



## Emergency Response

St Bernadette's School Board of Trustees takes every precaution to ensure safety of all and holds safety of students and staff in our school paramount.

### Legal Requirements - Civil Defence Act 1983 (43, 44, 45)

#### Section 43

Every school shall maintain plans for the continuation to the fullest possible extent of its essential functions during and following a state of national emergency or civil defence emergency.

#### Section 44

Every school required by this Act or any regulations made under this Act or any operative national civil defence plan to undertake any civil defence measures or to perform any functions or duties shall take all necessary steps to undertake those measures or to perform those functions.

#### Section 45

Every school shall make adequate provision in premises under its control and occupied by it (whether or not the premises are owned by it) for the purpose of performing its functions and duties or exercising its powers for the rescue of endangered persons in the premises, first aid to casualties occurring there, and the relief of distress during a state of national emergency or of civil defence emergency, and shall provide the necessary training, equipment, facilities and accommodation to perform those functions.

### Pandemic Planning

The Ministry of Health and The Ministry of Education expect all schools to have a plan about how to cope with illness such as Bird Flu. St Bernadette's School has adopted the procedures contained in Influenza Pandemic: Planning Guide for Schools - August 2006.

### Identifying the Risks

Risks can be grouped into 4 areas:

**External:** War etc.

**Geological:** Earthquake, Volcanic Activity

**Meteorological:** Cyclone, Tsunami, Flood, High Winds

**Man Made:** Fire, Armed Offenders Alert/Dangerous persons, Pandemic, Traumatic Incidents, Bomb Threat

### Risk Areas Likely to Affect St Bernadette's School:

Earthquake, Fire, Cyclone - Strong winds or severe storm, Locked Down situations including armed offenders alerts, Flood, Pandemic, Traumatic Incidents

### Emergency Evacuation Policy

#### Rationale

In emergency situations such as fire, earthquake or other defined emergency, all staff must be thoroughly familiar with agreed procedures. The first priority is the protection of life and the prevention of injury.

#### Purpose

To ensure the safety of all children and staff in the case of an emergency. To ensure that all children are delivered safely back into the care of their caregivers.

## Procedures

When buildings are to be evacuated the evacuation alarm bell will ring.

### In the case of Fire:

On such a signal all are to assemble on the courts. Children sit in class groups.

### In the case of Earthquake:

In an earthquake pupils are to 'drop, cover and hold' under desks, hold onto the legs of the desk or table they are under until the shock is over. (Pupils must understand that this gives protection from falling glass, ceiling panels, shelf contents). Teacher does as children do (each classroom will have a list of current students near the door. A printed list of students absent from the school will be held in the office each day).

Emergency evacuation will be practiced once per term. Teachers will highlight action needed in various emergency situations.

## Guidelines

Children must be quiet so they can hear instructions.

Children must walk to the assembly area.

Teachers must remain with their class until children are dismissed.

Teachers must leave the room last. A roll check will be carried out at assembly point and Principal informed of missing children, staff or other school visitors.

Teachers have specific areas to check:

<i>Principal</i>	-	<i>Staff Toilets and Staffroom</i>
<i>Office Manager</i>	-	<i>First Aid Room, Shower area and Interview Room</i>
<i>Rm 1 Teacher</i>	-	<i>Goes with children straight to the Evacuation Point</i>
<i>Rm 2 Teacher</i>	-	<i>Reading Bay and Reading Recovery Room</i>
<i>Rm 3 Teacher</i>	-	<i>Art Bay and Yellow Door to Courtyard</i>
<i>Rm 4 Teacher</i>	-	<i>Junior Toilet Block and CRT/Archive Room</i>
<i>Rm 5 Teacher</i>	-	<i>Room 7 and Senior Toilet Block</i>
<i>Rm 6 Teacher</i>	-	<i>Library</i>

## Outcome:

Teachers and children will act calmly in emergency practices. Knowledge of emergency procedures will assist all involved in any emergency.

## Disaster, Rescue and Relief - Emergency Management Policy

### Rationale:

The Board of Trustees and Staff of St Bernadette's School recognise the need for a plan to provide pre and post disaster action in the event of a natural or man made disaster.

