



Emergency Management Plan

Board Approval:

The Alfriston College Board support and approves this Emergency Management Plan (EMP)

Approved by:

			Presiding Member, Alfriston College Board
			School Leader
Signature	Name	Date	Position

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ALFRISTON COLLEGE

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School / ECE Emergency contacts	Name Robert Solomone Role School Leader Phone Ext 801 Mobile +64 27 274 3336
	Name Teshwill Martin Role Property Leader Phone Ext 827 Mobile +64 27 338 5257
Radio	Our local station for emergency information is: RNZ National 101.4FM / 756AM
Auckland Council Public Information Management	021 837 176
Last revised	<i>May 2023</i>
Date last tested	<i>April 2021</i>
Scenario last tested	<i>Fire</i>
Date last training	<i>04.04.2019</i>

Version 19.01

Introduction

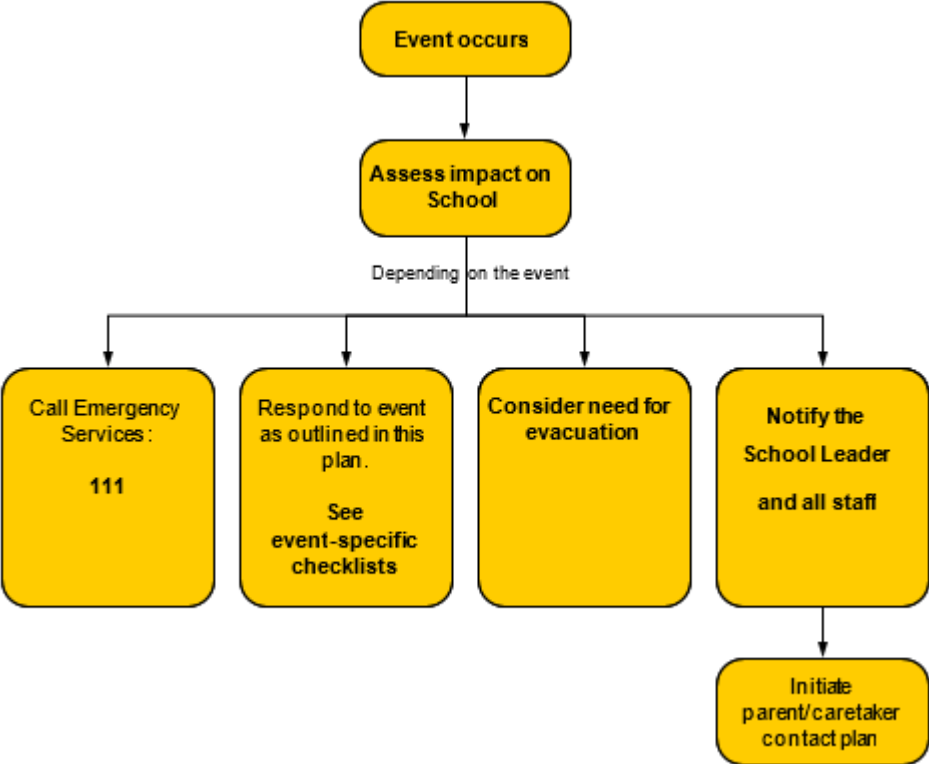
This plan outlines how Alfriston College will respond in the event of an emergency.

