



Emergency Management Plan

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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 reviewed:	August 2023 - November 2023
Next review:	August 2024
File locations:	Available in hard copy in the Emergency Management bins in the main office and the green back building, as well as the two emergency backpacks at the entrance to the preschool. Also available electronically on Dropbox for staff, and on the Omanu Preschool website.

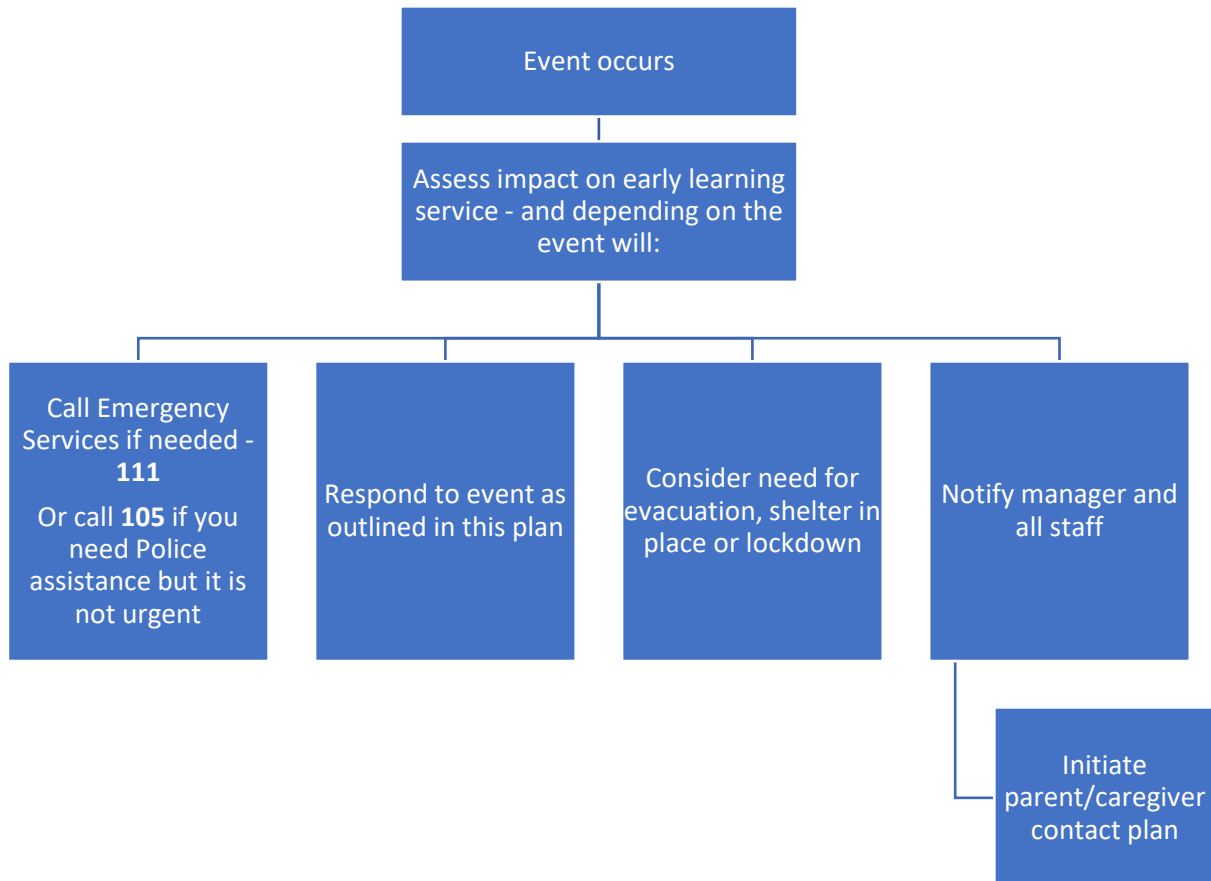
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This plan outlines how Omanu Preschool will plan for and respond to an emergency event.

