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**Tirohanga/Mokai Childcare Incorporated**

Emergency Management Plan

Last reviewed

October 2022

Next review due

April 2024

File location(s)

Documents/Kirsty/HealthandSafety/EMP – Oct 23

# Key Contact Information For This Plan

### Early Learning Service Contact Details

|  |  |
| --- | --- |
| **Address (physical)** | **1452 Forest Road, RD1, Atiamuri 3078** |
| **Phone** | 07 3339111 |
| **Email** | countrykidz@xtra.co.nz |
| **Website** | www.countrykidz.co.nz |

### Incident Management Team leads / Key emergency contacts

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Hayley Luff** | **Name** | **Kirsty McCaw** |
| **Position / Role** | Centre Manager | **Position / Role** | Acting Centre Manager |
| **Phone** | 0278592929 | **Phone** | 021612574 |
| **Email** | countrykidz@xtra.co.nz | **Email** | countrykidz@xtra.co.nz |
| **Name** | Serena Waterworth | **Name** | Brett Steeghs |
| **Position / Role** | Chair | **Position / Role** | Deputy Chair |
| **Phone** | 0220197428 | **Phone** | 0272944403 |
| **Email** |  | **Email** |  |

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

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# Introduction

This plan outlines how Country Kidz will plan for and respond to an emergency event.

**Following an Evacuation**

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

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

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

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

Contact the Ministry of Education if you need support.

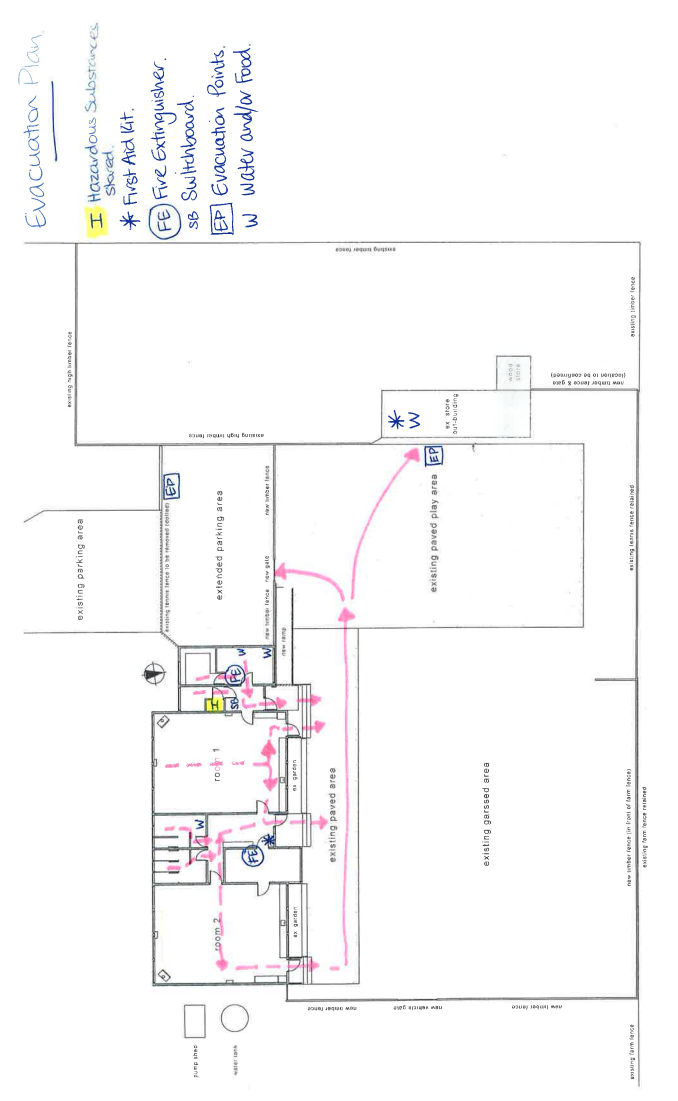
# Basic Emergency Response Process

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

# Site Map

Please consider placement of water valve within the premises and highlight

Key – medications, emergency supplies kit/go bags



# Calendar - Planned Drills and Other Training

Our planning for Emergency Management Drills and other training is itemised in our Annual Management Plan that is available online and updated with appropriate detail at the time of drills.