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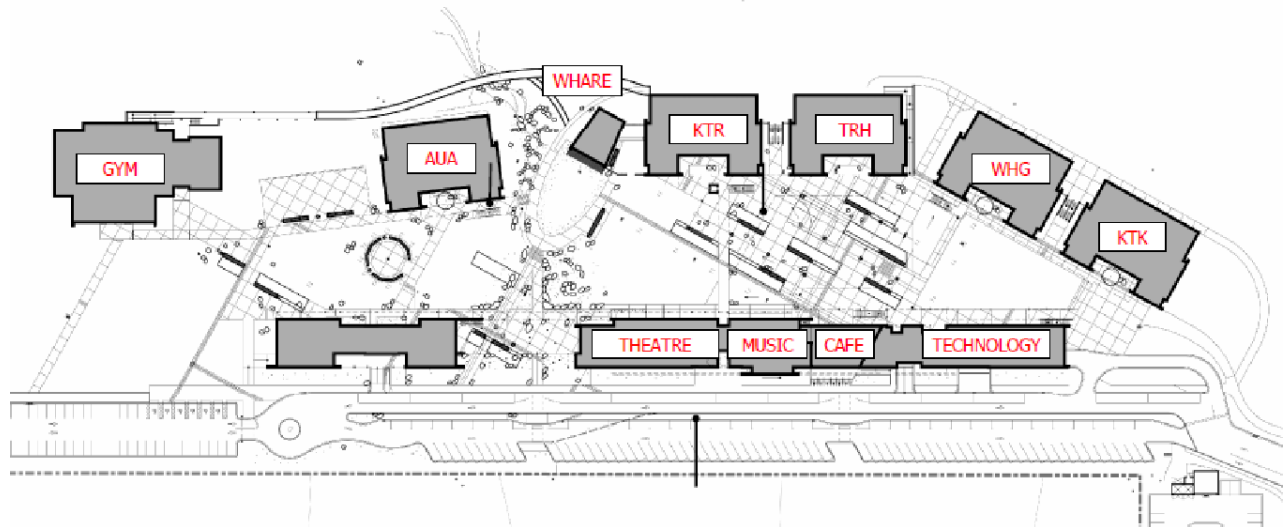
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Basic emergency response process

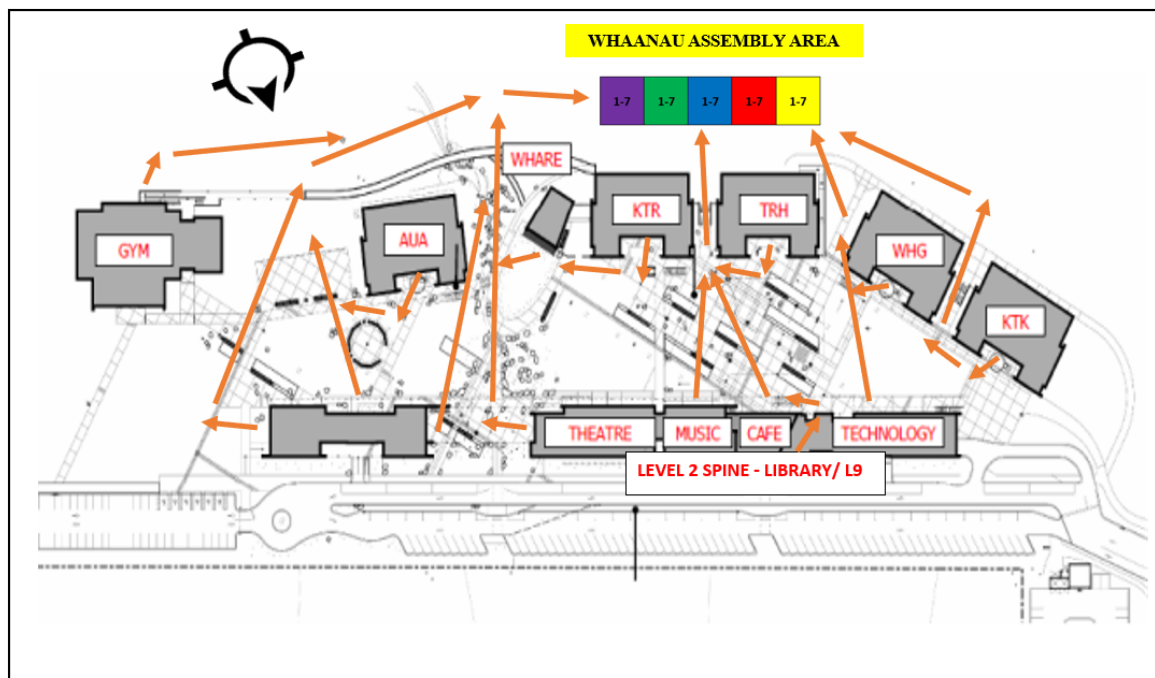
While every event is unique, there are some basic steps to follow when responding to any emergency, which are outlined below:



