simple, clear, and consistent and easily understood which is what is required in an emergency. Should an event take place whereby the person in charge is unable to decipher which type of emergency the situation is categorised by, yet they are firm in their belief to evacuate, then the **Go** tabulation will explain what the evacuation procedures are for Sancta Maria Primary, likewise the **Stay** procedures will encompass the Lock down policy.

This section can also be utilised for recording and auditing purposes.

To ensure ease of understanding and what to do in respect of each disaster, the front page of each heading and emergency provides you with the decision of either **Lock down (Stay)** or **Evacuate (Go)**. This is a replica of the front tabs and reinforces what to do with each specific emergency/disaster.

The next page of each respective section details the taskings of the respective individual, teacher, parent helper and/or employee of the school and provides a methodical and sequential outline of what each person is required to do.

It is important to note, that for the Emergency Plan provided to Sancta Maria Primary be successful, that each and every step recommended, be implemented and adhered to strictly.

8 TRAINING

Training of this plan is provided as part of the plan and is undertaken, in liaison, with the school. The training facet of the model is of paramount importance. Research and practical experience recognises that it takes 21 times for a continual and repetitive procedure to be conducted for automatism to be implemented into the human mind.

Whilst it is not expected that the Sancta Maria Primary will be in a position to complete drills for all 14 different disasters 21 times each, it should be accepted and is recommended by Harrison Tew, that the school practice their drills for both Lock down and evacuation at least once every term.

Because it is important to the reader to understand why such incidents and disasters occur, the remaining pages of the document explain each disaster. It clarifies why such incidents occur, for example "*What is the motive of the person advising of a Bomb Threat?*" While no answer is specific and accurate 100% of the time, these pages provide research into each disaster and in some instances cover possible scenarios and how to deal with each one.

The training which Harrison Tew provide to all staff, employees, students and external groups incorporates such scenarios and covers all questions that arise.

This document is not provided to **prevent** disasters, it should be utilised as a reference guide to **assist** if and when a disaster occurs.

Harrison Tew recognises, and acknowledges, that there is a fundamental requirement for the training of how to deal with a disaster and due to this they provide a hands-on approach. Training is where mistakes will be made and rectified. This is a positive aspect of training and allows people to deal with such disasters in a realistic, yet safe environment.

Harrison Tew will endeavour to make each scenario and training session as realistic and practical as possible.

9 DRILLS

With the exception of unexpected call-outs, Harrison Tew will, where possible, request the involvement of local emergency service personnel and drills will be conducted adopting an integrated and realistic approach.

Harrison Tew believes that when conducting drills, they should be practical, sensible and as realistic as possible. This ensures that all staff, employees, parent helpers and students (and any other external groups utilising the school grounds at the time) will treat the situation seriously and act accordingly.

To arrange such a drill, takes time and a significant amount of organisation. With the contacts and services of Harrison Tew, we are able to ensure that you receive the best practice approach.

All of the emergency services welcome the opportunity to participate in drills, particularly drills which are conducted within the school environment, due to the major factor, that each school has the responsibility of hundreds of students.



10 CRISIS MANAGEMENT PLAN SANCTA MARIA PRIMARY

Introduction

The purpose of this Crisis Management Plan is to give structure to the response to a crisis or incident, which has occurred or is developing.

- ❖ A crisis event is one which has the potential to impact on the wellbeing of the school's students, staff and wider community, and needs to be dealt with in a co-ordinated manner. It is a plan which can be used post an emergency event and used in conjunction with proposed evacuation and/or Lock down plans.
- ❖ Sancta Maria Primary grounds cover a share of 16.96 hectares of which the majority is fields and unused land. In most emergencies, this area is hugely beneficial, but worst case scenario, ie active shooter, could potentially cause an issue if students are away from buildings as the fields are quite exposed and vast.
- ❖ The Crisis Management Process can be used for dealing with the aftermath of an emergency event such as a fire at the school.
- ❖ An independent Trauma Response Policy could be implemented at the school. This policy would be aimed at other traumatic events such as the sudden death of a member of staff or a student. It can also be utilised to deal with events which are developing such as swine flu, or other pandemic events or business continuity incidents.
- ❖ Sancta Maria Primary is well placed to deal with a prolonged emergency event and caring for students and staff for extended periods. *(A capacity list is detailed further in the plan.)*
- ❖ The immediate response to events is detailed in the plan followed by the communications structure and then aspects of extended care for staff and students.
- ❖ It should also be noted that the Principal can direct that an event is managed with the same structure without his direct involvement.

When dealing with any crisis or emergency situation there are two key areas which will assist in the successful handling of the event. They are information and communication.

Information: deals with how the school is made aware of any event and the reliability and weight that it puts on the information that it has received.

Communication: deals with how the information is distributed and what decision is made as a result of that information and how any subsequent decision is communicated to different parties such as staff, students, parents and care givers, neighbouring schools, the Board of Trustees, the media and/or emergency services.

The structure proposed is based on the Co-ordinated Incident Management System (CIMS) utilised by all New Zealand Emergency Services and Government agencies and is a system which is scalable in that it can be modified to fit the size of any event.

This structure allows for accountability in dealing with any event and gives those involved clear guidelines and roles in the process of responding and dealing with any event.

The Crisis Management Structure can be used for situations such as;

- ✚ Extended service outage, (such as power, water)
- ✚ Following any and all emergency events (such as a fire, earthquake, Lock down)
- ✚ Traumatic incident impacting on the school
- ✚ Developing event (such as a pandemic or other health incident, volcanic activity)
- ✚ Assisting in the recovery of any event
- ✚ If any particular building and/or the entire school is isolated as a Civil Defence emergency and staff and students are required to shelter in place at any specific area of the school

CRISIS MANAGEMENT PROCESS

The following is a guide on how an incident can be dealt with utilising the Crisis Management Plan.

Information is received by the school through any one of the following methods: media, neighbours, nearby schools, staff, or students. This information is referred to the Principal or his/her alternate.

Based on the information that has been received, a decision is made that this incident does not pose a direct threat to the safety of students however it requires a co-ordinated response from the school to deal with the incident in a safe and consistent manner.

The Principal, or their alternate, will initiate the Sancta Maria Primary crisis management procedures which will involve the notification of the school Crisis Management Team.

The Crisis Management Team will consist of key staff and members of the Board of Trustees who have been given the mandate to make key decisions which will assist in the handling of any crisis situation. It should be noted that there should be a process of alternates being available for involvement in the management of these crisis and/or an acceptance that the matter will be dealt with by those available members.

The structure allows for the involvement of '*specialists*' such as health professionals, counsellors, Ministry of Education advisors, or other persons with specialist advice or knowledge which could assist with the situation.

The Crisis Management Team is assembled if deemed appropriate and an Incident Manager is appointed. This will be either the Principal, Deputy Principal or alternatively the Board of Trustees Chairperson.

Specific tasks are delegated for the members of the Crisis Management Team and responsibilities assigned to these tasks. This allows for accountability in the response to the incident.

DECISION MAKING PROCESS FOR THE CRISIS MANAGEMENT TEAM

Information is received by the school through any one of the following methods: media, other schools, staff, students, emergency services. This information is referred to the Principal, Deputy or an alternate member of the senior leadership team in order of hierarchy.



Based on the information that has been received, a decision is made that this incident requires a co-ordinated response from the school to deal with.



The Principal, or alternate, will initiate the Sancta Maria Primary Crisis Management procedures which will involve the notification of the Crisis Management Team.



Specific tasks are delegated for the members of the Crisis Management Team and responsibilities assigned to these tasks. This allows for an accountable approach to the incident



COMMAND CHART FOR THE CRISIS MANAGEMENT TEAM



The following are a list of tasks associated with each specific role. Whilst each role has been allocated to a particular position within Sancta Maria Primary Senior/Executive Management, this may change should each particular job description change.

Note: (There may be instances whereby increased numbers of staff are required to deal with a larger scale incident, the specific roles would remain the same and additional staff can be assigned to assist the key positions e.g. logistical support.)

Incident Controller

Role

The role of the Incident Controller is to manage the schools overall response in the event of an emergency or crisis. They are responsible for running the incident, making decisions in conjunction with the rest of the Crisis Management Team, and assigning staff to positions within the Crisis Management Team structure.

Note: The Principal may direct that any other member of the Crisis Management Team manage an issue using the same structure.

Responsibilities

- Chairs the Crisis Management Team meetings
- Ensure all decisions, actions, and activities are recorded (this can be undertaken by the administrative support within the Crisis Management Team)
- Prioritise resources and the direction given to any response
- Lead the development of an action plan for dealing with the incident based on information provided by other members of the Team
- Liaise with external agencies

Operational

Role

The role of the operations position is to ensure that the controller's directions are carried out. Given this mandate it is likely that this position would be undertaken by the Deputy Principal. In a smaller scale event, this role can also be undertaken by a designated member of the Senior Leadership Team.

Responsibilities

- Obtain a briefing from the Incident Controller
- Co-ordinate and supervise operations and liaise with all external groups such as the emergency services, Ministry of Education, Counsellors, Traumatic Incident Coordinators, etc
- Organise all external agencies and facilitate future planning
- Co-ordinate the application of resources
- Ensure Planning/Intelligence and Logistics Sections are kept informed of operational situation
- Ensure objectives are current and valid
- Resolve operational problems
- Report significant issues
- Prioritise resources
- Attend regular briefings given by Incident Controller

Logistical support

Role

The role of Logistical Support is the acquisition of human and physical resources, services, materials and facilities that support the objectives outlined in the Action Plan developed by the Incident Controller. Ideally this would be the role of another member of the senior executive team.

Responsibilities

- Obtain a briefing from the Incident Controller
- Ensure all decisions, actions, and activities are recorded
- Estimate future service and support requirements
- Track costs (a cost recovery sheet is attached to the plan)
- Monitor procurements
- Ensure Operations and Planning/Intelligence are kept informed of the logistics situation
- Report significant issues
- Attend Crisis Management Team meetings

Information/Planning and Intelligence

Role

The role of the Information/Planning/Intelligence position is to support the operation by ensuring accurate and timely information is received and supplied to the Incident Controller. Based on this information they can give an assessment of potential developments and a direction the incident may take.

Responsibilities

- Obtain a briefing from the Incident Controller
- Manage all sources of information and analyse this information for timeliness/accuracy and relevance
- Ensure all decisions, actions, and activities are recorded
- Ensure the Controller, Operations and Logistics members are kept informed of intelligence information
- Report significant issues
- Prioritise operational resources
- Attend Crisis Management Team meetings

Administrative Support

This position offers a wide range of supporting roles for the Crisis Management Team, including overall wellbeing of the Crisis Management Team.

This position is also responsible for maintaining accurate records of the process and undertaking administrative tasks under the direction of either the Incident Controller or the Operations position.

Specialist Support

This position is brought in at the discretion of the Sancta Maria Primary Crisis Management Team and although they are able to offer guidance and advice, the final direction on which any response will take, falls with the Incident Controller and the Crisis Management Team.

For Sancta Maria Primary, this role could be undertaken by the Office Administrator. The ongoing continuity of business planning via information technology ensures the logistical aspect is able to be upheld and maintained, particularly should the emergency evolve into a lengthy situation.

Additional specialists may include, but are not limited to the following:

- Ministry of Education Traumatic Incident Co-ordinators
- Emergency services
- Administrative staff
- Counsellors
- Local community groups
- Emergency Services
- Psychologists
- Lawyers
- Consultants

COST RECOVERY SHEET

[illegible]



CRISIS MANAGEMENT TEAM CONTACT DETAILS

POSITION	NAME	PHONE	EMAIL
Principal	Gina Benade	Mob: 021 113 0400 Phone: (09) 271 5249	ginab@sanctamariaprimarieschool.nz
Deputy Principal	Jennifer Woodside (Jenni)	Mob: 021 774 563 Phone: (09) 271 5249	jenniw@sanctamariaprimarieschool.nz
Assistant Principal	Michele Gilkes	Mob: 021 121 1377 Phone: (09) 271 5249	micheleg@sanctamariaprimarieschool.nz
Office Administrator	Gina James	Mob: 021 026 99339 Phone: (09) 271 5249	ginaj@sanctamariaprimarieschool.nz
Chairperson Board of Trustees	Michael Stride	Mob: 027 232 9718	michaels@cda.org.nz

INCIDENT CONTROLLER

Aide Memoire

	DATE/TIME	NOTES
Confirm the accuracy (if possible) of information received.		
Decide if the Crisis Management Team should be contacted. Time and location.		
Brief members of the Crisis Management Team/Board of Trustees.		
Formulate an action plan for any immediate response; identify future risks for the school.		
Assign tasks to Crisis Management Team members as per respective checklists.		
Set meeting time from subsequent briefings and meetings for the Crisis Management Team and/or staff.		
Prepare external communications.		
Conduct media interviews.		
Prepare communications process for staff, parents, students and neighbouring properties if required.		
Develop a recovery plan.		
Maintain liaison with external stakeholders during any prolonged incident.		
Plan for a de-brief of the incident and implementation of issues identified during the response.		

OPERATIONS

Aide Memoire

	DATE/TIME		NOTES
Receive updated briefing from the Incident Controller.			
Contact external support groups.			
Establish liaison with external agencies which can support the schools response.			
Task others as per the action plan/directives given by the Incident Controller.			
Receive taskings from the Incident Controller.			
Undertake the role of the Incident Controller when the Incident Controller is unavailable.			

LOGISTICAL SUPPORT

Aide Memoire

	DATE/TIME	NOTES
Receive briefing from the Incident Controller.		
Commence log of events and tasks given.		
Determine what resources will be required to assist with the schools response i.e.: <ul style="list-style-type: none">• Additional classrooms• Meals• Transport• Logistical support for students or parents• Counselling• Accommodation• Medical• Funding		
Develop a key contact list of all support agencies i.e.: <ul style="list-style-type: none">• Auckland Council• Ministry of Education• Traumatic Incident Coordinators• Police• Victim Support• Counselling services• Employee Support Programmes• Department of Labour• Local community groups (Marae, Church Groups, sports clubs etc.)		

INFORMATION/PLANNING AND INTELLIGENCE

Aide Memoire

	DATE/TIME		NOTES
Receive briefing from the Incident Controller			
Establish accuracy of information. This can be from a number of sources, i.e. <ul style="list-style-type: none">• Emergency Services• Internet• Media• Council• Ministry of Education• Ministry of Health• Department of Labour• Community Groups• Board of Trustees• Neighbours• Staff• Students			
Maintain an updated log of information flow			
Prepare accurate briefings for the Crisis Management Team			
Brief the Incident Controller of any significant changes to the situation			
Develop a projected outcome for the incident with possible scenarios			
Assist with the Recovery phase			

ADMINISTRATIVE SUPPORT

Aide Memoire

	DATE/TIME	NOTES
Maintain a record of meetings and tasks given by the Incident Controller.		
Ensure meetings are set and members of the Crisis Management Team are informed of time date and location.		
Attend all Crisis Management Team meetings.		
Maintain a log of events as directed by the Incident Controller.		
Receive and manage all calls and enquiries in relation to incident.		
Provide administrative support to members of the Crisis Management Team.		
Manage the wellbeing of the Crisis Management Team.		

Sancta Maria Primary Action Plan

Date:

Time:

Reference:

Situation: *(Provide a brief overview of what has occurred and developments to date)*

Objectives: *(List the priority area's for this action plan. Look at the short, middle and then long term and review and update regularly Note: keep objectives relevant and have regular updates in the initial stages)*

List of objectives in order of priority	By when (Date)	Achieved Y/N

How will this be achieved: *(To include what resourcing will be required and who will be tasked to ensure these resourcing and other issues are addressed)*

Review of the plan: *(Include when the plan will be reviewed and date and time of next meeting to review)*

This plan will be updated (Date)	Location	By who

Communications: *(Covers how information from this plan will be distributed to all involved to advise of progress and objectives for resolving the Crisis)*

How was this communicated?	By who and when	Next update due (Date)

Command and Control *(Confirms at what stage the Crisis is and who is running the Crisis Management Team and who has authorised the action plan)*

Incident Controller	Authorised

CIVIL DEFENCE EMERGENCIES

In the event that there has been a significant Civil Defence related emergency and there is a requirement for staff, and students to shelter in place for a period of time, Sancta Maria Primary is well set up to assist in the welfare of staff, student and staff families for the short to medium term.

In a significant event affecting the entire school, there is a large amount of residential homes surrounding the school who could assist with accommodation.

The key focus which will form part of a Crisis Management Action Plan will be prioritising any issue.

The list of contingency and support elements available within the school includes the following:

ISSUE	RESOURCES	COMMENTS
Accommodation/Shelter	Multiple buildings on site which can be used for temporary accommodation.	Unlikely every building will be impacted by a significant event, unless it is a major earthquake similar of that experienced in Christchurch.
Warmth	Any additional clothing, lost property, second hand uniforms for sale to be utilised. Blankets in sick bay/medical room.	If required clothing can be shared.
Cooking facilities	On-site cooking facilities available in the staff room.	Again unlikely all facilities will be impacted and there will sufficient resourcing for the short to medium term.
Food	Rationing of resourcing may be required during an emergency, but current stocks of food will be sufficient for 24-48 hours, ie lunches.	The main issue will be ongoing food provisions, so early contact with Civil Defence may expedite food delivery
Water	Utilisation of fluids from stored water supplies (taps) and drinks brought by students and staff.	This is a high priority in a Civil Defence Emergency and information from Civil Defence should be passed as soon as possible in the case of a major emergency.
Communications	Hand held UHF radios available through school. FM/AM radio required to listen to Civil Defence updates. Cell phones.	Radios do not need a repeater and work set to set. Car radios could be considered for up to date information.
Power	A generator is something that is recommended for consideration.	This will aid in providing warmth and assist with internal communication via the intercom. Also able to power computers for internet access.
Internal access	The school server has several inbuilt contingencies.	Backup available through the ICONZ and Vector Edunet (Cloud)

ISSUE	RESOURCES	COMMENTS
Security		Need to ensure that assistance can be prioritised if requested during an emergency to provide security for the site.
Sanitation	The water from the pool could be utilised for sanitation.	It is unlikely all buildings will be affected and some toilets may still be available to flush by bucket. If sewer services have been affected, an area of the school should be cordoned for outside sanitation.
Medical facilities	School sick bay.	The school has adequate medical facilities and equipment which can be used. Staff are trained in first aid
Rescue equipment	There is already a wide range of tools and equipment on-site which would be more than adequate in a Civil Defence Emergency.	

Civil Defence make excellent recommendations as to what to hold in the case of a Civil Defence emergency.

It is important to note however, that the school would have equipment, storage, food, tools etc already within the grounds that would be more than ample to assist staff, students and any other party on the grounds for a reasonable period of time.

11 CONTRACTORS AND EXTERNAL SERVICE PROVIDERS

There will be numerous occasions whereby other than staff members will be required to either have interaction with Sancta Maria Primary staff or be on the grounds both during school hours and potentially after hours as well.

To safe guard the school, it should be an accepted practice that all visitors to the school report to the main entrance, ie reception, and sign in. This would include relief teachers and teacher aides who may not be known to all staff members. The procedures currently in place are adequate and a sign in is requested by staff at the Reception area.

All visitors to the school, after being signed in, will be issued the lanyard with the visitor's tag which will be clearly identifiable by staff and students.



By continuing to practice this process, develops a culture of security around the school and will act as a filtering process for those persons who either forget, or whom deliberately avoid the signing in process or going to the Administration Building of the school before entering the school itself.

As part of the overall process, there should be checks undertaken on all those persons who will be working around the school. This is usually done by way of a '*Police Check*' which will ascertain if there are any criminal convictions that may be of concern to the safety of staff and/or students.

A form is attached which should be used for this – Ministry of Justice form Priv/F2.

(If required, Harrison Tew Consultants can assist with this process.)

In addition, Sancta Maria Primary are able to register with the New Zealand Police to obtain police checks for future staff. To register, Harrison Tew will guide you through the process if you wish to proceed.

12 UNAUTHORISED PERSONS ON SCHOOL PROPERTY

There may be occasions when persons are not welcome on Sancta Maria Primary grounds. This can be for a number of reasons, either they have committed an offence on the grounds, they have been threatening or abusive to staff or students or have threatened to commit an offence against the school.

In this case it may be appropriate to warn this person or persons to stay away from the school and issue them with a Trespass Notice.

The issuing of a Trespass Notice should be seen as a proactive measure to prevent any offence occurring against either staff or students or school property.

The process for issuing this notice is attached along with a Trespass Notice which can be copied and filled out.

A copy of this notice should be served on the person(s) identified, a second copy forwarded to the police and the third copy retained by the school.

(If there are any concerns about the service or circumstances surrounding the issue of this notice then Harrison Tew Consultants can offer advice and, in addition, actual service if required.)



TRESPASS NOTICE

Warning under the Trespass Act 1980

Sections 4(1) or (2) and Section 4(4)

TO:

[Name of person being warned]

[Address of person being warned]

In accordance with the above Act and Section you are hereby warned to stay off the place known as:

Sancta Maria Primary, 317 Te Irirangi Drive, Flat Bush

[Address of Location which Person is banned from]

It is an offence punishable by a fine not exceeding \$1,000.00 or imprisonment not exceeding 3 months to enter the above address within 2 years from the date you receive this warning.

The occupier of the above address is:

Sancta Maria Primary

[Full Name of Occupier]

This warning is given by the *occupier / *person authorised by the occupier of the above address:

[Signature of Occupier or Person authorised by the Occupier]

[Print Full Name of Occupier or Person authorised by the Occupier]

DETAILS OF SERVICE OF TRESPASS NOTICE

[Read INSTRUCTIONS below and then complete service details immediately service is effected. If the person served the notice is not the occupier but an agent of the occupier – the full name and address of the person who served the notice is also required.]

THIS NOTICE (photocopy attached) was served:

On _____
[Name of Person served]

On the _____ day of _____ 20____ at _____ am/pm

At _____
[Place where service was effected]

By _____
[Full Name of Person effecting service]

I served the Trespass Notice personally:

On _____
[Name of Person served]

By *handing it to them / *dropping it at their feet, when they refused to accept service of the notice.

They *acknowledged / *did not acknowledge that they are the person named in the notice.

They *are / *are not personally known to me.

I believe their *date of birth is ____/____/____ / *approximate age is ____ years.

Occupier's full name: Sancta Maria Primary

Occupier's Address: 317 Te Irirangi Drive
Flat Bush
AUCKLAND

Phone numbers (09) 271 5249

More relevant details _____

[For example "Issued because of alleged disorderly behaviours" or "Issued because of alleged theft". Record here the authorisation if the person who served the notice was a person authorised by the occupier and not the occupier and attach a copy of the authorisation to this form, if applicable.]

Signed _____
[Signature of person who served the Trespass Notice]

Full name and address
of Person signing notice _____

Date of completion of form _____

Instructions

Photocopy completed Trespass Notice before serving on the person warned off. Be clear who the occupier is ~ company, person, partnership etc. Complete this form (DETAILS OF SERVICE OF TRESPASS NOTICE) after service and attach it to the photocopy of the completed TRESPASS NOTICE. Retain for possible court proceedings.

HOW TO SERVE A TRESPASS NOTICE

The occupier of a property can use the Trespass Notice form to serve a "Trespass Notice" (or "Trespass Order") on someone. Print two copies - one to serve on them, and the other to keep, with details about how you served the Trespass Notice on them.

"Occupier", means any person in lawful occupation of that place or land; and includes any employee or other person acting under the authority of any person in lawful occupation of that place or land.

The completed Trespass Notice can be served by the occupier or an agent of the occupier with the occupier's authority.

Section 5 of the Trespass Act 1980 says that Trespass Notices "shall be given to the individual concerned either orally, or by notice in writing delivered to [the individual concerned] or sent to [the individual concerned] by post in a registered letter at [that person's] usual place of abode in New Zealand."

It is recommended that the Trespass Notice be served personally on the individual concerned rather than by registered post. This should minimise later disputes over whether the person was aware of the notice.

Rule 219 of the District Courts Rules 1992 provides some guidance on what personal serving involves. It says personally serving a Trespass Notice may be effected "by leaving the document with the person to be served, or, if that person does not accept it, by putting it down in that person's presence and bringing it to that person's attention."

A professional "document server" or "process server" can serve a Trespass Notice on your behalf, for a small fee. Local document servers/process servers are listed in the Yellow Pages under Document Services or Private Investigators.

Harrison Tew Consultants (NZ) Limited are Licensed Private Investigators and Security Providers under the provisions of the Private Security Personnel and Private Investigators Act 2010 and are available to assist with service of Trespass documents for Sancta Maria Primary if required.