# Our Role in a Civil Defence Emergency

Civil defence preparedness for early learning services generally falls into two categories:

* Ensuring the safety of children and staff at early learning during a civil defence emergency
* **Where appropriate**, helping the wider local community during a civil defence emergency, as part of a response coordinated by the local territorial authority.

# Communications Plan – Parents, Caregivers and Others

|  |
| --- |
| **Our emergency contact plan for parents and caregivers**  **Planning**  Our proactive communications will include:   * A beginning of year information pack / newsletter sent to all parents and caregivers. **Our first pack will be sent out January 2022** * Updating and sending our ‘Emergency Management Information for parents and caregivers’ out each term, including how to access our Emergency Plan and relevant policies and a reminder to update their emergency contact information (who is approved to uplift their child). This will include any families living on Tram Road and else where with limited cell phone coverage-in which case a landline number or an alternative contact will need to be provided. * A termly “Test” text seeking a response from parents/caregivers so that we know this part of the communications plan works. * Summary of practice drills undertaken and shared with whānau * Meeting at least annually with local emergency services (eg Fire, Police, Civil Defence), visits shared with Whānau * New families are added to our private “Whānau Facebook Page” and added to Storypark so they can receive notifications.   **Response**  Our emergency response communications plan for parents, caregivers and others includes:   * In the case of a civil defence emergency (major earthquake, volcanic eruption etc) our policy states that the centre will not attempt to communicate with parents/caregivers and that parents/caregivers will communicate with the centre by contacting the centre cell phone. * Following advice from the Civil Defence team and/or Police, the Centre Manager will notify and update parents/caregivers on social media platforms (Storypark and Whānau facebook page), giving instructions on how and when to collect their children. * Following a fire emergency, or lockdown we will endeavour to text message all parents/caregivers and phone families landlines on Tram Road who have limited cell phone reception, when it is safe to do so. Parents are required to respond to texts. Parent’s are “checked off” next to child’s name on roll once they have responded. * Following advice from the Fire Service and/or Police we will update and notify parents/caregivers on our social media platforms (Storypark and our private “whanau Facebook Page”, and will give instructions on how and when to collect their children. * When children are picked up by parents or persons with permission to take child (see Blue Folder contact list), they will be signed out on that particular days roll.   In all emergency situations it is advised that parents/caregivers DO NOT come to the centre UNTIL it has been deemed safe to do so (by the emergency service provider). This is when clear communication between centre and whanau will be crucial. |

# External Contact Lists

Where possible include a primary and alternate number. Please add further important numbers as required.

### Radio - our local station for emergency information is:

More FM Kinloch 107.2

### Emergency Services

|  |  |
| --- | --- |
| Police, Fire, Ambulance | 111  105 for Police, if needing non-urgent assistance |
| Police (local station) | Taupō 073786060 Tokoroa 078850100 |
| Local Emergency Management Office / group (Civil Defence) | Point of contact: Hayden Tattle  Mobile 02727605307 |
| National Poison Centre | Urgent line **0800 764 766** Non-urgent 03 479 7284 |
| Medical Centre | Tokoroa Hospital  75 Maraetai Road, Tokoroa 3420  07 8850600 |
| Medical Centre | Taupō Hospital  38 Kotare Street, Hilltop, Taupō  07 3761000 |

### Essential Agency / Service

|  |  |
| --- | --- |
| Medical Officer of Health (local Public Health Unit) | Name  Phone  Mobile  Email |
| Ministry of Education | Local office: 07 3761870  Traumatic Incident Team - 0800 TI Team (0800 848 326) Contact Centre - 0800 225 580  National Office - (04) 463 8000 |
| Ministry of Education media advice and assistance | Point of contact Senior Media Advisor, Communications Group Phone 04 463 8000 / After Hours 027 560 5387 |
| Mataara – the emergency contact system operated by the Ministry of Education | 8707 Go to – [education.govt.nz](https://www.education.govt.nz/school/health-safety-and-wellbeing/emergencies-and-traumatic-incidents/preparing-for-emergencies-and-traumatic-incidents/#mataara) for more information about Mataara. |
| Oranga Tamariki Ministry for Children | 0508 326 459 |

### Essential Utility

|  |  |
| --- | --- |
| Power company | The Lines Company  0800367 546 |
| Gas company | NA |
| Electrician | Tyson Taylor 0212317488 |
| Builder | Sam Dudley 0274144469 |
| Plumber | Laser Plumbing 07 3773023 |
| Other |  |