### Purpose:

To ensure that the St Bernadette's school children are provided with a supervised and 'safe' environment in the event of a major disaster until children can be reunited with caregivers.

### Guidelines:

#### Pre Disaster:

The children are instructed and practice evacuation routines as per the emergency evacuation policy.

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An emergency kit is held in each classroom. It contains torches, candles, matches, tape, water purification tablets and batteries for school portable radio. Can opener, large plastic bags. Water containers are accessible in the server room. The school first aid kits are also kept in readiness and maintained. Children's food supplies are kept in their classroom cupboards.

**Post Disaster:**

Staff, along with community support will supervise and care for children, communicate with caregivers and reunite children with families. Children are checked off the roll as released. The name of the person the child is released to is recorded.

In the event of adequate lighting being unavailable, torches, candles and matches are found in the emergency kits.

School staff will follow directions issued by official agencies.

**Outcome:**

St Bernadette's School Board of Trustees and Staff recognise the welfare of the children is to be catered for in the case of a disaster and will assist Official Emergency personnel to keep trauma to a minimum.

## Special Emergency Procedures

**Section 43.**

During a Civil Defence Emergency, to ensure the physical health and well being of the children, the Lower Hutt Civil Defence City Council will not allow the school to open until all services are re-established.

After a Civil Defence Emergency, to ensure the school opens as soon as possible, the Principal/Board of Trustees will conduct a hazard risk assessment and vulnerability check of the school's systems looking for:

- a) obvious cracks in any walls
- b) dislodged bookcases or fittings which could fall in any earthquake after shock
- c) leaks in water pipes
- d) breaks or blockages in sewage drains and fittings
- e) breaks in electrical wiring
- f) any fires which have not been completely extinguished, and
- g) implement a remedial program to overcome major items identified in the above checks.

**Section 44.**

The school responsibilities during a civil defence emergency are to look after children whose parents/caregivers aren't able to pick them up.

## Earthquake

In Buildings: Drop, cover and hold - climb under tables, hold table legs, stay away from windows.  
Remain inside until instructed to evacuate.  
Staff should always reassure children and then evacuate in an orderly manner if directed to do so.

In Playground: Drop to ground, assess your position - trees - and if necessary crawl to a safer situation in the turtle position.

**N.B.** Teachers will need to be aware that dangers occur from falling roofing, flying glass, toppling walls, burst pipes, etc. All care needs to be exercised. Children may not be able to evacuate in the manner that they have practised and could be traumatised.

## Fire

- Staff should activate the nearest fire alarm. Children must be reassured and evacuated in an orderly manner.
- After evacuation all reasonable efforts should be made to secure property and limit damage by containment of the fire.

## Flooding

- If the surrounding district is affected by flooding there may be a call from Civil Defence to send children home because of the threat of flooding in our area.
- If this occurs the children would be retained in the school until dismissed directly into their parents/caregivers custody.
- If any child is unable to reach their home or their contact, the school will retain responsibility.

## Severe Storms, Cyclone, Strong Winds, Volcanic Activity

Stay indoors unless otherwise instructed. Listen to the local radio.

### Teachers should:

- check children's presence (roll call)
- secure all doors and windows
- close curtains wherever possible
- instruct children to move quickly and quietly to the safest, strongest area in the classroom
- if the roof starts to lift, open the windows on the sheltered side of the classroom

**If possible:** place pieces of tape in an X formation on large windows. Secure outside objects that are in the immediate vicinity of the classroom (rubbish bins, seats) and are likely to threaten the personal safety.

**In playground:** Children need to move quickly and safely to their classrooms.

**N.B.** Danger exists from flying objects and falling trees. Children will have to assess their own safety and remain where they are or move to a safer situation.

**If school closes:** Children are dismissed directly into their parents/caregivers custody.

**Staff will follow the directions as given for the area from Civil Defence personnel.**

## Lock Down Procedures

A lock-down of the school will be implemented anytime students need to be contained and protected inside school buildings.