EMERGENCY MANAGEMENT PLAN

INCIDENT REPORT

This incident report should be completed for any incidents that are covered by the Emergency Management Plan. The report will be kept by the school and if necessary a copy can be provided to Police or other service as required for their information and subsequent investigations.

School Sancta Maria Primary

Address 317 Te Irirangi Drive
Flat Bush
Auckland 1062

Phone Number Phone (09) 271 5249
Email: ginab@sanctamariaprimary.school.nz
Mobile: 021 113 0400

School Principal Gina Benade

Person reporting Incident _____

Type of Incident (*please circle*)

Violent/Threatening Behaviour		Mobile Offender		
Bomb Threat	Accident	Criminal Act		
Tsunami	Earthquake	Volcano	Fire	Flooding
Storm Event	Landslides	Pandemic	Other (outline below)	

Incident detail: (*what happened/time/date/place/who*)

Persons Involved: _____

Witnesses (*incl contact details*): _____

Outcome of Incident/Treatment given

Action Taken (*Preventative Measures Implemented*)

Form Completed by:

Copies Provided to:

(Circle if appropriate) **NZ Police** **NZ Fire Service** **St John Ambulance**

Auckland Council (Civil Defence) **Ministry of Education**

Other: _____

Authorised by Principal

(Or person acting on behalf of) _____

Date Form Completed: _____

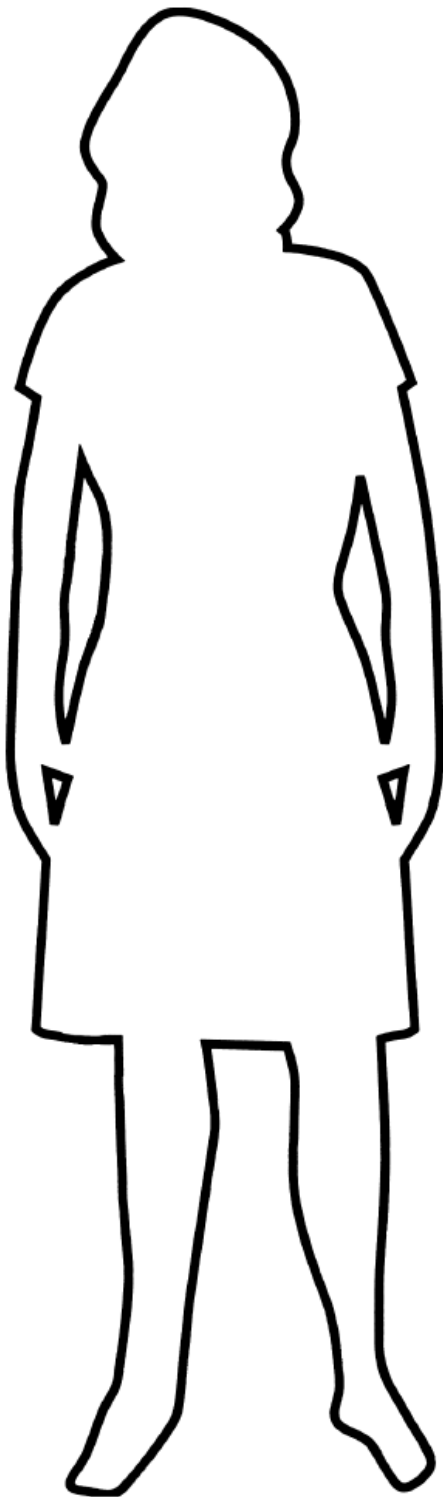
Review to be conducted: Y/N

Date Review required: _____

VICTIM/WITNESS MEMORY ENHANCEMENT FORM: **FEMALE**

Complete this form by yourself – **DO NOT** discuss this with anyone else

Use this outline to draw clothes, tattoos, rings etc.



Witness name: _____

Address: _____

_____ Date: _____

Phone: _____

Age: _____ Height: _____

Ethnicity: _____
European, Pacific Islander, Maori, Asian, Middle Eastern, Indian etc.

Build: _____ Weight: _____
Thin, Medium, Solid, Fat

Hair colour: _____
Black, Brown, Red/ginger, White, Grey, Partly grey etc.

Hair type: _____
Curly, Bushy, Straight, To collar/shoulder, Shaved, Receding, Pony tail, Bald etc.

Face shape: _____
Oval, Square, Round etc.

Mouth-Lip Shape: _____
Thin, Thick, Prominent lower lip, Missing teeth etc.

Eye colour: _____
Blue, Brown, Green, Grey, Different colours etc.

Eyes: _____
Close/wide set, Bulging, Beady

Eyebrows: _____
Bushy, Arched, Joining, Plucked/thin

Nose: _____
Pointed, Small, Broken, Flat, Upturned

Chin: _____
Receding, Protruding, Square, Double, Pointed

Complexion: _____
Fresh/fair, Black, Olive, Ruddy, Copper, Freckled, Spotty etc.

Ears: _____
Different sizes, Large, Missing, Cauliflower

Clothing: _____
Describe types, colours, labels, styles, belts, buckles. Include disguise etc.

Footwear: _____
Gumboots, Sandals, Running shoes, Boots, Colours, Sole type etc.

Accessories: _____
Wristwatch, Ring, Wallet, Baggage, Glasses etc.

Peculiarity: _____
Scars, Marks, Tattoos, Amputations, Deformities, Drug habits etc.

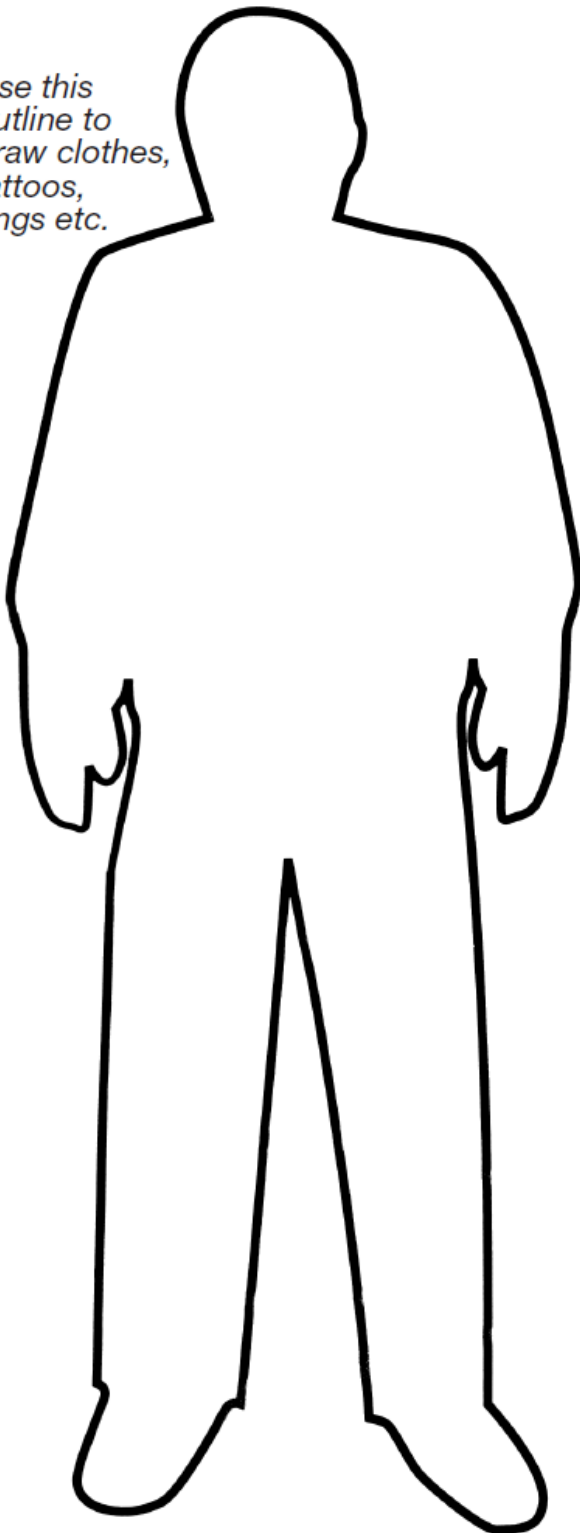
Type of weapon: _____

Actual words used: _____
Describe voice eg. Accent, Loud, Soft, Nasal, Rapid etc.

VICTIM/WITNESS MEMORY ENHANCEMENT FORM: **MALE**

Complete this form by yourself – **DO NOT** discuss this with anyone else

*Use this
outline to
draw clothes,
tattoos,
rings etc.*



Witness name: _____

Address: _____

_____ Date: _____

Phone: _____

Age: _____ Height: _____

Ethnicity: _____
European, Pacific Islander, Maori, Asian, Middle Eastern, Indian etc.

Build: _____ Weight: _____
Thin, Medium, Solid, Fat

Hair colour: _____
Black, Brown, Red/ginger, White, Grey, Partly grey etc.

Hair type: _____
Curly, Bushy, Straight, To collar/shoulder, Shaved, Receding, Pony tail, Bald etc.

Face shape: _____
Oval, Square, Round etc.

Mouth-Lip Shape: _____
Thin, Thick, Prominent lower lip, Missing teeth etc.

Eye colour: _____
Blue, Brown, Green, Grey, Different colours etc.

Eyes: _____
Close/wide set, Bulging, Beady

Eyebrows: _____
Bushy, Arched, Joining, Plucked/thin

Nose: _____
Pointed, Small, Broken, Flat, Upturned

Chin: _____
Receding, Protruding, Square, Double, Pointed

Complexion: _____
Fresh/fair, Black, Olive, Ruddy, Copper, Freckled, Spotty etc.

Facial hair: _____
Full beard, Moustache, Side burns, Goatee

Ears: _____
Different sizes, Large, Missing, Cauliflower

Clothing: _____
Describe types, colours, labels, styles, belts, buckles. Include disguise etc.

Footwear: _____
Gumboots, Sandals, Running shoes, Boots, Colours, Sole type etc.


Accessories: _____
Wristwatch, Ring, Wallet, Baggage, Glasses etc.

Peculiarity: _____
Scars, Marks, Tattoos, Amputations, Deformities, Drug habits etc.

Type of weapon: _____

Actual words used: _____
Describe voice eg. Accent, Loud, Soft, Nasal, Rapid etc.

13 CONTACT LIST - EXTERNAL


ORGANISATION	ADDRESS	CONTACT DETAILS	COMMENT
NZ Police ALL EMERGENCIES DIAL 1-111	Ormiston Police Station 50 Ormiston Road <u>Flat Bush</u> For urgent assistance call 1-111 immediately.	EMERGENCY 1-111 Ask for “Police” Ormiston Police non-emergency Ph (09) 250 2800 Manukau Police Station (24/7) (Main Station) Ph (09) 261 1300	Police units operate out of Ormiston Police Station 24/7, however it is not manned for public assistance. Manukau Police Station is open and manned for public 24/7 and is located on Manukau Station Road (adjacent the rear entry to the Courts).
NZ Fire Service ALL EMERGENCIES DIAL 1-111	<u>Main Station</u> Counties Manukau Fire 15a Lambie Drive <u>Manukau</u>	Phone: (09) 262 0764	If calling for <u>non-urgent</u> matters, ask to speak to Officer in Charge. Station is operational 24/7. For urgent assistance call 1-111 immediately.
St Johns – Ambulance ALL EMERGENCIES DIAL 1-111		Emergency 1-111 - Ask for “Ambulance” Non-Emergency 0800 ST JOHN 0800 785 646	Do not attempt to attend the local Ambulance Station for enquiries as it may not be manned.
Emergency/Crisis Management	 HARRISON TEW	Julia Harrison Phm 021 026 71308 Free call 0800 111 277	info@harrisontew.co.nz For all advice and assistance for Emergency and Crisis Management.

ORGANISATION	ADDRESS	CONTACT DETAILS	COMMENT
Ministry of Education Traumatic Incident Coordinator		0800 TI TEAM 0800 848 326	This is the Ministry of Educations number for Traumatic Incident Coordinators
Department of Labour	12 Lambie Drive MANUKAU	0800 209 020 (09) 970 3732	
National Poison Centre		Urgent Information 0800 POISON 0800 764 766 Non-Urgent (03) 479 7284	For information on poisons if taken.
Maritime New Zealand		0800 spill info 0800 774554 eg Operation Rena (2011)	www.maritimenz.govt.nz
Local Civil Defence Welfare Centre	Please listen to radio for advice on location, as this may change dependent on the location of any emergency.	Auckland Regional Civil Defence (09) 301 0101 Advice on the nearest welfare centre will be provided by Civil Defence via radio information.	*** NB IMPORTANT *** <i>It is imperative that you listen to the Radio in the case of an Emergency or unless directed otherwise by Emergency Services. Utilisation of the following websites may also be of benefit.</i> www.getthru.govt.nz www.aucklandcivildefence.org.nz www.aucklandcouncil.govt.nz
Environmental Pollution Group	Auckland Council Pollution Response Team AUCKLAND	(09) 301 0101	www.aucklandcouncil.govt.nz

ORGANISATION	ADDRESS	CONTACT DETAILS	COMMENT
Accident Compensation (ACC)		0800 101 996	www.acc.co.nz
Child Youth & Families		0508 FAMILY 0508 326 459	webinfo@cyf.govt.nz
Work and Income	Online		www.workandincome.govt.nz/individuals/forms-and-brochures.html#F
NZ Food Safety Authority	Online		www.nzfsa.govt.nz/
Food Safe	Online		www.foodsafe.org.nz/
Government Helpline	Online		www.workandincome.govt.nz/about-work-and-income/our-services/government-helpline.html
Child Youth & Families		0508 FAMILY	webinfo@cyf.govt.nz
Employee Assistance Programme	Auckland Regional Office EAP Services Limited Level 13, 16 Kingston Street P O Box 5931 Wellesley Street AUCKLAND	(09) 358 2110 0800 327 669	ak@eapservices.co.nz
Media Response Representative	Principal – Gina Benade	Mob: 021 113 0400	ginab@sanctamariaprimary.school.nz

ORGANISATION	ADDRESS	CONTACT DETAILS	COMMENT
Local Council	Auckland Council 1 Greys Avenue <u>AUCKLAND CENTRAL</u>	Phone: (09) 301 0101 Urgent after hours service: Phone: 0800 800 401 (24/7)	Opening Hours: Monday – Friday 9.00 am – 5.00 pm
Bus Company	InterCity – Auckland	Phone: (09) 583 5780 Email: info@intercity.co.nz	
Dog Control Officer	Auckland City Council	Phone: (09) 301 0101 – request dog control	Call Centre – Available 24/7
Crimestoppers		0800 555 111	
Tagging		0800 STOP TAGS 0800 786 78247	
Middlemore Hospital	Hospital Road <u>Otahuhu</u>	Phone: (09) 276 0000	Car parking is charged.
Hazardous Spills	CHEMCALL	Ph 0800 243 622 Ph 0800 CHEMCALL	

MEDICAL CONTACTS

ORGANISATION	ADDRESS	CONTACT DETAILS	COMMENT
Medical Centre – 24/7	Botany Eastcare Medical 260 Botany Road <u>Botany</u>	Ph: (09) 277 1540	General & Family Medical Care; Asthma; Childhood Immunisations; Urgent Medical Assistance, Diabetes, Accident & Emergency, Dental services Hours of Operation 24/7 NB – No X-ray services a/h. Will have to go to Middlemore or Auckland for x-rays.
Medical Centre	The Doctors 316 Ti Rakau Drive <u>East Tamaki</u>	Ph: (09) 263 7879	<u>Opening Hours:</u> Mon – Fri 7.00am – 9.00pm Sat – Sun 8.00am – 8.00pm (including public holidays) Christmas Day CLOSED
Chemist	Ormiston Hospital Pharmacy 2/125 Ormiston Road <u>Flat Bush</u>	Ph: (09) 271 6689 <i>Located on the ground floor of the Hospital.</i>	<u>Opening Hours:</u> Mon – Fri 9.00am – 5.30pm
Emergency/Crisis Management	Harrison Tew (NZ) Ltd 	Julia Harrison Phm 021 026 71308 Free call 0800 111 277	info@harrizontew.co.nz For all advice and assistance for Emergency and Crisis Management.
Red Cross	33 Lambie Drive MANUKAU	0800 RED CROSS 0800 733 276	First aid training

PREFERRED SUPPLIERS

ORGANISATION	ADDRESS	CONTACT DETAILS	COMMENT
Security	Simply Security	Phone: (09) 337 0388	
Alarm Surveillance	Sure Control	Phone: (09) 443 8003	
Electrician	A&E Electrical	Dean Marx Phone: 021 454 997	
Plumber	Hunt Plumbing	Leighton Hunt Phone: 027 471 4331	

14 RECOVERY AND REHABILITATION

With every emergency and disaster generally comes a wealth of panic and disruption and there are always plans, procedures and policies to handle these, however what is regularly neglected and ignored from Emergency Management Plans is the need to address the recovery of students and teachers into their regular schooling routine.

Every piece of the puzzle must be put back together and to do this is of paramount importance to include the recovery and rehabilitation within plans to ensure that staff and students can go back to “normal”.

Taking into account that every disaster and/or emergency is separate in its own right and can cause little or no damage to the school and/or injury to people through to significant damage to property and/or injury to people, the recovery phase of the plan is diverse.

There are two aspects to recovery and they are as follows:

- After the evacuation or Lock down and the event has finalised without further incident, normality can be re-introduced;
- After the evacuation or Lock down, the event has caused significant hardship upon the school and/or its students, whether that be by way of damage or injury, normality in the first instance cannot be re-introduced, therefore additional approaches to rehabilitation are required;

Nil Injury or Damage to Property

Upon the implementation of Evacuation or Lock down procedure, the emergency and/or disaster has been declared safe and in effect all staff and students are able to return to their respective classrooms.

Policy adopted by Harrison Tew is as follows:

- Upon the site being declared safe all students and teachers return to their “home” classroom.
- Once everyone has returned to their respective classroom, the school attendance register be taken again to ensure that there are no students missing.
- Upon completion of the attendance register and ensuring everyone is present, the students are to walk back to their current activity in an orderly and quiet manner.

Injury and/or Damage to Property

If there have been injuries or damage to any property as a result of an incident, emergency services will be on-site. Each emergency service, whether it be police, ambulance or the fire service have their own major incident capability to deal with such scenes, however ultimately this will be finalised and the school, at some stage, will be deemed safe and all students and teachers will have the right to return to their classrooms.

In this instance the same procedure as outlined above will be adopted.

Should significant damage occur to any buildings, detailing the requirement for additional temporary pre-fabs or the use of affiliated schools, this will be encompassed in the Crisis Management Plan for Sancta Maria Primary, and the use of the crisis management structure will assist with this.

EVACUATION PLAN

IN THE EVENT OF A THREAT TO THE SAFETY OF STUDENTS OR STAFF WITHIN ANY OF THE SCHOOL BUILDINGS, THE SCHOOL EVACUATION ALARM WILL BE ACTIVATED

ON HEARING THE SCHOOL EVACUATION ALARM - EVACUATE ALL SCHOOL BUILDINGS IMMEDIATELY

DIAL (1)-111

ASSEMBLE AT THE EVACUATION ASSEMBLY AREA (SCHOOL FIELD)

STAFF TO ACCOMPANY GROUP OF STUDENTS THEY HAVE AT THAT TIME TO THE EVACUATION ASSEMBLY AREA WHERE THEY WILL LINE UP IN THEIR CLASSES

STUDENTS WILL MOVE IN AN ORDERLY AND QUIET MANNER

RESPECTIVE TEACHERS TO CHECK ROLL AND ADVISE THE EVACUATION CO-ORDINATOR (PRINCIPAL OR THEIR ALTERNATE).

A DESIGNATED PERSON SHALL MEET EMERGENCY SERVICES AT THE FRONT OF THE SCHOOL

BE PREPARED TO MOVE FURTHER AWAY FROM THE SCHOOL IF LOCATION UNSAFE



GO

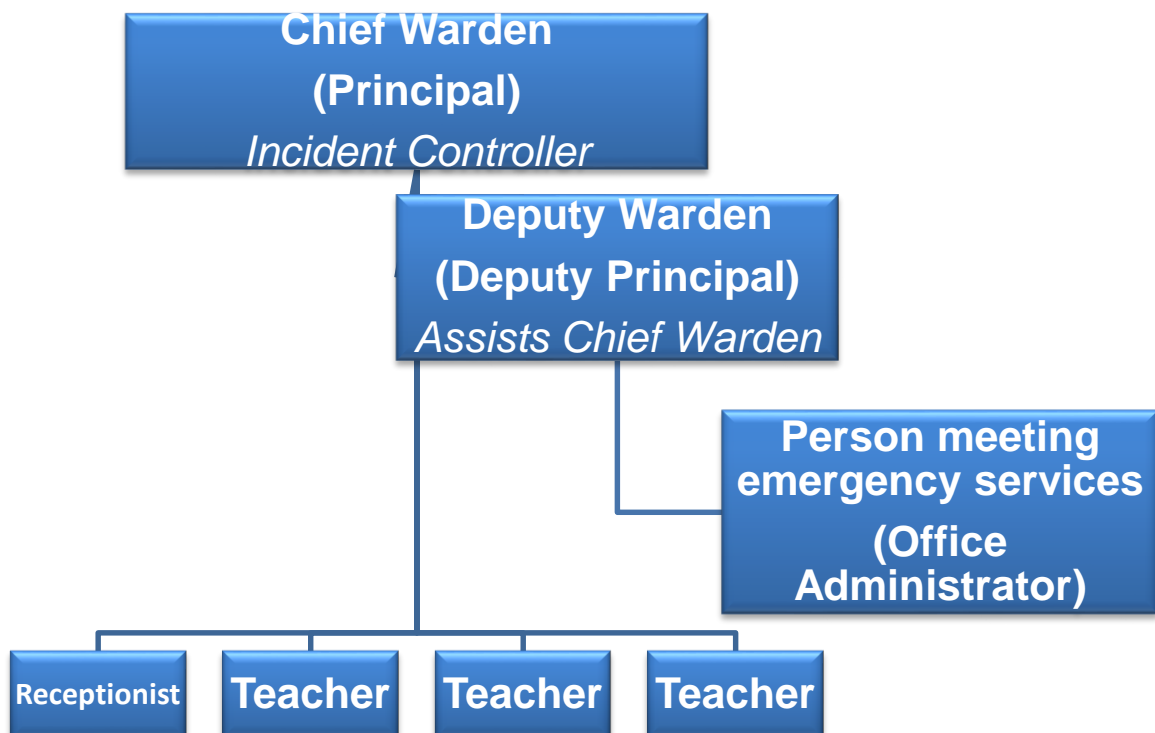
Evacuation Procedures

Given the number of staff and students at Sancta Maria Primary, dictates how an evacuation is controlled and dealt with. The less complicated the procedure is, the more efficient and safe it will be.

There is a large staff and student capacity (including senior management, ie the Principal and the Deputy and Assistant Principal's). Irrespective of the number of staff, there should still only be one person in charge. Having too many wardens and people in charge, will cause confusion. People seek guidance in emergencies and often look to someone to tell them what to do. For Sancta Maria Primary, there needs to be only one Chief Fire Warden (the Principal, or in their absence the Deputy Principal).

Below is a table of how the evacuation chain of command is structured for Sancta Maria Primary. This is the basic structure and is easily adapted to the college, even though the staff presence is significant.

COMMAND CHART



COMMAND CHART ROLES

Chief Warden Role

The role of the Chief Warden (Principal), is to take overall command of the incident. It is unnecessary for him/her to be bogged down with information that can be handled by the Deputy Warden. The Chief Warden is to be in possession of a hand held radio.

The Chief Warden is the ultimate decision maker. He/she would make the decision to evacuate further down the grounds for example.

Information passed to the Chief Warden by the Deputy Warden would be for example, confirming that the emergency services have been notified; that everyone is safely evacuated, or alternatively that there is someone still in the buildings and that there are some or no injuries, to name but a few.

It is important that the Chief Warden is clearly identifiable by a high visibility jacket and remains in one place. Any person wanting to speak with the Chief Warden directly is to go to the location of where the Chief Warden is, not to request the Chief Warden go to them. Both Chief and Deputy Wardens need to be easily accessible during an evacuation.

Deputy Warden Role

The role of the Deputy Warden is to be the conduit between the teachers and the Chief Warden. Teacher's will ascertain that everyone is accounted for (or not) and report to the Deputy Warden. The Deputy Warden is also to remain in one location, preferably alongside the Chief Warden.