### Essential Security

|  |  |  |
| --- | --- | --- |
| Security | Alarms and Electrics Kim Stickland 021 988 9001 |  |
| Alarm monitoring | Alarms and Electrics Kim Stickland 021 988 9001 |  |
| Fire alarm / equipment maintenance | Zero Fire |  |

### Other Miscellaneous Contact Information

|  |  |
| --- | --- |
| Bus company / Transportation | Tranzit 07 377 8870 |
| Lawyer | As required |
| Insurance | Crombie Lockwood |
| Bank | BNZ |
| Local Marae | Mokai Marae |
| Local Church | Mokai Catholic Church |
| Other |  |

### Local Early Learning Services

|  |  |
| --- | --- |
| Tirohanga School | Point of contact Tracey McConachie  Phone 07 333 9353 |
| Marotiri School | Point of contact: Rose Symes  Phone 07 372 8273 |
| Upper Atiamuri | Point of contact: Craig Render  Phone 07 333 2257 |
| Kiwi Steps Daycare | Point of contact: Maggie (Teacher  Phone 07 882 8234 |

# 

**Following an Evacuation**

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

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

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

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

Contact the Ministry of Education if you need support.

# Emergency Response Types

## Evacuation

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

### *General Evacuation Plan*

#### Specific Events

|  |
| --- |
| **Bomb threat**  Keep at least 100m from the area where the package was found. |
| **Tsunami**  Move immediately to the nearest high ground, or as far inland as possible **(include the name of the location/address**) |

### *Evacuation Areas*

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Our evacuation areas**  **Fire Evacuation Plan / Point**  **Guidelines**  If you discover a fire: Raise the alarm immediately by operating the nearest fire alarm, then ring the bell continuously.  Direct the children out of the building immediately by the NEAREST safe escape route. Move quickly but do not run. Escort the children to the assembly point area (By the bike/outdoor equipment storage sheds to the West)  Do not let any children leave the area until they have been counted and checked off the attendance register.   |  |  | | --- | --- | | **Current Role** | **Evacuation Duty** | | Sleepers | Ensure sleeping children are cleared to the assembly point | | Toileting | Immediate task is to check with Sleepers and assist if required  Assumes Warden Tasks  Conducts roll call – Confirms roll and head count match | | Outside | Ensure children outside are cleared to the assembly point  Manages the assembly area | | Messy Room | Clears the room and collects Phone, Cellphone and contact list – Calls Emergency services if required | | Kai Room | Clears the room and collects the Roll and Visitor Book   Conducts a head count |   **When you hear the fire alarm**   * Begin the evacuation of the building * Ensure that all of the Centre is evacuated, check all toilets, storerooms and office. SHUT THE DOORS * Assist or ensure that disabled children are helped to evacuate quickly * Report to assembly area * Co-operate in control and roll call of children, visitors and staff * **Warden (wear hi-vis jacket)** * Call the fire service – 111 * Clearly state the name of the Centre and the location * State the nature of the emergency. It is not safe to call from the building, take the phone/cell phone, go immediately to the assembly area and call from there * Staff to assume ‘Roles Of Responsibility’. This includes collect roll book, visitor book and report to assembly area quickly * Verify the roll book and visitor book, against the persons present and count the number of children * Account for all staff, visitors and disabled persons * Pass on information to the fire service on their arrival * Wait for the all clear from the Centre Manager or Fire Service before re-entering the building * Only if conditions permit and it is safe to do so should any attempt be made to extinguish the fire. The fire extinguishers are in the office and staff room   **Earthquake Evacuation Plan / Point**  **Earthquake procedure**   * Staff will call out **earthquake – drop and be a turtle safe (crouched on elbow and knees with hands covering the head)** * Outside staff will help and encourage children to face the back fence so that they are not facing the building and to resume the turtle position * Staff and children will remain in the turtle position until the shaking stops and a staff member calls out **all clear.** * **For major earthquakes follow through with ‘General Evacuation Plan’ above** * Depending on damage and where is safest (indoors or outdoors) account for children, staff and visitors present against the roll book and visitors book. * After the drill or earthquake children will be encouraged to talk about any fears or questions that they may have   **Volcanic Evacuation Plan / Point**  Following a volcanic eruption it is likely the biggest threat to the centre will be ash. Therefore lockdown/reverse evacuation procedures will be followed along with the advice from Civil Defence alerts and other emergency services.   * A lockdown would be used anytime a threat is present that requires the children and any other persons at the service to be contained and protected inside or in a safe location away from the service. * Lockdown means that all windows and external doors are closed and locked and where possible internal doors are locked once all children and other persons have moved to a safe space/position. * A safe space needs to have no visible access from outside, have enough room for children to engage in quiet activities, access to appropriate heating or cooling and preferably still have access to toilet facilities or a covered portable toilet with some privacy where possible. * The person responsible or other designated person must be nominated to manage the lockdown procedure. * Communication channels such as social media, text and radio must be predetermined so as to update families and be informed of the situation. * As the lockdown may go on for several hours, access to (or taking with you) the Civil Defence Kit, especially first aid kit, water and food is vital. * Another emergency kit (or checklist so as to remember) including other items needed such as device chargers, nappies, wipes, bottles, medication and bedding should be easily accessible also. * Depending on the location of the threat, children may need to be taken to a safe place outside of the building. Ensure all teachers and other staff know of potential safe places to hide. * The Manager / Service Provider is to ensure Lockdown/ Reverse Evacuation drills are to occur termly and a record made and filled in the office.   **Chemical Evacuation Plan / Point**  Same procedure as Volcano Evacuation Plan above |