Site map



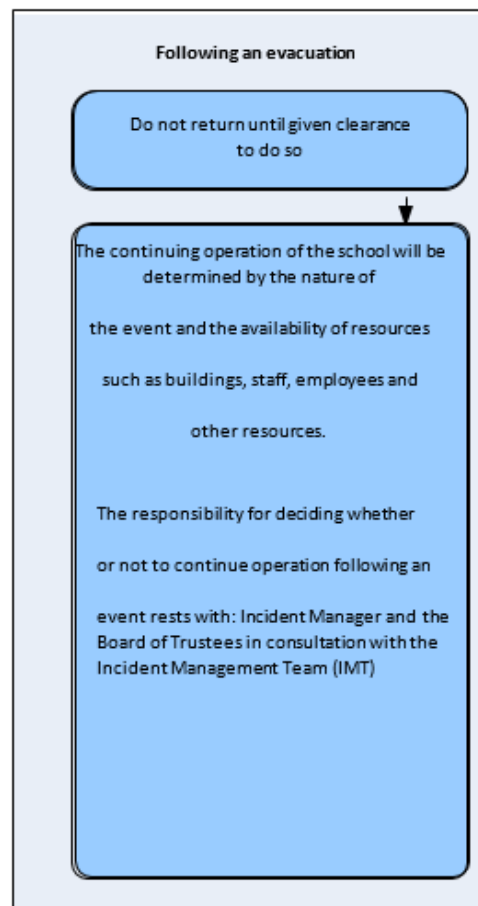
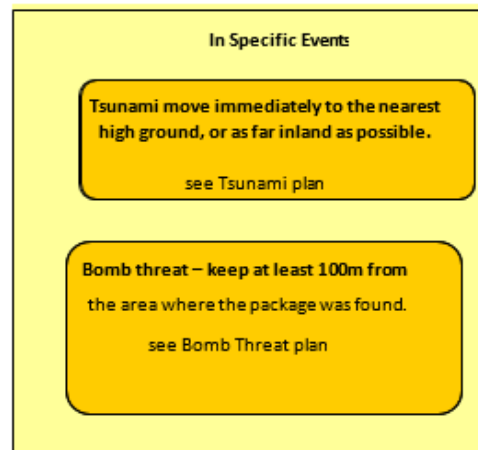
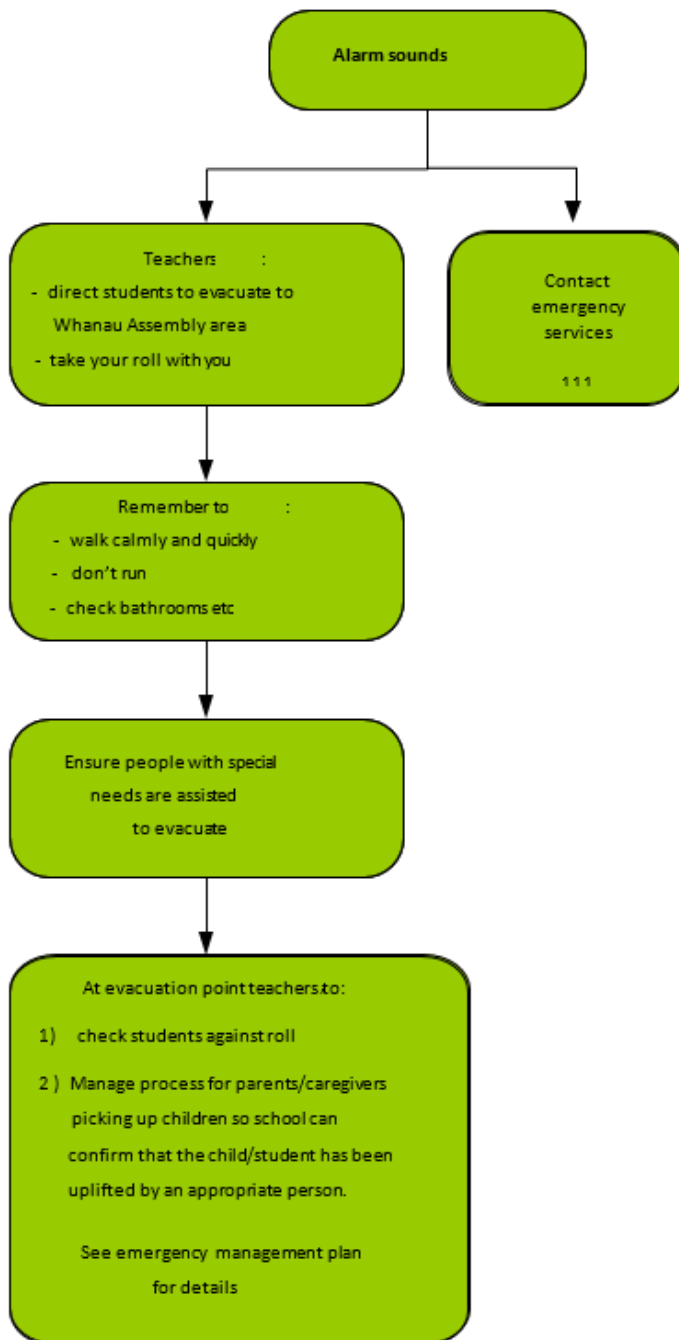
Alfriston College Map