- In the event of a critical incident requiring 'Lockdown', the person witnessing the incident must try to notify the school office so that the alarm can be raised and/or the office staff member receiving the incident call will notify the Principal or Deputy Principal.
- The person-in-charge at the time of the incident will determine the need for a 'Lockdown' and sound the appropriate alarm - short bursts on the bell.
- An Emergency Lockdown will be announced by the bells and/or text message and/or phone call to staff.
- The announcement will state the following:
  - This is a LOCKDOWN
  - Everyone is to stay in the room, remain seated and to keep calm and quiet
- An alternative signal is the sounding of the school bell with short bursts for a continuous period.
- The person in charge, or delegated person shall immediately contact the Police if necessary and provide as much information as possible.

- Teaching staff are to stay in, or move to, their classrooms immediately.
- Support staff are to move promptly to the playground areas and direct students to their classrooms, if it is safe to do so.
- The person in charge should stay in, or move to, the office area to facilitate the communication process.
- As soon as possible, lock the classroom doors and other doors. Close and lock windows. Close curtains. Turn off lights and computer monitors. Staff and students should stay away from windows and doors, and remain low to the ground. Everyone is to remain quiet.
- No one is to answer the door under any circumstances.
- Staff should take a head count and obtain the name of each individual in the room. When practical, email the office to let them know if anyone is missing or any additional people are in the room. The list should include names of any missing students.
- Students and staff should stay where they are until official notification is provided by the person in charge or an identified police officer, that the lockdown is over.
- Where the lockdown lasts an extended period of time or extends beyond normal school hours, the person in charge should notify parents via the school facebook feed with text alerts, local media and with the assistance of local police.
- In conjunction with local police, the person in charge should arrange for parents to pick students up from school at a designated safe area.

## Bomb Threat

### Receiving a Call

- In the event of a bomb threat, it is best for the person who receives it, to take as much information as possible including: the time, details of what has been said, any caller ID number and note any other information they can hear.

### Response Process

- The person should then notify senior school management immediately and dial 111.
- Police staff will be able to provide advice including whether the school needs to evacuate, go into lockdown, or take other action.

### Evacuation Procedures

- Activate alarm
- Meet on courts as per normal
- All staff/children removed off-site as quickly as possible to Naenae Park and wait on further instructions from the Police.

## Traumatic Incident

### TI Phone Number - 027 2703379

Ministry of Education Trauma Team staff will be first point of contact for support and guidance.

Traumatic Incidents are defined as events that:

- Involve the destruction of property
- Include injury or loss of life
- Affect communities
- Are shared by many children and families

Examples include:

- The sudden death, or serious injury of a child, young person, staff member or family, whanau member.
- Witnessing sudden injury or death of a young person, staff member, or family, whanau member.
- Threats to the safety of children, young people of staff.
- A lost or missing child or staff member.

- Floods, fires, earthquakes and other community crises or natural disasters.

### Managing Emergencies and Traumatic Incidents

#### Gather the Facts:

- Listen to what has happened, record the caller's name and phone number, record the names of others involved.
- Verify the facts of the event, ascertain the reactions of those involved and record any actions taken.
- Check that the appropriate emergency services have been contacted.
- Inform the caller of any actions staff will take (such as informing the principal, informing your local Ministry of Education, Special Education Traumatic Incident Coordinator).
- Give the caller a staff member's name and phone number in case they need to call back.
- Contact the Principal and/or the local Traumatic Incident Coordinator.

#### Immediate Actions for the Principal:

- Inform the Board Chair to determine the need to contact school traumatic incident response team.
- Contact the traumatic incident service for support.
- Provide the Traumatic Incident Coordinator with a meeting time and place, where necessary.
- Inform any ECE services/schools that may be affected.
- Establish a communication line with emergency services.
- Locate student lists and contacts, where relevant.
- Determine what, if any, information can be released.