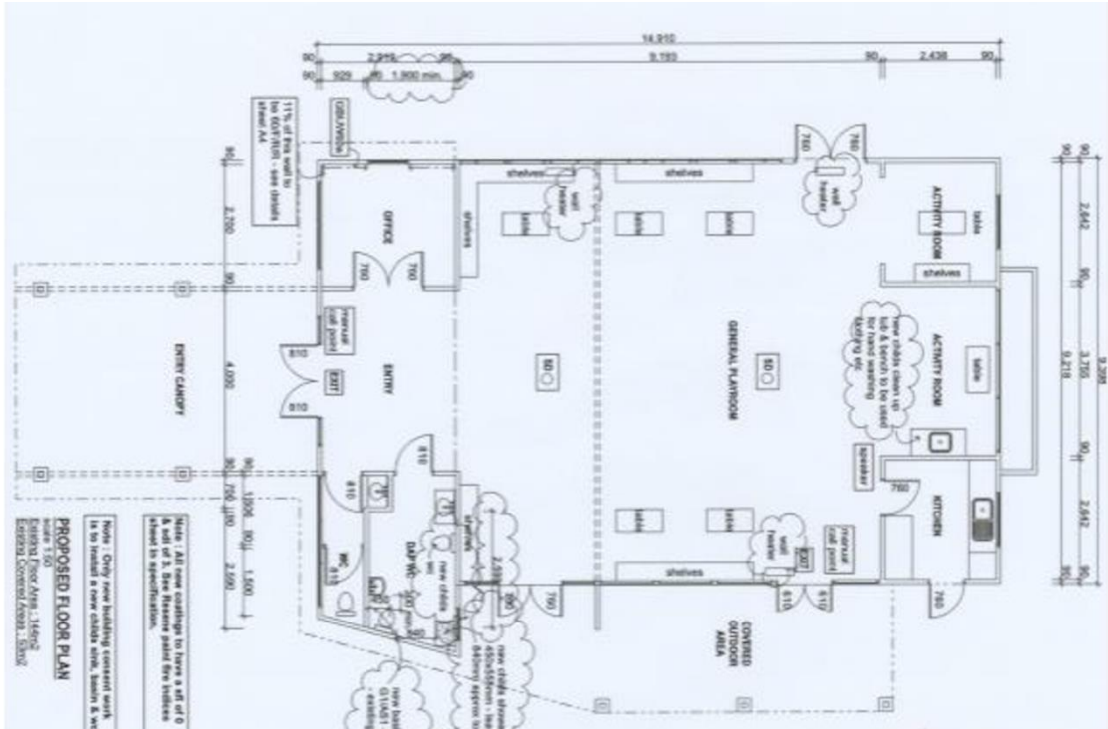
Basic emergency response process

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

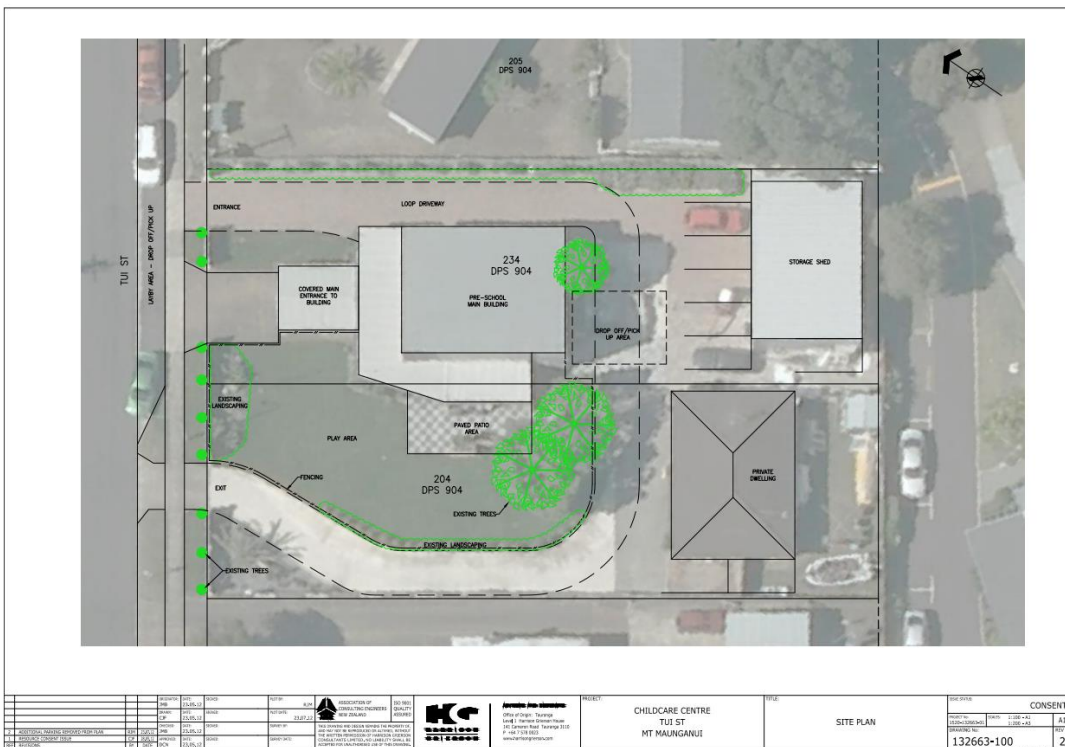


Site map

Water mains are located (looking at the building from the road) at the entrance to the driveway on the left hand side of the driveway on the ground beside the fence.