Once all classes have reported in to the Deputy Warden, it is then that the Deputy Warden will confirm with the Chief Warden that everyone is accounted for (or not) and that information will then be relayed to emergency services or alternatively the person meeting the emergency services (Office Administrator).

Person meeting emergency services role

The person meeting the emergency services can be any person who is in the administration area (ideally an office administrator) and is to be in possession of a hand held radio. The role of the person meeting emergency services is to advise of the current status of the situation as best as possible. Liaison will be with the Chief Warden via hand held radio.

It is important that any critical information that comes to hand be passed to the person meeting the emergency services, so that that information can then in turn, be relayed to the emergency services.

Receptionists' role

It is the role of the receptionist to take the visitors register and a list of absentee students/staff for the day. This information is to be provided to the Deputy Warden.

Teachers' role

It is the teacher's role to ascertain that everyone is present in his/her class (or otherwise) and to provide this information directly to the Deputy Warden.

Unless absolutely necessary, information should be transmitted through the Deputy Warden to allow the Chief Warden to be free to make critical decisions and to liaise with emergency services if required to do so.



GO

Evacuation Procedures

An emergency evacuation will be signalled by:

THE EVACUATION ALARM

- This is the signal to evacuate all of the school buildings and assemble at the designated evacuation assembly area which is on the field.
- Staff are to accompany the group of students they have with them to the evacuation assembly area by the safest route.
- Exit buildings through the nearest fire exit.
- Students should move in an **orderly** and **quiet** way to the assembly area and line up with their class lines opposite the signs on the wall which indicates where each year level stands.
- **Do not re-enter buildings** to collect any belongings or school bags.
- **Do not attempt to locate the source of the emergency ie the fire or bomb**
- Ensure those with disabilities are able to evacuate the buildings with assistance.
- The roll will be checked by their teacher and the teacher to note any person(s) absent.
- All teachers will then report to the evacuation co-ordinator/chief warden, that buildings are clear and that all persons are/are not accounted for.
- An emergency instruction card will be kept in each classroom school building. This will outline the designated evacuation location.
- Communication between all the assembly area's and the evacuation co-ordinator/chief warden and the reception point for the emergency services need to be established to confirm school roll and any areas of concern within the school.



EVACUATION SCHEME

SANCTA MARIA PRIMARY

317 Te Irirangi Drive

FLAT BUSH

Phone: (09) 271 5249

COMMUNICATIONS

- ✚ Primary communication between evacuation areas will be via handheld radio
 - Primary channel 20
 - Alternate channel 21
 - Call Signs – First name

CHIEF WARDEN (Evacuation Co-ordinator/Incident Controller)

School Principal or in his/her absence, their alternate (Deputy Principal)

- To have fluorescent jacket clearly identifying them
- Load hailer if available

TEACHERS

AREAS

Take the class of students they have with them at the time to the assembly area.

Bring class roll.

RECEPTIONIST/OFFICE STAFF

Bring with them the sign out book, visitors' book and absentee checklist.

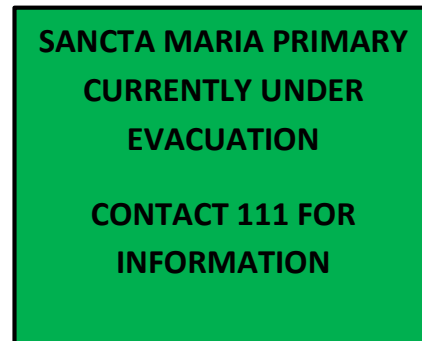
Take school roll.

Contact details of parents or email system which can be utilised.

Check sick bay area and school library.

If possible switch the answer phone to pre-recorded message that the school is under emergency procedures.

Consideration to having a large green sign with “*School currently under evacuation*” (previously prepared) to be placed on the front door of the school.



SCHOOL CARETAKER

Ensure caretakers keys are brought to the evacuation assembly area. Notify Chief Warden and/or emergency services, if possible, if evacuation will be affected by chemicals.

EVACUATION ROUTES

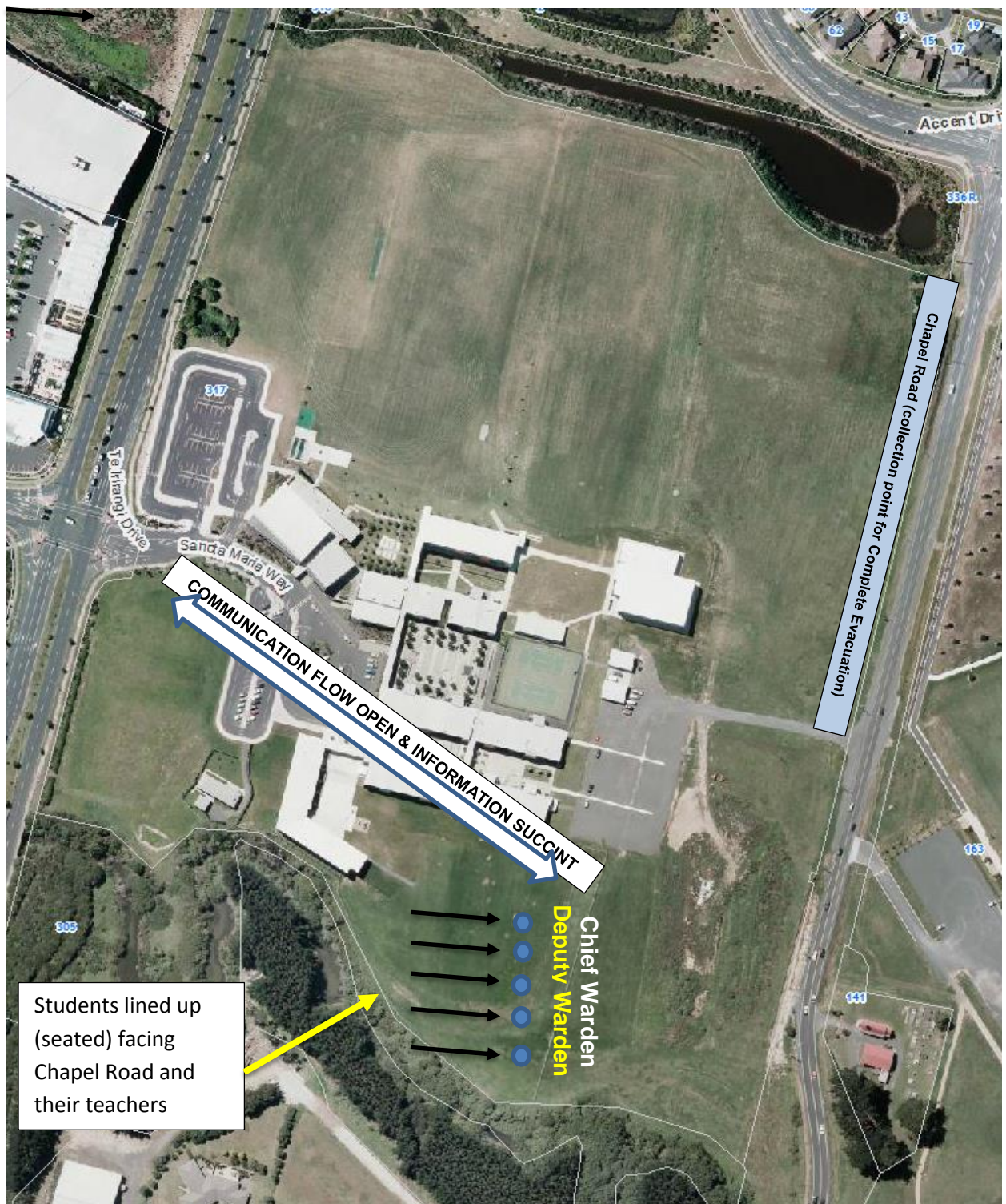
When leaving buildings, if time allows and it is safe to do so, close the doors as you go through them only. Do not go around and close all windows and doors in the room you are leaving. Do not expose yourself to additional risk. The aim of closing doors behind and sealing a room is to attempt to contain a fire, however people take priority over property. Ensuring the safe and complete evacuation of all persons from any building is paramount. The route to the evacuation point should be by the safest possible route and led by teaching staff.

COMPLETE EVACUATION POINT (*further detail on page 70*)

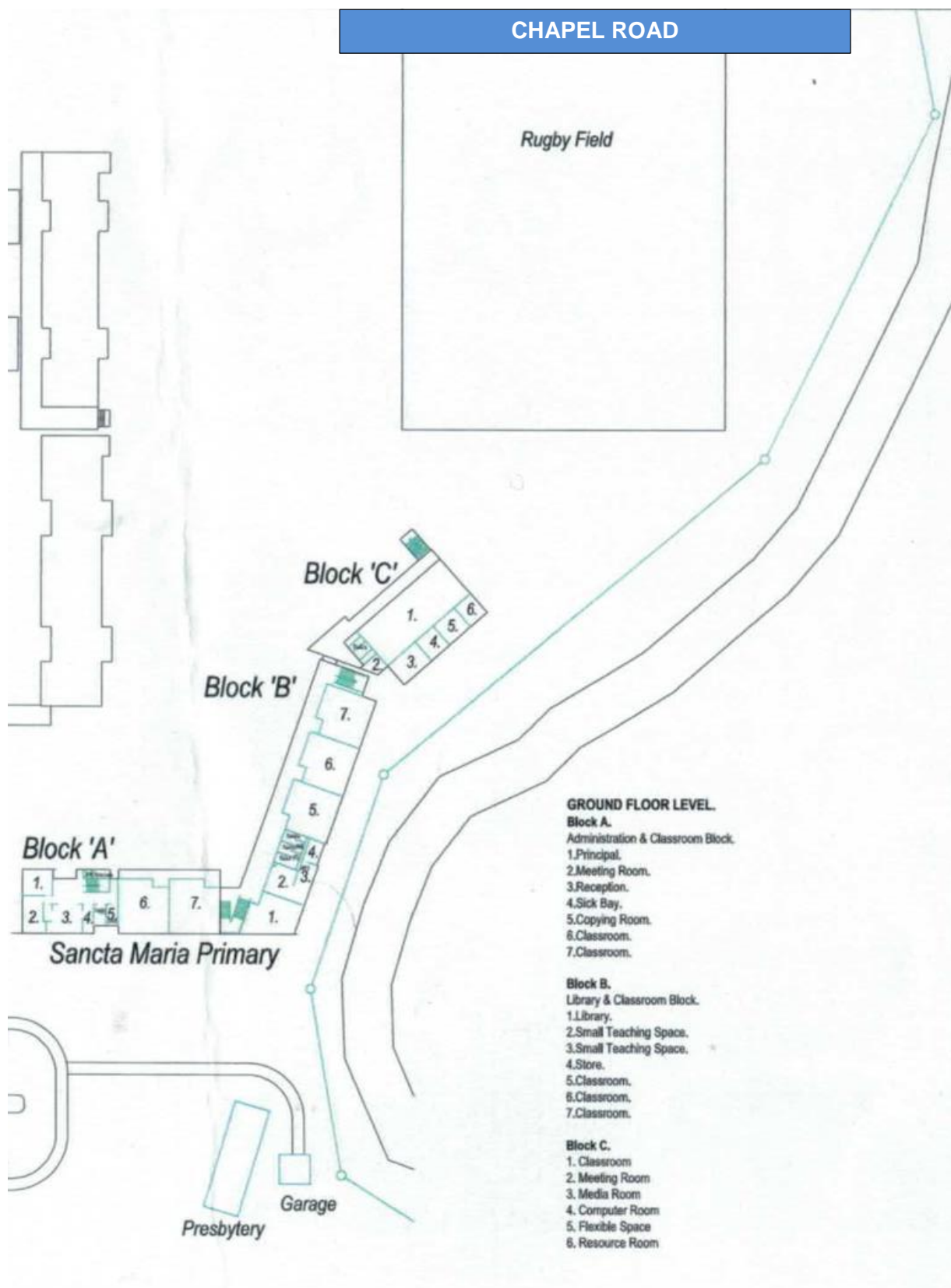
Should the evacuation assembly point be unsafe, due to potential smoke inhalation or other, the school is fortunate to have a large section where everyone would be able to move further down the field toward the rear of the school. This grassed area of the school leads to Chapel Road, which provides for an access point for parents/caregivers to collect students, yet is safe enough temporarily to limit potential risk to the safety of person(s) from the initial evacuation point.

If the evacuation alarm is sounded outside of classroom hours – staff and students should make their way to the designated assembly area by the shortest possible route and line up in their classes.

SANCTA MARIA PRIMARY EVACUATION ASSEMBLY POINT – AERIAL



SANCTA MARIA PRIMARY FLOOR PLAN



COMPLETE SCHOOL EVACUATION

In the event that the Sancta Maria Primary's Evacuation Assembly Point is not suitable, or there is a risk to the students from bad weather, from the initial incident or subsequent event, then an alternative assembly point needs to be identified.






The school is situated on just under 17 hectares of land with a residential block located on the northern boundary, commercial buildings on the western and a park/reserve on the eastern boundary and a swamp/gully on the southern boundary.

Fortunately given the size of the land surrounding the school buildings, a complete school evacuation would entail simply moving further away from the buildings toward Chapel Road. This would be identified as a collection point for parents/caregivers to collect children and if necessary could be an option for emergency services to access the school.

At no stage, should any items be attempted to, or retrieved, from any of the buildings during any move to the alternate evacuation point.



Prior notification to parents/caregivers of the students' whereabouts to be made so that when they hear that the school is completely evacuating, that they know where to collect the children from.

Communications

-  Liaison with staff during any movement would be ideally be carried out with the use of hand held radios.
-  Message to be left on school answer phone by office administrator. This is a pre-recorded message which can be activated easily.
-  *“Sancta Maria Primary is currently under emergency procedures and all students are required to be collected from Chapel Road.”*
-  In addition, a message should be enabled on the school website. This message can be enabled remotely through the host server.
-  *Sancta Maria Primary is currently under emergency procedures and all students are required to be collected from Chapel Road.”*

Sancta Maria Primary is currently under emergency procedures and the phone and office are currently unattended.

Should you require any further information, please contact the Emergency Services on 111.

	<p> This message should be pre-prepared and is able to be placed onto the website home page by the school administration.</p> <p> Additional communications with media and external groups is to be via the communications plan in the Emergency Plan.</p>
<p>Contact with parents or caregivers</p>	<p>If available, a list of contact details for parents and caregivers will be taken by the office manager or receptionist.</p> <p>Where possible, the option of utilising text messaging should be used and a list of parents contact numbers will be held by the school administration.</p> <p>Email is the best option, at this stage, for the use of communication to parents/caregivers, but this will only work if they are aware that this is going to be the forum to receive information of any emergency occurring at the school.</p> <p>Facebook is something that could also be looked at, and an account established. This can also be used to pass information about any events happening at the school and is a widely used social network throughout many school communities.</p> <p>Access to the Sancta Maria Primary Emergency Management Plan is via the following link with secure password:</p> <p>http://www.harrisontew.co.nz</p> <p>Client login: Password:</p> <p>If there are any issues 24 hours a day contact with Harrison Tew can be made through the free calling number 0800 111 277.</p>

LOCK DOWN

AN EVENT OCCURS OUTSIDE OF THE SCHOOL BUILDINGS WHICH POSES AN IMMEDIATE THREAT TO STUDENTS OR STAFF AT SANCTA MARIA PRIMARY

A LOCK DOWN IS INDICATED BY THE REPETITIVE INTERMITTENT SOUNDING OF THE SCHOOL LOCK DOWN ALARM

LOCK DOWN PROCEDURES ARE INITIATED AND POLICE ARE ADVISED **(1) 111**
STAY ON THE PHONE WITH EMERGENCY SERVICES IF POSSIBLE

TEACHERS TO CLEAR ALL TOILETS, HALLWAYS, STAIRWELL(S) AND OTHER ROOMS THAT CANNOT BE SECURED

GO INSIDE OR STAY INSIDE - KEEP STUDENTS CALM, ON THE FLOOR AND AWAY FROM DOORS AND WINDOWS

LOCK EXTERIOR DOORS AND DO NOT OPEN UNTIL THE LOCK DOWN IS DECLARED OVER

IF BLINDS ARE ON WINDOWS, ENSURE UNOBSTRUCTED TO ALLOW FOR VISUAL INSPECTION

CONTROL MOVEMENT IN CLASS

BE AWARE THAT FURTHER INFORMATION MAY TAKE SOME TIME - BE PATIENT

THE PRINCIPAL, MEMBER OF THE SCHOOL SENIOR MANAGEMENT OR MEMBER OF THE EMERGENCY SERVICES WILL ANNOUNCE ALL CLEAR



STAY

Lock down procedures

One means of securing the school is to implement a “*Lock down*”.

The procedures for a Lock down need to remain consistent until proven otherwise, i.e. assume the worst.

The purpose of a Lock down is to ensure the immediate safety of, students, staff and other person's onsite at Sancta Maria Primary, from any emergency event occurring outside of the school or classroom, or events which could directly impact on the school and put staff and students at risk if they were to be evacuated or left outside.

A LOCK DOWN CAN BE CARRIED OUT “WITH WARNING.”

An example of a Lock down “*With Warning*” could be the school being advised by the emergency services about a police operation nearby, a large fire which may cause issues if the wind direction was to change, or the Met Service or Civil Defence giving advice about a pending weather related issue.

A “*With Warning*” Lock down are the same procedures in place as a Lock down “*Without Warning*”. This allows for the procedures to be kept consistent and eliminates confusion.

A Lock down “*With Warning*”, may allow information about the incident to be passed to teachers and staff and a communication link established with relevant emergency services.

A LOCK DOWN “WITHOUT WARNING”

An example of a Lock down “*Without Warning*” could be an armed or violent intruder on the school grounds, a domestic or custody dispute which has escalated, or the school is advised to activate a Lock down by the emergency services or Civil Defence due to an immediate threat to the school.

All procedures for a Lock down are standardised. Staff and students are to be mindful and need to accept that it may be a considerable amount of time before any information about what has occurred or the reason for the Lock down is released to them.

This could be because an offender is moving around the school and it is not safe or practicable to pass information.

How the alarm is raised over a situation that may require a Lock down when the incident is away from the reception area, are varied. To get the information to the administration office, the following are possible ways of communicating the information:

- verbally
- UHF hand held radios in use throughout the school
- school intercom system
- phone
- text
- email

RED CARD SYSTEM

A **RED CARD** system is an effective method of passing urgent information and is recommended to be implemented for Sancta Maria Primary. The red card system is used at the discretion of the class teacher to covertly pass information to senior management/office that a dangerous incident is occurring within that respective classroom. How it is structured is as follows:

- ✚ All classes have a red card with the room number or area on
- ✚ They are kept in an easily accessible place known to staff and students
- ✚ Students are made aware of its purpose and this is practiced
- ✚ This can be used for the following
 - accidents within the class
 - threatening behaviour
 - out of control student
 - where staff are unable to contact the office for assistance
- ✚ In case of a situation where help is immediately required within the classroom, the RED CARD is sent to the school office
- ✚ The situation is assessed and if appropriate the Lock down alarm is activated
- ✚ Appropriate assistance is given, i.e. other staff, medical, police, etc.



STAY

Lock down Procedures

During school hours

The alerting system for responding to a lock down alarm is a repetitive and intermittent sounding of any form of alerting system. This is a system that, in some format, is going to be introduced into the school. The lock down procedures outlined through the Emergency Plan will be along these lines.

A school Lock down will be indicated by:

THE REPETITIVE INTERMITTENT RINGING OF THE SCHOOL'S LOCK DOWN ALARM

- If it is a "With Warning" Lock down, the Principal or delegated person (Incident Controller/Senior Management) decides that a Lock down is appropriate and requests the office staff to "*Initiate Lock down procedures*" followed by repetitive ringing of the Lock down alarm. DO NOT USE CODE WORDS. This will create confusion.
- If it is a Lock down "Without Warning", the alarm for a Lock down can be activated by any member of the school staff. The Lock down alarm can only be activated from the administration area
- This without warning activation is appropriate for violent offenders on the school grounds, or when the immediate safety of students and staff is put at risk.
- The emergency services should be contacted immediately via the (1)111 phone line, contact should be maintained with police if safe and practicable to do so;

ACTION DURING LOCK DOWN

The procedures for a Lock down need to remain consistent until proven otherwise, i.e. assume the worst.

Checks to be carried out:

- ✚ Teachers are responsible for checking toilets, resource rooms and any other rooms attached to their own areas. If the area cannot be secured bring all the students into the nearest room which can be secured. This may be an adjoining cloakroom or even bathroom.
- ✚ Bring everyone inside (if outside), being mindful of the need to minimise movement and noise.
- ✚ If blinds are on windows make sure unobstructed at all times to allow for visual inspection;
- ✚ If possible note students who are not accounted for and injured. This will not be an accurate record, but will assist post-Lock down procedures to expedite the counting of students/staff.
- ✚ Keep the students as calm as possible. Give them something to do, reading, drawing, playing cards, so long as it is an activity with little or no noise or movement.
- ✚ Lock exterior doors and do not open until Lock down is declared over and physical notification is made by the Principal, the Deputy Principal or a member of emergency services.
- ✚ Staff need to be made aware that during a “Without Warning” Lock down there may be a period of time before any information can be passed on relating to the reasons for the Lock down and that they need to remain in place until advised otherwise.
- ✚ If the school has been locked down “Without Warning”, staff should not contact anyone outside of the school other than the emergency services if required to do so to report a serious injury or information that might assist emergency services in their response, ie they have sighted the offender. Staff should monitor their email and or website if able to, to keep an eye on any updates.
- ✚ Staff need to minimise noise and movement (as best as possible) within their classroom and wait until they have been contacted by the emergency services, Principal or Deputy Principal.

- ✚ Until information is passed on the reason for the “*Without Warning*” Lock down, all staff and students should remain quiet and sit on the floor under desks and away from doors and windows.
- ✚ As previously indicated, the only people that can authorise that it is safe to come out of Lock down is the Principal, Deputy Principal or emergency services.
- ✚ Do not come out of Lock down for any of the following reasons:
 - Advised by another member of staff that it is safe to come out.
 - Advised by any student that it is safe to come out.
 - If another class has been released and are outside your classroom, do not come out.
 - If the Lock down alarm stops ringing do not come out of Lock down. The Lock down alarm will cease after approximately 40 seconds. Once it has stopped, this does not mean that the Lock down is over.
 - There is no other alerting system or code words to come out of Lock down that is used.
- ✚ There could be a period of time until emergency services arrive at the school. Dependent on the incident, e.g. if the school is locked down because of a mobile, armed or violent offender/s the emergency services may assemble some distance from the school.
- ✚ Again, dependent on the nature of the incident, the police may not physically make contact with the school in the initial stages, particularly if there is a mobile offender. The reason being is that they are forming a controlled and strategic response to deal with the situation to apprehend any possible offenders and ensure the safety of students and staff.
- ✚ The emergency services will contact the school and assume control.
- ✚ As much information needs to be provided to the first emergency services to arrive at the school, such as location of incident, offender, what has occurred and if there are any injuries etc.
- ✚ Class teachers need to account for as many students in the class they have at that time.
- ✚ If Lock down occurs during interval breaks, all staff and students are to return to the nearest room immediately.
- ✚ Staff need to follow the direction of the emergency services.

- ✚ Updates to staff via email or text if possible advising them on the progress of the situation will quell any anxiety as best as possible.
- ✚ It is important for staff not to contact senior management as the lines need to be kept free for communication with the emergency services.
- ✚ Should an urgent issue arise where the emergency services needed to be contacted by a teacher because of an incident occurring in their classroom ie a medical emergency, call 111 as normal, provide the details, outlining that the school is in Lock down and then the teacher should contact the Principal. It is expected that any contact with the Principal, DP or AP in a Lock down would only be because of this nature.
- ✚ If Lock down is due to a Civil Defence related issue, switch on radio and try to access information from pre designated websites.
- ✚ Consider updating school web page and switching phone to portable or cell phone when safe to do so.