Evacuation

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

General evacuation plan



Our Evacuation plan

Our evacuation areas (General, Fire, Earthquake)

Exit all buildings and go to the **Whaanau Assembly Area** behind Kaitoro and Tirohanga on the back fields. Secure internal and external doors and ensure all sensitive assets are secured. Building Wardens to cross-check.

Stay on the paths

Technology, upstairs via the side steps down to KTK block or in front of the library and downstairs, head across the Learning Park and down Tirohanga / Whainganga steps

Information centre, pathways, kai for learning and music, head across the Learning Park and down Tirohanga / Kaitoro steps

Theatre, through the Virtual Forest, across the Atea and down between the Whare / Auaha path

SLT, staff room, careers, cashier, international, Te Tari Waioara, across the Atea and down between the Whare / Auaha path

Executive office, reception, learner reception, hauora, Te Kaha o Roto, Kaihaapai, Wellbeing across the outdoor basketball court and down between Auaha / Gym path

Gym behind the gymnasium along the astro turf and behind Auaha

Auaha exit and turn right to the outdoor basketball court then down the stairs between the court and the Gym

Kaitoro exit and turn right across the Atea then down between the Whare / Auaha path

Tirohanga exit and turn right across the Learning Park then down Kaitoro / Tirohanga steps

Whainganga exit and turn right across the Learning Park then down Tirohanga / Whainganga steps

Kaitataki exit and turn right in front of the Technology Block then down Whainganga / Kaitataki steps

In the Assembly Area, assemble in Whaanau, Auaha from the east, then Kaitoro, Tirohanga, Whainganga and Kaitataki

In each Whanau, assemble in year groups, Y9 in the east, then 10, 11, 12 and 13

Volcano Evacuation Plan/Point:

If in upstairs blocks, remain in these spaces; If on ground floors, evacuate to nearest upstairs area; stay indoors

Wait for Civil Defence instructions from the Incident Management Team (IMT)

Gas/Chemical Evacuation Plan/Point:

NB this may require the AC 'silent' alarm (musical piece) i.e. no cellphones or alarms

Evacuate to areas instructed to by the Incident Management Team (IMT)

Communications plan – parents, caregivers and others

Our emergency communications plan for parents caregivers and others

- *The (IMT) Incident Management Team (senior leadership team or delegated staff) will release an incident message*
- *Executive Office will text and email this incident message using KAMAR and post it on the website and school Facebook page*
- *Amokura will then make contact with parents / caregivers as best as they can to advise them of the situation and confirm collection points at school*
- *Amokura will monitor and record who and when learners are picked up using Whanau Advisory rolls*
- *The IMT will be the only persons to use cell phones if required during the incident. Whanau Leaders and Amokura will strictly monitor the use of cell phones; learners will be required to advise their Amokura if they have made contact with their parents or caregivers or vice-versa by cell phone*

Our role in a Civil Defence emergency

- Ensuring the safety of learners and staff at school 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.

When notified by Civil Defence, the IMT will convene and determine roles, responsibilities and spheres of action

The Incident IMT member will collaborate with local authorities and communicate with the IMT and Chairperson

External contact lists – last updated October 2020:



Emergency services contact information

Police, Fire, Ambulance	111
Police (local station)	Phone (09) 268 5800; 105
National Poison centre	Urgent line 0800 764 766 Non-urgent 03 479 7284



Essential government contact information

Ministry of Education	National Office (04) 463 8000 Traumatic Incident Team 0800 TI Team (0800 848 326) Contact Centre 0800 225 580
Ministry of Education media advice and assistance	Point of contact Senior Media Advisor, Communications Group Phone 04 463 8000 - After Hours 027 560 5387
Oranga Tamariki Ministry for Children	0508 326 459
Auckland City council (Civil Defence)	Phone 09 301 0101
Auckland Emergency Management	Point of contact: PIM Duty Manager Phone 0800 22 22 00 Mobile 021 837 176