- Key: Evacuation area _____ Offsite Evacuation – Macville Park _____
- First Aid kits _____ Main electrical switchboard _____
- Water mains _____



Emergency drills calendar 2022-2023:

	NOTIFIABLE FIRE and LOCKDOWN	EARTHQUAKE and TSUNAMI	FIRE and LOCKDOWN	EARTHQUAKE and TSUNAMI
	JANUARY	FEBRUARY	MARCH	APRIL
Date completed:				
Signature/Role:				
	FIRE and LOCKDOWN	EARTHQUAKE and TSUNAMI	NOTIFIABLE FIRE and LOCKDOWN	EARTHQUAKE and TSUNAMI
	MAY	JUNE	JULY	AUGUST
Date completed:				
Signature/Role:				
	FIRE and LOCKDOWN	EARTHQUAKE and TSUNAMI	FIRE and LOCKDOWN	EARTHQUAKE and TSUNAMI
	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
Date completed:				
Signature/Role:				
<ul style="list-style-type: none"> • Emergency drills records undertaken after each emergency drill and reviewed by the Centre Manager and discussed regularly at staff meetings. • Parent and caregiver updates and reminders – regularly by newsletter, Facebook whānau page, and by email. 				

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.
- **Where appropriate** 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, and any equipment, 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.

Following an emergency we will aim to continue to operate if it is possible, and return to full operation as soon as is possible.

Communications plan – parents, caregivers and others

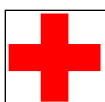
In any emergency event, we will need to contact parents and caregivers to advise them of the situation, and advise them how they can collect their child/children.

<p>Preparing for and practising our plan</p>	<p>We have systems in place to support our emergency management planning and response:</p> <ul style="list-style-type: none"> • Monthly emergency drills with a staff drill written review • Staff meeting discussions and review • Staff induction process including emergency management training • All permanent staff have completed first aid training • Mat time discussions with children about how to stay safe in an emergency • Facebook and Storypark notifications
<p>Emergency kit</p>	<p>We have an emergency kit located in our preschool which includes items such as food, water, first aid kit, torches, radio, and nappies. Any medicines we hold for children are held either in a lock box in our fridge or in a sealed container in our kitchen. In the event of a shelter in place event or lockdown the Centre Manager or a nominated teacher will access the medicine as required.</p>
<p>Communication in an emergency</p>	<p>In the event of an emergency we will aim to communicate with parents by:</p> <ul style="list-style-type: none"> • e-text • Email • Our Facebook whānau page – if you have not yet joined our private Facebook page please search for “Omanu Preschool Whanau” and request to join. • If internet, mobile and phone lines are down, we will aim to stay in touch with developments through local radio stations. Our local stations for emergency information are: 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.
<p>Authorised persons to uplift your child</p>	<p>Please note that Omanu Preschool will only release children to people already approved and authorised by a parent/caregiver to collect their child. Parents are able to add or amend authorised caregivers at any time. In the event of an emergency and you would like a person to collect your child that is not on the approved list we can only accept this information by phone or in writing through email, or text to 021 2124296.</p>
<p>Evacuations</p>	<ul style="list-style-type: none"> • When we evacuate the building our assembly point is at our front gate. • When we are required to evacuate the premises, we will evacuate to Macville Park on Macville Park Lane.

Reunification process

Following an emergency event our staff will always have the best interests of your child at heart. We will provide all the emotional and physical support we can until a parent or authorised person is able to collect your child and sign a release form. In the event we have had to evacuate Omanu Preschool we will go to Macville Park. If for any reason due to bad weather, or there is a need to shelter in another location a notice will be left on the front door or gate advising our location. In a civil defence emergency any child who cannot be reunited with their parent or approved emergency contact within a reasonable time will need to be registered as unaccompanied and Omanu Preschool along with the Police and/or Oranga Tamariki will determine a plan to care for your child to ensure their safety and wellbeing.

External contact lists – last updated: August 2022



Emergency services contact information

Police, Fire, Ambulance	Ph: 111 105 for Police, if needing non-urgent assistance
Police (local station)	Ph: 105 / 9 Hull Road, Mount Maunganui
National Poisons centre	Urgent line: 0800 764 766 Non-urgent enquiries: 03 479 7227
Medical Centre	Name: Dee Street Medical Address: 4 Dee Street, Central Parade Phone: 07-575 4057
Medical Officer of Health - Toi Te Ora Public Health	Name: Dr Jim Miller, Dr Neil de Wet, Dr Phil Shoemack for BOP Phone: 07 579 8000 (On call Medical Officer of Health via Tauranga Hospital switchboard) Email: enquiries@toiteora.govt.nz