## 

## Fire

|  |  |  |
| --- | --- | --- |
| **Response Actions (as appropriate)** | | **Person/s Responsible** |
| **Discovery of a fire** | Ring the fire alarm. |  |
| Call 111 |  |
| If safe to do so extinguish the fire. |  |
| **On hearing the alarm** | Initiate evacuation to planned locations at the outside shedding or the carpark on the internal fence.  Teachers / staff should collect their registers and take their children to the designated assembly point(s).  Walk calmly and quickly.  Ensure children / staff / visitors with disabilities are assisted by a responsible person.  Ensure any visitors are included in the evacuation.  Check rest areas, bathrooms and common rooms en route to the designated exit point.  Ensure all children remain at the evacuation point until clearance to leave is given.  Roll call for children and staff to be undertaken. |  |
| **Returning to the building(s)** | Do not return to the building(s) until given the all clear by the Fire Service. |  |
| **Ongoing operations following a fire** | The decision to continue early learning service operations rests with the service provider and Manager/Person Responsible. Contact the Ministry of Education regional office (they can provide support through the Traumatic Incident team if required). |  |

## Earthquake

|  |  |
| --- | --- |
| **Response Actions (as appropriate)** | |
| **During an earthquake** | If indoors:   * Move no more than a few steps to a safe place and drop, cover and hold until the shaking stops. If you can, take cover under a desk or table * Keep away from shelves containing heavy objects and other large items of furniture * Keep away from windows * Stay indoors until the shaking stops and it's safe to go outside. |
| If outside:   * Find a clear spot and drop to the ground and cover your head and neck * Children to stay in the early learning service grounds until a teacher comes to get them * Keep away from buildings and power lines. |
| **When the shaking stops** | Expect aftershocks.  Roll call for children and staff to be undertaken.  If you felt the earthquake was long (longer than a minute) or strong (hard to stand up in) then a tsunami may be imminent. If you are in a tsunami evacuation area, initiate self-evacuation immediately (refer to tsunami plan).  Ensure your personal safety first.  Check those around you and offer help if necessary.  If anyone requires medical assistance, call 111 and / or administer first aid.  Evacuate if required.  Get staff and children away from dangerous areas.  Listen to the radio for instructions from Civil Defence. |
| **Ongoing operations following the earthquake** | The decision to continue early learning service operations rests with the service provider and Manager/Person Responsible |
| Contact the Ministry of Education regional office (they can provide support through the Traumatic Incident team if required). |

## Tsunami

**PRIOR to an event-** Check whether your early learning service is in a tsunami evacuation zone by contacting your local council or Civil Defence Emergency Management office. If you are in an evacuation zone, tsunami response planning is required.