Essential utility contact information

Power company	Mercury Energy Phone: 0800 20 18 20 Emergencies: 0800 232 5887
Gas company	Nova Energy Phone: 0800 668 236 Emergencies: 0800 668211
Electrician	Carson Electrical Phone: 09 265 0695
Plumber	Dugs Plumbing Phone: 021 127 1962
Lifts	

SPCA	Phone: 09 256 7300
Animal Management	Phone: 09 301 0101



Essential security contact information

Security	First Security 09 573 3297; 0800 347 787
Alarm monitoring	Fortlock Monitoring 09 920 2860; 0800 40 50 40
Fire alarm/equipment maintenance	Wormald 0800 4 9676253 (WORMALD)



Local ECE services/schools contact information

Other schools/ECEs in local area	Contact details
ECE: Early Learning Counties Manukau	Centre Manager Phone 09 267 2450
School: Randwick Park Primary	Karen McMurray Phone 09 267 0112
School: Manurewa Intermediate	
School: Manurewa High School	Pete Jones Phone 09 269 0690
School: James Cook High School	



Key AC Contacts

Incident Management Team	Contact details
Incident & Media Liaison	School Leader (or the delegated SLT member) Robert Solomone Extension 801; Mobile: 027 274 3336 Board Presiding Member Sarah-Jane Whitehead Mobile: 021 225 9325
Operations	Senior Leader Taha Hinengaro (or the delegated WL) Alastair Caine Extension: 802; Mobile: 027 2036429 Alfriston College New Era Help Desk - TeJay Ross Extension: 840
Logistics	Senior Leader Learning Leadership (or the delegated WL) Sarah Loomb Extension: 833; Mobile: 021 526 046 Property Leader – Teshwill Martin, Extension: 827 Finance Leader – Ananda Baskaran, Extension: 834
Planning	Senior Leader Taha Whaanau (or the delegated WL) Elinor Davie Extension: 866; Mobile: 022 010 5716
Communications	Senior Leader Taha Wairua (or the delegated WL) Karyn White Extension: 811; Mobile: 027 338 5233 Alfriston College New Era Help Desk - Junior Extension: 840
Special Needs	Senior Leader Taha Tinana (or the delegated staff member) Kataraina Ropati-Snell Extension: 804; Mobile: 022 108 3696 Senior Leader Guidance and Behaviour Richard Ghent Extension: 855; Mobile: 0274 811 239

Fire

This checklist outlines what to do in the event of fire. You can also use it when practising a fire drill.

	Response actions (as appropriate)
Discovery of a fire	<input type="checkbox"/> Ring the fire alarm
	<input type="checkbox"/> Call 111
	<input type="checkbox"/> If safe to do so extinguish the fire
On hearing the alarm	<input type="checkbox"/> LLs escort learners to the designated assembly point
	<input type="checkbox"/> Walk calmly and quickly and avoid panic
	<input type="checkbox"/> Ensure learners / visitors with disabilities are assisted by a responsible person
	<input type="checkbox"/> Ensure any visitors are included in the evacuation
	<input type="checkbox"/> Check rest areas, bathrooms and common rooms en route to the designated exit point
	<input type="checkbox"/> Ensure all learners remain at the evacuation point until clearance to leave is given
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 continuing operation of the school will be determined by the nature of the fire and the availability of resources such as buildings, staff, employees and other resources</p> <p>The responsibility of whether or not to continue school functions rests with the Board of Trustees, in consultation with the School Leader</p>
	<input type="checkbox"/> Contact your Ministry of Education regional office (which can help you access the Traumatic Incident team if required)

Earthquake

This checklist outlines what to do in the event of an emergency. You can also use it when practising an earthquake drill. **REMEMBER – LONG OR STRONG, GET GONE**

	Response actions (as appropriate)
During an earthquake	<input type="checkbox"/> If indoors: <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. ● 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
	<input type="checkbox"/> If outside: <ul style="list-style-type: none"> ● Find a clear spot and drop to the ground and cover your head and neck. ● learners to stay in the school grounds until a teacher comes to get them. ● Keep away from buildings and power lines
When the shaking stops	<input type="checkbox"/> Expect aftershocks.
	<input type="checkbox"/> If you felt the earthquake was long (longer than a minute) or strong (hard to stand up in) then a tsunami may be imminent. IMT will liaise with Civil Defense instructions
	<input type="checkbox"/> Ensure your personal safety first
	<input type="checkbox"/> Check those around you and offer help if necessary.
	<input type="checkbox"/> If anyone requires medical assistance, call 111 and/or administer first aid.
	<input type="checkbox"/> Evacuate if required.
	<input type="checkbox"/> Get staff and learners away from dangerous areas
	<input type="checkbox"/> Listen to the radio and civil defence mobile alerts for instructions from Civil Defence.
<input type="checkbox"/> If you smell gas or hear a blowing or hissing noise, open a window and get everyone out quickly. Turn off the gas, using the outside main valve if you can. If you turn off the gas for any reason, it must ONLY be turned back on by a registered plumber or gas fitter.	