Essential Government contact information

Ministry of Education Mataara - emergency contact system	National Office: (04) 463 8000 Traumatic Incident Team: 0800 TI Team - (0800 848 326) ECE Contact: 0800 323 323 Ministry of Education text number - Mataara - 8707
Ministry of Education media advice and assistance	Point of contact: Senior Media Advisor media@education.govt.nz Phone: 027 560 5387
Oranga Tamariki Ministry for Children	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

External contact lists - last updated: August 2022



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
Other business sharing site (in the green back building)	Symbiota - Kaye - ph 027 774 5001
Bus company / Transportation	Bay Bus 0800 422 9287
Insurance	Crombie Lockwood
Bank	ANZ
Local Marae	Whareroa Marae - ph 022 187 2322 25 Taiaho Place, Mount Maunganui
Local Church	Mount Maunganui Baptist Church - ph 07 575 6949 Corner of Tui Street and Ranch Road



Local ECE services/schools contact information

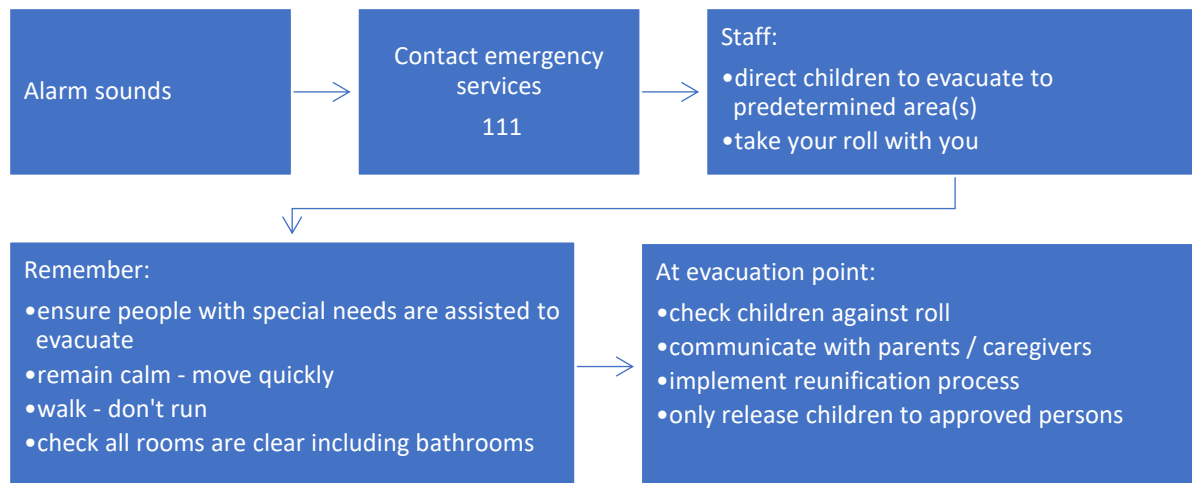
Other schools/ECEs in local area	Contact details
School: Omanu Primary School	Principal: Brett Larsen Phone: (07) 5755868 Email: principal@omanu.school.nz
ECE: Gwen Rogers Kindergarten	Head Teacher: Shelley Dick Phone: (07) 575 4915 Email: gwenrogers@ikindergartens.nz
School: Mount Maunganui College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

Emergency Response Types

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 practised.

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

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 early learning service manager. Appropriate advice from professionals should be sought if needed.

Contact the Ministry of Education if you need support.

Our evacuation areas:

Fire Evacuation Plan / Point and Earthquake Evacuation Plan / Point

In the case of evacuation all staff, children and visitors to the preschool are to exit via the nearest door. There are 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.

Tsunami Evacuation Plan / Point

Omanu Preschool is located in the safe green zone as per the Tsunami evacuation map, but if we are required to evacuate the building the closest advised Tsunami safe location is Macville Park.

Volcano Evacuation Plan / Point

In the event of volcanic ash the preschool would shelter inside the building and ensure all windows and doors are secured and gaps covered.

Gas/Chemical Evacuation Plan / Point

Gas is not connected or used at Omanu Preschool. In the event of a chemical spill everyone in the vicinity will be moved to a safe area.

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 to 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 to 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 high visibility vest located in the entrance so they can be easily identified by the emergency services on their arrival.
- Put on the emergency backpack located in the entrance area (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 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”.