|  |  |
| --- | --- |
| **Response Actions (as appropriate)** | |
| **When a tsunami threatens** | If you feel a long (more than a minute) or strong (hard to stand up) earthquake and the early learning service is in a tsunami evacuation zone:   * Once the shaking stops, gather all children and evacuate immediately; move to higher ground or as far inland as possible * If you receive an official warning advising you to leave. Respond to the first message; do not wait for more messages before you act * Listen carefully to official instructions and follow them * Evacuate from the areas or zone(s) stated in an official warning. |
| If there is time take the disaster survival kit and any important documents with you (such as the roll and contact details).  Stay out of the evacuated area until given the official “all-clear”. Continue to listen to TV and radio or monitor civil defence social media for advice and information. |
| **After the impact of the tsunami** | Contact the Ministry of Education regional office for support, if needed. |

**Evacuation Plan**

* Evacuation should be unnecessary as Lake Taupō is a safe distance away which is a natural body of water that can create tsunami type conditions in the event of an earthquake.

## Flooding

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

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

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

## Volcanic Eruption and Ashfall

**If you are at risk from volcanic activity:**

* Learn about your community’s warning systems and emergency plans
* Develop an evacuation plan for volcanic eruptions and make sure everyone is aware and practices it.

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

## Pandemic

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

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

|  |  |
| --- | --- |
| **Pre-Response and Response Actions (as appropriate)** | |
| **Planning** | Consider having a supply of Personal Protective Equipment (PPE) gloves, face masks, antiseptic hand wash.  Develop a communications plan for staff, children, families and other interested members of the community.  Identify an appropriate space to be used as an isolation area.  Know who the local Medical Officer of Health is and maintain regular contact. The Centre Manager will communicate with the Medical Office at the Ministry of Health. |
| **Response - when a pandemic has been advised or declared** | Regularly check for updates on the Ministry of Health website ([Ministry of Health NZ](http://www.health.govt.nz/)). The Ministry of Education will also provide guidance to services via the Hē Pānui Kōhungahunga-Early Childhood Bulletin.  Use posters available from Ministry of Health [re cough / sneeze etiquette, handwashing](https://www.healthed.govt.nz/resource/stop-spread-flu-germs-protect-your-familywh%C4%81nau-influenza).  Consider physical distancing strategies. Information on this is available from the [Ministry of Health.](https://www.health.govt.nz/your-health/healthy-living/environmental-health/infectious-disease-prevention-and-control/prevent-spread-infectious-disease)  Consider implementing an enhanced cleaning routine of touch points and common spaces as a precaution.  Establish the isolation area (as required). |
| Liaise with the local Medical Officer of Health as needed (see Essential agency / service contact list for details). |

The Ministry of Education website has further guidance for early learning services to plan for a pandemic – [education.govt.nz](https://www.education.govt.nz/school/health-safety-and-wellbeing/emergencies-and-traumatic-incidents/pandemic-planning-guide/).

## Chemical Spill

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

|  |  |
| --- | --- |
| **Response Actions (as appropriate)** | |
| **Become aware of chemical spill** | Move all people in the vicinity to a safe area. Consider:   * Shelter in place – move / stay indoors and seal doors, windows, other openings and switch off any air intake units * Evacuation of early learning service if required and safe to do so.   If required, contact emergency services on 111  Consider have a supply of Personnel Protective Equipment (PPE) gloves, face masks, antiseptic wash.  Ensure you protect yourself with appropriate PPE before administering first aid.  Give appropriate first aid to anyone in contact with the spill.  Notify the manager or person responsible and staff.  Consideration may have to be given to how children will be able to leave the early learning service after finishing time if the spill has not been made safe by then.  Contact the Ministry of Education regional office if further support is needed.  Guidance will be given by the Ministry of Education in conjunction with the Ministry of Health in response to the clean-up of the premises. |

## Dealing With A Suspicious Letter Or Package

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

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

|  |  |
| --- | --- |
| **Response Actions (as appropriate)** | |
| **In general** | Note the location of the package and a description of it (markings etc).  Do not touch, shake or attempt to move the package.  Check with the addressee to see if they are expecting the package.  Isolate the item.  Call the police (111) and advise them of the circumstances, the description of the package and its location.  As appropriate, position staff at a safe distance to direct people away from the area where package / letter is.  Consider evacuating the area and early learning service (take police advice). |
| **If you open a letter/package and discover powder** | Put on gloves and mask and place opened letter / package in a plastic bag.  If hands or any part of the body may have come into contact with the envelope or package then wash with soap and water.  If contents spilled:   * Do not clean up or wipe spilt contents * Avoid breathing the powder or spores * Clear all people from the area and isolate the area (close doors & prevent access) * Switch off air conditioning * Wash hands with soap and hot water.   If contents are spilt on clothing:   * Select a room for changing * Remove clothing and place in plastic bag * Shower with soap and hot water * Change into other clothes. |

See New Zealand Police [Suspicious letter or package](https://www.police.govt.nz/sites/default/files/publications/mail-bomb-recognition-points.pdf) for further information.

