



# Emergency Management Plan

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ECE Emergency contacts	Name: Dyane Buenter Role: Centre Manager Phone: 575 3625 Mobile: 027 2724032
	Name: Jenny Addison Role: Assistant Manager Phone: 575 3625 Mobile: 027 2458500
Radio	Our local station for emergency information is: The Hits 95FM, More FM 93.4 FM, Radio Live 100.6 FM, Newstalk 90.2 or 1008 AM or National Radio 101 FM or 819 AM.
Last revised	August 2021

This plan outlines how Omanu Preschool will respond in the event of an emergency.

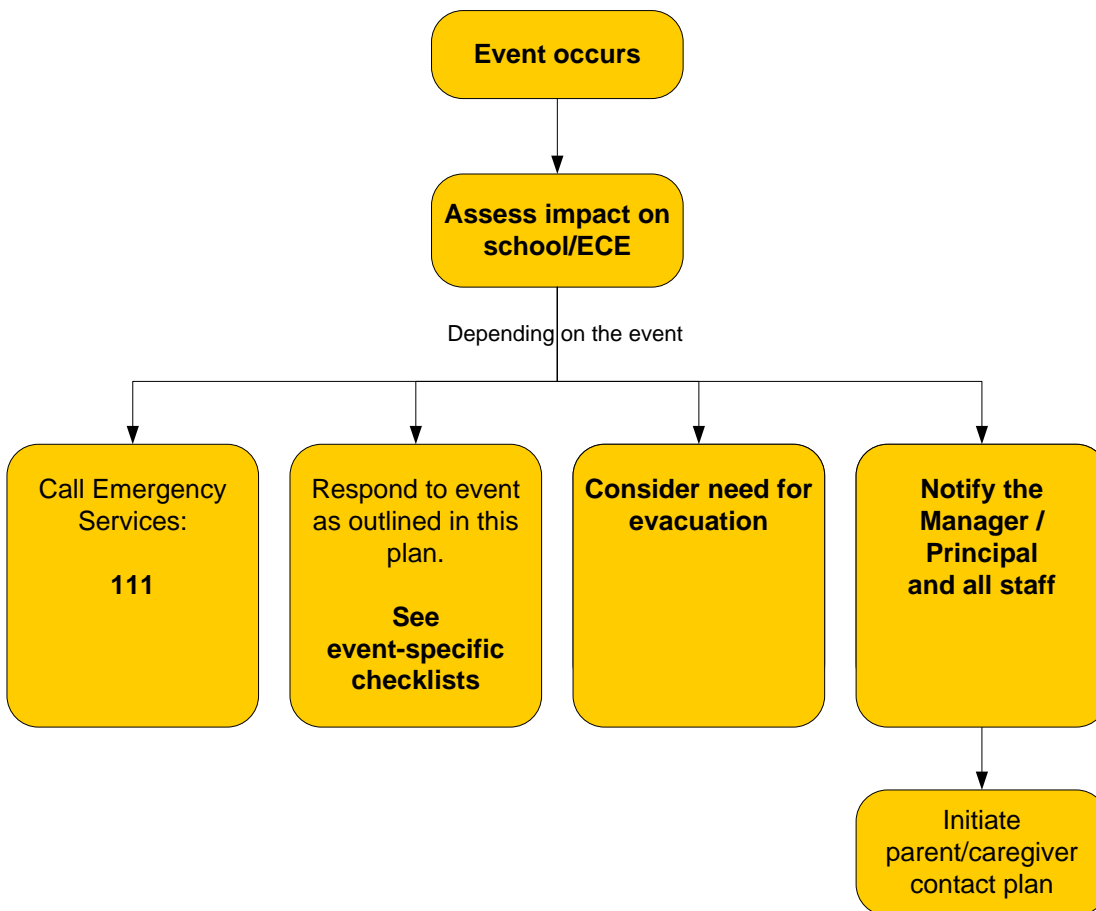
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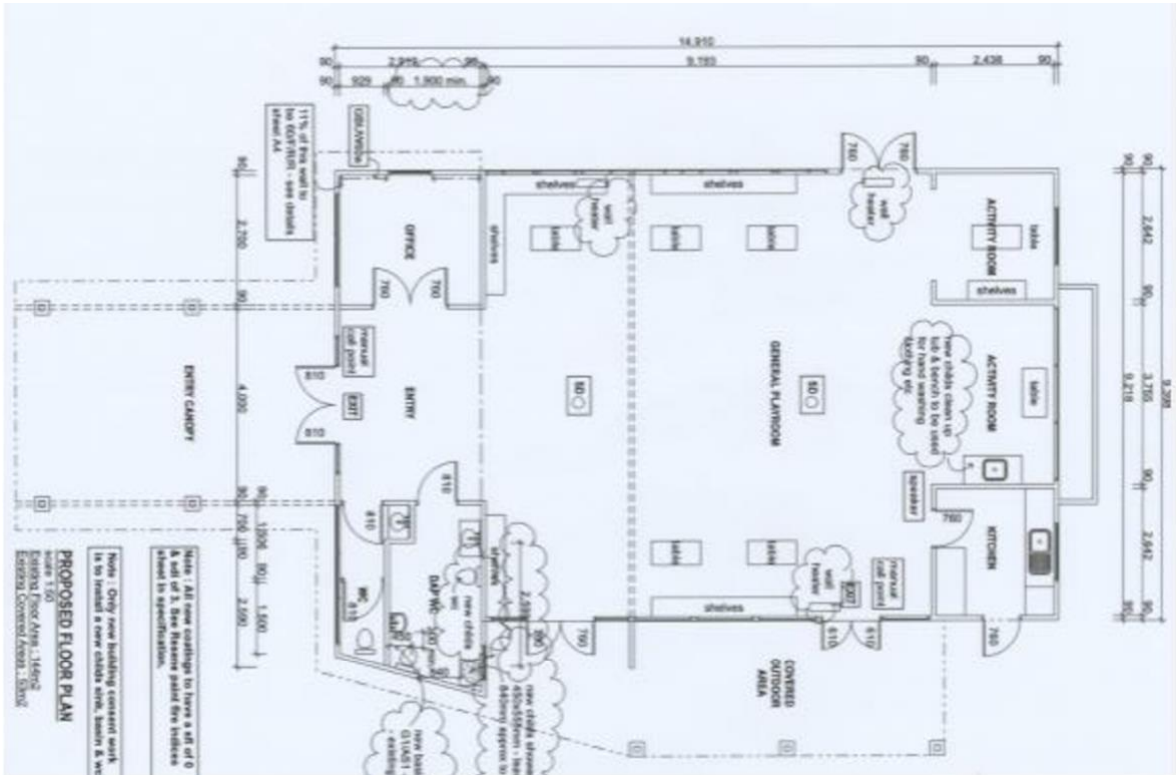
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## Basic emergency response process