<p>Ongoing operations following the earthquake</p>	<p>□ The continuing operation of the school will be determined by the nature of the emergency and the availability of resources such as buildings, staff, employees and other resources.</p> <p>The responsibility of whether or not to continue school functions rests with the Board of Trustees, in consultation with the School Leader.</p>
	<p>□ Contact your Ministry of Education regional office (which can help you access the Traumatic Incident team if required).</p>

Flooding

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

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

	Response actions (as appropriate)
Before a flood	<ul style="list-style-type: none"> <input type="checkbox"/> Check with your local civil defence emergency management office if the school is in a flood prone area. <input type="checkbox"/> Learn flood warning signs and understand your community's public alerting system. <input type="checkbox"/> Plan and practice the community flood evacuation plan from local civil defence.
Flooding reported or sighted	<ul style="list-style-type: none"> <input type="checkbox"/> Be ready to act quickly. Floods and flash floods can happen quickly and without warning <input type="checkbox"/> Evacuate if required (and get to higher ground) <input type="checkbox"/> Follow the instructions and advice of emergency services and civil defence and emergency management authorities. <input type="checkbox"/> If safe to do so, move records and equipment onto higher floors or onto furniture as high as possible <input type="checkbox"/> If flood is due to burst pipes etc, turn off the water at the mains if possible
After a flood	<input type="checkbox"/> 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.
	<input type="checkbox"/> Get medical care if necessary. Contaminated water can cause infection.
	<input type="checkbox"/> Stay away from damaged areas. Your presence might hamper rescue and other emergency service operations.
	<input type="checkbox"/> Contact your Ministry of Education regional office (which can help you access the Traumatic Incident team if required).

Volcanic eruption and ashfall

	Response actions (as appropriate)
If you are at risk from Volcanic Activity	<input type="checkbox"/> Learn about your community's warning systems and emergency plans.
	<input type="checkbox"/> Develop an evacuation plan for volcanic eruptions and make sure everyone is aware and practices it.
When a volcano threatens	<input type="checkbox"/> Listen to your radio or TV and civil defence mobile alerts for advice and information
	<input type="checkbox"/> Contact your local Civil Defence Group for advice on the volcanic hazards that could affect your school during an eruption.
	<input type="checkbox"/> Check that staff know what to do. Revise with learners.
Large eruption	<input type="checkbox"/> Evacuation: If the school 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	<input type="checkbox"/> Ensure that staff and learners stay indoors. Have dust masks available.
	<input type="checkbox"/> Close windows and doors. In heavy ash falls, windows and doors may need additional sealing to avoid ash entering the school buildings.
	<input type="checkbox"/> Turn off air-conditioning units and any other equipment that draws in or blows air.
	<input type="checkbox"/> Protective clothing (especially if working in the ash fall) should be worn by anyone who has to work outside in an emergency and goggles used to protect the eyes. Volcanic ash is very abrasive. Properly fitted, P2 or N95 - rated safety masks are recommended for anyone in contact with ash.
	<input type="checkbox"/> 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.
	<input type="checkbox"/> Disconnect roof-fed water supply only when ash fall is occurring or during the clean up to stop ash entering the storage tanks.
	<input type="checkbox"/> If possible have school outdoor equipment, cars etc parked under-cover or cover them.
Cleaning up after an ash fall	The local council and CDEM group will provide advice on cleaning up and disposing of ash.
	<input type="checkbox"/> Contact your Ministry of Education regional office (which can help you access the Traumatic Incident team if required).