## Bomb Threats

Below is a checklist for bomb threats that should be kept by the phone. Staff who would normally answer the phone should be briefed on the questionnaire to ensure some familiarity with it. A [pre-printed version of the check list](https://www.police.govt.nz/sites/default/files/publications/bomb-threat-checklist.pdf) is available from police and may be preferred over this list for convenience.

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

|  |  |
| --- | --- |
| **Response Actions (as appropriate)** | |
| **During the Call:** | * Let the caller talk * Ask the questions on the checklist below as the opportunity arises * Try and record as much information about the caller as you can * Avoid being confrontational   \*If you are responding to a voicemail ensure this is saved and call 111 |
| **Following the Call (or if a message has been left):** | * Call 111 and explain the situation to the police. It is likely that they will advise you on what to do next. * The decision to evacuate or stay within a building will depend on the circumstances of the threat. * More information from New Zealand Police can be found here: [Suspicious mail and bomb threats | New Zealand Police](https://www.police.govt.nz/advice-services/businesses-and-organisations/suspicious-mail-and-bomb-threats) |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Questions** | | **Answers** | |
| When is the bomb going to explode? | |  | |
| Where is the bomb? | |  | |
| What does the bomb look like? | |  | |
| What kind of bomb is it? | |  | |
| What will make the bomb explode? | |  | |
| What is the explosive type and quantity? | |  | |
| Why did you place the bomb? | |  | |
| What is your name? | |  | |
| Where are you? | |  | |
| What is your address? | |  | |
| Exact wording of the threat: | |  | |
| **Caller details** | | | |
| Gender: | | o Male o Female | |
| Estimated age: | |  | |
| Any speech impediment (specify): | |  | |
| Accent (specify): | |  | |
| Voice – loud, soft etc: | |  | |
| Speech – fast, slow etc: | |  | |
| Diction – clear, muffled etc | |  | |
| Manner, calm, emotional etc: | |  | |
| Did you recognise the voice? | | oYes oNo | |
| If so who do you think it was? | |  | |
| Was the caller familiar with the area? | | oYes oNo | |
| **Threat Language** | **Background noises** | | **Call taken** |
| o Well spoken  o Incoherent  o Irrational  o Taped  o Message read by caller  o Abusive  o Other: | o Street noise  o House noise  o Aircraft  o Voices  o Music  o Machinery  o Vehicle  o Other: | | Date: \_\_\_/\_\_\_/\_\_\_\_\_  Time:  Length of call:  Number called: |
| **Details of person taking the call** | | | |
| Name  Phone number  Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_ / \_\_\_ / \_\_\_\_\_ | | | |

## Trespasser on the Early Learning Service Grounds

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

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

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

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

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

|  |  |
| --- | --- |
| **Incident Type** | **Response Actions (as appropriate)** |
| **You become aware of a person on the early learning service grounds that does not have permission to be there.** | Assess the nature of the trespasser: non-threatening or aggressive (if aggressive – follow the attacker process, next page).  If appropriate, greet the trespasser, advise them who you are, and ask them why they are there. Whenever possible, ensure that you have a colleague with you.  If the reason for the visit appears legitimate, take the person to a designated area away from children where the reasons for the visit can be dealt with. |
| **Become aware that there is a trespasser on the property.** | If the reason for the visit is not legitimate, explain that they have to leave the premises.  Notify the person responsible and other staff member of the description, location and activity of the trespasser.  Ensure the children and staff are safe and the activity areas are kept secure.  **If the person leaves when requested they are no longer considered a trespasser.** |
| **If the trespasser refuses to leave when requested** | Explain that staff will have to call the **police.**  If the trespasser still refuses to leave ask a colleague to call the police.  If it is safe, stay with the trespasser until the police arrive.  If the trespasser gives any indication of violence walk away (if possible, keep the trespasser under observation from a safe distance until police arrive).  When police arrive update them on the situation.  Ensure that the children are removed away from a potential escalating situation.  Try to ensure that two adults are managing the potential escalating situation. |
| **Follow-up actions** | Ensure the incident is documented and filed (including providing a report to police).  Contact the Ministry of Education regional office (which can help you access the Traumatic Incident team if required).  Consider:   * Debriefing staff on the incident and assess if the Emergency Management process worked correctly or needs amendments * Debriefing children and parents if the incident was a public one to prevent rumours and speculation. |