While every event is unique, there are some basic steps to follow when responding to any emergency, which are outlined below:



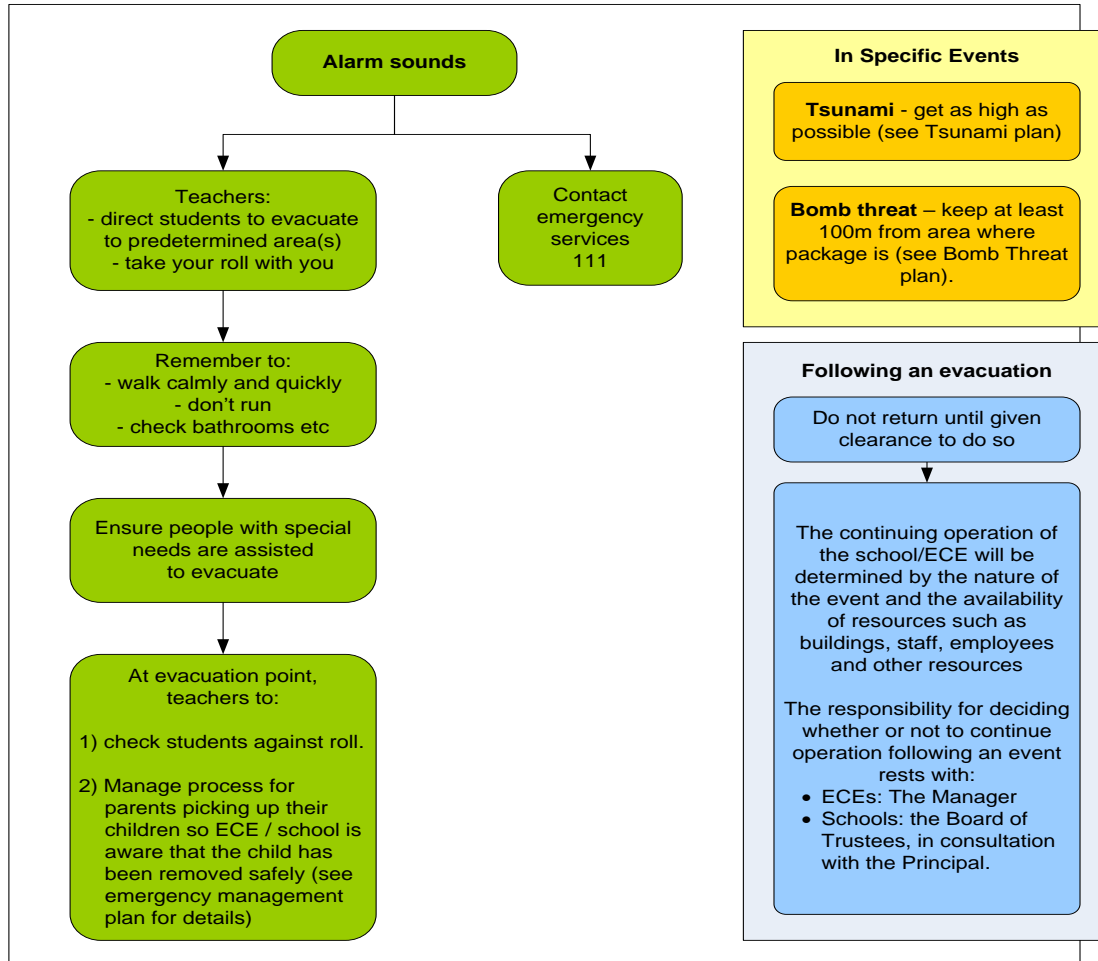
# Site map



# Evacuation

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

## General evacuation plan:



## Our evacuation areas:

- In the case of evacuation all staff, children and visitors to the preschool are to exit via the nearest door. There is exit signs from the main room. Once outside, use the closest of the 2 egress routes. One is through the back gate onto the access way, they will then walk to the assembly point at the front of the building. The other egress route is via the main door located at the front of the building. They will then walk to the assembly point by the front gate.

# Evacuation

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## ***When you become aware of an emergency requiring evacuation:***

- Call out to let other adults know.
- Trigger a manual fire alarm using the nearest call point.
- Call 111 from a safe location.

## ***On being alerted to an emergency requiring evacuation by:***

- Someone calling out.
- The alarm sounding.
- The bell located by the door in the office being rung continuously.

## ***The teachers on duty inside will:***

- Direct the children to the primary escape route or the secondary escape route (if the primary route is blocked), as per the fire action notice located in the main room and in the entrance.
- Check all children and adults are out of the rooms and have shut the doors.
- All non-walking children are to be carried if necessary. There are no steps, ramps or stairs to be negotiated.
- This centre is licensed for 40 over 2 year olds.
- Pick up the roll and visitors clipboards, as well as a high vis vest and emergency backpack.
- Accompany the children to the safe assembly area, this being the assembly point at the front gate.
- Take the roll to determine if any people are missing.