Fire

Response actions (as appropriate)	
Discovery of a fire	Ring the fire alarm using the nearest call point. Call out "Fire, Fire".
	Call 111 from a safe location
	If safe to do so extinguish the fire.
On hearing the alarm	<p>Initiate evacuation to planned location. This centre is licensed for 40 over 2 year olds.</p> <p><i>The teachers on duty inside will:</i></p> <ul style="list-style-type: none"> • Direct the children and any visitors to the primary escape route, or to 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. • Ensure children / staff / visitors with disabilities are assisted by a responsible person. • All non-walking children are to be carried if necessary. There are no steps, ramps or stairs to be negotiated. • Walk calmly and quickly and check all children and adults are out of the rooms, having also checked the kitchen, office, all bathrooms and sleep space, and those doors have been shut. • Pick up the roll and visitors clipboards, the phone, as well as a high visibility vest and the emergency backpack. Ensure the front door is shut. • 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. <p><i>The teachers not on duty in the rooms where care takes place will:</i></p> <ul style="list-style-type: none"> • Direct children to the primary escape route, or to 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. <p><i>Outside Teachers:</i></p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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. <p><i>The Inside Teacher (but if inside the Assistant Manager will):</i></p> <ul style="list-style-type: none"> • Clearly call out leader. • Put on the high visibility vest located in the entrance 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. <p>Ensure all students and children remain at the evacuation point until clearance to leave is given.</p>
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	<p>The decision to continue early learning service operations rests with the service provider.</p> <p>Contact the Ministry of Education regional office (they can provide support through the Traumatic Incident team if required).</p>

Earthquake

Give the 'drop, cover and hold' command, **REMEMBER - LONG OR STRONG, GET GONE**

Response actions (as appropriate)	
During an earthquake	<p>If indoors:</p> <ul style="list-style-type: none"> • Move no more than a few steps to a safe place and drop, cover and hold until the shaking stops. If you can, take cover under a desk or table and turn away from windows • Keep away from shelves containing heavy objects and other large items of furniture • Keep away from windows • Stay indoors until the shaking stops and it's safe to go outside.
	<p>If outside:</p> <ul style="list-style-type: none"> • Find a clear spot and drop to the ground and cover your head and neck • Children to stay in the early learning service grounds until a teacher comes to get them. Teachers to keep looking around to be aware of dangers that demand movement • Keep away from buildings and power lines.
When the shaking stops	<p>Expect aftershocks.</p> <p>Ensure your personal safety first.</p> <p>Check those around you and offer help if necessary:</p> <ul style="list-style-type: none"> • 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 coastline there is the possible risk of Tsunami. If you felt the earthquake was long (longer than a minute) or strong (hard to stand up in) then a tsunami may be imminent. Refer to the tsunami plan. • If it is only a small earthquake, ascertain any damage to the building, and evacuate using the standard evacuation procedures if necessary.
Ongoing operations following the earthquake	<p>Evacuate if required.</p> <p>The decision to continue early learning service operations rests with the service provider.</p>
	<p>Contact the Ministry of Education regional office (they can provide support through the Traumatic Incident team if required).</p>

Tsunami

Omanu Preschool on Tui Street is located in the green safe zone, as per the Tauranga City Council Tsunami evacuation zone map. If there is a long and strong earthquake and our building is unsafe, or if we are advised by Civil Defence, we will evacuate immediately to the closest designated Tsunami safe zone which is Macville Park.

Response actions (as appropriate)	
When a tsunami threatens	<p>If you feel a long (more than a minute) or strong (hard to stand up) earthquake:</p> <ul style="list-style-type: none"> • Once the shaking stops, gather all children and evacuate the building immediately; • 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 <p>The Tsunami safe zone at Macville Park: Children will be walked down Tui Street towards Macville Park which is our closest designated Tsunami safe zone. A sign will be placed on the front door notifying parents of the evacuation point.</p>
	<p>If there is time take the disaster survival kit and any important documents with you (such as the roll and contact details).</p> <p>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.</p>
After the impact of the tsunami	Contact the Ministry of Education regional office for support, if needed.

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.

Sheltering in place / Lockdown

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

Response actions (as appropriate)	
In general	<p>Upon notification that a lockdown needs to take place, the Centre Manager, or a teacher, will action the lockdown code word “Cave time”.</p> <ul style="list-style-type: none"> • 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 an 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.
After the lockdown	Contact the Ministry of Education regional office for support, if needed.

Flooding

Flooding can happen quickly and have serious impacts. Flooding may be caused by heavy rain, overflowing creeks and rivers, and high tides or Tsunami's in coastal and low-lying areas. Tsunami evacuation zone map for Mount Maunganui is located on the wall in the office.