## Attacker On-Site

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

When responding to an attacker consider:

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

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| **Response actions (as appropriate)** | |
| **Shots are heard or an attacker is believed to be on the premises** | Call 111 when it is safe to do so:   * Identify yourself and your early learning service, including address * Details of situation * Details of any casualties * Description of weapons, number of shots etc * Description and location and identity of offender if known * Identify the 'target' of aggression if known.   If safe to do so, move to predetermined safe position to await Police arrival. This safe position may be the same space as where you would go in a Lockdown situation.  Alert staff to the situation. You may need to consider how you do this silently or use a password. *For Country Kidz, the silent alarm is “PUT THE ZIP ON/THE ZIP IS BOILING” and all tamariki, kaiako, and visitors are taken to the Sleep Room.*  Move everyone out of hallways and into rooms (what is the specific location in the premises). Consider whether this space will allow for the number of children and adults. This will possibly mean enacting your Lockdown procedure.  Follow any instructions given by Police.  Lock and / or barricade doors / windows.  Keep quiet and do not leave the classroom / other indoor space unless it is safe to do so.  Put mobile phones on silent mode and instruct others with phones to do the same.  Should the event occur while children are outside, instruct children to move to nearest room, or to a safe-predetermined assembly area (which may include an off-site area close to the early learning service.  Consider how you will communicate with parents about the situation and request them not to enter the premises.  Once police arrive, liaise with them to secure the scene(s). |
| **Following the incident** | Liaise with the media.  Consider whether to temporarily close or continue operating.  Continue to monitor the wellbeing of children, parents and staff.  The Ministry of Education Traumatic Incident Teams can provide support (see contact list for phone number). |

* Go to Appendix 1 of *Planning and preparing for emergencies* for further information to support planning for security-related events, including **Escape | Hide | Tell.**
* For detailed resources on traumatic incidents go to [education.govt.nz](https://www.education.govt.nz/school/health-safety-and-wellbeing/emergencies-and-traumatic-incidents/dealing-with-emergencies-and-traumatic-incidents/)
* Go to [education.govt.nz](https://www.education.govt.nz/school/health-safety-and-wellbeing/emergencies-and-traumatic-incidents/de-escalating-a-threatening-situation/) for information on de-escalating a threatening situation

## Serious Injury or Death

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

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

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

### Online Resources

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

### Traumatic Incident Team

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

## Missing Child

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

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

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

|  |  |
| --- | --- |
| **Response actions (as appropriate)** | |
| **Information or notification that a child is missing** | Confirm:   * That the child/children had been present at early learning service at some time during the day, and if so; * When they were last seen. * Search the early learning service. * Check inside and outside of the grounds including all areas designated adult areas of the building. * Check all areas that a child may be “hiding” such as cupboards, carpeted rises and outside sheds or storage.   Notify manager person responsible and other staff. |
| **If child is not found** | Notify the police immediately.  Notify the parents / caregivers immediately. |
| **If child is found** | If child is found injured or ill, call for medical assistance if required.  Notify manager and/or person responsible and other searchers.  Establish what happened and complete incident report.  Arrange for the child’s parents or caregivers to be advised. |
|  | Contact the Ministry of Education regional office for support and mandatory reporting refer to HS34 |

### Traumatic Incident Team

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

## Lockdown and Shelter in Place

### **Lock****down**

Lockdown drills should be practiced by staff without children.