#### Inform your Community:

- Determine how and when to notify all staff about the staff meeting time and remind staff of the traumatic incident response team role, i.e., to help the school resume functioning.
- Decide how and when information can be released, i.e., in class groups (smaller), among staff.
- Develop sign in and out procedures for staff and visitors.
- Write statements for teachers to read to students.
- Determine communication and liaison with families/whānau.
- Write statements for the wider community.

#### Respond to People who are Injured:

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

#### Prepare for the Media:

- Designate a media spokesperson (usually the Board chair or Principal) and confirm that no one else talks.
- Ensure sufficient staff and phones are available to handle incoming media and public calls.
- Log all calls, where possible.
- Transfer calls to the identified media spokesperson.
- Ensure all administration staff and teachers are briefed on all aspects on information flow.
- Develop a media response in liaison with management/the Board (keeping in mind confidentiality, family/whānau wishes, information available to be released and the need to check with policy and emergency services).



- Determine how and what information can be released to the community (eg, using recorded phone messages and staff statements).
- Liaise with others to check whether the content of all messages is culturally appropriate.
- Control times and places of media arrival and remind media of the effect of media coverage on children and young people - especially where an incident involves suicide.
- Draft letters to be sent home, include facts, summaries, information about likely reactions and support networks.

Respond to the Media:

- Inform media of the media spokesperson who will be the only spokesperson for the school.

Support Staff, Students, Parents and the Community:

- Prepare written material for the school community to support their understanding of the event and communication with children and young people.
- Allow students to express thoughts and feelings regarding an incident.
- Clarify misinformation.
- Encourage teachers to normalise students' feelings and provide factual answers to questions.
- Encourage helping relationships, characterised by empathy, warmth and genuineness in the classroom.
- Be aware of cultural differences that exist in expressions of grief.
- Maintain confidentiality.
- Identify high-risk children and young people and monitor classroom and school attendance closely.
- Support referrals for immediate outside support, where needed.
- Provide contact numbers for parents to ring after hours.
- Document actions taken.
- Provide teachers, families/whānau and the community with information on supporting children and young people and where and how to seek additional support.

Evaluate your Plan, Procedures and Practice:

- Meet to evaluate your plan, procedures and practice, look at ways to improve the plan and procedures.
- Identify and follow up outstanding tasks and identify and address any concerns.
- Identify any ongoing support needs of staff and students.
- Discuss the need for letters of appreciation and/or any remembrance activities.

## Pandemic

St Bernadette's School will follow Ministry of Education Influenza/Pandemic's Planning Guide for Schools August 2006 and Guidelines for Education Providers and Considerations for International Students, if applicable.

Pandemics may last 8 weeks. There may be more than one wave of infection. 50% of staff could be affected. It takes two weeks leave on average.

The Ministry of Health has four 'alert codes'

- (I) White - information/advisory
- (II) Yellow - standby
- (III) Red - activation
- (IV) Stand down

Implement alert codes as required by Ministry of Health.

Before any pandemic, we need to:

- Have a plan (refer Pt1).
- Appoint a pandemic manager and deputy.

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- Have a single contact point for school to liaise with the DHB (President of the HBPPA).
  - Update all student and staff contact details, next of kin etc (parents via newsletter; staff via the office).
  - Have a flu kit - tissues, medical and hand hygiene products.
  - Contact the Health Nurse (ph 570 9305) to give advice and training to staff on flu prevention and treating staff and students who are ill at school.
  - Teachers need to reinforce with children good hygiene practices - cough/sneeze procedures.

The Education Act, 1989 allows for Board of Trustees to exclude staff and students who are ill. The school is expected to work in with the local District Health Board, re closures.

Symptoms need to be decided upon. Schools can send children home/exclude children during a pandemic. St Bernadette's School will base their decisions on symptoms as outlines on P46 of the Planning Guide.

Take steps to clarify the schools role in the local response plans (local agencies, school cluster representatives).  
Issues to discuss:

- Alternative duties for school staff
- Alternative uses of school facilities (CBAC's)
- Schools roles in local planning and decision making
- How to maintain services as near as normal as possible during a pandemic emergency

If the school is closed, the Ministry of Education states that staff can still work remotely. Schools should consider alternative methods of curriculum delivery.