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

Response actions (as appropriate)	
Flooding reported or sighted	<p>Be ready to act quickly. Floods and flash floods can happen quickly and without warning.</p> <p>Evacuate if required (and get to higher ground).</p> <p>Follow the instructions and advice of emergency services and civil defence and emergency management authorities.</p> <p>If safe to do so, move records and equipment onto furniture or as high as possible.</p> <p>If flood is due to burst pipes etc, turn off the water at the mains if possible (located at the left hand side of the driveway when facing the building).</p>
After a flood	<p>Flood dangers do not end when the water begins to recede. Continue to listen to communication channels and don't return until authorities indicate it is safe to do so.</p> <p>Get medical care if necessary. Contaminated water can cause infection.</p> <p>Stay away from damaged areas. Your presence might hamper rescue and other emergency service operations.</p> <p>Contact the Ministry of Education regional office (they can provide support through the Traumatic Incident team if required).</p>

Volcanic eruption and ashfall

Response actions (as appropriate)	
When a volcano threatens	Listen to the radio, TV, or news updates online 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.
	Check that staff know what to do. Revise procedures with children.
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).
Ash Fall	<p>Ensure that everyone on-site stays indoors. Have dust masks available.</p> <p>Close windows and doors. In heavy ash falls, windows and doors may need additional sealing to avoid ash entering the early learning service buildings.</p> <p>Turn off air-conditioning units and any other equipment that draws in or blows air.</p> <p>Protective clothing (especially if working in the ash fall) should be worn by anyone who has to work outside in an emergency and goggles used to protect the eyes.</p> <p>Volcanic ash is very abrasive. Properly fitted, P2 or N95 - rated safety masks are recommended for anyone in contact with ash.</p> <p>Monitor the amount of ash on roofs. Roofs may collapse under the weight of ash causing injury to the occupants. Evacuate buildings which show signs of roof sagging.</p> <p>Disconnect roof-fed water supply only when ash fall is occurring or during the clean-up, to stop ash entering the storage tanks.</p> <p>If possible, have outdoor equipment, cars etc parked under-cover or try to cover them.</p>
Cleaning up after an ash fall	The local council and CDEM group will provide advice on cleaning up and disposing of ash.
Seek support if needed	Contact the Ministry of Education regional office (they can provide support through the Traumatic Incident team if required).

Pandemic

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 of public gatherings.
- **Long duration:** A pandemic emergency may last several months with different alert levels and plans which 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 is 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.

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

• Pre-response and Response actions (as appropriate)	
Planning	<p>Recommend / fund annual vaccinations for staff.</p> <p>We have a supply of Personal Protective Equipment (PPE) gloves, face masks, antiseptic hand wash, sanitiser.</p> <p>Share our communications plan for staff, children, families and other interested members of the community, detailed on page 7 of this emergency plan.</p> <p>Identify an appropriate space to be used as an isolation area.</p> <p>Know who the local Medical Officer of Health is and maintain regular contact, names detailed on page 8 of this emergency plan.</p>
Response - when a pandemic has been advised or declared	<p>Regularly check for updates on the Ministry of Health website (Ministry of Health NZ).</p> <p>Posters displayed are available from Ministry of Health re cough / sneeze etiquette, handwashing.</p> <p>Consider physical distancing strategies. Information on this is available from the Ministry of Health.</p> <p>Consider implementing an enhanced cleaning routine of touch points and common spaces as a precaution.</p> <p>Establish the isolation area (as required).</p>
	<p>Liaise with the local Medical Officer of Health as needed (see Essential agency / service contact list for details).</p>

Pandemics by their nature are unpredictable in terms of timing, severity and the population groups that are most affected.

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).

- 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 could be required.
- 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 may need to be advised and the preschool will follow any advice and instructions.

Gas leak

Gas is not connected or used at Omanu Preschool however;

Response actions (as appropriate)	
If gas leak is suspected	<p>Consider evacuating the area or the early learning service. Do not re-enter the building or outside area until cleared by authorised personnel.</p> <p>Turn off the main valve.</p> <p>If possible and safe to do so open windows to allow the gas to dissipate.</p> <p>Rescue any person in immediate danger but only if safe to do so.</p> <p>Do not:</p> <ul style="list-style-type: none">• Operate any electrical switches, including lights or alarms• Use cell phone in area where leak is occurring – even if outside of the building• Allow anyone to smoke in the vicinity. <p>Do:</p> <ul style="list-style-type: none">• Warn others in the immediate area.• Call emergency services (111) if required. <p>Contact the Ministry of Education regional office if further support is needed.</p>

Standard Evacuation procedures are to be undertaken, with the safe assembly point being advised by emergency services.