AFTER LOCK DOWN

- To reiterate, advice that the Lock down is over will be given by the Principal, a member of the senior management, or emergency service staff only.
- All classrooms will be **physically** visited to pass this information on.
- The nature of the incident will dictate as to whether staff and students will be directed to the evacuation assembly point or to return to their classrooms to account for everyone.
- Conduct head count ensuring everyone is accounted for. If not, do you know where they are?
- Report anyone not accounted for immediately.
- Are there any injuries? Does anyone need medical attention?
- Does anyone need any other type of support?
- Dependent on the nature of the Lock down, are all buildings safe to enter?
- Prepare an incident report on what has occurred (as per page 48 of this Plan).
- All staff affected or involved should be asked to contribute to the report.
- Adopt communications plan. Contact to media via email with a short release on what has occurred and the schools response, update to school website, letter to school parents/caregivers.
- As soon as possible, arrange de brief with appropriate staff members to review incident and outcome.
- Ideally, Harrison Tew would be free to assist in a de-brief as an independent and experience party. A de-brief requires a set format which the company can provide and control.

SANCTA MARIA PRIMARY OFFICE LOCK DOWN PROCEDURES

- ✚ If information is received about a threat occurring outside of the school buildings which could impact on the safety of staff or students, the Principal or member of the senior management are advised immediately. It is likely the information will come from a phone call from the police or an incident unfolding which is observed by a staff member.
- ✚ If a Lock down is directed, the office should be secured by locking the front doors immediately, followed by the doors leading into the adjoining classrooms and stairwell access.
- ✚ The direction to activate the Lock down alarm will be verbally given by either Principal or member of the Senior Management Team. (The only alternative to this would be of immediate threat whereby common sense would dictate.)
- ✚ The Lock down alarm should then be activated and rung for a continuous period being an on-off-on-off (intermittently) sequence.
- ✚ The situation will dictate how long this can be rung. Ideally to be rung for **one minute**.
- ✚ Contact should be made immediately with the emergency services via the (1) 111 line and contact made and maintained, if possible or on the advice of the emergency services.
- ✚ Sancta Maria College to be advised when safe to do so, of the lock down and communication between the schools to be kept open on an independent line.
- ✚ There may be an option for office staff and members of the Senior Management to secure themselves in one location to begin dealing with a response plan on behalf of the school. This area would preferably have internet access, phone and be able to be secured. Contact should also be made with the police from this location.
- ✚ Staff to get to a place of safety, namely under their desks and away from windows.
- ✚ Staff and students to remain there until advised that it is safe to come out of Lock down.
- ✚ If possible, a pre-prepared sign (Red A3 size) advising the school is in Lock down be placed on the front door of the school. The situation will dictate if this is able to be done safely.

ACCIDENT

AN ACCIDENT OCCURS OUTSIDE OF SANCTA MARIA PRIMARY GROUNDS WHICH POSES AN IMMEDIATE THREAT TO SCHOOL STUDENTS AND STAFF

A LOCK DOWN IS INDICATED BY THE REPETITIVE INTERMITTENT SOUNDING OF THE SCHOOL LOCK DOWN ALARM

LOCK DOWN PROCEDURES ARE INITIATED AND POLICE ARE ADVISED **(1) 111**
STAY ON THE PHONE WITH EMERGENCY SERVICES

TEACHERS TO CLEAR ALL TOILETS, HALLWAYS AND OTHER ROOMS THAT CANNOT BE SECURED

GO INSIDE OR STAY INSIDE - KEEP STUDENTS CALM, ON THE FLOOR AND AWAY FROM DOORS AND WINDOWS

LOCK EXTERIOR DOORS AND DO NOT OPEN UNTIL THE LOCK DOWN IS DECLARED OVER

IF BLINDS ARE ON WINDOWS, ENSURE UNOBSTRUCTED TO ALLOW FOR VISUAL INSPECTION

CONTROL MOVEMENT IN CLASS

BE AWARE THAT FURTHER INFORMATION MAY TAKE SOME TIME - BE PATIENT

THE PRINCIPAL, MEMBER OF THE SCHOOL SENIOR MANAGEMENT OR MEMBER OF THE EMERGENCY SERVICES WILL ANNOUNCE ALL CLEAR

ACCIDENTS

There are a number of events which, given with the location of Sancta Maria Primary that could impact on the school either directly or indirectly.

The direct impact could be the event occurring within the school surrounds, or indirectly through an event occurring outside of the school grounds by isolating the school or causing a secondary event.

If the accident poses a direct threat to the school a decision on what course of action is the most appropriate should follow the decision making process.

Threat areas immediately around Sancta Maria Primary which could pose threats are:

- Chapel Road (the corner and subsequent creek near the rear exit of the school is well known for motor vehicle accidents)
- Ti Irirangi Drive
- Industrial Accident (chemicals located on-site at Mega Mitre 10)

Te Irirangi Drive, since its implementation, is an extremely busy thoroughfare from east Auckland through to the Airport, motorway and Manukau and vice versa, vehicles in peak hour travelling back to the eastern suburbs.

Any incident, large or small, occurring on this road, causes a large amount of congestion as the smaller roads aren't built to handle that amount of traffic. The beginning and end of each school day surrounding the intersection of Sancta Maria is extraordinarily busy with both pedestrian and vehicular traffic, potentially exposing pedestrians to danger if not alert.

Examples of threats which could indirectly impact the school could be as a result of a motor vehicle accident, chemical spill or fire.

Because the school isn't affected directly, does not mean it will go unscathed. Logistically, these emergencies could be tremendous. More so, if something occurs at pertinent times of the day for schools, such as drop off and pick up times. Should parents/caregivers need to drop off or pick up their children, it would mean that there could be a delay in getting through to the school. It also may restrict easy access to the school by emergency services if the traffic is built up.

If there is an incident which could cause issues as outlined above, it is important to communicate to the parents that the children are safe and the school will update any information as it comes through on the school website.

Chemical Accidents

The Auckland Region has a large industrial base where hazardous chemicals are manufactured, processed, stored and transported. There are also a number of nearby installations which can at times hold large amounts of chemicals and hazardous substances.

A Hazardous Substances Technical Liaison Committee chaired by the New Zealand Fire Service monitors procedures for dealing with hazardous chemicals.

The Department of Labour, Occupational Safety and Health Division requires people to be aware of:

- Hazards affecting workplaces
- Emergency procedures
- All businesses should have emergency procedures to deal with chemicals and other hazards

Chemical Spill Procedure - Inside the school

NON HAZARDOUS CHEMICALS

- Small quantities can be flushed to waste with copious amounts of water
- Larger volumes need to be absorbed and are able to be contained with kitty litter

HAZARDOUS CHEMICALS

- Small spill – only attempt to clean up if you are competent and confident to do so otherwise follow the school evacuation procedures.

What to do in the event of a hazardous chemical emergency occurring outside of Sancta Maria Primary.

- ✚ Do not evacuate unless told to by emergency services. You may be safer where you are.
- ✚ You may need to initiate your Lock down procedures.
- ✚ If there are fumes move away and upwind if possible.
- ✚ If staff or students feel unwell or develop breathing difficulties dial (1)111.
- ✚ If the hazard is outside stay inside the building and immediately close all doors and windows.
- ✚ Seal any gaps with towels or clothing.
- ✚ Wait for the "all clear".
- ✚ If hazard is inside get out of the building calmly and quickly.
- ✚ Move upwind if possible.
- ✚ Listen to the radio and TV for updates.
- ✚ Stay out until officials tell you it's safe to return.

Chemical spill checklist toolkit

Not all chemicals are toxic but until this is known they should all be treated as toxic and dangerous.

Chemical spills can be caused by accidents within the school from areas such as ground care chemicals and contractors onsite. They can be in liquid form, solids, powder or gas.

Chemical spills can also be caused by accidents outside of the school area, such as a chemical road tanker crashing or an accident at a nearby industrial area. These types of accidents can involve fumes blowing or drifting into the school area or be a risk to persons entering or leaving the school grounds if the road accident is in the vicinity of the school.

The response to a chemical spill will vary with the circumstances, such as:

- An internal accident
- Someone in contact with the chemical
- Someone breathing the chemical
- An external accident close enough to the school to affect it
- A liquid spill
- Toxic gas
- Toxic powder dispersed
- Uncontrolled solid substance

As a general guideline, responses can include

- Move all persons in the vicinity to a safer area to avoid, liquid, gas or powder
- Does the situation require assistance from the Fire Service
- Check to see if anyone has been in contact with the spill
- An ambulance may need to be called if contact, including breathing fumes, has been made
- Consider contacting the National Poisons Centre (0800 764 766) for advice
- Give appropriate first aid
- Keep onlookers away from the incident and contain the spill site / area
- Consider the options of evacuation, if safe to do.
- It may be safer to stay indoors and seal doors windows, other opening and switch off any air intake units.
- If the spill is on the road outside of the school consideration may have to be given to how pupils will be able to leave after school finishes if the spill has not been made safe by that time
- Alternative exit points may have to be used if appropriate, and parents caregivers who normally pick up students advised
- Utilising the communications plan in the folder will assist with this.
- A media response may have to be considered, depending on the circumstances
- Contact the local council environmental pollution group for advice on cleaning up the spill.
- Complete an incident report or OSH report as appropriate

Hazardous Substances

Accidental hazardous substance release - risk to the Auckland region

Within the Auckland region, a variety of hazardous substances are transported, stored or utilised. Accidental release of these substances can cause harm to the health and safety of any person or the environment. Compared with other parts of New Zealand, e.g. Taranaki region, there are no significantly large hazardous substance production sites.

What is a hazardous substance?

A hazardous substance is any substance that may be: Explosive, flammable, able to oxidise, corrosive, toxic or eco-toxic. This could include: fireworks, a gas, an industrial solvent, an animal remedy, a cleaning fluid, the ingredients in a cosmetic, or a chemical used in manufacturing.

Hazardous substances in Auckland

New Zealand's largest city, Auckland has large quantities stored in the Penrose, Rosebank, Wiri and East Tamaki industrial areas and at the Freemans Bay tank farm.

How do accidental hazardous substances releases occur?

Accidental release of hazardous materials can occur as a result of natural hazards (e.g. volcanism, earthquake), transport accidents, lack of care during use, or as a result of inadequate storage or disposal. The effects of a hazardous substances release can be exacerbated if two hazardous substances stored in close proximity trigger a chemical reaction in the other. A hazardous substance release can affect a large area through large explosions or toxic gas plumes.

How can we prevent hazardous substances releases?

Appropriate storage and disposal of hazardous substances can significantly reduce the chances of an accidental hazardous substance release.

The risks associated with a serious incident involving hazardous substances are variable, and could be considerably greater than those experienced in the past. For example, it is possible that a hazardous substance incident in Auckland could result in:

- 10's of fatalities and hundreds of people requiring medical treatment or hospitalisation
- evacuation of up to 20 000 people
- Short and long-term economic losses to businesses or industry due to down-time, staff absence, damage repair and site clean-up. Site clean-up may cost millions of dollars and resulting loss of site use for a prolonged period.

How are hazardous substances managed in New Zealand?

The Environmental Risk Management Authority has been established to administer the Hazardous Substances and New Organisms Act, 1996. Visit their web site to find out how hazardous substances are managed in New Zealand, and whether or not you need to attain approval for importing or manufacturing hazardous substances.

Gas Leak

One of the properties of natural gas is that it is lighter than air and will dissipate into the atmosphere in the event of a leak outside your building. If the leak is within your building the situation is much more serious.

Natural gas in its natural state is odourless. As a safety precaution, an odorant is added to ensure quick detection in case of a gas leak. If you can smell gas do not allow anyone to smoke, induce a spark, light flames, or use a mobile phone in the vicinity.

As natural gas can explode when exposed to flame or sparks, it is important to report any suspected gas leaks immediately.

GAS LEAK - EMERGENCY MANAGEMENT PLAN RESPONSES

Action	Response <i>(these are not necessarily in order of priority, circumstances will dictate the order)</i>
GAS IS SMELT OR A LEAK IS HEARD	Turn off the main valve. (Caretaker to carry out this if possible.)
	If possible and safe to do so open windows to allow the gas to dissipate into the open air.
	Rescue any person in immediate danger but only if safe to do so . Many would be rescuers have succumbed to fumes when attempting to rescue a colleague.
	Do not operate any electrical switches, including lights.
	Do not use cell phone in area where leak is occurring – even if outside of building.
	Warn others in the immediate area
	Consider evacuation
	Do not allow anyone to smoke
	Notify, or have someone notify the administration block
	Call emergency services (fire, ambulance, police)
	Call the local gas company
	Activating the fire alarm means operating an electrical switch. Consider whether it is safer to warn others and evacuate by word of mouth or by ringing a hand bell or other warning method.
	If evacuating ensure that evacuation points are up wind of the building or the source of the gas leak
	Follow the evacuation procedures in the Emergency Management plan
	Meet with and assist emergency response personnel
	Do not re-enter building or outside area until cleared by authorised personnel
	Complete Emergency Management Plan Incident Report

Aircraft Accidents

Between 1996 and 1999 there were approximately 40 aircraft accidents in Auckland, approximately 13% of the total accidents recorded throughout New Zealand over this period. The majority of accidents occur upon small aircraft less than 2 721 kg of weight. Since 1990 there have been 11 accidents involving moderate sized aircraft (aircraft > 13 608 kg), four in 1990, two in 1991, one in 1993, three in 1995, and one in 1997.

Are there more or less accidents than before?

Except for helicopters, the long-term (since 1994/95) accident rate (accidents/hours flown) is decreasing.

To date, in Auckland, there have not been any aircraft accidents large enough to require a large scale, co-ordinated response from Civil Defence and the Emergency Services.

However, aircraft accidents involving many fatalities are not uncommon worldwide, and a large scale event could conceivably occur in Auckland sometime in the future.

Light aircraft's emergency landing near School

6:10 PM Sunday Nov 8, 2009



The pilot of a light aircraft that made a crash-landing near the grounds of Macleans School in Bucklands Beach, chats on his phone after making the landing. Photo / NZPA

A light aircraft pilot has been praised after a successfully landing his aeroplane in a southeast Auckland reserve.

The aircraft, believed to be a Stoddard-Hamilton Glasair, came down in Macleans Reserve, Bucklands Beach, 15km east of downtown Auckland, about 2.45pm after losing engine power. Fire Service northern communications centre shift manager Jaron Phillips said the pilot, the sole person on board, walked away from the emergency landing uninjured.

"He did a pretty good job. He basically belly-flopped it," Mr Phillips told NZPA. "There was some minor damage to the plane's propeller and undercarriage but that's it."

Police said the pilot chose the Macleans Reserve, which backs onto Macleans School and is next to the Eastern Beach area, because it was a sizeable reserve.

Witnesses said the landing spot was not far from the ocean's edge and about 100m from houses in the nearby suburb.

The pilot, who did not want to speak to reporters at the scene, was taken from the reserve by police after packing up some belongings from the aircraft. – NZPA

BOMB THREAT

IN THE EVENT OF A BOMB THREAT BEING RECEIVED AT SANCTA MARIA PRIMARY
THE SCHOOL EVACUATION ALARM WILL BE ACTIVATED

ON HEARING THE SCHOOL EVACUATION ALARM - EVACUATE ALL SCHOOL BUILDINGS
IMMEDIATELY

DIAL (1)-111

ASSEMBLE AT THE DESIGNATED EVACUATION ASSEMBLY AREA

STAFF TO ACCOMPANY GROUP OF STUDENTS THEY HAVE AT THAT TIME TO THE
EVACUATION ASSEMBLY AREA WHERE THEY WILL LINE UP IN THEIR CLASS

STUDENTS WILL MOVE IN AN ORDERLY AND QUIET MANNER TO THE ASSEMBLY
LOCATION.

RESPECTIVE TEACHERS TO CHECK ROLL AND ADVISE THE EVACUATION CO-
ORDINATOR.

A DESIGNATED PERSON SHALL MEET EMERGENCY SERVICES AT THE FRONT OF THE
SCHOOL

BOMB THREAT

A bomb threat is not a threat to be taken as lightly as it once was in this society.

As a result of recent incidents of bomb threats and scares, both within New Zealand and overseas, and the very recent tragedies of bomb threats and terrorism having occurred, such as 9/11, the world has adopted a very pro-active approach to dealing with such an incident.

This is in the form of adopting procedures and policy's to positively, simply and calmly deal with a bomb threat. On-going training and regular drills are a necessity and should be conducted regularly.

A variety of Bomb Threat Checklists have been compiled worldwide. Albeit that these checklists have arisen from different countries and are based on a variety of different incidents, the final compilation of questions are of a very similar nature. Examples of the types of questions you will be asked are as follows:

- Where is the bomb located? (*E.g. building; floor; room; etc.*)
- When will it go off? (*according to the threat made*)
- What does it look like?
- What kind of bomb is it? (*E.g. electrical; envelope; parcel etc.*)
- What will make it explode? (*again in accordance with specific threat if any*)
- Who placed the bomb in the position it is? (*If known i.e. carried?*)
- Did you place the bomb?
- If so, why did you place the bomb?

Attached is a "Bomb Threat Call Procedures & Checklist". It is advised that a copy of this form be kept near to the main reception phone.

It is understandable for schools to be tempted to make emotional decisions when faced with a threat to the safety of students in their care. However, it is at this time that cognitive, analytical decision-making must take over, not emotive decisions.

Decisions made under the auspices of the threat at hand, should be based solely upon the facts of the actual threat at hand **not** based on emotional and irrational decision making. Whilst you are calmly seated, reading and absorbing the information contained within this document and articulating to yourself that any decision made under these circumstances would of course never be made based on any emotion, how each person reacts in any stressful situation is completely different and not controlled.

This supports the reason for, and places even more demand upon training in controlled environments. It is expected that employees, students and teachers will all make mistakes during training, however as previously indicated, the mere fact that the training is being conducted in a controlled environment, this allows a course for rectification of the error and implants the mistake in one's mind when dealing with the actual situation at hand.

Mock scenarios can be performed with most of the disasters outlined. The Bomb Threat is no exception and in fact is one of the most important training requirements to be completed. This is due to the implication of time.

Threats made involving an incendiary explosive device (IED) could have a form of time restriction placed upon it. To ensure that the response to a bomb threat is dealt with in an efficient, succinct and methodical manner will enhance safety and minimise risk to the affected parties.

One major issue facing most school districts is whether to evacuate schools on bomb threats. Many school bomb threats have been made by students seeking to disrupt the School day and to get out of school. Still, all threats must be treated seriously and thoroughly investigated and managed.

Motive

The first known School bombing occurred in May 1927 in Bath, Michigan. A local farmer blew up the school killing 38 pupils, six adults and seriously injuring 40 other students. [Missouri Centre for Safe Schools 2001]

Motives relating to why an incendiary device is planted in a building or area are varied. As outlined above, it could be from purely seeking to disrupt the school day and get out of school, through to causing actual serious injury and/or death as a form of retaliation from a disgruntled student/ex-student or parent.

There are many supposed motives for bomb threats, among them:

- Humour
- Self-assertion
- Anger
- Manipulation
- Aggression
- Hate and devaluation
- Omnipotence
- Fantasy
- Psychotic distortion
- Ideology
- Retaliation; and many more

However, the research on motives is generally limited to other kinds of violence, so any imputation of motives to those who deliver bomb threats must remain speculative.

**** All bomb threats should be treated as genuine until proven otherwise ****

****Do NOT move, pick up or touch any article, package or anything suspicious****

Types of bomb threats in schools and their specificity

TYPE	THREAT RATIONALE	VAGUE THREAT	SPECIFIC THREAT
<i>“Conditional”</i>	“Do this or else.”	“Put back the candy machines or I’ll bomb the school.” Student expressing outrage, probably no bomb unless there has been a series of such threats.	“If you don’t put back the vending machines, a bomb will go off in the staff room at 12 o’clock today.”
<i>“Instrumental”</i>	Threat made in order to achieve another usually immediate goal.	Offender calls school and says, “There’s a bomb in the building” and immediately hangs up. Student calls in false bomb threat in order to disrupt classes and get the day off.	“I’ve put a bomb in the school set to go off at 10:00. Burn down the school!”
<i>“Getting even”</i>	Bomber inverts power relationship between himself and the target.	“Death to all and I shall rule the world.” Student places this threat on his website. Threat does not explicitly mention bomb. If identity of person making the threat is known should probably be taken seriously, especially if past history of threats.	“I’m sick of being humiliated by Smith. Today is the day when Smith and his precious science labs will be terminated.”
<i>“Hate”(ideological, religious, ethnic)</i>	Bomber makes threat against hated opponent or target.	“Death to all child murderers!” Threat called into a school day before family planning officials visit school.	“Stay away from school tomorrow. The child murderers will be blown to hell where they belong! I’m not joking!”

CRIMINAL ACT

IF SANCTA MARIA PRIMARY IS ADVISED OF AN UNAUTHORISED PERSON(S) ON ITS GROUNDS WHO MAY POSE A THREAT TO THE SAFETY OF STAFF AND OR STUDENTS

A LOCK DOWN IS INDICATED BY THE REPETITIVE INTERMITTENT SOUNDING OF THE SCHOOL LOCK DOWN ALARM

LOCK DOWN PROCEDURES ARE INITIATED AND POLICE ARE ADVISED **(1) 111**
STAY ON THE PHONE WITH EMERGENCY SERVICES IF POSSIBLE

TEACHERS TO CLEAR ALL TOILETS, HALLWAYS AND OTHER ROOMS THAT CANNOT BE SECURED

GO INSIDE OR STAY INSIDE - KEEP STUDENTS CALM, ON THE FLOOR AND AWAY FROM DOORS AND WINDOWS

LOCK EXTERIOR DOORS AND DO NOT OPEN UNTIL THE LOCK DOWN IS DECLARED OVER

ENSURE WINDOWS ARE UNOBSTRUCTED TO ALLOW FOR VISUAL INSPECTION

CONTROL MOVEMENT IN CLASS

BE AWARE THAT FURTHER INFORMATION MAY TAKE SOME TIME - BE PATIENT

THE PRINCIPAL, MEMBER OF THE SCHOOL SENIOR MANAGEMENT OR MEMBER OF THE EMERGENCY SERVICES WILL ANNOUNCE ALL CLEAR

CRIMINAL ACTS

Please note that **1-111** has been utilised throughout this document. This is because Sancta Maria Primary has to dial (1) to obtain an external line, prior to dialling 111.

Dialling 111 is free of charge (including mobiles)

“Criminal Acts” is a term which is defined simply as an act of a criminal nature. Whilst the term “criminal” is thought of to be more a higher level crime, i.e. homicide, manslaughter, aggravated robbery etc., in the context of this document it is used to address such issues as vandalism, damage to property and any act that has the potential to attract the attention of the police or prosecution of offender(s).

To prevent this form of crime at Sancta Maria Primary, it is imperative that each person within the school, when observing any form of crime being committed, immediately contact **1-111**. A common misconception when calling emergency services can be the following:

- I’m over-exaggerating by calling 111
- The crime is not serious enough to call 111
- There are other people who require the use of Emergency Services more than me
- What if they offender(s) have gone by the time they arrive, have I wasted their time?

In an emergency the following practice should be adopted:

Call 1-111 - in emergency situations

When you dial 111 you will be asked which emergency service you want: police, fire or ambulance.

An emergency is anything that is happening now, or has just happened, where:

- People are in danger
- Property is in danger of loss or damage
- A crime is being, or has just been committed, and the person or persons responsible for it are nearby

It is important to note that once a person has contacted 111, that prioritisation will be given to that caller. The order of priority of calls to 111 is assigned by the Communications Operator. Should another 111 call be made that is more important than your call, then your call will be prioritised, likewise, if your call is the most important in contrast to a more minor incident, then your call will be prioritised as number one.

Please let the Communications Operator advise you. If they believe your call is of a less urgent nature, you will be guided to contact the non-emergency phone number or your local police station.

It is important to understand that at no stage will you be a hindrance to emergency services if you believe that you need to call 111 for assistance.

When discussing the term used in this section, a criminal act, it can be explained as follows:

A Criminal Act is broadly defined as any crime, including an act or omission, or possession under the laws of the New Zealand or unit of general local government, which poses a substantial threat of personal injury, notwithstanding that by reason of age, insanity, intoxication or otherwise the person engaging in the act, omission, or possession was legally incapable of committing a crime.

For information, when it comes to committing a criminal act, ignorance of the law is no defence, however insanity is. When utilising insanity as a defence, it is up to the defendant/accused to prove insanity. This is one of the very few reverse onus of proof when it comes to legal requirements in a court of law.

Criminal Acts can include, but are not limited to, the following:

- Assault
- Aggravated Assault (with a weapon)
- Theft
- Fraud (inclusive of documentation, computer and general)
- Homicide
- Sexual Assaults
- Damage to Property
- Blackmail
- Arson
- Deception
- Pervert the Course of Justice
- Driving and Registration Offences

Whilst the majority of these are unlikely to occur within the grounds of Sancta Maria Primary unfortunately, they are still possible and some more prevalent than others, such as damage to property; theft; assault; sexual assault and arson.