Pandemic

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

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

	Pre-response and Response actions (as appropriate)
	Planning
	<ul style="list-style-type: none"> <input type="checkbox"/> Encourage and support staff to stay home when feeling unwell <input type="checkbox"/> Consider having a supply of Personal Protective Equipment (PPE) gloves, face masks, antiseptic hand wash, <input type="checkbox"/> Develop a communications plan for staff, learners, families and other interested members of the community. <input type="checkbox"/> Identify an appropriate space to be used as an isolation area <input type="checkbox"/> Communicate with Auckland Regional Public Health Service 09 623 4600; for notifications contact Christine, 09 623 4600, Extension 27134
	Response – when a pandemic has been advised or declared
	<ul style="list-style-type: none"> <input type="checkbox"/> Regularly check for updates on the Ministry of Health website (Ministry of Health NZ) or http://www.arphs.health.nz <input type="checkbox"/> Use posters available from Ministry of Health re cough / sneeze etiquette, handwashing <input type="checkbox"/> Consider social distancing strategies. Information on this is available from the Ministry of Health. <input type="checkbox"/> Consider implementing an enhanced cleaning routine of touch points and common spaces as a precaution. <input type="checkbox"/> Consider limiting visitors/outside on school premises - including contractors and parents/caregivers. <input type="checkbox"/> Establish the isolation area (as required)

	<input type="checkbox"/> Liaise with your local Medical Officer of Health (MOoH): <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> Name: Duty Doctor Contact number: 09 623 4600, Extension 26810 Address: ARPHS </div>
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Gas leak

	Response actions (as appropriate)
	<input type="checkbox"/> Consider evacuating the area or the school/ECE. Do not re-enter building or outside area until cleared by authorised personnel
If gas leak is suspected	<input type="checkbox"/> Turn off the main valve
	<input type="checkbox"/> If possible and safe to do so open windows to allow the gas to dissipate.
	<input type="checkbox"/> Rescue any person in immediate danger but only if safe to do so.
	<input type="checkbox"/> Do not: <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 building ● allow anyone to smoke in the vicinity
	<input type="checkbox"/> Warn others in the immediate area
	<input type="checkbox"/> Call emergency services (111) if required
	<input type="checkbox"/> Call our local gas company: <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> Company: Nova Energy Ph: 0800 668211 Our account number: 102601 </div>
	<input type="checkbox"/> Contact your Ministry of Education regional office (which can help you access the Traumatic Incident team if required).

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	<input type="checkbox"/> Move all people in the vicinity to a safe area. Consider: <ul style="list-style-type: none"> ● evacuation of entire school if required and safe to do so ● Alternatively, it may be safer to stay indoors and seal doors, windows, other openings and switch off any air intake units.
	<input type="checkbox"/> If required, contact emergency services on 111
	<input type="checkbox"/> Give appropriate first aid to anyone in contact with the spill
	<input type="checkbox"/> Notify the School Leader and staff
	<input type="checkbox"/> Consideration may have to be given to how learners will be able to leave the school after finishing time if the spill has not been made safe by then.
	<input type="checkbox"/> Contact your Ministry of Education regional office (which can help you access the Traumatic Incident team if required).

Dealing with a suspicious letter or package

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

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

	Response actions (as appropriate)
In general	<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.
	<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 school (Take police advice)
If you open a letter/package and discover powder:	<input type="checkbox"/> Put on gloves and place opened letter/package in a plastic bag
	<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 <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.
	<input type="checkbox"/> If contents are spilt on clothing <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

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:	
The Caller	
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
Threat Language	
<input type="checkbox"/> Well spoken	<input type="checkbox"/> Irrational
<input type="checkbox"/> Incoherent	<input type="checkbox"/> Taped
<input type="checkbox"/> Message read by caller	<input type="checkbox"/> Abusive
<input type="checkbox"/> Other: _____	
Any background noises?	

<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: _____
Call taken			
Date: __/__/__	Time:	Length of call:	Number called:

This checklist for bomb threats should be kept by the phone. Staff who would normally answer the phone should be briefed on the questionnaire to ensure some familiarity with it. Refer NZ Police check list in Main Reception.

Trespasser on the school grounds

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

Trespassing is where a person enters school and either:

- Has been requested to leave, or
- their behaviour is such that the school would not give permission for them to be there.