## ***The teachers not on duty in the rooms where care takes place will:***

- Direct children to the primary escape route or the secondary escape route (if the primary route is blocked), as per the fire action notice located in the main room), and in the entrance.
- Carry a non-walking child if necessary.
- Check that all children and adults are out of the kitchen, toilets, office, and back building.
- Accompany the children to the safe assembly area, (this being the assembly point at the front gate), checking for children and adults on the way through to this evacuation point.

## ***Outside Teachers:***

- If the alarm activates while children are playing outside, the outside teachers are to gather the children together and walk them or carry them via the side

gate opening onto the access driveway. The teachers will then walk to the assembly point at the front gate. This is a safe assembly area away from the building where everyone can congregate and be accounted for.

- All staff are to ensure that the children are contained in the assembly area while they are waiting for the all clear from the Emergency Services. No one is to re-enter the building until the all clear has been given by the Emergency Services.

***The Inside Teacher will:***

- Put on the emergency backpack located in the entrance area (containing the Emergency Plan, child release forms, first aid kit, and other essential items).
- Put on the high visibility vest located in the entrance so they can be easily identified by the emergency services on their arrival.
- Check the rooms are all clear if it is safe to do so.
- Proceed to the safe assembly area, this being the assembly point at the front gate.
- Ensure that the 111 call has been made.
- Receive reports from the other teachers to ensure they have accounted for all the building's occupants.
- Liaise with Emergency Services Personnel and inform them of the state of the evacuation and any persons unaccounted for.

\*\* Our local Civil Defence post in an emergency would be determined by the Civil Defence:

*"in the event of an emergency centre staff would listen to local radio or visit the Bay of Plenty Civil Defence website (<http://www.bopcivildefence.govt.nz/>) to find out what action to take".*

## Sheltering in place / Lockdown

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In some emergencies, the safest place is inside the building. In these instances the following procedures will apply:

- Upon notification that a lockdown needs to take place, the Centre Manager, or a teacher, will action the lockdown code word "Cave time".
- Close the building. Use reverse evacuation procedures to bring children, visitors, and staff into the main room where possible and away from glass and external windows.
- A nominated teacher will close and lock all windows, exterior doors, and any other openings to the outside. A lock box with a front door key is located by the sign in desk.
- Teachers will gather the children closest to them into one of four spaces (as these spaces have limited windows) - sleep room, kitchen, bathroom, office.
- Close window shades, blinds, or curtains if you are told there is any danger of explosion or possibility of intruder.
- The Centre Manager or a nominated teacher will take the roll.
- Have all staff familiar with your building's mechanical systems, turn off all fans, as well as heating and air conditioning systems, to prevent the circulation of fumes and volcanic ash.
- Gather essential emergency resources and supplies. This includes the emergency backpack (from the entrance) and the emergency kit which is in a clearly marked wheelie bin located in the office.
- Call emergency contacts.
- Seal all cracks around the door(s) and any vents into the room with duct tape and plastic sheeting (heavier than food wrap) located in the emergency bin.
- Write down the names of everyone in the room and notify emergency services.
- Listen for an announcement from emergency services via portable radios and phones and stay where you are until you are told that it is safe to leave.



## Emergency contact plan – parents and caregivers

In any emergency event, you will need to contact parents and caregivers to advise them of the situation, and advise them how they can collect their child (ren).

### **Our emergency contact plan for parents and caregivers:**

In the event of an emergency parents and caregivers will be sent a text. If possible a phone message will be left for parents/caregivers phoning the centre.

In the case of evacuation, if possible a sign will be put on the front door, advising where children have been taken to.

When the children are picked up by parents/authorised persons, Omanu Preschool will record this on the child release form in the emergency bag. If for some reason this is not possible then the sign in/out sheet, a piece of paper, or a cell phone will be used as alternatives.

## Our role in a Civil Defence emergency

Civil defence preparedness for centres generally falls into two categories:

- Ensuring the safety of children and staff at the centre during a Civil Defence emergency.
- Helping the wider local community during a Civil Defence emergency, as part of a response coordinated by the local territorial authority.

The local Civil Defence and Emergency Management Group will provide advice if our preschool is designated as a Civil Defence centre.

Our local Civil Defence post in an emergency is located at Mount Maunganui College and the school can be used as an emergency evacuation point if necessary.

# External contact lists - last updated: August 2021

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## Emergency services contact information

Police, Fire, Ambulance	Ph: 111
Police (local station)	Ph: 105 / 9 Hull Road, Mount Maunganui
National Poisons centre	Urgent line: 0800 764 766 Non-urgent: 03 479 7227
Medical Centre	Name: Dee Street Medical Address: 4 Dee Street, Central Parade Phone: 07-575 4057



## Essential Government contact information

Ministry of Education	National Office: (04) 463 8000 Traumatic Incident Team: 0800 TI Team - (0800 848 326) ECE Contact: 0800 323 323 Ministry of Education text number - 8707
Ministry of Education media advice and assistance	Point of contact: Senior Media Advisor media@education.govt.nz Phone: 027 560 5387
Oranga Tamariki	0508 326 459
Local council	(07) 577 7000
Local Emergency Management office/group	Point of contact: Western Bay of Plenty District Council, 1484 Cameron Road, Greerton, Tauranga Phone: (07) 571 8008 Mobile: 0800 WBOPDC - 0800 926 732



## Essential utility contact information

Power company - Trust Power	Account number - 834381350 Phone 0800 87 87 87
Gas company	Gas is not connected to or used on our site.
Electrician - Western Bay Electrical	027 373 0727 - Glen
Builder - Manaia Building Services	022 0339343 - Thomas

Plumber - Tap'd Out Plumbing	022 677 9003 - Trent
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## External contact lists - last updated:

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### Essential security contact information

Security	Alarm for building but not monitored
Alarm monitoring	None
Fire alarm/equipment maintenance	ASI Fire - Ross - Ph: 021 632661



### Other miscellaneous contact information

Other	Contact details
Bus company / Transportation	Bay Bus 0800 422 9287
Insurance	Crombie Lockwood



### Local ECE services/schools contact information

Other schools/ECEs in local area	Contact details
School: Omanu Primary School	Principal: Brett Larsen Phone: (07) 5755868 Email: principal@omanu.school.nz
ECE: Gwen Rogers Kindergarten	Head Teacher: Shelley Dick Phone: (07) 575 4915 Email: gwenrogers@ikindergartens.nz
School: Mount Maunganui College	Principal: Alastair Sinton Phone: (07) 575 3096 Email: principal@mmc.school.nz

## Centre contact list - Last updated: August 2021

Replace this list with a staff list if more appropriate.