Examples of these are as follows:

Scenario One

The first teacher or staff member on-site at Sancta Maria Primary arrives at 7.00 am to find that a number of windows have been smashed on the school grounds. Upon further investigation it appears that nothing has been stolen and no further damage has occurred.

Action - Contact the non-emergency police number (which in all instances is your local Police Station).

If there is no available unit to attend, unfortunately for a situation like this, the police will not despatch a unit to attend due to the minority of the type of crime, they will probably transfer your call to the crime reporting line where a comprehensive report will be obtained and you will be provided with an “Event Number”. This number is used for insurance and reference and for any further information that you may have in the future which may value-add to your report and their investigation.

Scenario Two

Further to the abovementioned scenario, a teacher observes a number of smashed windows and upon further investigation observes that four laptops and two desktop computers have been stolen and that there is a balaclava inside the building where the property has been stolen from.

It is important that the scene kept as sterile as possible prior to the arrival of SOCO. These officers are specifically trained in scene examination.

It is understood that in some instances, the classroom and/or building may be required to be utilised for the upcoming school day. If this is the case, the police may ask you to segregate the area concerned as much as possible. This can be done by using rope tied around some chairs to rope off the area.

If something needs to be picked up or moved, just note where the item originally was and/or what you have moved and where it originally was and if you are able to. Taking a photograph of the item prior to it being moved is helpful for the police. An example of notes obtained of an item being moved could be:

“When I entered the classroom, the front door had been jemmied open. Due to school requirements, we had to have the door fixed, however I have kept the door for the police. There was also a large amount of wooden shavings on the floor just outside the door and glass fragments from where the glass smashed in the door. I have since cleaned this up, but was able to take photographs of it prior to it being fixed and tidied up”.

Action - Contact your local Police Station. Advise them of the situation. Police may dispatch a vehicle to complete a scene examination and report at the scene. There is another unit called Scene of Crime Officers who may attend. SOCO conduct a complete scene examination which will include the following:

- A detailed report of the burglary called an Incident Report
- Fingerprints
- Photographs
- Scene Examination
- Ascertain and speak with any witnesses (obtain a statement if required)
- Identify and suspects and pass these details onto investigating officer

- *Provide a card with event number on it and their name and contact number for easy reference should you require to speak with police in the future pertaining to this incident;*

Scenario Three

As per scenario two, however in this instance you believe there is an offender on-site.

Call 1-111 immediately. Do not enter the building, nor approach the offender.

Ensure that all staff, students and employees of the school are safe and safely monitor the movements of the offender from a distance. Keep as much observation on the offender as possible without jeopardising your own safety, or that of other staff or students.

Lock down procedures should be adopted in this scenario. If this situation occurs prior to the commencement of the school day or after school, consideration should be given to additional parties which may be using the school.

If calling emergency services, provide the police with as much information as possible. The following information would be of benefit to police when you call 111:

- ❖ *if the offender(s) is still on the premises, where they were last seen*
- ❖ *which area, rooms or corridors, that location is linked to i.e. for movement within the building and with the intention of securing the offender in one place*
- ❖ *if the offender has with them any weapons that were visible, which could range (as previously indicated) from a sharpened object through to a firearm*
- ❖ *How many offenders there are?*
- ❖ *Were there any specific verbal or non-verbal threats made to any person or about any person; (if so what were they?)*
- ❖ *details of the offender(s) i.e. description*
- ❖ *has there been observations of any unusual vehicle(s) in the area - these could possibly be linked to the offender*

NB The more information that can be given to police the better. It is also important to remain calm and to try and ascertain as much information as possible.

- ❖ *Have any external organisations been notified, i.e. groups using the schools facilities after hours, so that they can proceed with Lock down procedures?*
- ❖ *Are there any staff, students, visitors or employees in any danger?*
- ❖ *Have there been any staff, students, visitors or employees been injured? If so how badly and have ambulance been notified?*

It seems a lot of information to provide to police, but all of these bullet-points are relevant and should be given, if able, to police as soon as possible.

*There should only be **one** designated person to speak with emergency services. The nominated person would generally be the office administration staff. The reason for the nominated/designated person not recommended as being the Principal, is that they will be required to perform tasks such as dealing with media and the facilitation of other plans which will need to be implemented. For example, the Business Continuity Plan in the case of the school requiring to go ahead and the situation taking hold of Sancta Maria Primary for a number of days.*

It is important for members of the public to be aware that should a siege situation occur, it is the policy of NZ Police that the aim is that of a positive nature.

For information, the following legislation is outlined to explain circumstances where police have come under questioning in relation to violent offender(s).

Over the years, there has been many a situation where a gunman who has previously injured and/or killed a number of people in various shootings around the world, have surrendered themselves to the police and the police have not taken action such as shooting the offender. This can cause some confusion amongst the public, based on the fact that if the offender has shot and killed someone, is it not reasonable force to do the same. Police try to resolve incidents with minimum injury to any person. The reason police cannot use lethal force in situations as previously outlined is because, based on legislation, police do not have the power to use lethal force against someone who is surrendering. Police have the power to use lethal force as follows:

- ❖ To defend themselves or others (under s48 of the Crimes Act 1961) if they fear death or grievous bodily harm to themselves or others, and they cannot reasonably protect themselves or others, in a less violent manner.*
- ❖ To ARREST an offender (under s39 Crimes Act 1961) if they believe on reasonable grounds that the offender poses a threat of death or grievous bodily harm in resisting his arrest; AND the arrest cannot be reasonably effected in a less violent manner; AND the arrest cannot be delayed without danger to other persons.*
- ❖ To PREVENT THE ESCAPE of an offender (under s40 Crimes Act 1961) if it is believed on reasonable grounds that the offender poses a threat of death or grievous bodily harm to any person (whether an identifiable individual or members of the public at large); AND he takes to flight to avoid arrest, OR he escapes after his arrest; AND such flight or escape cannot reasonably be prevented in a less violent manner.*

Further instructions are required by police to advise the offender, such as:

- ❖ That the offender has first been called upon to surrender, unless impracticable and unsafe to do so; AND*
- ❖ it is clear that he cannot be disarmed or arrested without first being shot; AND*
- ❖ In the circumstances further delay in apprehending him would be dangerous or impracticable.*

EARTHQUAKE

THE INITIAL ACTION DURING AN EARTHQUAKE IS TO **DROP, COVER** AND **HOLD**. ONCE THE SHAKING HAS STOPPED THE SCHOOL EVACUATION PLAN SHOULD BE ACTIVATED

ONCE THE SHAKING STOPS - EVACUATE ALL SCHOOL BUILDINGS IMMEDIATELY

DIAL (1)-111

ASSEMBLE AT THE DESIGNATED EVACUATION ASSEMBLY AREA

STAFF TO ACCOMPANY GROUP OF STUDENTS THEY HAVE AT THAT TIME TO THE EVACUATION ASSEMBLY AREA WHERE THEY WILL LINE UP IN THEIR CLASS

STUDENTS WILL MOVE IN AN ORDERLY AND QUIET MANNER TO THE ASSEMBLY LOCATION.

RESPECTIVE TEACHERS TO CHECK ROLL AND ADVISE THE EVACUATION CO-ORDINATOR.

A DESIGNATED PERSON SHALL MEET EMERGENCY SERVICES AT THE FRONT OF THE SCHOOL

EARTHQUAKES

There are hundreds of earthquakes in New Zealand every year, but most of them are not felt because they are either small, or very many kilometers deep. However, a large, damaging earthquake could occur at any time.

Although the Auckland region lies in one of the lowest earthquake activity regions of New Zealand, earthquakes of varying magnitude are likely to occur at some stage in the future. The extent of this damage will depend on the ground conditions of a particular site, building and infrastructure condition, response and recovery plans, and the community awareness of what to do

Earthquakes that have shaking intensities greater than VII on the Modified Mercalli scale are likely to cause widespread damage. The extent of this damage will depend on the ground conditions of a particular site (e.g. liquefaction potential, ground shaking amplification, and instability), building and infrastructure condition, response and recovery plans, and the community awareness of what to do.

Localised earthquakes

New Zealand straddles the boundary between two tectonic plates – the Pacific Plate and the Australian Plate. These plates are moving towards each other by about 50 mm per year.

Within the Waikato alone, there are three large active faults considered ‘risky’ which neighbours Auckland quite closely:

- The Kerepehi Fault – extending along the Thames Estuary and the Hauraki Plains
- The Rangipo Fault – on the eastern side of Mount Ruapehu
- The Wairoa North Fault – running along the Flat Bush Hills north-east of Mercer

The area between Taupo and Rotorua is the most vulnerable part of our region for earthquakes. It contains many active fault lines running in a north-east direction.

The potential effects of a damaging earthquake

Ground shaking that is severe enough to damage buildings built to earthquake code standards (-0.26 g) is expected to occur in Auckland, on average, once every two thousand years. The expected impacts of an earthquake of this magnitude include:

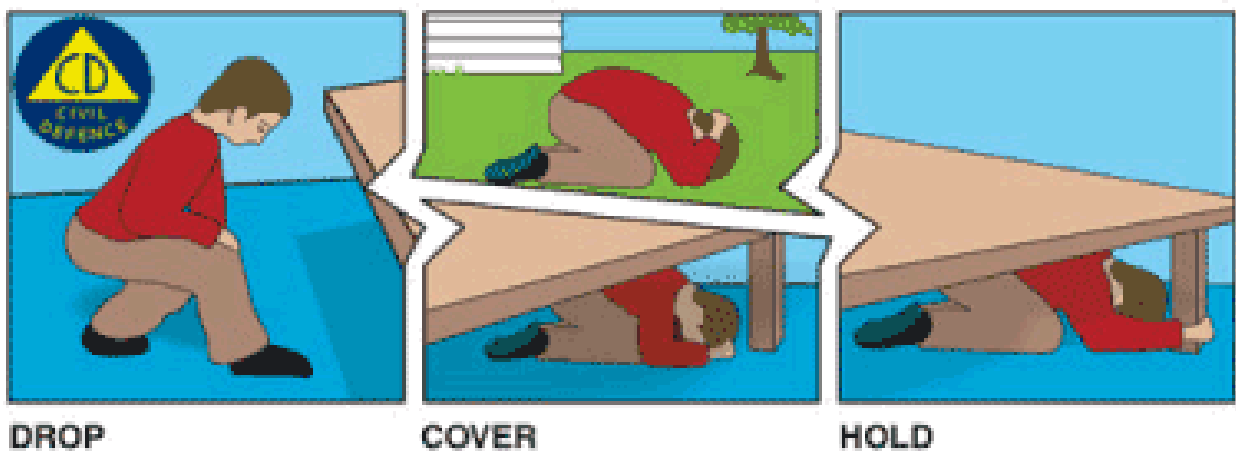
- 30-90% of liquefiable soils liquefy, causing very high probability of damage to structures founded in or on these soils. Also significant risk of slope failure
- loss of key engineering lifelines: Communications out for days; Energy supplies at Ports of Auckland sites are vulnerable to liquefaction; Water supply, wastewater, and storm water possibly out for several months
- damage to bridges
- high economic losses

- high social disruption - real or perceived need for relocation of communities
- high risk of loss of life and to human health

The biggest danger you face in an earthquake comes from falling debris and collapsing structures such as buildings and bridges.

During an earthquake

- If you are inside a building, move to a safe place
- If you are outside, move no more than a few steps, then **drop, cover and hold**
- If you are driving, pull over and stop
- If you are at the beach or near the coast, drop, cover and hold then move to higher ground immediately in case a tsunami follows the quake



After an earthquake

- You should expect to feel aftershocks
- Help those around you if you can
- If you are in a damaged building, try to get outside and find a safe, open place
- If you smell gas, try and turn off the gas main outside the building if it is safe to do so
- If you see sparks, broken wires or evidence of electrical system damage, turn off the electricity at the main fuse box if it is safe to do so
- Listen to the radio for information and advice
- If your property is damaged take notes and photographs for insurance purposes

EARTHQUAKE RESPONSE CHECKLIST

Introduction

- About 15,000 earthquakes are recorded in and around New Zealand each year. Most are small, but between 100 and 150 are big enough to be felt.
- Earthquakes are unpredictable and the damage that can be caused by one depends on so many variable factors. Examples include, but are not limited to, the size of the earthquake, its depth, the type of ground that a building is on, the age and design of the building.
- Generally speaking, civil defence preparedness for Schools can fall into two categories:
 - Ensuring the safety of students and staff at School during a civil defence emergency
 - Helping the wider local community during a civil defence emergency, as part of a response co-ordinated by the local territorial authority.

Web sites such as www.gns.cri.nz and www.civildefence.govt.nz provide detailed and important information relating to earthquakes and other natural hazards in New Zealand.

- They should be visited as part of the Emergency Management planning process.
- Advice should also be sought from the local Civil Defence and Emergency Management Group and if the school is designated as a civil defence centre, the implications of this for the school should be discussed with the group.
- The safety of students and staff who are at school during an emergency have to be considered before other agreements with the Civil Defence organisation are addressed. The continuing operation of the school will be determined by the nature of the emergency and the availability of resources such as buildings, staff, employees and other resources.
- The responsibility of whether or not to continue school functions rests with the Board of Trustees, in consultation with the Principal.

Emergency Management Plan Checklist

- Are all heavy items of furniture secured either to the wall or bolted to the floor?
- Are heavy items either secured or sitting on top of non-slip mats?
- Are heavy items near floor level?
- Are there strong catches on cupboard doors?
- If the school buildings have any chimneys or other stacks have they been checked to ensure that they are sound and meet any relevant building code or local authority requirements?
- Are hot water cylinders secured?
- Depending on the building types, have the maintenance team confirmed that the building is well secured to its foundations?
- Are pupils drilled on actions to take during an earthquake?
- Do these drills cover the need to:
 - **Drop**, take **cover** under a desk or table and to **hold** onto the legs until the shaking stops
 - Keep away from shelves containing heavy objects and other large items of furniture
 - Keep away from windows during the shaking
 - Keep away from buildings if they are outside when an earthquake starts
 - Keep away from windows
 - Keep away from power lines, and downed power lines
 - Move only a short distance to a nearby safe place
 - Stay indoors until the shaking stops and it's safe to go outside
 - Stay in the School grounds until a teacher comes to get them.
- Are the first aid kits and manuals up to date?
- Do the School first aid personnel hold current first aid certificates?
- Are there waterproof torch and batteries in easily accessible places in the School?
- Is there a radio and batteries available?
- Are there matches, lighter, and candles or light sticks available as back up?
- Has consideration been given to the importance of having a stock of emergency food held at the School (*advice should be sought from civil defence on the recommended amounts to store*)?
- Stored water can be used for both drinking and cleaning wounds if the main water supply is disrupted. *Advice should be sought from civil defence on the recommended amounts store?*

- Does your evacuation plan cover earthquake scenarios including the option to stay in the building if it is safer to do so?
- Is there a supply of work gloves safety boots and overalls to use if falling debris has to be moved?

When the shaking stops

- Protect yourself from further danger by putting on overalls safety shoes / boots, and work gloves.
- Check those around you and offer help if necessary.
- Check for injured pupils
- Check for building damage get staff and pupils away from dangerous areas
- Don't forget to look up for roof and ceiling damage
- Put out small fires and eliminate fire hazards.
- Evacuate the building if you are unable to control the fire.
- Turn off the gas if you think it's leaking.
- Listen to the radio for instructions from Civil Defence.
- After a big earthquake expect aftershocks - they can go on for weeks or even months. Each time you feel one, **drop**, take **cover**, and **hold** on.
- Don't touch downed power lines - treat all power lines as live.

FIRE

UPON DISCOVERY OF A FIRE ACTIVATE THE NEAREST FIRE ALARM AND DIAL (1)111

ON HEARING THE SCHOOL EVACUATION - EVACUATE ALL SCHOOL BUILDINGS IMMEDIATELY

DIAL (1)-111

ASSEMBLE AT THE DESIGNATED EVACUATION ASSEMBLY AREA

STAFF TO ACCOMPANY GROUP OF STUDENTS THEY HAVE AT THAT TIME TO THE EVACUATION ASSEMBLY AREA WHERE THEY WILL LINE UP IN THEIR CLASS

STUDENTS WILL MOVE IN AN ORDERLY AND QUIET MANNER TO THE ASSEMBLY LOCATION.

RESPECTIVE TEACHERS TO CHECK ROLL AND ADVISE THE EVACUATION CO-ORDINATOR.

A DESIGNATED PERSON SHALL MEET EMERGENCY SERVICES AT THE FRONT OF THE SCHOOL

FIRE

Fire evacuation procedures are widely acknowledged and practised throughout a variety of industries including schools, hospitals and various business industries, which is a positive indication of the acceptance of the requirement to conduct such drills.

This alone, reinforces the need for drills to be conducted across a range of disasters and emergencies, not just fires.

Fire drills and evacuation procedures are conducted on a regular basis at least four times a year, with one of those four occasions in conjunction with the Fire Service. The Fire Service are more than willing to provide advice and training on any given occasion with regard to your fire drill. Should you call the station while they are at a call-out, you will be directed to a main communications number. If it is an emergency call **1-111**.

FIRE IS FAST. IN SECONDS A SMALL FLAME CAN TURN INTO A MAJOR FIRE.

HOWEVER, IF IT IS NOT DEALT WITH IMMEDIATELY IT WILL SPREAD.

Ring (1)111 to call the New Zealand Fire Service in an emergency

Fire Facts

- Thick black smoke can fill a building in minutes
- Room temperatures can rise as high as 1000°C. Air at this temperature will scorch your lungs
- Fire releases odourless, colourless carbon monoxide gas. It can lull you into a deep sleep well before any flames reach you

Basic Fire Protection

- Install smoke alarms in your home/workplace
- Work out a fire drill and practice it regularly so when the alarm goes off everyone automatically knows what to do

Appoint someone to take responsibility for:

- Young students
- The handicapped
- The elderly

If your clothes catch fire:

- Stop immediately
- Drop to the ground
- Roll over and over till the flames are out

As soon as the alarm sounds/fire alert is given:

- Everyone should immediately leave the building by one of the practised escape routes. A delay to collect valuables can reduce the chances of a safe escape
- Keep as low to the ground as possible during the escape. Hot smoke and gases rise so the clearest air is at ground level
- As you leave the house, shut the doors behind you if possible. This prevents further spread of flames and smoke
- Use the stairs, not the lift
- Do not re-enter a burning building

Do not open a door if:

- There is smoke billowing around the edges
- The door or handle is hot to the touch

When you open a door:

- Brace your body against it
- Open it slowly. This way you can close it again quickly if necessary

If trapped in a room:

- Plug the cracks around the door with rugs or bedding to stop smoke filtering in;
- Try to escape through a window
- If the window is too high, alert others to your situation by shouting and waving a brightly coloured item
- Only attempt to put out the fire if it is very small
- Smother burning pots with a lid
- Close the door of an oven fire
- Use the fire extinguisher if it is safe to do so

How to prevent wild fires:

- Know your fire authority's regulations on burning
- Teach students fire safety
- Isolate flammable liquids
- Store firewood safely
- Be responsible when lighting fireworks

FLOODING

ON RECEIPT OF A WARNING ON HEAVY RAIN OR FLOODING WHICH COULD IMPACT ON SANCTA MARIA PRIMARY. THIS WOULD BE APPLICABLE WHEN SURROUNDING AREAS ARE LIKELY TO BE IMPACTED.

A LOCK DOWN IS INDICATED BY THE REPETITIVE INTERMITTENT SOUNDING OF THE SCHOOL LOCK DOWN ALARM

LOCK DOWN PROCEDURES ARE INITIATED AND POLICE ARE ADVISED **(1) 111**
STAY ON THE PHONE WITH EMERGENCY SERVICES

TEACHERS SHOULD CLEAR ALL TOILETS, HALLWAYS AND OTHER ROOMS THAT CANNOT BE SECURED

GO INSIDE OR STAY INSIDE- KEEP STUDENTS CALM, ON THE FLOOR AND AWAY FROM DOORS AND WINDOWS

LOCK EXTERIOR DOORS AND DO NOT OPEN UNTIL THE LOCK DOWN IS DECLARED OVER

IF BLINDS ARE ON WINDOWS, ENSURE UNOBSTRUCTED TO ALLOW FOR VISUAL INSPECTION

CONTROL MOVEMENT IN CLASS

BE AWARE THAT FURTHER INFORMATION MAY TAKE SOME TIME - BE PATIENT

THE PRINCIPAL, MEMBER OF THE SCHOOL SENIOR MANAGEMENT OR MEMBER OF THE EMERGENCY SERVICES WILL ANNOUNCE ALL CLEAR

FLOODS

Flooding

In the Auckland region, most flooding events are of short duration and affect relatively localised areas. Artificial drainage systems consisting of the school piped system together with the overland flow path are designed to cope with a 1:100 year a flood event (1 chance in 100 of occurring in any given year). This may equate to different rainfall intensities depending on the catchment size.

Sancta Maria Primary

It is not likely that Sancta Maria Primary would be affected either directly or indirectly by flooding. The school is 20 metres above sea level (in parts 25 metres).

If a threat does develop during school time, a Lock down is initiated to enable accounting of staff and students and then followed by a controlled evacuation or closure of the school if the need arise.

As part of the Emergency Management Plan, if it is likely that there will be significant amounts of rain which could potentially impact on the school, a decision will be made to either close the school or move the students to an alternate location.

If this occurs there is the potential for the school to be isolated for periods of time, and could occur during school time meaning access to the school for parents to uplift their students may be impacted. Liaison with the local Civil Defence office, around the potential for local emergency accommodation should be made.

There is a Civil Defence welfare network operating within the Auckland Region and their assistance would be co-ordinated through the local Civil Defence office during any emergency event.

Historical examples

The Leigh flood event - 2001

On 29-30 May 2001, 132 mm of rain fell in 24 hours over the Leigh Township, located an hour north of Auckland, New Zealand's largest city. Between 1:40-2:40am on 30 May, 109.4 mm of rain fell, creating a new 1 hour rainfall record for anywhere in New Zealand.

Analysis of the event has confirmed it was an exceptional event with a return period far in excess of 100 years.

The Damage

This event caused significant damage in Leigh Township and surrounding farmland.

One family lost about 200 sheep and fences were flattened. Houses were flooded to a depth of well over 1 m. On two properties cars parked outside were moved by flood waters rushing over the ground. In one case a car broke through a ranch slider and then bounced around the living room while the terrified family watched from upstairs. Slips were also common on adjacent farmland. A nearby footbridge, stretching across the Kohuroa Stream broke in two. Large amounts of debris were deposited. For several days, whole trees placed just off-shore prevented local fishermen putting to sea at night for fear of running into them.

The Rodney District Council estimated \$700,000 worth of damage mainly to the Leigh and Mangawhai districts.

The Pukekohe Flood Event - 1999

In January 1999, 145 mm of rain fell in 6 hrs causing flooding in Pukekohe. During this flood event, flood waters rose 1.5 m in some houses and resulted in:

- Flooding of residential homes and consequent evacuation of a number of Pukekohe residents. Evacuation required assistance from emergency services and created stress for residents.
- Made many roads impassable.
- Extensive damage to land and buildings from sediment deposition.

Contaminated water supply due to the infiltration of sewer overflows represented a potential health risk to local communities. This was a concern for weeks after the event.

Rainfall is the generally accepted cause of inland flooding.

Local flooding in 1995 made roads and bridges in Clevedon inaccessible, and rain in 1998 caused flooding of streets and houses in Manurewa and Cockle Bay.

February 2004 again saw local flooding after torrential rain.

Floods could also occur from dam bursts or damage to reservoirs and water supply pipelines in the event of earthquake, landslide or accidental damage to water reticulation systems.

Floods are a common hazard in New Zealand. A flood becomes dangerous in the following conditions:

- If the water is travelling very fast
- If the water is very deep
- If the floods have risen very quickly
- If the floodwater contains debris, such as trees and sheets of corrugated iron

Getting ready before a flood strikes will help reduce damage to your home and business and help you survive.

When a flood threatens

- Listen to your local radio station for information and follow the advice and instructions from Civil Defence Emergency Management
- You will receive a warning from your local council or Civil Defence Emergency Management Group. Talk to them to find out how they will warn you

During a flood

- Move out of the flooded area or go to the nearest high ground
- Lift household items as high above the floor as possible
- Do not attempt to drive or walk through floodwaters unless it is absolutely essential
- Stay in a safe place. Do not go sightseeing.