Chemical spill

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

Response actions (as appropriate)	
Become aware of chemical spill	<p>Move all people in the vicinity to a safe area. Consider:</p> <ul style="list-style-type: none">• Shelter in place – move / stay indoors and seal doors, windows, other openings and switch off any air intake units.• Evacuation of entire early learning service 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. <p>If required, contact emergency services on 111.</p> <p>Give appropriate first aid to anyone in contact with the spill.</p> <p>Notify the manager or person in charge and staff.</p> <p>Consideration may have to be given to how children will be able to leave the early learning service after finishing time if the spill has not been made safe by then.</p> <p>Contact the Ministry of Education regional office if further support is needed.</p>

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)	
<p>In general</p>	<ul style="list-style-type: none"> • 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 or the early learning service (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).
<p>If you open a letter/package and discover powder</p>	<p>Put on gloves and place opened letter / package in a plastic bag.</p> <p>If hands or any part of the body may have come into contact with the envelope or package then wash with soap and water.</p> <p>If contents spilled:</p> <ul style="list-style-type: none"> • Do not clean up or wipe spilt contents • Avoid breathing the powder or spores • Clear all people from the area and isolate the area (close doors & prevent access) • Switch off air conditioning • Wash hands with soap and hot water. <p>If contents have spilt on clothing:</p> <ul style="list-style-type: none"> • Select a room for changing • Remove clothing and place in plastic bag • Shower with soap and hot water • Change into other clothes.

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

Bomb threats

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

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.

Following the Call:

- Call 111 and explain the situation to the police. It is likely that they will advise you on what to do next.
- The decision to evacuate or stay within a building will depend on the circumstances of the threat.
- More information from New Zealand Police can be found here: [Suspicious mail and bomb threats | New Zealand Police](#)

Questions	Answers
When is the bomb going to explode?	
Where is the bomb?	
What does the bomb look like?	
What kind of bomb is it?	
What will make the Bomb explode?	
What is the explosive type and quantity?	
Why did you place the bomb?	
What is your name?	
Where are you?	
What is your address?	
Exact wording of the threat:	
Caller details	
Gender:	<input type="checkbox"/> Male <input type="checkbox"/> Female
Estimated age:	
Any speech impediment (specify):	
Accent (specify):	
Voice – loud, soft etc:	
Speech – fast, slow etc:	
Diction – clear, muffled etc	
Manner, calm, emotional etc:	
Did you recognise the voice?	<input type="checkbox"/> Yes <input type="checkbox"/> No

If so who do you think it was?		
Was the caller familiar with the area?		<input type="checkbox"/> Yes <input type="checkbox"/> No
Threat Language	Background noises	Call taken
<input type="checkbox"/> Well spoken <input type="checkbox"/> Incoherent <input type="checkbox"/> Irrational <input type="checkbox"/> Taped <input type="checkbox"/> Message read by caller <input type="checkbox"/> Abusive <input type="checkbox"/> Other:	<input type="checkbox"/> Street noise <input type="checkbox"/> House noise <input type="checkbox"/> Aircraft <input type="checkbox"/> Voices <input type="checkbox"/> Music <input type="checkbox"/> Machinery <input type="checkbox"/> Vehicle <input type="checkbox"/> Other:	Date: __/__/____ Time: Length of call: Number called:
Details of person taking the call		
Name Phone number Signature _____ Date __ / __ / ____		

This checklist for bomb threats is kept on the wall in the office near the phone, alternatively the Police check list is also available near the phone and within this emergency management plan.

Trespasser on the centre 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 or school 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 on school or early learning service premises (within the presence or hearing of any child / student of the service / school).

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

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

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

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

When responding to an attacker consider:

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

Response actions (as appropriate)	
Shots are heard or an attacker is believed to be on the premises	<p>Call 111 when it is safe to do so:</p> <ul style="list-style-type: none"> • Identify yourself and your early learning service, including address • Details of situation • Details of any casualties • Description of weapons, number of shots etc • Description and location and identity of offender if known • Identify the 'target' of aggression if known. <p>If safe to do so, move to predetermined safe position to await Police arrival.</p> <p>Alert staff / children (avoid using the fire alarm / Code word – “Cave Time”).</p> <p>Our alert system: eg Silent alarm</p> <p>Move everyone into one of four rooms – sleep room, kitchen, bathroom, office.</p> <p>Lock and / or barricade doors / windows.</p> <p>Keep quiet and do not leave the indoor space unless it is safe to do so.</p> <p>Put mobile phones on silent mode and instruct others with phones to do the same.</p> <p>Should the event occur while children are outside, instruct children to move to nearest room, or to a safe-predetermined assembly area (which may include an off-site area close to the early learning service).</p> <p>Once police arrive, liaise with them to secure the scene(s).</p>
Following the incident	<p>Liaise with the media.</p> <p>Consider whether to temporarily close or continue operating.</p> <p>Continue to monitor the wellbeing of children and staff.</p> <p>The Ministry of Education Traumatic Incident Teams can provide support (see contact list for phone number).</p>

- For detailed resources on traumatic incidents go to education.govt.nz
- Go to education.govt.nz for information on de-escalating a threatening situation

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 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 a centre and their community. If the aftermath is poorly or insensitively handled, it can impact on those affected.