Position	Name	Day Contact details	After hours contact details	Comment
		Land line or mobile	Land line or mobile	Note if a staff member is a first aid holder
Owner	Niels Kroger			No
Centre Manager	Dyane Bunter			Yes
Assistant Manager	Jenny Addison			Yes
Head Teacher	Rachael Hassan			Yes
Teaching staff	Jordan Stevenson			Yes
Teaching staff	Holly Boisson			Yes
Teaching staff	Yunha Jeon			Yes
Teaching staff	Erin Seuren			Yes

## Children/Parents and Caregivers (and alternate) contact list - Last updated:

Add in your parents and caregivers emergency contact list (including alternate contact)

Key: P = Primary, A = Alternate

Child name	Parent/Caregiver	Day contact details	After hours contact details	Comment
		Land line and mobile	Land line and mobile	Note if staff member is a first aid holder
	P:			
	A:			
	P:			
	A:			
	P:			
	A:			
	P:			
	A:			
	P:			
	A:			
	P:			
	A:			
	P:			
	A:			
	P:			

Child name	Parent/Caregiver	Day contact details	After hours contact details	Comment
		Land line and mobile	Land line and mobile	Note if staff member is a first aid holder
	A:			
	P:			
	A:			
	P:			
	A:			
	P:			
	A:			
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	P:			
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	P:			
	A:			
	P:			
	A:			

Last updated: \_\_\_\_\_

# Fire

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## Discovering a Fire / When the Alarm is Raised

### *On finding a fire:*

- Call out "Fire, Fire" to let the other adults know.
- Trigger a manual fire alarm using the nearest call point (where they are).
- Call 111 from a safe location.

### *On being alerted to a fire by:*

- Someone calling out.
- The alarm sounding.
- The bell located by the door in the office being rung continuously.

### *The teachers on duty inside will:*

- Direct the children to the primary escape route, or the secondary escape route (if the primary route is blocked by a fire) as per the fire action notice located in the main room and in the entrance.
- Check all children and adults are out of the rooms and have shut the doors.
- All non-walking children are to be carried if necessary. There are no steps, ramps or stairs to be negotiated.
- This centre is licensed 40 over 2 year olds.
- Pick up the roll and visitors clipboards, the phone, as well as a high visibility vest and the emergency backpack.
- Accompany the children to the safe assembly area, this being the assembly point at the front gate.
- Take the roll to determine the headcount and if any people are missing.

### *The teachers not on duty in the rooms where care takes place will:*

- Direct children to the primary escape route, or the secondary escape route (if the primary route is blocked by fire) as per the fire action notice located in the main room, and in the entrance.
- Carry a non-walking child if necessary.
- Check all children and adults are out of the kitchen, toilets, office, staff room and resource room.
- Accompany the children to the safe assembly area, this being the assembly point at the front gate, checking for children and adults on the way through to this evacuation point.

### *Outside Teachers:*

- If the alarm activates while the children are playing outside, the outside teachers are to gather the children together and walk them or carry them via the side gate opening onto the access driveway. They will walk to the assembly point at the front gate. This is a safe assembly area away from the building where everyone can congregate and be accounted for.



- All staff are to ensure that the children are contained in the assembly area while they are waiting for the all clear from the Fire Service. No one is to re-enter the building until the all clear has been given by the Fire Service.

*The Inside Teacher (but if inside the Assistant Manager or Head Teacher) will:*

- Clearly call out leader.
- Put on the high visibility vest located in the entry of the office so they can be easily identified by the Fire Service on their arrival.
- Put on the emergency backpack located in the entrance (containing the Emergency Plan, child release forms, first aid kit, and other essential items).
- Check the rooms are all clear if it is safe to do so.
- Proceed to the safe assembly area, this being the assembly point at the front gate.
- Ensure that the 111 call to the Fire Service has been made.
- Receive reports from other teachers to ensure they have accounted for all of the building's occupants.
- Liaise with Fire Personnel and inform them of the state of the evacuation and any persons unaccounted for.

*After Hours procedures:*

Any community groups occupying the building outside of the usual hours of operation, will be given a copy of the approved evacuation scheme to read, and will appoint people to perform the duties ordinarily performed by the teachers and head teachers as outlined above. They will sign a form agreeing to this as one of the conditions of using the premises.

**Post evacuation procedures will now be activated.**

# Earthquake

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Give the 'drop, cover and hold' command,

## If indoors children should:

- Stay inside and immediately take cover under counters or tables, and turn away from windows. Advise children to move with their 'shelters', as furniture is likely to travel during strong ground shaking. Lightweight furniture may topple, and children should try to keep it upright by holding onto the legs. Alternatively, if there is no 'shelter' children should get into the 'Turtle Position' by crouching on all fours and then covering their heads with their hands.
- Remain in sheltered position for at least 60 seconds. The duration of ground shaking will depend on a number of factors.

## If outdoors children should:

- Move to an open space, away from buildings and playground equipment if possible. Lie down or crouch low to the ground (legs will not be steady). Keep looking around to be aware of dangers that may demand movement. Children are to stay in the centre grounds until a teacher comes to get them.

## If in a vehicle:

- Stop the vehicle away from power lines, bridges, overpasses, and buildings. Children should remain in their seats and hold on.

## When the shaking stops:

- 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.
- Get staff and children away from dangerous areas.
- If possible obtain the roll and do a headcount.
- Listen to the radio for instructions from Civil Defence.
- As the centre is located near the coast line there is the possible risk of Tsunami. If there is a strong earthquake where it is difficult to stand, evacuate the building using Tsunami evacuation procedures. If it is only a small earthquake, ascertain any damage to the building, and evacuate using the standard evacuation procedures if necessary.