Storm Surges

Locally these are caused by a combination of low atmospheric pressure which allows the sea water to rise up to 100 mm higher than normal, and winds from the north or north east which drives the tide into the Hauraki Gulf and Firth of Thames, combined with a high tide.

A combination of these three factors can cause the water level to rise up to 2.5 m higher than normal at the southern part of the Firth of Thames, with Kaiuau, Kawakawa Bay and Maraetai experiencing heights up to 1.5 m above normal.

Highest levels occurred in 1938 with a 3.0 m surge that inundated areas back to Ngatea. Stop banks have since been erected at Thames. The 1995 storm surge caused 2m deep flooding in the street of Thames.

Metservice special weather bulletins are issued when heavy rainfall, storms, strong winds cyclones or other unusual weather pattern is expected.

Conditions which can cause local storm surges are strong winds from the northern sector, combined with low atmospheric pressure and an exceptionally high tide.

When these conditions occur Local Civil Defence staff will issue warnings through the civil defence network and if necessary through news releases.



Sancta Maria Catholic
Primary School



CONTOUR LINE MAPPING

SANCTA MARIA PRIMARY

The aforementioned mapping of Sancta Maria Primary, focusing centrally on the school itself, outlines the land contour and its relationship to low lying areas.

As explained throughout this Emergency Management Plan, the potential risks the school may face are a practicality and although may not happen, being aware and prepared for any situation, and in fact understanding how the location of the school could be exposed, are a necessity in responding as best as possible.

Understanding Contour Lines

It can be useful to have a basic understanding of contour lines and mapping and how they affect the area which relates to Sancta Maria Primary.

On the map, there are a number of orange lines, of which some are close and some are further apart. If there are many contour lines close together, this indicates that the terrain is steep. The contour lines that are far apart indicate land with gentle slopes. Contour lines will always be depicted on a topographical map in orange.

The shape and feature of the lines also varies. As previously mentioned, lines closer together represent that that particular area is steep. The lines are also curved and some are complete circles.

There are also numbers on the lines at various intervals. These indicate the height above sea level. For instance, Sancta Maria Primary is 20 metres above sea level (at points 25 metres).

Please note that there are a number of layers that you may view contour mapping in, however some are more slightly difficult to read than others which is why for ease of viewing the aerial photograph with the contour lines has been used.

LANDSLIDE

IF LAND SUBSIDANCE HAS OCCURED OR IS LIKELY IN THE AREA NEAR TO
SANCTA MARIA PRIMARY - THEN EVACUATION PROCEDURES SHOULD BE INITIATED

ON HEARING THE SCHOOL EVACUATION ALARM - EVACUATE ALL SCHOOL BUILDINGS
IMMEDIATELY

DIAL (1)-111

ASSEMBLE AT THE DESIGNATED EVACUATION ASSEMBLY AREA

STAFF TO ACCOMPANY GROUP OF STUDENTS THEY HAVE AT THAT TIME TO THE EVACUATION
ASSEMBLY AREA WHERE THEY WILL LINE UP IN THEIR CLASS

STUDENTS WILL MOVE IN AN ORDERLY AND QUIET MANNER TO THE ASSEMBLY LOCATION.

RESPECTIVE TEACHERS TO CHECK ROLL AND ADVISE THE EVACUATION CO-ORDINATOR.

A DESIGNATED PERSON SHALL MEET EMERGENCY SERVICES AT THE FRONT OF THE SCHOOL

BE PREPARED TO MOVE TO AN ALTERNATE EVACUATION ASSEMBLY AREA IF DIRECTED

LANDSLIDE

There is no evidence at this stage to suggest nor confirm that Sancta Maria Primary and its surrounds would be exposed to either erosion or landslides, however given the lay of the land, should a heavy weather pattern come through, it could result in slips or erosion.

If there is a threat to the school from a developing event in neighbouring suburbs, then the school should be evacuated or consideration given to school closure.

The school could be directly and indirectly affected by the threat or occurrence of a landslide, but also could impact on the school either by isolating it and cutting off roads, or causing the failure of infrastructure such as water, gas, and power.

A landslide is the movement of rock and soil down a slope. Landslides can range in size from a single boulder in a rock fall to a very large avalanche of debris with huge quantities of rock and soil that can be spread across many kilometers.

Heavy rain, floods or earthquake shaking can cause a landslide. Human activity, such as removal of trees and vegetation, steep roadside cuttings or leaking water pipes can also cause landslides.

Land Instability

Erosion and slope failure is common throughout the Auckland region. Land instability is often made worse by human activities.

Slope instability

The underlying causes of slope instability in the Auckland Region are fairly well known from case studies of specific failures. The causes can often be directly related to the rock and soil composition and the orientation of defects (e.g. bedding inclination, fractures, clay seams) with respect to slope. The degree of weathering and saturation are also significant factors. Some of these may be constant, or changed by new events (e.g. seismic activity or construction activity).

Much of the Auckland region is subject to instability, though the scale of individual slope failures is generally limited in extent. The main risks associated with slope instability:

- economic losses
- reduced capacity along some roads or temporary road closures while debris is removed
- small risk of loss of life

Erosion

Erosion is the action of wind and water wearing away exposed soils or rocks. Eroded soil gets into Auckland's waterways. This causes water pollution and problems for the

animals, plants and people that use water. Erosion can also disrupt land use, cause damage to fences, roads and buildings.

50% of the Auckland's agricultural land is prone to erosion. Human activities which modify the land can increase the amount of erosion.

Soil slip and sheet erosion are prevalent on pastoral land in the central Rodney district, 20 minutes north of Auckland (New Zealand's largest city). Significant soil loss also occurs as a result of market gardening, common in south Auckland. Pockets of moderate to severe wind erosion occurs on the sand country of the western coastal areas.

Stream-bank erosion can be enhanced by stock or farm animals near stream banks and is a key source of sediment in streams.

A number of agricultural, horticultural and forestry industries rely on the regions soil. Degradation of the soil will lower the productivity of the region, its wealth, and cause negative environmental impacts.

What can be done to conserve soil?

- Plant trees on hill slopes and in gullies.
- Maintain and protect areas of trees, especially older trees. Fence off stream banks - plant trees along watercourses to provide bank stability.
- Don't overgraze pasture, especially in winter or during drought conditions.
- Ensure cultivation of soil at the correct soil moisture content.
- Maintain a good level of soil fertility - apply fertiliser and lime as recommended based on soil testing.
- Improve drainage where possible.
- Match your land use with the soil type and contour of the land - for example, some steep areas may be better retired into farm forestry.

Coastal Erosion

East Coast Cliff Erosion

The coastal cliffs in Auckland are slowly eroding. Cliffs on Auckland's East Coast are most susceptible, eroding at a rate of approximately 2-6m per century. This has been the case for the past 6-10,000 years.

West Coast Cliff Erosion

Erosion along West coast is 2 orders of magnitude smaller and is considered almost negligible, except near Awhitu.

Where will cliff failure occur?

Where failure occurs is dependent upon many local factors, including geological conditions, as well as land use and vegetation management practices.

Cliff failure can occur in a number of ways from slumping to large block failures. An example of the extreme end of the scale is a large cliff failure event which occurred near Rothesay Bay within the last 10 000 years and is in the order of 400 m in, by 350 m wide, by approximately 20 m deep. However, retreats of probably 10 - 15 m are likely to be common.

Cliff erosion and failure puts these things at risk:

- residential property and homes
- human life
- land transport (road could take up to several days to clear)
- infrastructure e.g. sewerage, water supply, or gas pipes
- esplanade reserves and public access

Civil Defence advice for Landslide and Erosion

Before a landslide

Getting ready before a landslide will help reduce damage to the School

- Find out from your council if there have been landslides in your area before and where they might occur again
- Check for signs that the ground may be moving. These signs include:
 - Sticking doors and window frames
 - Gaps where frames are not fitting properly
 - Decks and verandas moving or tilting away from the rest of the house
 - New cracks or bulges on the ground, road or footpath
 - Leaning trees, retaining walls or fences
 - Water springs, seeps or waterlogged ground in areas that are not usually wet

If you think a landslide is about to happen

You will need to know how to respond immediately

- Evacuate and take your Getaway Kit with you
- Contact your local Civil Defence Emergency Management office
- Warn neighbours who might be affected

After a landslide

- Do not return to a site that has been affected by a landslide until it has been properly inspected.
- Take photographs and notes for insurance purposes when it is safe to do so.

MOBILE OFFENDER

UNAUTHORISED PERSON(S) ON OR NEAR SANCTA MARIA PRIMARY GROUNDS AND IS POSING A THREAT TO THE SAFETY OF STAFF AND OR STUDENTS

A LOCK DOWN IS INDICATED BY THE REPETITIVE INTERMITTENT SOUNDING OF THE SCHOOL LOCK DOWN ALARM

LOCK DOWN PROCEDURES ARE INITIATED AND POLICE ARE ADVISED **(1) 111**
STAY ON THE PHONE WITH EMERGENCY SERVICES

TEACHERS SHOULD CLEAR ALL TOILETS, HALLWAYS AND OTHER ROOMS THAT CANNOT BE SECURED

GO INSIDE OR STAY INSIDE - KEEP STUDENTS CALM, ON THE FLOOR AND AWAY FROM DOORS AND WINDOWS

LOCK EXTERIOR DOORS AND DO NOT OPEN UNTIL THE LOCK DOWN IS DECLARED OVER

IF BLINDS ARE ON WINDOWS, ENSURE UNOBSTRUCTED TO ALLOW FOR VISUAL INSPECTION

CONTROL MOVEMENT IN CLASS

BE AWARE THAT FURTHER INFORMATION MAY TAKE SOME TIME - BE PATIENT

THE PRINCIPAL, MEMBER OF THE SCHOOL SENIOR MANAGEMENT OR MEMBER OF THE EMERGENCY SERVICES WILL ANNOUNCE ALL CLEAR

MOBILE OFFENDER

As previously outlined within the section “violent/threatening behaviour”, this can be easily distinguished by the use of **“actual physical violence”**.

In accordance with the Crimes Act 1961, the definition of “assault” is as follows:

“assault means the act of intentionally applying or attempting to apply force to the person of another, directly or indirectly, or threatening by any act or gesture to apply such force to the person of another, if the person making the threat has, or causes the other to believe on reasonable grounds that he has, present ability to effect his purpose;”

Although for the use of this document to ensure ease of understanding between the terms mobile offender and violent/threatening behaviour, the term “actual physical violence” is different to “assault”.

For information only and ease of interpretation of these sections, assault in plain terms, is whereby any person believes that a person who they are confronted by has the potential to effect their purpose. I.e. holding a fist up at someone within close proximity could, under the circumstances be deemed an assault, should the person being threatened feel that they are about to be struck.

It is important to understand the difference between these two types of offender, however again, the outcome on how to deal with each situation is similar if not identical.

The **Mobile Offender** is a term utilised by emergency departments which is becoming increasingly apparent in today’s society. It can incorporate the following:

- active shooter (this is explained within this document)
- police pursuit (foot)
- incidents involving weapons
- armed offenders incident

We will now move through each of these four types of offender in greater detail, to provide an explanation on what each is.

An **active shooter** is a term that has derived from America and is defined as "... an armed person who has used deadly physical force on other persons and continues to do so while having unrestricted access to additional victims. The definition includes so-called "snipers", but not usually suicide bombers. Active shooters have caused a paradigm shift in law enforcement training and tactics, especially as these persons do not necessarily expect to escape or even survive these situations.

The reader may recall such incidents as the Columbine High School Massacre and the Port Arthur Tragedy. Both of these offenders were categorised as “active shooters”.

It is important to be aware how to deal with a situation should it arise.

It is also important ***not to be afraid*** of these terms and explanations, but to understand them and be confident that should a situation arise which may fall within these categories, that staff and students will be confident in how to deal with the situation and keep damage and injury to a minimum. As part of the implementation of the Emergency Management Plan, training and an exercise are completed and at the conclusion of the exercise it is always pleasing to see the confidence in staff and students.

****DO NOT APPROACH ANY PERSON WHO IS ARMED****

****COMMENCE LOCK DOWN PROCEDURE IMMEDIATELY****

**** CALL (1)111 ****

Incidents involving weapons can range from a person or person(s) carrying a pair of scissors or a sharpened piece of stick, through to a firearm. In all cases should a person be on school grounds armed with any form of weapon (bearing in mind this can take the shape of many different items), a Lock down should be initiated and **(1) 111** called.

If Sancta Maria Primary is under threat, either directly or indirectly, to an **armed offender's** incident, contact would normally be made by the police to the school. However, if no contact has been made by the police to the school, contact the police on 111 and obtain an update as to what is occurring and if the school should remain in Lock down or if it is safe to come out of Lock down.

'Armed' can mean use of a firearm, knife, club, iron bar, syringe or any other weapon.

'Aggravated' means the offender, at the time of or immediately before or after the robbery, causes grievous (serious) bodily harm to any person.

Robbery & Aggravated Robbery

Robbery in schools is not a common theme, however handling one, should be.

Whilst minimal cash is kept upon premises within a school, it is widely known that schools carry a large amount of electronic equipment.

Everyone is liable to imprisonment for a term not exceeding 14 years who—

- (a) Robs any person and, at the time of, or immediately before or immediately after, the robbery, causes grievous bodily harm to any person; or
- (b) Being together with any other person or persons, robs any person; or
- (c) Being armed with any offensive weapon or instrument, or anything appearing to be such a weapon or instrument, robs any other person.

PANDEMIC

The Crisis Management Plan which is included in this document is able to be utilised for dealing with incidents such as a pandemic and contains all the relevant information relating to the Ministry of Education Guidelines for handling the development of this event.

The current information around pandemics included in this plan along with the crisis management structure is sufficient to make informed decision around issues relating to Sancta Maria Primary.

The most significant decision being if there is cause to close the school due to concern over the spread of the virus. The decision to close the school will be one which is made in conjunction with the Principal and Sancta Maria Primary Board of Trustees.

Guidance in regards to this step is available from the Ministry of Education, the Ministry of Health website and if required the Civil Defence Office at Auckland Council.

The lead agency in dealing with any readiness and response action in relation to the swine flu and the potential for another variant in the upcoming flu season, is the Ministry of Health.

The prime objective initially is to keep the virus from spreading into the community, however this is a very difficult task and the initial spread is likely to occur in areas of high concentration of people, this includes schools, military camps and prisons.

It is therefore highly likely that a number of schools will be forced to either quarantine or close during the upcoming flu season. As was the case during the flu season in 2009.

In the event that staff and a number of students are forced to be quarantined within the school, assistance is available from Civil Defence in regards to welfare related issues.

The approach to this virus is an all of Government approach with the Ministry of Health as the lead agency and being supported by a number of other groups, of which Civil Defence is one and they would undertake all of the welfare response requirements within their particular region and community.

School closures

These questions are about when you're deciding whether to close the school or service because of low staff or student numbers.

Are there minimum staff/student ratios which need to be considered if a Board of Trustees has a number of staff sick and school closure is an option?

There are no prescribed minimum staff/student ratios. A decision about the minimum number of staff required to operate a school is up to each individual board. This will be dependent on the extent of the outbreak at the school and other factors, such as the number of relieving teachers available locally [Added: 18 June 2009]

What are the steps that boards need to work through if a critical number of staff are away sick making school closure an option?

There are no prescribed steps to work through. A Board may close the school due to an emergency situation under section 65E of the Education Act 1989. If a critical number of staff are sick and it's affecting the school's operation and student safety, then closure must be considered. Discuss it with your local Ministry of Education office. The final decision by the Board will depend on local factors such as the availability of relieving staff.

The prime consideration is the safety of all students and staff. [Added: 18 June 2009]

Do staff have to provide lessons to students when a school is closed?

Schools should make their best endeavours to support students to continue learning at home. Many schools already have plans in place, but it will not always be possible.

Will a school which closes be required to make up the half days lost as a result?

The secretary has a statutory discretion to reduce the number of half days for which a school would otherwise be required to be open for instruction, in circumstances where the school has closed under section 65E of the Education Act, due to an epidemic or a health emergency. Applications should be made to the secretary.

School trips

Should we stop our sports trip to another region?

The Ministry of Health is not advising people to cancel social gatherings, sports events and travel. However, there are practical steps that individuals and communities can take to reduce the community spread of the virus. These steps include practising good hand hygiene and covering coughs and sneezes. If you are sick, stay home until you have fully recovered as you can easily spread the germs to others.

Should my school be cancelling trips to affected areas overseas?

At this time the Ministry of Health is not recommending cancelling or postponing overseas travel during the upcoming school holidays. Please follow the advice on the Ministry of Foreign Affairs and Trade (MFAT) website safe travel website www.safetravel.govt.nz/.

You should also check the terms and conditions of your travel insurance regarding cancellations or postponement of travel as a result of an influenza pandemic.

We have a school holiday programme planned. Should we cancel it or go ahead?

Health advice is to continue with any planned activities but take extra precautions. If students or teachers are unwell they should stay at home. Put good hygiene practices in place. If anyone has flu-like symptoms, send them home to avoid putting others at risk – especially those with other health issues e.g. respiratory illness.

What is expected of early childhood education services, schools, tertiary organisations and other education service providers?

Early childhood education (ECE) services, schools and tertiary organisations are expected to develop their own pandemic plans to protect students and staff. In most cases this will involve reviewing and updating existing emergency management plans, to include a simple pandemic section. The Ministry of Education has developed this Pandemic Planning Kit to assist education providers to create their own plans. The Kit includes a step-by-step guide in the format of a Pandemic Plan template, supporting documents such as posters, forms and guidelines; and a wide range of other material to support the development and implementation of your pandemic plan.

What should our early childhood education services, school or tertiary organisation do now to prepare for an influenza pandemic?

Appoint a Pandemic Manager (see the end of this document for more information about the role and responsibilities of a Pandemic Manager).

Visit the Ministry of Education website at www.minedu.govt.nz and use the Pandemic Planning Kit to complete your ECE/School/TEOs' Pandemic Plan.

Place posters on '[How to Wash Your Hands](#)' on all ECE/School/TEO notice boards and in bathrooms.

Talk to the students, parents and staff about the ECE/School/TEOs' Pandemic Plan.

Allocate an isolation room or area.

Make sure your ECE/School/TEO has an emergency survival kit. Plan for about a week's worth of essential supplies such as non-perishable food, as well as plenty of fluids. For further information see the Ministry of Civil Defence and Emergency Management website at www.civildefence.govt.nz on 'What to do in a disaster'. Make sure you include paracetamol (for fever) and lots of paper towels in the emergency survival kit.

What are our obligations in terms of closures?

The Education Sector (all education providers) will need to take direction to remain open, close or reopen by the following organisations:-

Ministry of Health, or

Local Medical Officers of Health or their designates, or the

Ministry of Education, on behalf of the Ministry of Health

What does closure mean?

Closing centres/Schools/TEOs to students would not necessarily mean that facilities would be closed in a quarantine sense. Staff may still go to work, work remotely, or carry out 'alternative duties' for other agencies with their board's pre-approval. Facilities may also be used for alternative purposes such as Community Based Assessment Centres (CBAC).

For more information about ECE/School/TEO closures please refer to **Question and answers** under the heading 'Education Provider Closures'.

What does the Legislation say?

The Education (Early Childhood Centres) Regulations 1998:

Require licensees to take reasonable steps to exclude students or staff if they have an infectious disease specified in Schedule 2 of the Health (Infectious and Notifiable Diseases) Regulations 1966;

Provide that the health regulations will apply to early childhood centres, in the same way but with the necessary modifications, as they apply to schools;

Enable the Secretary for Education to suspend a centre's licence (and therefore stop it from operating) if reasonable action is not taken to prevent students from coming into contact with a person suffering from an infectious disease. This discretion is rarely exercised in normal circumstances, but could be used in the event of a pandemic. It is more likely, however, that the Medical Officer of Health would exercise powers under the Health Act 1956 to restrict the attendance at early childhood centres as necessary.

Education Act 1989

The Education Act 1989 gives Principals and boards powers to exclude particular students and staff or to close their centre/school in certain circumstances:

Section 19 provides that a Principal may exclude a student who may have a communicable disease (communicable diseases are specified in the Schedule to the Act. Highly Pathogenic Avian Influenza or 'bird flu' (HPAI subtype H5N1) was added on 12 February 2004. In practice, Schools would generally proceed subject to advice received from health authorities.

Section 65E provides that a board may close a school in an emergency such as an epidemic.

The Health (Infectious and Notifiable Diseases) Regulations place duties on schools, teachers and parents in the case of a pandemic.

Regulation 14 provides that schools must exclude teachers and students who have an infectious disease.

Careful exercise of all these powers will be especially important in the "stamp it out" stage. Any decision by the manager, board chairperson, Principal or chief executive to close the centre/School/institution should be based on advice from health authorities.

For example, if a cluster outbreak is declared in Wellington, health authorities are more than likely to close education facilities to students across the region at the end of the business day. Therefore, any ill-advised action such as an unnecessary closure would make life very difficult for the wider community.

Tertiary

There is no specific power in the education legislation authorising the closure of tertiary institutions. That power lies with the Ministry of Health under the Health Act 1956.

Health and Safety in Employment Act 1992

In addition to requirements under the Civil Defence Emergency Management Act, pandemic planning will help ECE/Schools/TEOs ensure they meet their obligations under the Health and Safety in Employment Act, including:

"Every employer shall take all practicable steps to ensure the safety of employees while at work; and in particular shall take all practicable steps to:

- 1. provide and maintain for employees a safe working environment*
- 2. "provide and maintain for employees while they are at work facilities for their Safety and Health ..."*

Section 28: Employees may refuse to perform work likely to cause serious harm - "An employee may refuse to do work if the employee believes that the work that the employee is required to perform is likely to cause serious harm to him or her...."

What is the role of the Pandemic Manager?

The role of the Pandemic Manager is to ensure that:

Students and staff members affected by a pandemic event are managed effectively throughout its duration;

The organisation provides a safe working environment for those that remain; and

Students and staff who have been absent can return to ECE/School/TEO fully recovered and in a positive manner.

The role has two core functions:

To manage and implement the ECE/School/TEOs' health and safety responses at each code alert level, including establishing and testing the necessary health and safety processes within the site.

To manage students and staff affected by the pandemic, either because they become ill at ECE/School/TEO, are absent from ECE/School/TEO or have been in contact with students and/or staff who become ill, and their return to ECE/School/TEO

Responsibilities

Specific responsibilities include:

Establishing a pandemic response plan and processes needed to ensure that the ECE/School/TEOs' response and actions at each code alert level are consistent with public health planning requirements.

Ensuring, in line with ECE/School/TEO policies, the ECE/School/TEO has adequate supplies of tissues, medical and hand hygiene products, cleaning supplies and masks for people who become ill at ECE/School/TEO. These may be difficult to purchase once a pandemic begins.

Setting up a system to monitor students and staff who are ill or suspected to be ill in the event of a pandemic, including contacting students and staff who are unexpectedly absent from ECE/School/TEO - has their health professional been notified of their illness? Have contact issues been addressed? Is someone able to care for them?

Link into and maintain information on the wider welfare activities within the local community that students and staff may need to access in the event of a pandemic e.g., how would they access food if they are unable to leave their home, who to contact in the event that normal care givers are sick and not available.

Provide health and safety training and advice to staff, keeping all staff regularly informed of the ECE/School/TEOs' response plan, ensuring information on influenza prevention, how to treat students and staff that become ill at ECE/School/TEO and how ill students and staff will be supported is communicated and included in induction processes for new students and staff.

Ensure an up to date listing of student and staff contact details, next of kin etc is maintained.

Setting up a process to facilitate / encourage the return of students and staff to ECE/School/TEO once they are better or at the end of a quarantine period.

Implementing the ECE/School/TEO response to the "phase alerts" published by Ministry of Health

Co-ordinating communications to students and staff at different phases of pandemic
Managing students and staff who become ill at ECE/School/TEO and informing their teachers, managers and next of kin

Managing students and staff who may have come into contact with other people who become ill at ECE/School/TEO

Managing the absence and return to ECE/School/TEO of students and staff and their contacts

Managing students and staff who are travelling at the time of a pandemic event

Ensuring appropriate notices are displayed

Liaising with parents and other Pandemic Managers within the ECE/School/TEO cluster or region as required

Liaising via your cluster single point of contact to your District Health Board

Liaising with the Education sector's liaison person who will be located at the local Health Emergency Operations Centre (EOC)

Implementing the response as advised by either the Medical Officers of Health or the Ministry of Health via the Ministry of Education.