Response actions (as appropriate)	
Death / serious injury occurs at school or early learning service	<p>Ensure your own safety. Assess area for danger (eg: live wires, poisonous substances etc).</p> <p>Do not assume death has occurred – give immediate first aid.</p> <p>Call emergency services on 111.</p> <p>Notify manager or person in charge; isolate and contain the area. Ensure access for emergency services.</p>
Action after medical personnel have taken over	<p>Centre Manager to advise (as soon as possible):</p> <ul style="list-style-type: none"> Centre staff <p>Consider accompanying Police to advise parents or caregivers.</p> <p>Ensure cultural supports are contacted so appropriate processes can be enabled.</p> <p>Advise the Ministry of Education Traumatic Incident Team on 0800 84 83 26 or contact your local Ministry office. The TI team can help guide you on managing the response (including how to advise children, arrange counselling etc).</p> <p>Complete incident form with all known details.</p> <p>Ensure the designated media person, if you have one, is fully briefed.</p>

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: 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 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 got lost or left 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)	
Information or notification that a child is missing	Confirm: <ul style="list-style-type: none"> • That the person had been present at early learning service at some time during the day, and if so; • When they were last seen. Notify manager or person in charge / and staff. Search the early learning service.
If child is found	If child is found injured or ill, call for medical assistance if required. Notify manager or person in charge / and other searchers. Establish what happened and complete incident report. Arrange for the child's parents or caregivers to be advised.
If child is not found	Notify the police immediately. Notify the parents / caregivers immediately.
If a child is missing during an excursion	Inform the person responsible. Gather as a group and go to a designated meeting place while one adult searches for the child. One person phones the centre to advise situation and location. If child is not located quickly (within 10 minutes) notify the Police immediately and contact parents.
	Contact the Ministry of Education regional office for support.

Appendix 1 – Early learning service staff contact list – Last updated: November 2022

Position	Name	Day Contact details	After hours contact details	Other emergency role
		Land line or mobile	Land line or mobile	Note if a staff member is a first aid holder
Owner	Niels Kroger	021 2749000	021 2749000	No
Centre Manager	Helen van der Merwe	027 2251170	021 0565677	Yes
Assistant Manager	Jenny Addison	027 2458500	027 2458500	Yes
Teaching staff	Jordan Stevenson	027 9031111	027 9031111	Yes
Teaching staff	Lisabeth Ferrarelli	021 113 4239	021 113 4239	Yes
Teaching staff	Erin Seuren	0274447057	0274447057	Yes
Teaching staff	Mary Huang	021512569	021512569	Yes

Appendix 2 – Children parents and caregivers contact list

Add in your parents' and caregivers' emergency contact information including alternate contact. Add further lines to note other persons approved to uplift that child following an emergency event (eg, grandparents, older siblings, another parent at the service).

Contact list updated every two months, available in hard copy in the Emergency Management bins in the main office and the green back building, as well as the two emergency backpacks at the entrance to the preschool. Also available on the Discover software system.

(Key: P = Primary, A = Alternate)

Date of last update: _____

Student / child name	Parent / Caregiver	Day contact details	After hours contact details	Other important information
		Land line and mobile	Land line and mobile	Note if child / student has specific health or other needs
	P:			
	A:			
	P:			
	A:			
	P:			
	A:			

Student / child name	Parent / Caregiver	Day contact details	After hours contact details	Other important information
		Land line and mobile	Land line and mobile	Note if child / student has specific health or other needs
	P:			
	A:			
	P:			
	A:			
	P:			
	A:			
	P:			
	A:			
	P:			
	A:			
	P:			
	A:			

Student / child name	Parent / Caregiver	Day contact details	After hours contact details	Other important information
		Land line and mobile	Land line and mobile	Note if child / student has specific health or other needs
	P:			
	A:			
	P:			
	A:			
	P:			
	A:			
	P:			
	A:			
	P:			
	A:			
	P:			
	A:			

Student / child name	Parent / Caregiver	Day contact details	After hours contact details	Other important information
		Land line and mobile	Land line and mobile	Note if child / student has specific health or other needs
	P:			
	A:			
	P:			
	A:			
	P:			
	A:			
	P:			
	A:			
	P:			
	A:			
	P:			
	A:			

Student / child name	Parent / Caregiver	Day contact details	After hours contact details	Other important information
		Land line and mobile	Land line and mobile	Note if child / student has specific health or other needs
	P:			
	A:			
	P:			
	A:			
	P:			
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