# Tsunami

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Omanu Preschool is located in an area at risk of a tsunami. If there is a strong earthquake, or if you are advised by Civil Defence, evacuate immediately.

The evacuation procedure is as per the general evacuation procedure, however the safe assembly place is different.

**In a Tsunami the safe assembly points are as follows:**

Children will be walked down Tui Street towards Macville Park which is our Tsunami safe zone. A sign will be placed on the front door notifying parents of the evacuation point.

**In the event of a Tsunami if you have insufficient time to evacuate, safe sheltering procedures are to be followed:**

- Close the building. Use reverse evacuation procedures to bring children, visitors, and staff to interior rooms where possible and away from glass and external windows.
- A nominated teacher will close and lock all windows, exterior doors, and any other openings to the outside.
- Close window shades, blinds, or curtains if you are told there is a danger of an explosion.
- The Centre Manager or a nominated teacher will take the roll.
- Have staff familiar with your building's mechanical systems and turn off all fans, heating and air conditioning systems.
- Gather essential emergency resources and supplies. This includes the emergency backpack (from the entrance) and the emergency kit which is in a clearly marked wheelie bin located in the office.
- Call emergency contacts.
- Seal all cracks around the door(s) and any vents into the room with duct tape and plastic sheeting (heavier than food wrap).
- Write down the names of everyone in the room and notify emergency services.
- Listen for an announcement from emergency services via portable radios, phones, and stay where you are until you are told that it is safe to leave.

**Post evacuation procedures will now be activated.**

# Flooding

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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.

## **PROCEDURES:**

- Check the source of the flood and that no children or staff are in danger.
- If the flood is due to burst pipes turn off the water at the mains if possible.
- If the flood is localised to the building, evacuate if required, using the general evacuation procedure. If the flooding is in the surrounding area also, evacuate to the safe assembly place as per Tsunami evacuation (and get to higher ground).
- If safe to do so, move records and equipment onto furniture as high as is safely possible.

# Volcanic eruption and ashfall

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## **When a volcano threatens:**

- Listen to the radio or news updates online for advice and information.
- Contact your local Civil Defence Group for advice.
- Check that the staff know what to do. Revise procedures with the children.

## **If there is a large eruption:**

- If the centre 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). Evacuate using Tsunami evacuation procedures.

## **If there is ash fall:**

- Ensure that the staff and children stay indoors. Have dust masks available.
- Engage the 'sheltering in place' procedures.
- Protective clothing (especially if working in the ash fall), should be worn by anyone who has to work outside in an emergency, with goggles used to protect the eyes.
- Monitor the amount of ash on roofs by viewing every half hour and taking photos to review. Roofs may collapse under the weight of ash causing injury to the occupants. Evacuate buildings which show signs of a roof sagging.
- If possible have centre outdoor equipment, cars etc parked under cover or try to cover them.

## **Cleaning up after an ash fall:**

- The local council and Civil Defence, or an Emergency Management group, will provide advice on cleaning up and disposing of ash.

# Gas leak

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Gas is not connected or used at Omanu Preschool however;

*If a gas leak is suspected:*

## **DO NOT:**

- Do not operate any electrical switches, including lights or alarms.
- Do not use a cell phone in the area where the leak is occurring - even if is outside of the building.
- Do not allow anyone to smoke in the vicinity.

## **DO:**

- Warn others in the immediate area.
- Call emergency services (111) if required.
- Consider evacuating the area or the centre.

**Do not re-enter the building or outside area until cleared by authorised personnel. Standard Evacuation procedures are to be undertaken, with the safe assembly point being advised by emergency services.**

## Chemical spill

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

### **If you become aware of a chemical spill:**

Move all people in the vicinity to a safe area. If required, contact emergency services on 111.

### *Consider:*

- Evacuating the entire centre if required and safe to do so. Use standard evacuation procedures to take the children to a safe assembly point and advise the destination by a sign on the front door.
- Alternatively, it may be safer to stay indoors. Therefore 'shelter in place' procedures are to be followed.
- Give appropriate first aid to anyone in contact with the spill.
- Notify the Centre Manager and staff.
- Consideration may have to be given on how children will be able to leave the centre after finishing time if the spill has not been made safe by then.

## 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.

	Response actions: (as appropriate)
<b>In general</b>	<input type="checkbox"/> Note the location of the package and a description of it (markings etc).
	<input type="checkbox"/> Do not touch, shake or attempt to move the package.
	<input type="checkbox"/> Check with the addressee to see if they are expecting the package.
	<input type="checkbox"/> Isolate the item.
	<input type="checkbox"/> Call the Police (111) and advise them of the circumstances, the description of the package and its location. Note: If a suspected bomb - <b>Do not</b> use a cell phone or other radio device anywhere near the package.
	<input type="checkbox"/> As appropriate, position staff at a safe distance to direct people away from the area where package/letter is.
	<input type="checkbox"/> Consider evacuating the area or the centre (Take Police advice). If you need to evacuate, teachers should collect the sign in sheet, visitors sign in, phone, and emergency bag (if possible), and take the children to the designated assembly point(s).
	<input type="checkbox"/> If hands, or any part of the body may have come into contact with the envelope or package, then wash with soap and water.
	<input type="checkbox"/> If contents spilled, take Police advice on evacuation: <ul style="list-style-type: none"> <li>• Do not clean up or wipe spilt contents</li> <li>• Avoid breathing the powder or spores</li> <li>• Clear and isolate the area</li> <li>• Switch off air conditioning</li> <li>• Wash hands with soap and hot water.</li> </ul>
	<input type="checkbox"/> If contents are spilt on clothing: <ul style="list-style-type: none"> <li>• Select a room for changing</li> <li>• Remove clothing and place in plastic bag</li> <li>• Shower with soap and hot water</li> <li>• Change into other clothes.</li> </ul>