STORM EVENT

IF INFORMATION IS RECEIVED FROM THE METEOROLOGICAL SERVICE ABOUT A PENDING SEVERE WEATHER EVENT WHICH COULD IMPACT ON SANCTA MARIA PRIMARY OR THE SURROUNDING AREA



A LOCK DOWN IS INDICATED BY THE REPETITIVE INTERMITTENT SOUNDING OF THE SCHOOL LOCK DOWN ALARM



LOCK DOWN PROCEDURES ARE INITIATED AND POLICE ARE ADVISED **(1) 111**
STAY ON THE PHONE WITH EMERGENCY SERVICES



TEACHERS SHOULD CLEAR ALL TOILETS, HALLWAYS AND OTHER ROOMS THAT CANNOT BE SECURED



GO INSIDE OR STAY INSIDE - KEEP STUDENTS CALM, ON THE FLOOR AND AWAY FROM DOORS AND WINDOWS



LOCK EXTERIOR DOORS AND DO NOT OPEN UNTIL THE LOCK DOWN IS DECLARED OVER



IF BLINDS ARE ON WINDOWS, ENSURE UNOBSTRUCTED TO ALLOW FOR VISUAL INSPECTION



CONTROL MOVEMENT IN CLASS



BE AWARE THAT FURTHER INFORMATION MAY TAKE SOME TIME - BE PATIENT



THE PRINCIPAL, MEMBER OF THE SCHOOL SENIOR MANAGEMENT OR MEMBER OF THE EMERGENCY SERVICES WILL ANNOUNCE ALL CLEAR

STORM EVENT

Sancta Maria Primary is located in a low to medium wind zone.

Given the geographic location of the school it does not necessarily have the potential to be impacted by a storm event.

One of the most significant risks for the school is flying debris caused by high winds during any storm events and possible land erosion. An assessment of the school during the emergency planning review did not highlight any specific areas of concern.

Given that such events can develop a Lock down should be the starting response and the threat level reduced when more information is available.

Before a storm

Getting ready before a cyclone strikes will help reduce damage to the school.

- Review the Emergency Plan
- Keep materials at hand for repairing windows, such as tarpaulins, boards and duct tape
- If you are renovating or building, make sure all work complies with the New Zealand building code which has specific standards to minimise storm damage

When a warning is issued

- Pick up any debris around the school that could become airborne
- Bring rubbish bins indoors
- Listen to your local radio station for information
- If you are aware of any debris from neighbouring building sites make contact with the council if you are able to safely.

During a storm

- Open a window on the side of the building away from the wind. This will relieve pressure on the roof and help prevent it lifting.
- Close all curtains and blinds in class rooms to slow down flying glass and airborne objects.
- Stay away from doors and windows. If the wind becomes destructive, shelter further inside the classrooms or potentially in corridors.
- Don't walk around outside.

After a storm

- Follow the procedures as per the Emergency Plan following a school Lock down.
- If there has been damage or injuries then the Crisis Management structure should be used.
- Contact the council and insurance company if any building has been severely damaged.

Cyclones

Tropical storms, variously known as hurricanes in the Atlantic, typhoons in the Pacific and cyclones in the Indian Ocean and New Zealand, breed in a worldwide belt centred on the equator.

Warm air at the equator where the land and sea temperature is the hottest, rises helping to create an area of low pressure. The rising air moves north and south to a latitude of about 30 degrees. The west to east rotation of the earth channels these air streams into a north easterly and south easterly flow. As these north/south easterly airstreams cool at 30 degrees north or south, the rotation of the earth creates the northeast trade and southeast trade winds.

Southern hemisphere weather pattern

Within this global wind pattern our southern hemisphere cyclones are created. As warm air is drawn up from the earth it creates a low pressure zone beneath it which in turn draws cold air from the polar region to the south and more warm tropical air from the north. These air masses are deflected by the rotation of the earth causing northern hemisphere cyclones (hurricanes) to move anticlockwise while southern hemisphere cyclones move in a clockwise direction.

As the depression matures the boundaries of the air masses become distinct and form “fronts,” the source of our bad weather. The warm fronts produce widespread rain while the cold fronts produce thunderstorms and hail.

Southern Oscillation

In New Zealand we are subject to the “Southern Oscillation” which is also known as La Nina and El Nino.

The Southern Oscillation is a see-saw of atmospheric pressure between the eastern Pacific and Indonesian regions. The oscillation has two centres of action; one over the south-east tropical Pacific, and the other over Indonesia/Northern Australia. Atmospheric pressure fluctuations at these centres, which are thousands of kilometres apart are coherent, but out of phase.

This gives us alternate patterns of El Nino with wind flows from the south west caused by higher than usual pressures over Australia, and lower than usual pressures to the south of New Zealand and La Nina with the pressure systems reversed and wind flows from the north east.

Each phase of El Nino and La Nina takes three to five years.

El Nino phase, with winds from the south west generally gives cooler than usual temperatures, with an increase in rainfall to the south and west and a decrease to the north and east of the country.

La Nina phase, with winds from the east in summer and north in winter, gives Auckland and increased rainfall.

Our cyclone patterns

Of the ten or so tropical cyclones that form in the southwest Pacific each year, an average of around two will move south into the New Zealand Sector. Actual numbers vary. In 1983, 1987 and 1991 we had no cyclones, while in other years we have had up to four.

La Nina phase tends to bring cyclones further west and hence closer to New Zealand that El Nino phase which takes cyclones further to the East.

Cyclones generally head south and as they approach the colder regions south of 30 degrees (Auckland is approx 37 degrees south) swing to the east, many missing the mainland of New Zealand.

The “cyclone season” is late summer to autumn.

- Cyclone Bola that devastated the eastern north island occurred in 7th March 1988.
- Cyclone Polly struck northland on 2nd March 1993.
- Cyclones Fergus struck Coromandel to Northland 29 December 1996
- Cyclone Drena repeated this pattern on 8th January 1997
- Cyclone Gavin missed New Zealand but gave us heavy rain 11 - 12 March 1997.

Heavy rain storms that are not cyclones

Other weather patterns sometimes bring heavy rain that is not cyclonic but causes floods, landslides and general damage.

- 14 July 1996 storm surge
- mid July 1998 flooding
- February 2004 Manawatu floods

Five tropical cyclones have passed within 220km of Auckland City between 1970 and 2001.

The main hazards associated with tropical cyclones are wind gusts and heavy rainfall, but they can also generate significant storm surge and coastal erosion.

Cyclone consequences

A severe cyclone event, of a magnitude expected on average once every 100 years (winds up to 170 km/hr, rainfall up to 85mm/hr), could have the following consequences:

- 5-20% of steeper slopes in coastal areas and in the Whitford, Hunua and Waitakere Districts may fail.
- Coastal flooding and erosion.
- A 1:100 year cyclone is expected to disrupt land transport. Road transport disrupted by debris and flooding for several days, or up to a week or more for routes affected by landslips. Rail could take 2-7 days to recover, up to a several months if widespread slope failure occurs.
- Power outages for several hours.
- Disruption of water supply, wastewater and stormwater networks.
- Short term economic losses to home-owners, utility companies and territorial authorities for clean-up, repair and reconstruction.

(Source: Auckland Engineering Lifelines Project, Stage One report, 1997. (Publication # 116)

Tropical cyclone formation

Tropical cyclones typically form close to the equator in the West Pacific. It is from the warm equatorial waters that cyclones derive their energy. Most cyclones play out their whole life cycle in the tropics. Sometimes though, a few cyclones migrate out of the tropics into the mid-latitudes, where New Zealand is situated. During this process they exchange their characteristic tropical core of warm air for one of cold air.

This exchange of warm for cold air often occurs when cyclones interact with troughs of cold air moving through in westerly winds and cause re-development of the storm.

Damage

The effects of cyclones and rainstorms are similar causing flooding, damage to buildings, disruption to roading communications and services.

Most of these problems are short term and effective mitigation and response is dependent on early and reliable weather warning systems

Damaging wind is caused by cyclones, tornados or areas of very low pressure air called deep depressions. The MetService issues a strong wind warning when winds of over 87km/h are expected over land. Follow these steps to get through the dangers of strong winds:

Tornados

Tornados frequently occur in Auckland but Auckland's tornados are much smaller than the very large ones that occur in the Midwest of the United States.

Tornados are a mass of unstable air rotating up to 244 km/hr which rises rapidly around a centre of unstable air. On average, 1-2 tornadoes and waterspouts (tornadoes over water) are reported in Auckland every year. In New Zealand they usually have a damage path 10-20 m wide and 1-5 km long, and usually only have a life of around 15 minutes.

Consequences of Damaging Tornados in Auckland

In Auckland, damaging tornadoes have a return period in the order of 2-3 years, and have caused damage to:

- buildings and power lines (August 1980; May 1982; September 1986; August 1992; March 1997) - up to 50 houses received damage in August 1992
- fences and trees (August 1980; September 1986; August 1992)
Vehicles (overturned)

Tornadoes in Albany, May 1991 and 2011:

During May 1991, a tornado hit the small township of Albany, north of Auckland causing roofing iron to be lifted from homes and the destruction of a small church that was located on the south-western side of the village. No severe injuries occurred, but one man died when debris spread by the tornado collided with him while he was driving a bulldozer.

In early 2011 another tornado struck Albany and injured numerous people as well as taking one life.

A tornado is a threat from outside and Lock down procedures should be initiated

TSUNAMI (WITH WARNING)

A WARNING HAS BEEN RECEIVED OF A TSUNAMI WHICH MAY IMPACT ON THE REGION IN A PERIOD **LESS** THAN TWO HOURS.

ON HEARING THE SCHOOL EVACUATION ALARM - EVACUATE ALL SCHOOL BUILDINGS

IN THE EVENT OF THE EVACUATION ALARM NOT WORKING A VERBAL WARNING SHALL BE GIVEN AND THEN DIAL 1-111

STAFF TO ACCOMPANY GROUP OF STUDENTS THEY HAVE AT THAT TIME TO EVACUATION ASSEMBLY AREA WHERE THEY WILL LINE UP IN THEIR CLASSES

ASSEMBLE AT EVACUATION ASSEMBLY AREA

STAFF WILL IMMEDIATELY CHECK ROLL AND ADVISE THE PRINCIPAL OR HER ALTERNATE

OFFICE MANAGER SHALL MEET EMERGENCY SERVICES AT THE FRONT OF THE SCHOOL

STAFF SHOULD BE PREPARED TO MOVE TO THE ALTERNATE EVACUATION ASSEMBLY AREA IF DIRECTED

TSUNAMI (WITHOUT WARNING)

IF THERE IS A TSUNAMI WARNING FOR THE AUCKLAND REGION THE RESPONSE IS SPECIFIC FOR SANCTA MARIA PRIMARY

A LOCK DOWN IS INDICATED BY THE REPETITIVE INTERMITTENT SOUNDING OF THE SCHOOL LOCK DOWN ALARM

LOCK DOWN PROCEDURES ARE INITIATED AND POLICE ARE ADVISED **(1) 111**
STAY ON THE PHONE WITH EMERGENCY SERVICES

TEACHERS SHOULD CLEAR ALL TOILETS, HALLWAYS AND OTHER ROOMS THAT CANNOT BE SECURED

BRING EVERYONE INSIDE AND IF POSSIBLE OBTAIN ROLL - NOTE STUDENTS NOT ACCOUNTED FOR
- KEEP STUDENTS CALM, ON THE FLOOR AND AWAY FROM DOORS AND WINDOWS

LOCK EXTERIOR DOORS AND DO NOT OPEN UNTIL THE LOCK DOWN IS DECLARED OVER

IF BLINDS ARE ON WINDOWS, ENSURE UNOBSTRUCTED TO ALLOW FOR VISUAL INSPECTION

CONTROL MOVEMENT IN CLASS

BE AWARE THAT FURTHER INFORMATION MAY TAKE SOME TIME - BE PATIENT

THE PRINCIPAL, MEMBER OF THE SCHOOL SENIOR MANAGEMENT OR MEMBER OF THE EMERGENCY SERVICES WILL ANNOUNCE ALL CLEAR

TSUNAMI

Given the location of the school, the initial response to a tsunami warning/threat is to evacuate.

The worst case scenario is suggested for Sancta Maria Primary, and that is a Regional or local source tsunami which may arrive within two hours, however the school is located approximately 2.5 kilometres from the nearest inlet which comes into Otara.

Sancta Maria Primary is sitting 20-25 metres above sea level as previously indicated and is a reasonable distance from any waterway. There would be advanced warning if the school was going to be under threat of a tsunami which would allow ample time to decide on what response would be necessary if at all.

Civil Defence Warnings in Auckland

Once information has been received of an emergency event which could require the evacuation of areas within Auckland, the following is the process for warning the community of the impacts and likely affects and to issue any advice around evacuation.

If particular areas required “*immediate*” evacuation then the Emergency Services (Police and Fire) along with a limited number of Civil Defence volunteers would be tasked to go through the areas of concern with loudhailers, or door to door if time permitted, advising people of the requirement to evacuate.

The advice that is advocated is that as soon as people are aware of the potential for a Civil Defence event or an event has occurred, they should immediately turn on a radio and listen to any updates and advice from Civil Defence or the Emergency Services around evacuation.

The suggested radio stations for the Sancta Maria Primary area, are Newstalk ZB (89.4FM) or More FM (91.8FM).

The Auckland Civil Defence has comprehensive response plans for the region in regards to all likely events which could impact on the area. These plans have all been endorsed by the Emergency Services who will work with Civil Defence in any emergency.

WHAT IS A TSUNAMI?

A tsunami is a series of sea waves caused by an earthquake, landslide or volcanic eruption beneath or near the ocean.

Distant source (Or teletsunamis)

Tsunamis are long period gravity waves generated by sudden displacement of water by submarine earthquake, eruption or landslide.

Tsunamis affecting New Zealand could be generated anywhere around the Pacific Rim but Chile is the most likely source of significant events. Distant source events are called teletsunamis.

On a 75 year return period we are likely to have a tsunami from this source between 1 - 3 metres in height.

The largest tsunami recorded in Auckland was 1.5 metres in 1868 from an earthquake in Chile.

The chance of a tsunami being generated by a bolide strike from outer space is remotely possible but could have devastating effects.

Near source (Regional), or locally generated tsunamis

An undersea volcanic eruption in the Hauraki Gulf could cause a small tsunami with waves possibly up to 0.5 m in height. The return period for such an event is unquantifiable.

An earthquake in the Hauraki Gulf on the Kerepehi Fault of 6.9 Richter scale magnitude, with a return period of 4,500 - 9,000 years could cause a tsunami with waves up to 2.5m in the Thames area diminishing to 0.5m at Maraetai and 0.25 on the shores of Auckland's eastern suburbs.

How much warning will you have?

There are three distinct types of tsunami – distant, regional and local. In the case of a distant tsunami, you can expect to have more than three hours warning. A regional tsunami will be between one and three hours away, while a local tsunami – the most dangerous – may only give us a few minutes warning.

Tsunami warning

Here are the ways you will know that a tsunami is approaching:

- The Ministry of Civil Defence & Emergency Management will issue a national warning on the television and radio
- You will receive a warning from your local council or Civil Defence Emergency Management Group

- If you are at the coast and you feel a strong earthquake, see the sea receding (the waterline moving away from the shore), the sea bubbling or making a roaring sound, move to higher ground immediately.
- Be aware that there may be more than one wave, sometimes as many as seven, and it may not be safe for up to 24 hours. The waves that follow the first one may also be bigger

During a tsunami

If you haven't done so already, move immediately to the nearest higher ground.

After a tsunami

- Listen to the radio for civil defence advice
- Do not go down to the sea until you have been told it is safe to do so

Tsunami toolkit checklist

(Supplied by the Ministry of Education)

A tsunami can be caused by an earthquake or an underwater land slip. If the event that causes the tsunami is some distance from New Zealand there may be several hours warning which enables residents of coastal areas to evacuate safely.

If the event happens close to the shoreline there can be little or no warning.

Tsunamis could also happen in larger bodies of inland areas for the same reasons and warning times would be limited in such cases.

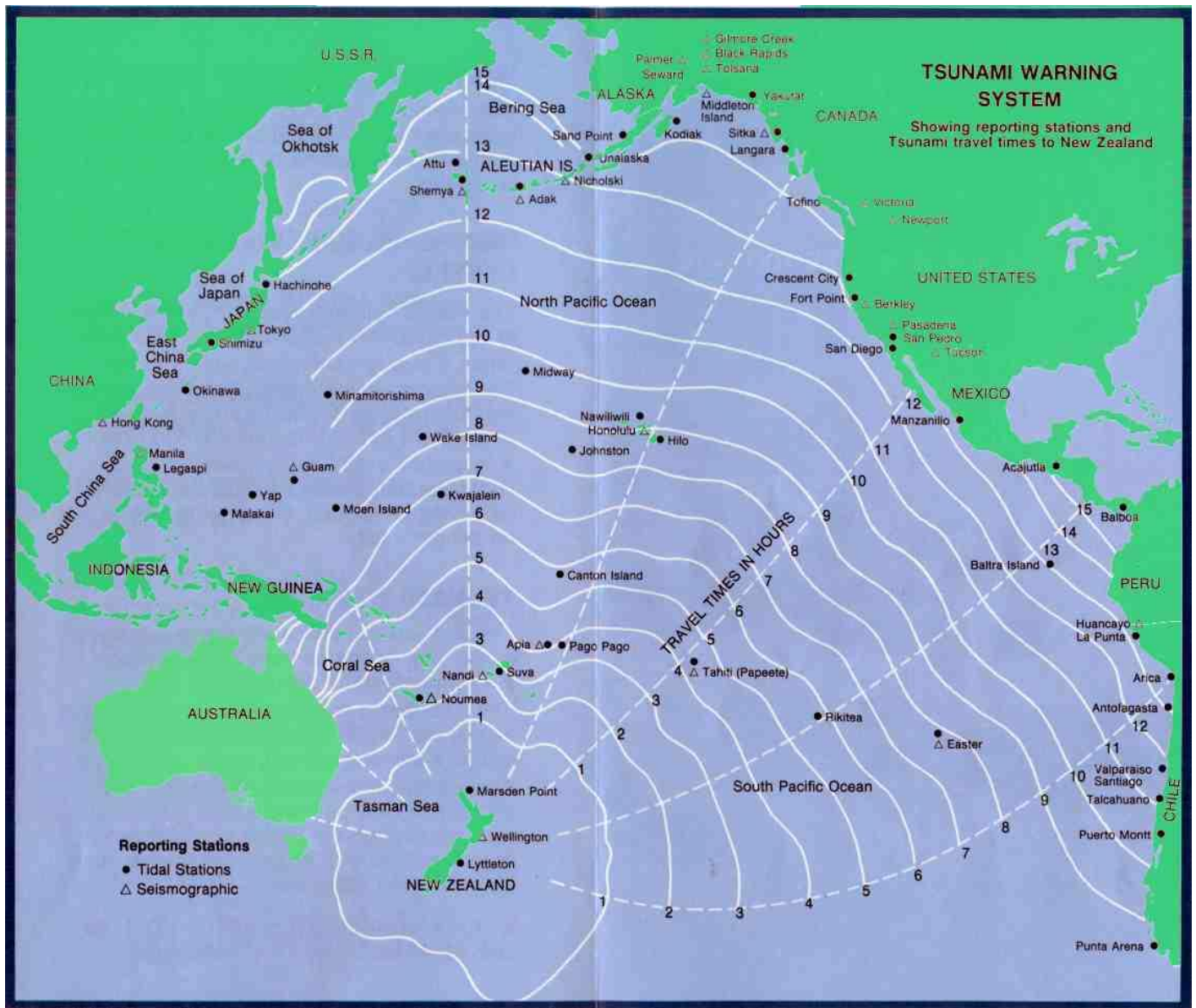
If living or working in an area which is at risk from a tsunami it is prudent to consider evacuation routes in advance or to have planning in place for emergency relocation to the nearest high area. Civil defence authorities recommend high ground with a minimum height of 35 meters for safety.

If your building is higher than one storey and has a flat strong roof emergency shelter may be sought there. However, be aware that even reinforced concrete buildings have suffered varying amounts of damage from tsunamis depending on how close they were to the shoreline and the size of the tsunami.

Civil Defence Emergency Management comments

If a tsunami threatens:

- Your Emergency Management Plan should list the frequency of the local radio station that will broadcast civil defence warnings and updates.
- Once contacted by the local civil defence be prepared to evacuate. Listen to your local radio for instructions.
- Leave the area immediately if a strong earthquake strikes and you are close to a beach or near a river.
- Go at least one kilometre inland or 35 metres above sea level.
- If you cannot go higher, go inland - at least 1.5km.
- If you do not have sufficient time to evacuate the Emergency Management Plan should have considered the availability and suitability of School or nearby buildings for their height and roof type.
- Take your disaster survival kit and any important documents with you such as the roll.
- Do not return for at least one hour, or as advised by civil defence authorities.
- Stay away from rivers and creeks as they amplify the effects of a tsunami.
- Tsunamis sometimes 'draw up' water before they come inland. If you see the water suddenly retreat (after an earthquake), it is probably a tsunami. Leave the area immediately.
- **DO NOT** go to a beach or river to watch the waves come in. If you see the tsunami, it will probably be too late to get to safety.



THREATENING BEHAVIOUR

IF A PERSON(S) ACTIONS BECOME VIOLENT/THREATENING AND THERE IS A RISK TO THE SAFETY OF STAFF AND OR STUDENTS AT SANCTA MARIA PRIMARY

A LOCK DOWN IS INDICATED BY THE REPETITIVE INTERMITTENT SOUNDING OF THE SCHOOL LOCK DOWN ALARM

LOCK DOWN PROCEDURES ARE INITIATED AND POLICE ARE ADVISED **(1) 111**
STAY ON THE PHONE WITH EMERGENCY SERVICES

TEACHERS SHOULD CLEAR ALL TOILETS, HALLWAYS AND OTHER ROOMS THAT CANNOT BE SECURED

GO INSIDE OR STAY INSIDE - KEEP STUDENTS CALM, ON THE FLOOR AND AWAY FROM DOORS AND WINDOWS

LOCK EXTERIOR DOORS AND DO NOT OPEN UNTIL THE LOCK DOWN IS DECLARED OVER

IF BLINDS ARE ON WINDOWS, ENSURE UNOBSTRUCTED TO ALLOW FOR VISUAL INSPECTION

CONTROL MOVEMENT IN CLASS

BE AWARE THAT FURTHER INFORMATION MAY TAKE SOME TIME - BE PATIENT

THE PRINCIPAL, MEMBER OF THE SCHOOL SENIOR MANAGEMENT OR MEMBER OF THE EMERGENCY SERVICES WILL ANNOUNCE ALL CLEAR

THREATENING BEHAVIOUR

Mobile offending and violent/threatening behaviour are very different terms, however, how the school responds to each is the same.

For information only, to differentiate between the two is the act of “**actual physical violence**”. As outlined above, violent and/or threatening behaviour can be one of, but not limited to, the following:

- Disgruntled Parent
- Custody Dispute
- Mentally Impaired Person
- Trespasser
- Civil Disorder(s)

(This document will provide an explanation for each of these in upcoming pages.)

Any of the above scenario's can result in committing **actual physical violence**, unless the situation is managed in a calm and orderly manner. To enable the member of staff to deal with these situations before they escalate, a set of procedures can be adopted and trained in. These are as follows:

Scenario One

*A female (mother of student) enters the school and approaches the Receptionist. She demands to see the Principal and when advised that the Principal is currently off-site, becomes highly agitated. Her demeanour is escalating and she starts to become more aggravated, quite clearly having no control over her behaviour, although at this stage, she has not committed any acts of **actual physical violence**, she is acting in a manner which is both threatening and has the potential to possibly escalate to that of violence.*

There are options in dealing with her which at the outset are common sense, however when one is faced with this form of aggressive behaviour, it is natural human nature to adopt the “fight or flight” syndrome.

In essence, the “fight or flight response” is our body's primitive, automatic, inborn response that prepares the body to “fight” or “flee” from perceived attack, harm or threat to our survival.

It is well recorded that each person reacts differently to each situation, and some situations may be more stressful to some more than others, this response is ever-present within the human being and comes to the fore when a stressful situation arises.