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

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

**Services need to consider the following for a lockdown situation:**

* Where is the most suitable place for all children and staff to go to. For Country Kidz this is the sleep room which can be darkened with the aid of curtains.
* During a lockdown situation attending to the needs of children such as toileting or nappy changing in a lockdown situation is relatively easy to incorporate due the nature and position of this area immediately outside the sleep room
* Youtube videos on cell phones will be used to keep tamariki distracted and calm as these are not used within the play spaces so will provide novelty to tamariki.
* Medicines such as EpiPens and asthmas inhalers will be collected and available in this situation as part of lockdown preparations.
* All processes for communicating with the Ministry of Education, and emergency services such as the Police in a Lockdown situation will be handled by the Centre Manager.
* Communication plan/strategy to family to inform of lockdown process in place will be done via text message from the Centre Cell Phone.

Emergency supplies/provisions of hydration will be kept at the rear of the change table so they can be easily accessible. Food provisions will be collected as the doors are locked if the time of day and nutrition is a concern.

### **Shelter in** **Place**

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

|  |  |
| --- | --- |
| **Response actions (as appropriate)** | |
|  | Note the time of the need to shelter-in-place.  Call all children and adults who are outside to come inside as quickly as possible. |
|  | Close the building. Bring children, adults and visitors to interior rooms, in particular, the sleep room which is an area away from glass and external windows. Close and lock all windows, exterior doors, and any other openings to the outside. |
|  | Gather essential emergency resources and supplies, including a mobile or portable phone. |
|  | * Complete a roll call, including visitors. * Notify emergency services where you are and the number of people present if they are not already aware. *(Role-play this in case of a Drill)* |
|  | Inform parents/whānau or emergency contacts for tamariki. Advise them of the situation and what action they should take at this time (e.g. whether they are able to come and collect tamariki or if they will need to wait until the situation is safer).  Centre Manager/Person Responsible to advise (as soon as possible):  • Service provider contact / Governing entity. |
|  | Listen for announcements from Emergency Services/Civil Defence via portable radios or mobile phones and stay put inside until told that it is safe to leave.  Ensure someone is responsible for operating the radio at all times after the warning has been announced. Keep a radio in the Civil Defence Kit |
|  | In the event it is not deemed safe to shelter-in-place - be ready to evacuate at short notice to a safer place.   * If a move to higher ground/inland areas is instructed the group is advised to head towards Mokai Marae. * If possible, place a notice on the front gate/door advising where people have headed and the time they left. * Take the emergency supplies and listen to radios for further instruction. * Centre Manager/Person Responsible to advise (as soon as possible) Service provider contact / Governing entity. |
| **Following the incident** | Liaise with the media.  Consider whether to temporarily close or continue operating.  Continue to monitor the wellbeing of children, parents and staff.  The Ministry of Education Traumatic Incident Teams can provide support (see contact list for phone number). |

## Missing Child

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

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

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

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

|  |  |
| --- | --- |
| **Response actions (as appropriate)** | |
| **Information or notification that a child / student is missing** | Confirm:   * That the person had been present at early learning service / school at some time during the day, and if so; * When they were last seen.   Notify manager or person in charge / principal and staff.  Search the school / early learning service. |
| **If child or student is found** | If child / student is found injured or ill, call for medical assistance if required.  Notify manager or person in charge / principal and other searchers.  Establish what happened and complete incident report.  Arrange for the child / student’s parents or caregivers to be advised. |
| **If child or student is not found** | Notify the police immediately.  Notify the parents / caregivers immediately. |
|  | Contact the Ministry of Education regional office for support. |

| **Position** | **Name** | **Day Contact details** | **After Hours Contact Details** | **Other Emergency Role** |
| --- | --- | --- | --- | --- |
|  |  | land line and mobile | land line and mobile | Note if staff member is a first aid holder/media or other IMT role |
| Manager, | Hayley Luff | 07 3339111 | 0278592929 | First Aid |
| Acting Manager/ Service Provider Contact | Kirsty McCaw | 07 3339111 | 021612574 | First Aid |
| Daily Co-ordinator | Georgina Garton | 07 3339111 | 02776403909 |  |
| Teaching Staff | Cara Pascoe | 07 3339111 | 0272074353 | First Aid |
| Teaching Staff | Avis McManus | 07 3339111 | 0211743542 | First Aid |
| Teaching Staff | Wendy Jones | 07 3339111 | 0273256206 | First Aid |
| Teaching Staff | Briar Templeton | 07 3339111 | 0223282492 | First Aid |

# Appendix 1 – Early Learning Service Staff Contact List

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# Appendix 2 – Children, Parents and Caregivers Contact List

Attached at front of evacuation folder.