## Bomb threats

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

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

Questions	Answers		
When is the bomb going to explode?			
Where is the bomb?			
What does the bomb look like?			
What kind of bomb is it?			
What is the explosive type and quantity?			
Why did you place the bomb?			
What is your name?			
Where are you?			
What is your address?			
Exact wording of the threat:			
<b>The Caller</b>			
Sex:	<input type="checkbox"/> Male <input type="checkbox"/> Female		
Estimated age:			
Any speech impediment (specify):			
Accent (specify):			
Voice- loud - soft etc:			
Speech - fast - slow etc:			
Manner, calm emotional etc:			
Did you recognise the voice?	<input type="checkbox"/> Yes <input type="checkbox"/> No		
If so who do you think it was?			
Was the caller familiar with the area?	<input type="checkbox"/> Yes <input type="checkbox"/> No		
<b>Threat Language</b>			
<input type="checkbox"/> Well spoken	<input type="checkbox"/> Irrational	<input type="checkbox"/> Message read by caller	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Incoherent	<input type="checkbox"/> Taped	<input type="checkbox"/> Abusive	
<b>Any background noises?</b>			
<input type="checkbox"/> Street noise	<input type="checkbox"/> Aircraft	<input type="checkbox"/> Music	<input type="checkbox"/> Vehicle
<input type="checkbox"/> House noise	<input type="checkbox"/> Voices	<input type="checkbox"/> Machinery	<input type="checkbox"/> Other: _____
<b>Call taken</b>			
Date: __/__/____	Time:	Length of call:	Number called:

## Trespasser on the centre grounds

Only follow this process if it is clear that the trespasser does **not** come under the category of Violent Intruder (for this process, see the following page).

Trespassing is where a person enters the centre and either: does not have permission to be there, or their behaviour is such that the centre would not give permission for them to be there.

Incident type	Response actions: (as appropriate)
<b>Become aware that there is a trespasser on the property.</b>	<input type="checkbox"/> Notify the manager or other staff member of the description, location and activity of the trespasser.
	<input type="checkbox"/> Assess the nature of the trespasser: benign or aggressive (if aggressive - follow the violent intruder process).
	<input type="checkbox"/> Ensure the rooms where children are located are kept secure.
	<input type="checkbox"/> 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.
	<input type="checkbox"/> If the reason for the visit appears legitimate, take the person to the office where the reasons for the visit can be dealt with.
	<input type="checkbox"/> If the reason for the visit is not legitimate, explain that they have to leave the premises.
	<i>If the person leaves when requested they are no longer considered a trespasser.</i>
<b>If the trespasser refuses to leave when requested</b>	<input type="checkbox"/> Explain that staff will have to call the Police.
	<input type="checkbox"/> If the trespasser still refuses to leave ask colleague to call the Police.
	<input type="checkbox"/> If it is safe, stay with the trespasser until the Police arrive.
	<input type="checkbox"/> If the trespasser gives any indication of violence walk away (if possible keep the trespasser under observation from a safe distance until Police arrive).
	<input type="checkbox"/> When Police arrive update them on the situation.
<b>Follow-up actions</b>	<input type="checkbox"/> Ensure the incident is documented and filed (including providing a report to the Police).
	<input type="checkbox"/> Advise the Ministry of Education regional office (which can help you access the Traumatic Incident team if required).
	<input type="checkbox"/> Consider: <ul style="list-style-type: none"> <li>• Debriefing staff on the incident and assess if your Emergency Management process worked correctly or needs amendments.</li> <li>• Debriefing children and advising parents (based on MOE advice) if the incident was a public one to prevent rumours and speculation.</li> </ul>

*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, section 241 makes it an offence relating to insulting, abusing, or intimidating a teacher or other member of staff of registered schools.*

## Violent intruder

This checklist provides a very basic guide to managing a Violent Intruder incident.

The aftermath of a Violent Intruder incident will require careful management as even in the 'best case' scenario of no one being killed or injured there will be traumatised staff and children, concerned parents, chaos and confusion, disruption and media interest.

	Response actions: (as appropriate)
<b>Shots are heard or a violent intruder is seen on the premises.</b>	<input type="checkbox"/> Call 111 <ul style="list-style-type: none"> <li>• Identify yourself and your centre, including address.</li> <li>• Details of situation.</li> <li>• Details of any casualties.</li> <li>• Description of weapons, number of shots etc.</li> <li>• Description and location and identity of offender if known.</li> <li>• Identify the 'target' of aggression if known.</li> </ul>
	<input type="checkbox"/> If safe, move to predetermined safe position to await Police arrival
	<input type="checkbox"/> Alert staff/children (avoid using the fire alarm - Code word "Cave Time") <div style="border: 1px solid black; padding: 5px; margin-top: 5px;">             By word of mouth if it is possible. Alternatively, with the continuous ringing of a hand bell (located by the door in the office).           </div>
	<input type="checkbox"/> Move everyone into main room. <ul style="list-style-type: none"> <li>• Teachers will gather the children closest to them into one of four spaces - sleep room, kitchen, bathroom, office.</li> </ul>
	<input type="checkbox"/> Lock and/or barricade, or cover if possible, doors/windows.
	<input type="checkbox"/> Keep quiet and do not leave the rooms where children are located unless it is safe to do so.
	<input type="checkbox"/> Should the event occur while children are outside: instruct the children to move to the nearest secure room, or to a safe-predetermined, assembly area (which may include an off-site area close to the centre).
	<input type="checkbox"/> Once Police arrive, liaise with them to secure crime scene(s).
<b>Following the incident</b>	<input type="checkbox"/> The Trauma Incident Teams will provide support (0800 84 83 26).
	<input type="checkbox"/> Liaise with the media only with advice from the MOE.
	<input type="checkbox"/> Consider whether to temporarily close, or continue operating. (The Trauma Incident Teams will provide guidance on suitable responses).
	<input type="checkbox"/> Continue to monitor the wellbeing of the children and staff.