The “disgruntled mother” in this scenario is recommended to be dealt with primarily by the following:

- It is evident from her demands that she is requiring attention and wants to be heard.
- She has an issue that has caused her a form of extreme frustration and it is highly possible that in this case, it can be easily dealt with by simply listening to her.
- Keep calm; whilst this is easy to say in documentation form, it is extensively documented that when a person acts based on fear or panic, there is a high tendency to think and do irrational acts; (if you explore this dot point and base it on the scenario, the recipient of the mother’s behaviour, in essence, could be acting the same way as she).
- An approach which could be adopted when dealing with the female could be “Tell me what has happened”. It is purely a comment as simple as that, which could quell the situation.
- At the same time, the female should be monitored by another staff member and if she is not calming down, then assistance should be called for, whether this be in the form of another member of staff/parent or the police.
- ***It is important to remember that all calls to the police will be prioritised by them. DO NOT think that you will be “bothering” them, or that your situation is too “minor” for police attendance. The response by emergency services will be determined by the police communications section.***

Following the conclusion of the incident, whether it be as a result of police attendance or a staff member being able to calm the situation, an Incident Report should be completed and submitted for the information of the Principal.

As per all incidents, this report should be detailed and include how the matter was dealt with and resolved. It should then be retained in the appropriate area for further review.

Each and every situation will result in actions that are undertaken which can be both positive and negative. The negative aspects should not be seen in a bad light, on the contrary and should be accepted as constructive. Where this can be of benefit in particular, is at a “de-brief” which would normally be controlled by a senior member of staff, preferably from an independent school that has not been involved in the incident.

At the de brief, there is a specific format to follow and this will be controlled by the external member. *(The purpose and details of how a de brief is co-ordinated is documented in this article.)*

Scenario Two

Whilst in class, a teacher notices a stranger on the premises. He is unknown to the teacher and enquiries reveal, also unknown to a lot of staff in general. The teacher makes the decision to approach the male within full visibility of the other class rooms.

As she approaches the male, she notes that he appears confused and after speaking with him to ascertain if she can assist him, his speech is slurred and he is unclear of his surroundings or who he is actually visiting within the school.

Although not confrontational, this situation has the potential to escalate, jeopardising the safety of both staff and students.

This situation is common and could be one of the most likely of incidents to occur, particularly at Sancta Maria Primary. This is based on the fact that members of the community are encouraged to “walk-through” school grounds in an attempt to deter criminal activity. However, notwithstanding this, it is important that during school hours (which also includes when staff are on-site and classes for the day have concluded), that visitor’s to the school, must sign in and be provided with, and wear at all times, a name tag.

If there is a person on the grounds who isn’t wearing a name tag, that person should be confronted. If staff members are not comfortable in confronting these person(s), then the police should be called on **(1)111**.

It is not expected by any school and/or emergency agency (i.e. police) that teachers; students; employees of the school confront trespassers and in any way jeopardise their safety.

SAFETY IS OF PARAMOUNT IMPORTANCE

VOLCANO

IF A VOLCANIC ERUPTION IS IMMINENT, EVACUATION PROCEDURES SHOULD BE INITIATED

ON HEARING THE SCHOOL EVACUATION ALARM - EVACUATE ALL SCHOOL BUILDINGS IMMEDIATELY

DIAL (1)-111

ASSEMBLE AT THE DESIGNATED EVACUATION ASSEMBLY AREA

STAFF TO ACCOMPANY GROUP OF STUDENTS THEY HAVE AT THAT TIME TO THE EVACUATION ASSEMBLY AREA WHERE THEY WILL LINE UP IN THEIR CLASS

STUDENTS WILL MOVE IN AN ORDERLY AND QUIET MANNER TO THE ASSEMBLY LOCATION.

RESPECTIVE TEACHERS WILL CHECK ROLL AND ADVISE THE EVACUATION CO-ORDINATOR.

A DESIGNATED PERSON SHALL MEET EMERGENCY SERVICES AT THE FRONT OF THE SCHOOL

VOLCANO

There are seven active volcanic regions in New Zealand. Those living in these regions are at risk from volcanic ash, debris, lahars and lava flows. A major eruption can deposit huge quantities of ash across vast areas creating serious problems.

The **Auckland Volcanic Field** is an area of about 360 km² centered on Auckland city; within this field are 49 separate volcanoes. During the 250,000 years of their history, Auckland's volcanoes have totally changed the Auckland landscape. Volcanoes in Auckland include small cones less than 150 m in height and explosion craters. The type of volcanic activity in Auckland means each eruption has occurred at a new location; these are coming from a single active 'hot spot' of magma about 100 km below the city. Many of the volcanoes today have been quarried or become public parks. Auckland's existing volcanoes are unlikely to become active again, but the Auckland Volcanic Field itself is young and still active.

Most Recent Eruption

Where: Rangitoto

When: around 600 years ago

Effects: Of all Auckland's eruptions, Rangitoto was the only one witnessed by people. The eruption would have been extremely violent, as the lava came into contact with sea water. Of note, Rangitoto alone produced a volume of lava equal to that erupted by the rest of the volcanoes in the volcanic field.

Before a volcanic eruption

- Find out if you live in a volcanic area and the hazards that could affect you
- If you live in an area that could experience a lahar or a lava flow, make sure you know a quick route to safe ground
- Talk to your local Civil Defence Emergency Management Group about how they will warn you of a volcanic eruption
- Develop a household Emergency Plan and prepare an Emergency Survival Kit so that you will cope with being on your own for three days or more
- You should also plan what you need in your Getaway Kit in case you need to evacuate

When a volcanic eruption threatens

- If a life-threatening eruption is likely to occur, a Civil Defence Emergency will be declared and the danger area will be evacuated
- Listen to your radio for information and follow Civil Defence Emergency Management advice

During a volcanic eruption

- Save water in your bath, basins, containers or cylinders at an early stage. Your normal water supply may become polluted
- Bring your pets indoors and stay indoors as much as possible
- If you have to go outside, wear a dust mask and goggles. This will keep ash out of your eyes and lungs
- Keep your gutters and roof clear of ash. Heavy deposits of ash can collapse your roof
- Turn your electricity and gas off at the mains
- Do not leave your home unless advised by Civil Defence Emergency Management officials

After a volcanic eruption

- Do not return to your home until Civil Defence Emergency Management officials have told you that it is safe to do so
- If you are affected by the eruption, have your house inspected and the damage assessed.

Volcano from outside Auckland

The Auckland Region, could be inundated with volcanic ash and aerosols from volcanic centres located 140-280 km to the south and south-east. Geological evidence indicates that eruptions from the Taupo Volcanic Zone (Tongariro Volcanic Centre, Okataina Volcanic Centre) or Mt Taranaki to the south or from Whangarei in the north could cause disruption to the Auckland region. The thickness of ash deposits primarily range between 1mm to greater than 60 mm. Rhyolitic ignimbrites up to 9 m thick are also documented by are extremely infrequent.

The probability of a Taranaki eruption affecting Auckland in the next 50 years (or over any 50 year period) is 15-63%. There is only a 2.5-4.9% probability of an eruption from the Taupo Volcanic Zone in any 50 year period. An eruption from one of these sources may spread ash across the region, dependent on weather conditions. This could lead to:

- Widespread problems with transport infrastructure, possible power outages, and disruption of fresh and waste water services.
- Limited physical risk to people, although ash on roads may be hazardous, and lungs and eyes may be irritated.
- High social and psychological impacts, due to: the infrequent nature of severe ash inundation, and high potential for disruption to lifeline facilities, the real or perceived need for community relocation.
- Extremely high economic cost, due to: considerable clean-up costs (\$50-250 million), damage to infrastructure; temporary (months) of businesses; damage or loss of horticultural and agricultural products; loss of exports and damage to

export market, and short and long-term effects on Auckland as a tourism destination.

- Ash fall of less than 1 mm will have a limited impact on livestock e.g. contaminated water supplies, wear on teeth etc. 100mm of ash will affect vegetation, kill most pastures, and cause collapse of weaker roof structures.

Volcanic Eruption and Ash fall

Emergency Response Toolkit

(Supplied by Ministry of Education)

New Zealand has a number of active volcanoes, including some that are considered dormant. All are either in the North Island or off shore.

The volcanoes range from the very obvious, such as Mt Ruapehu to the not so obvious, such as the Auckland volcanic field and Lake Taupo.

Volcanic eruptions are not expected to happen without some warning signs that would be picked up by civil defence authorities, who in turn would alert the local community.

GNS Science has a web page at www.gns.cri.nz which provides excellent advice and background on volcanic hazards. The site offers detailed advice on actions to take before during and after an eruption.

Potential hazards from an eruption include ash falls, lava bombs, pyroclastic flows and surges, lahars, volcanic gases, volcanic earthquakes and atmospheric effects.

Many of these will only affect an area very close to the volcano. However, volcanic ash fall can be deposited hundreds to thousands of kilometres from its source, making it the product most likely to affect the largest area and the greatest number of people.

When a volcano threatens

- Listen to your radio or TV for advice and information
- Contact your local CDEM Group for advice
- Check your Emergency Management plan and make sure that staff know what to do.

Volcanic eruption Emergency Management plan checklist

- If your School is within a volcanic hazard area do you have sufficient face masks available for staff and pupils? (the local civil defence group can give advice on this)
- Are the down pipes from the roof capable of being disconnected to prevent ash being washed into storm water drains and blocking them,
- Are the down pipes from the roof capable of being disconnected to prevent ash being washed into water tanks,

Volcanic eruption Emergency Management plan action guidelines

During an ash fall:

- Stay indoors,
- Close windows and doors,
- Turn off air-conditioning units and any other equipment that draws in or blows air,
- Listen to the radio for advice and information,
- Ensure that staff and pupils stay indoors.
- If anyone is outside the Emergency Management plan briefings should have covered the need for them to seek shelter and to use a mask or handkerchief for breathing.
- 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.
- Monitor the amount of ash on roofs. There have been cases overseas where roofs have collapsed under the weight of wet ash causing injury to the occupants.
- Be prepared to evacuate buildings which show signs of roof sagging.
- In heavy ash falls, windows and doors may need additional sealing to avoid ash entering the School buildings. Extra care must be taken by people entering buildings to ensure that outer clothing and footwear is removed early to avoid spreading ash throughout the building.
- Protect buildings where fresh foodstuffs are stored to reduce the amount of ash entering the building.
- Disconnection of roof-fed water supply is only required when an ash fall is occurring or during the clean up to stop ash entering the storage tanks.
- If possible have School outdoor equipment, cars etc parked under-cover or cover them.

How to clean up after an ash fall

- Wetting down ash will form a glue-like material which is not easy to remove, and add weight to the ash. The best method is to lightly damp the ash to prevent it billowing and to sweep it up.
- Remove ash immediately (before rain if possible) but remember ash particles commonly have sharp broken edges making it a very abrasive material.
- Clean roofs first to reduce windblown ash covering cleaned areas or damage to guttering and blocking down-pipes.
- Place ash in rubbish bags if possible and seal them.
- Do not dump ash in the storm-water or sewage system.
- Contact your council for information on the disposal of ash.
- Prevent further ash entering the School by restricting access to the most protected (sheltered) entrance.
- Vacuum indoor surfaces where possible or use a damp cloth to remove ash. Avoid vigorous rubbing.
- Clean electrical systems. Dry ash should be blown off with high pressure air, while wet ash should be cleaned off by hand or with water at high pressure.

Ensure that the power is off before doing this and if in doubt have a licensed electrician check the equipment for safety.

Larger eruptions

If the School is in the path of potential lava flows, pyroclastic flows, surges or lahars be aware of this fact and be prepared to evacuate when asked to by controlling authorities (i.e. police, civil defence etc).

Consult with these agencies when developing your Emergency Management Plan and link this section of your plan to theirs as appropriate. The evacuation part of your plan should consider this scenario (if applicable to your area) and have contingencies in place.

OTHER EMERGENCY EVENTS

Infrastructure Failure

Although the impacts on Sancta Maria Primary may not be immediate during any infrastructure failure within the region, the long term impact on the ability for the school to operate may be affected.

Power failure and infrastructure failures are the most significant events to impact on the Auckland Region and has flow on affects for the school and family of students.

For any failure in power to the school, the safety of students and staff needs to be the priority and can the school continue without power, water or waste water services.

If the school is forced to close, then are all students able to be uplifted and what are the plans in place for their care in the short term.

Infrastructure failure in the Auckland region is not uncommon. Since 1994 the region has had two significant events: the 1993-1994 Water Crisis, and the Mercury Energy Crisis in 1998.

Infrastructure failure may result from natural or technological hazards, or from failure due to human error, simple equipment failure, or poor maintenance. The risks of infrastructure failure can be significant. This was clearly demonstrated during the Mercury Power Crisis (1998), when the lights went out for approximately 2 months, causing an estimated long-term economic impact equivalent to 0.1-0.3% of GDP.

Find out more about the possible consequences of infrastructure failure in Auckland:

- electricity supply failure
- water supply failure
- wastewater services failure
- gas supply failure
- failure of petroleum distribution
- telecommunications failure
- airport failure
- port failure
- highway blockage, bridge collapse

How are we managing the risk of infrastructure failure in Auckland?

Each individual utility undertakes comprehensive asset management planning to reduce the chance that they will no longer be able to provide services, and undertakes recovery planning to enhance their speed of recovery in a crisis. In addition, a number of Auckland's key utilities or engineering lifelines are working together to identify ways and co-ordinate their efforts to reduce the impact of hazard events. This voluntary collective is known as the Auckland Engineering Lifeline Group, which aims to improve service reinstatement after a disaster.

To find out more about the Auckland Engineering Lifelines Group, see its web page:

www.aelg.org.nz

Infrastructure failure – electricity

In October 2014, Auckland experienced a significant power failure affecting at least 12 suburbs within the city regions. 85,000 homes were without power at the peak of the outage, phones were affected, namely 2degrees, Vodafone and Spark (previously Telecom) and medically dependent and vulnerable customers were advised to make alternative arrangements.

In 1998, another significant power outage, Mercury Power Crisis (MPC) which lasted for 6 weeks occurred. As a result, it identified the following that could occur:

- severe disruption to all services and businesses in the affected areas
- short-term economic losses to industries and businesses operating in the affected area, in particular to the retail, hospitality industries, and industrial sectors
- long-term economic losses to many industries and businesses in the affected area, with an estimated long-term economic impact equivalent to 0.1-0.3% of GDP
- The Mercury Power Crisis forced vacation of 54% of business premises, affecting 70 000 workers and 7 500 residents. 400 businesses failed.

It is important to note, that the school should be in a position to look after itself in the first instance. This may be in the form of having a generator on-site and ready access to caretakers shed and other tools.

Infrastructure failure - water supply

In the summer period between late 1994 and early 1995, the Auckland region was subjected to a water supply drought. In any given year, there is a 1 in 25 chance that a drought this severe could happen again (return period = 1:25 years (Auckland Engineering Lifelines Project, 1997). However, Water Care Services are redesigning Auckland's water supply system to ensure they will be able to supply water during even larger droughts. By the end of 2002, Auckland will continue to be supplied with water during drought events that occur on average once every 200 years (1:200 year event). Only droughts larger than a 1:200 year event will result in water supply restrictions.

Infrastructure failure - wastewater services

Wastewater system failure within the Auckland region could result in:

- evacuation and closure of some organisations or businesses within the affected area depending on the nature of the failure
- sanitation and biological hazards (outbreak of sewage-borne diseases such as dysentery, typhoid and cholera)
- overloading of operational parts of system, resulting in overflows, possible coastal pollution and human and animal health problems requiring medical attention or hospitalisation
- in the event of earthquake, potential failure of older wastewater structures such as the Orakei sewer, which would result in sewage discharge from some 300 000 people into the Orakei basin and eventually into the harbour leading to contaminant spread
- contamination would require costly clean-up of the affected area
- Economic losses to the tourism industry through loss of appeal as tourism destination.

Infrastructure failure - gas supply

Damage to a major gas supply pipe within the Auckland region could result in:

- the need for evacuation of the affected area
- fire as a result of explosions
- severe inconvenience to households reliant on gas for cooking and heating
- shut-down and short-term economic losses to businesses and industries reliant on gas
- fatalities as a result of people breathing gas
- Spread of gas through underground corridors requiring closure and evacuation of large areas.

Infrastructure failure - petroleum distribution

Loss of petroleum supply and distribution network could result in:

- panic buying and congestion at fuel stations which would quickly reduce available fuel stocks
- social disorder due to loss of petroleum-run transport
- economic losses to the petroleum industry and industries associated with them due to loss of supply

- police stretched to address social disorder
- should a petroleum pipeline fail, there is likely to be fire and significant economic losses due to clean-up costs
- Adverse environmental effects if petroleum loss was caused by spills in and around marine areas.

Infrastructure failure - telecommunications

Failure of telecommunication systems could result in:

- overload by users; within 15 to 30 minutes of an emergency
- loss of communication to emergency services
- short term economic losses to businesses and industries
- Negative impacts on banks and financial systems.

Infrastructure failure - airport

Auckland International Airport is a major international air link and gateway for overseas and local visitors (some 8 million passenger movements through the airport each year). Shut-down or disruption of airport operations would result in:

- disruption of travel plans for some 21 000 passengers each day, resulting in stretched accommodation facilities if shut-down persisted
- loss of income and opportunities for businesses and industries dependent on airport facilities (e.g. the airport retail industry earned \$50 million in 2000)
- loss of employment for some 7500 workers
- Long-term economic losses to the tourism industry and export/import industries (the airport handles 200 000 tonnes of freight a year with an annual value of nearly \$8 billion).

Natural hazard induced shut-down would result in different risks:

- tsunami would incur clean-up costs and some rebuilding with an estimated disruption period of up to 1 to 2 weeks and cost of \$10 to \$50 million
- Earthquake would incur structure damage with an estimated disruption period of at least 3 to 6 weeks and cost of more than \$100 million for repair or reconstruction of the runway.

Infrastructure failure - port

Auckland has two Ports. The largest which has a container terminal and wharves is situated on the Waitemata Harbour near the Central Business District. There is also a smaller port which operates at Onehunga. Both ports are constructed on reclaimed land which means they are susceptible to damage during earthquakes. These Ports could cease to operate for a number of reasons, for example, ship strike of major berth, ship sinking in the Rangitoto channel, union strikes or other technological or natural hazards. If the Port activities stopped, it could result in:

- Disruption to transport industries that Cargo could no longer be received or dispatched. This work affect transport operators serving the port. (Auckland's ports handle over 123 million tonnes of cargo a year.
- In Auckland 30% of Auckland's economy comes from businesses that depend upon the Ports. Therefore, closure of the Ports could cause substantial economic losses to businesses and industries associated with port operations. An estimated 209 000 full time jobs could be effected. In addition repairs and reconstruction could also be costly.

Infrastructure failure - highway, bridge

Auckland's strategic arterial roads generally carry over 20,000 vehicles per day and include all motorways and state highways in the motorway network. Failure to one of these routes would result in:

- disruption to the operation of ports as cargo cannot be dispatched or delivered
- disruption to airports, industrial areas and tourist centres due to traffic congestion
- traffic congestion along adjacent arterial roads as drivers seek alternative routes
- social disorder due to traffic congestion and stretched police resources
- economic losses to some businesses isolated by road network failure
- In the case of bridge collapse, telecommunication lines could be cut, and the cost of repair or reconstruction of bridges could be significant.

Biological Hazards

There are a large range of biological hazards that if not controlled or avoided, could cause significant loss of life or severely affect New Zealand's economy, agricultural and fishery industries, health (human & animal), and infrastructure (e.g. water supply and treatment networks).

Plagues and epidemic can cause widespread loss of life, Foot and Mouth disease could seriously affect the agriculture industry, algal blooms can affect water supply, the swift growing Kudzu Vine, and the fruit fly can seriously affect agricultural and horticultural industries, Painted Apple moth could threaten forestry exports.

Due to our economic dependence on horticultural, agricultural and forestry industries, and limited historical exposure to disease, New Zealand is very susceptible to biological hazards.

What are the possible consequences of biological hazards?

Biological hazards could have any of the following consequences:

Animal disease/epidemic e.g. Mad Cows Disease

- Destruction of and economic losses to Auckland's dairy and cattle industries.
- Loss of exports from these markets.
- Reduction in or cessation of some imports.
- Loss of employment and some businesses.
- Competition and habitat reduction for some native animal species and loss of these species from the Auckland region.
- Spread of disease to other animals.
- Serious human health risks.

Human epidemic

- Loss of Life: - Stretched medical services - Widespread social and psychological disruption and isolation- Absence of staff could lead to loss of production and significant economic losses.
- Loss of international reputation and tourism, with roll-on effect for some years following recovery.
- Restricted access to some international destinations for both export products and human population.
- Loss of some export markets.

Animal Disease/Epidemic

- Destruction of and economic losses to Auckland's forestry, fruit and produce, wine or fisheries industries.
- Loss of exports from the above markets.
- Loss of employment and businesses.
- Habitat reduction and loss of some species from Auckland region.

Historical Events

Foot and Mouth

There has never been a case of Foot and Mouth Disease in New Zealand, in people nor animals. Hand foot and mouth disease is an unrelated disease of humans.

Classical Swine Fever

Classical swine fever is a highly contagious viral disease of pigs that can cause high mortalities. There have been two cases reported in New Zealand.

Painted Apple Moth

The leaf-eating caterpillar of the Painted Apple Moth is a big risk to New Zealand's forests and horticulture. This pest is living in some parts of west Auckland where it was first discovered in May 1999. This pest may be eradicated by spraying which is being undertaken by the Ministry of Agriculture and Forestry.

Ross River Virus

The southern salt marsh mosquito known to carry the virus that causes Ross River disease, *Aedes camptorhyncus*, was found in New Zealand for the first time in December 1998, in the Hawke's Bay. It has since also been found in parts of Tairāwhiti, in the Kaipara and in some parts of east Auckland.

SWARM OF BEES

SHOULD A SWARM OF BEES APPROACH SANCTA MARIA PRIMARY, LOCK DOWN PROCEDURES SHOULD BE INITIATED



A LOCK DOWN IS INDICATED BY THE REPETITIVE INTERMITTENT SOUNDING OF THE SCHOOL LOCK DOWN ALARM



LOCK DOWN PROCEDURES ARE INITIATED AND POLICE ARE ADVISED **(1) 111**
STAY ON THE PHONE WITH EMERGENCY SERVICES



TEACHERS SHOULD CLEAR ALL TOILETS, HALLWAYS AND OTHER ROOMS THAT CANNOT BE SECURED



GO INSIDE OR STAY INSIDE - KEEP STUDENTS CALM, ON THE FLOOR AND AWAY FROM DOORS AND WINDOWS



LOCK EXTERIOR DOORS AND DO NOT OPEN UNTIL THE LOCK DOWN IS DECLARED OVER



IF BLINDS ARE ON WINDOWS, ENSURE UNOBSTRUCTED TO ALLOW FOR VISUAL INSPECTION



CONTROL MOVEMENT IN CLASS



BE AWARE THAT FURTHER INFORMATION MAY TAKE SOME TIME - BE PATIENT



THE PRINCIPAL, MEMBER OF THE SCHOOL SENIOR MANAGEMENT OR MEMBER OF THE EMERGENCY SERVICES WILL ANNOUNCE ALL CLEAR

SWARM OF BEES

If any of the staff or students at Sancta Maria Primary are attacked or threatened by a swarm of bees.

The procedure should remain consistent with any emergency event within the school when staff or students are under threat from any event occurring outside.

The immediate response is as follows, and then the remaining staff and students need to be informed of what is occurring or that there is a threat and that is done by activating the school Lock down alarm.

Once all staff and students are in a place of safety then a decision can be made on what needs to be done to respond to the threat.

Immediate response:

DO NOT start swatting at the bees. Swatting at a swarm of bees is not only pointless, since you are far outnumbered, but it will only serve to anger the bees even more, which probably means more stings.

DO NOT freeze where you are, especially if you have already been stung. Freezing will make the bees mistake you for a flower and continue to attack.

DO Make a quick escape. The bees are most likely attacking you because they feel their hive is being threatened by your presence. Running in the opposite direction of where you were originally heading when the attack began may be enough to calm the bees down. If you start to feel bees bouncing off your body as you are walking along, they are trying to warn you that you are getting too close and you should immediately turn around and walk away.

DO Protect your eyes and face as much as you can if you're in the middle of a swarm. If your eyes swell shut from stings, it's only going to be that much harder for you to escape.

DO Try to get indoors or run through bushes. Being indoors or in a group of bushes may offer you shelter from the bees and deter them from continuing to attack.

Once you are safe and others are out of danger seek medical attention if there are adverse reactions to the stings or there have been multiple stings.

Remove any stingers that are still in your skin once you are able to escape the swarm of bees. Bee stingers deliver doses of venom, so it's important to remove them as soon as possible.