Incident type	Response actions (as appropriate)
You become aware of a person on the school grounds that does not have permission to be there.	<input type="checkbox"/> Assess the nature of the trespasser: non-threatening or aggressive (if aggressive – follow the violent intruder process, next page). <input type="checkbox"/> 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. <input type="checkbox"/> If the reason for the visit appears legitimate, take the person to the main reception where the reasons for the visit can be dealt with.
Become aware that there is a trespasser on the property.	<input type="checkbox"/> If the reason for the visit is not legitimate, explain that they have to leave the premises. <input type="checkbox"/> Notify SLT or another staff member of the description, location and activity of the trespasser. <input type="checkbox"/> Ensure the learners and staff are safe and the classrooms are kept secure. <i>If the person leaves when requested they are no longer considered a trespasser.</i>
If the trespasser refuses to leave when requested	<input type="checkbox"/> Explain that staff will have to call the police. <input type="checkbox"/> If the trespasser still refuses to leave, ask a 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.
Follow-up actions	<input type="checkbox"/> Ensure the incident is documented and filed (including providing a report to police). <input type="checkbox"/> Contact your 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"> • debriefing staff on the incident and assess if your Emergency Management process worked correctly or needs amendments. • debriefing learners if the incident was a public one to prevent rumours and speculation.

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 Act 1989, section 139C makes it an offence to intentionally insult, abuse, or intimidate a teacher or other member of staff on school premises.

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 injured there may be traumatised staff and pupils, concerned parents, disruption to your school or ECE and media interest.

	Response actions (as appropriate)
Shots are heard or a violent intruder is seen on the premises	<input type="checkbox"/> Call 111 <ul style="list-style-type: none"> ● Identify yourself and your school/ECE, 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
	<input type="checkbox"/> If safe, move to predetermined safe position to await Police arrival
	<input type="checkbox"/> Alert staff/learners (avoid using the fire alarm). <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Our alert system: Alfriston College computer network alert</p> </div>
	<input type="checkbox"/> Move everyone out of hallways and into rooms.
	<input type="checkbox"/> Lock and/or barricade, or cover if possible, doors/windows.
	<input type="checkbox"/> Keep quiet and do not leave the classroom unless it is safe to do so.
	<input type="checkbox"/> Should the event occur, while learners are outside in playing fields: instruct learners to move to the nearest secure room, or to a safe-predetermined, assembly area (which may include an off-site area close to the school/ECE).
<input type="checkbox"/> Once police arrive, liaise with them to secure crime scene(s)	
Following the incident	<input type="checkbox"/> The Trauma Incident Teams will provide support (see contact list for phone number).
	<input type="checkbox"/> Liaise with the media
	<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 learners and staff

Serious injury or death

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 our school and 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)
Death / serious injury occurs at school	<input type="checkbox"/> Ensure your own safety. Assess area for danger (eg: live wires, poisonous substances etc)
	<input type="checkbox"/> Do not assume death has occurred – give immediate first aid
	<input type="checkbox"/> Call emergency services
	<input type="checkbox"/> Notify SLT; isolate and contain the area as per Health, Safety and Work Act requirements
Action after medical personnel have taken over	<input type="checkbox"/> School Leader to advise (as soon as possible): <ul style="list-style-type: none"> ● staff ● Board and Presiding Member
	<input type="checkbox"/> Consider accompanying police to advise parents.
	<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 learners, arrange counselling etc)
	<input type="checkbox"/> Advise Worksafe New Zealand on 0800 030 040
	<input type="checkbox"/> Complete incident form with all known details
	<input type="checkbox"/> Ensure the designated media person for the school is fully briefed

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

This document should also refer to the WorkSafe notifiable event definition: <https://www.worksafe.govt.nz/notifications/notifiable-event/what-is-a-notifiable-event/>

Online resources

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

www.education.govt.nz/school/learner-support/emergencies

Traumatic Incident Team

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

Missing child or learner

All instances of a child or learner going missing from school have to be treated urgently and steps taken to find the missing person or confirm their safe whereabouts.

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

- the proximity of dangerous hazards to the school
- the possibility of an abduction
- the possibility that the child has been picked up by a parent or caregiver
- the child has decided to leave school 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 / learner is missing	<input type="checkbox"/> Confirm: <ul style="list-style-type: none"> • that the person had been present at school at some time during the day, and if so; • when they were last seen
	<input type="checkbox"/> Notify SLT and staff
	<input type="checkbox"/> Search the school.
If child or learner is found	<input type="checkbox"/> If child found injured or ill, call for medical assistance if required.
	<input type="checkbox"/> Notify SLT 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
If child or learner is not found	<input type="checkbox"/> Notify the police immediately
	<input type="checkbox"/> Notify the parents / caregivers immediately
	<input type="checkbox"/> Contact your Ministry of Education regional office (which can help you access the Traumatic Incident team if required).