For detailed resources on traumatic incidents, please visit: <https://www.education.govt.nz/school/health-safety-and-wellbeing/emergencies-and-traumatic-incidents/>

## Serious injury or death

All centres need to be prepared and know how to manage a traumatic incident involving death or serious injury. The sudden death (or serious injury) of a child, young person, staff member, or family/whānau member has the potential to create significant dangers or risks to 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 a centre and their community. If the aftermath is poorly or insensitively handled, it can impact on those affected and attract adverse media or public comment.

	Response actions: (as appropriate)
<b>Death / serious injury occurs the centre</b>	<input type="checkbox"/> Ensure your own safety. Assess area for danger (eg: live wires, poisonous substances etc).
	<input type="checkbox"/> <b>Do not assume death has occurred - give immediate first aid.</b>
	<input type="checkbox"/> Call emergency services.
	<input type="checkbox"/> Notify Centre Manager; isolate and contain the area.
<b>Action after medical personnel have taken over</b>	<input type="checkbox"/> Manager is to advise (as soon as possible): <ul style="list-style-type: none"> <li>• Centre staff</li> </ul>
	<input type="checkbox"/> Consider accompanying police to advise parents/whānau.
	<input type="checkbox"/> Advise the Ministry of Education Trauma Incident Team on 0800 84 83 26. This team will help guide you on managing the response (including how to advise children, arrange counselling etc).
	<input type="checkbox"/> Complete incident form with all known details.
	<input type="checkbox"/> Ensure the designated media person for the centre is fully briefed.

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

### Online resources:

Visit the Ministry of Education website to assist in managing this type of response:

<https://www.education.govt.nz/school/health-safety-and-wellbeing/emergencies-and-traumatic-incidents/>

**Traumatic Incident Team:**

Contact the Ministry of Education Traumatic Incident team on 0800 84 83 26

## Missing child or student

All instances of a child going missing from the centre must 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 centre.
- The possibility of abduction.
- The possibility that the child has been picked up by a parent or caregiver.
- The child has decided to leave the centre for the day.
- The child has felt unwell and simply gone home.

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

	Response actions (as appropriate)
<b>Information or notification that a child is missing</b>	<input type="checkbox"/> Confirm: <ul style="list-style-type: none"> <li>• That the person had been present at the centre at some time during the day, and if so;</li> <li>• When they were last seen.</li> </ul>
	<input type="checkbox"/> Notify Centre Manager and staff.
	<input type="checkbox"/> Search the centre.
<b>If child is found</b>	<input type="checkbox"/> If child is found injured or ill, call for medical assistance if required.
	<input type="checkbox"/> Notify manager and other searchers.
	<input type="checkbox"/> Establish what happened and complete incident report.
	<input type="checkbox"/> Arrange for the child's parents or caregivers to be advised.
<b>If child is not found</b>	<input type="checkbox"/> Notify the Police immediately.
	<input type="checkbox"/> Notify the Parents/Caregivers immediately.
<b>If child is missing during an excursion</b>	<input type="checkbox"/> Inform the person responsible. Gather as a group and go to a designated meeting place while one adult searches for the child.
	<input type="checkbox"/> One person phones the centre to advise situation and location.
	<input type="checkbox"/> If child is not located quickly (within 10 minutes) notify the Police immediately and contact parents.

# Pandemic

A Pandemic has unique characteristics:

- **Widespread impact:** The impact of a pandemic would likely be widespread, even nation-wide, not localised to a single area.
- **Requires limiting social contact:** Unique characteristics of a pandemic require implementation of activities to limit contact, such as restricting movement, quarantine, and banning public gatherings.
- **Long duration:** A pandemic emergency may last several months with different alert levels and plans need to take this into account.
- **Short notice:** It is likely that there will be some advance warning but that warning period may be very short.
- **Primary effect is on staffing levels:** Unlike natural disasters, where disruption to infrastructure and service delivery is likely to be hardware related, a pandemic is more of a threat to staff. Employers will need to plan for staff absences at the height of a severe pandemic.

Framework for action: based on Covid-19

New Zealand COVID-19 Alert Levels Summary			Unite against COVID-19
<ul style="list-style-type: none"> <li>• The Alert Levels are determined by the Government and specify the public health and social measures to be taken in the fight against COVID-19. Further guidance is available on the <a href="https://www.covid19.govt.nz">Covid19.govt.nz</a> website.</li> <li>• The measures may be updated based on new scientific knowledge about COVID-19, information about the effectiveness of control measures in New Zealand and overseas, or the application of Alert Levels at different times (e.g. the application may be different depending on if New Zealand is moving down or up Alert Levels).</li> </ul>		<ul style="list-style-type: none"> <li>• Different parts of the country may be at different Alert Levels. We can move up and down Alert Levels.</li> <li>• Services including supermarkets, health services, emergency services, utilities and goods transport will continue to operate at any level. Employers in those sectors must continue to meet health and safety obligations.</li> <li>• Restrictions are cumulative (e.g. at Alert Level 4, all restrictions from Alert Levels 1, 2 and 3 apply).</li> </ul>	
<p>ELIMINATION STRATEGY – New Zealand is working together to eliminate COVID-19</p>			
Alert Level	Risk Assessment	Range of Measures (can be applied locally or nationally)	
<b>Level 4 – Lockdown</b> Likely the disease is not contained	<ul style="list-style-type: none"> <li>• Sustained and intensive community transmission is occurring.</li> <li>• Widespread outbreaks.</li> </ul>	<ul style="list-style-type: none"> <li>• People instructed to stay at home in their bubble other than for essential personal movement.</li> <li>• Safe recreational activity is allowed in local area.</li> <li>• Travel is severely limited.</li> <li>• All gatherings cancelled and all public venues closed.</li> <li>• Businesses closed except for essential services (e.g. supermarkets, pharmacies, clinics, petrol stations) and lifeline utilities.</li> <li>• Educational facilities closed.</li> <li>• Rationing of supplies and requisitioning of facilities possible.</li> <li>• Reprisitioning of healthcare services.</li> </ul>	
<b>Level 3 – Restrict</b> High risk the disease is not contained	<ul style="list-style-type: none"> <li>• Multiple cases of community transmission occurring.</li> <li>• Multiple active clusters in multiple regions.</li> </ul>	<ul style="list-style-type: none"> <li>• People instructed to stay home in their bubble other than for essential personal movement – including to go to work, school if they have to, or for local recreation.</li> <li>• Physical distancing of two metres outside home, or one metre in controlled environments like schools and workplaces.</li> <li>• People must stay within their immediate household bubble, but can expand this to reconnect with close family / whānau, or bring in caregivers, or support isolated people. This extended bubble should remain exclusive.</li> <li>• Schools (years 1 to 10) and Early Childhood Education centres can safely open, but will have limited capacity. Children should learn at home if possible.</li> <li>• People must work from home unless that is not possible.</li> <li>• Businesses cannot offer services that involve close personal contact, unless it is a supermarket, pharmacy, petrol station or hardware store providing goods to trade customers, or it is an emergency or critical situation.</li> <li>• Other businesses can open premises, but cannot physically interact with customers.</li> <li>• Low risk local recreation activities are allowed.</li> <li>• Public venues are closed (e.g. libraries, museums, cinemas, food courts, gyms, pools, playgrounds, markets).</li> <li>• Gatherings of up to 10 people are allowed but only for wedding services, funerals and tanghanga. Physical distancing and public health measures must be maintained.</li> <li>• Healthcare services use virtual, non-contact consultations where possible.</li> <li>• Inter-regional travel is highly limited (e.g. for critical workers, with limited exemptions for others).</li> <li>• People at high risk of severe illness (older people and those with existing medical conditions) are encouraged to stay at home where possible, and take additional precautions when leaving home. They may choose to work.</li> </ul>	
<b>Level 2 – Reduce</b> The disease is contained, but the risk of community transmission remains	<ul style="list-style-type: none"> <li>• Limited community transmission could be occurring.</li> <li>• Active clusters in more than one region.</li> </ul>	<ul style="list-style-type: none"> <li>• People can reconnect with friends and family, and socialise in groups of up to 100, go shopping, or travel domestically, if following public health guidance.</li> <li>• Keep physical distancing of two metres from people you don't know when out in public or in retail stores. Keep one metre physical distancing in controlled environments like workplaces, where practicable.</li> <li>• No more than 100 people at gatherings, including weddings, birthdays and funerals and tanghanga.</li> <li>• Businesses can open to the public if following public health guidance including physical distancing and record keeping. Alternative ways of working encouraged where possible.</li> <li>• Hospitality businesses must keep groups of customers separated, seated, and served by a single person. Maximum of 100 people at a time.</li> <li>• Sport and recreation activities are allowed, subject to conditions on gatherings, record keeping, and - where practical - physical distancing.</li> <li>• Public venues such as museums, libraries and pools can open if they comply with public health measures and ensure 1 metre physical distancing and record keeping.</li> <li>• Event facilities, including cinemas, stadiums, concert venues and casinos can have more than 100 people at a time, provided that there are no more than 100 in a defined space, and the groups do not mix.</li> <li>• Health and disability care services operate as normally as possible.</li> <li>• It is safe to send your children to school, early learning services and tertiary education. There will be appropriate measures in place.</li> <li>• People at higher-risk of severe illness from COVID-19 (e.g. those with underlying medical conditions, especially if not well-controlled, and seniors) are encouraged to take additional precautions when leaving home. They may work, if they agree with their employer that they can do so safely.</li> <li>• Face coverings required on public transport and aircraft (but not inter-island ferries) – school buses and children under 12 are exempt along with passengers in taxis or ride share services and people with disabilities or mental health conditions.</li> </ul>	
<b>Level 1 – Prepare</b> The disease is contained in New Zealand	<ul style="list-style-type: none"> <li>• COVID-19 is uncontrolled overseas.</li> <li>• Sporadic imported cases.</li> <li>• Isolated local transmission could be occurring in New Zealand.</li> </ul>	<ul style="list-style-type: none"> <li>• Border entry measures to minimise risk of importing COVID-19 cases.</li> <li>• Intensive testing for COVID-19.</li> <li>• Rapid contact tracing of any positive case.</li> <li>• Self-isolation and quarantine required.</li> <li>• Schools and workplaces open, and must operate safely.</li> <li>• No restrictions on personal movement but people are encouraged to maintain a record of where they have been.</li> <li>• No restrictions on gatherings but organisers encouraged to maintain records to enable contact tracing.</li> <li>• Stay home if you're sick, report flu-like symptoms.</li> <li>• Wash and dry hands, cough into elbow, don't touch your face.</li> <li>• No restrictions on domestic transport – avoid public transport or travel if sick.</li> <li>• No restrictions on workplaces or services but they are encouraged to maintain records to enable contact tracing.</li> <li>• QR codes issued by the NZ Government must be displayed in workplaces and on public transport to enable use of the NZ COVID Tracer App for contact tracing.</li> </ul>	

- The Ministry of Health leads the Government's response to a pandemic. We will regularly check for updates on the Ministry of Health website.

- Local Medical Officer of Health - Tauranga Hospital Ph 07 579 8000.
- Early learning centres may be open but with a restricted roll to meet public health measures.
- Children depending on the alert level may be encouraged to continue their education at home.
- Staff who are at risk may be encouraged to stay at home.
- Parents will be asked to keep any sick children at home and stay away if they are sick.
- Hand hygiene will be very important with hand sanitiser to be available for adults and out of reach of children.
- Children will need to regularly wash and dry their hands.
- Entry and exit times may need to be staggered.
- Physical distancing will be encouraged.
- Children will require their own food containers and meal times could be staggered.
- All surfaces and equipment will need to be disinfected and cleaned daily.
- Contact tracing registers and visitor registers will be required at alert levels 2-4.
- PPE may not be required but will be available.
- If a pandemic case is confirmed and connected to the preschool the Local Medical Officer of Health and the Ministry of Education will be advised. The preschool must close for 72 hours to allow contact tracing and cleaning, and may be physically closed for a further 14 days.