

GUIDELINES FOR EMERGENCY MANAGEMENT PROCEDURES

POLICY 5 GUIDELINE 11

1. **MANAGEMENT TEAM** (decision making)
 - a. Principal and Senior Staff
2. **SITE SECURITY TEAM** (working with the community)
 - a. Principal and delegated staff.
3. **FIRST AID TEAM** (administering First Aid)
 - a. Secretary and staff members with current First Aid certificates. Others as required.
4. **EVACUATION SITE TEAM** (take students out of building)
 - a. All class teachers take care of their own classes and anyone else in their room at the time.
 - b. Staff to check on missing students if it is safe to do so and their own classes are safe.
 - c. Wardens report to Principal after checking designated areas:
5. **SEARCH / RESCUE / FIRE / MAINTENANCE TEAM** (control fire, set up toilets, water, food and catering)
 - a. Caretaker, Librarian, Teacher Aide and a Representative from BOT if available and others as delegated.
6. **EMERGENCY COMMUNICATIONS RUNNER**
 - a. An adult staff member or as delegated.
7. **COMMUNICATION SET-UP**
 - a. Principal takes the iPad from office and personal cellphone with them and supervises communication. Deputy Principal supervises the children on the courts.

FIRE EVACUATION

Signal: **CONTINUOUS BELL**. Proceed calmly to assembly points

RM.	PROCEDURE FOR EXIT	ASSEMBLY POINT
1	Leave by door outside Room 1. Check the toilets. Close windows and doors if possible. Bring emergency pack (including first aid kit), register and health forms.	Courts @ 1
2	Leave by door outside Room 2. Check the toilets and lower stairwell. Close windows and doors if possible. Bring emergency pack (including first aid kit), register and health forms.	Courts @ 2
3	Leave by door outside Room 3. Close windows and doors if possible. Bring emergency pack (including first aid kit), register and health forms.	Courts @ 3
4	Leave by door outside Room 4. Close windows and doors if possible. Check stairwell if possible. Bring emergency pack (including first aid kit), register and health forms.	Courts @ 4
5	Leave by the external door. Close windows and doors if possible. Bring emergency pack (including first aid kit), register and health forms.	Courts @ 5
ASC Room	Leave by the fire exit door at front of classroom. Close windows and doors if possible. Check toilets if possible. Bring emergency pack (including first aid kit), register and health forms.	Courts @ 1
6	Leave by the fire exit door. Close windows and doors if possible. Bring emergency pack (including first aid kit), register and health forms.	Courts @ 6
7	Leave by the fire exit door. Close windows and doors if possible. Bring emergency pack (including first aid kit), register and health forms.	Courts @ 7
8	Leave by fire exit door leading onto the deck outside Rooms 7 & 8. Close windows and doors if possible. Bring emergency pack (including first aid kit), register and health forms.	Courts @ 8
9	Leave by fire exit door outside Room 8 Close windows and doors if possible. Bring emergency pack (including first aid kit), register and health forms.	Courts @ 9
10	Leave by fire exit door outside Room 8. Close windows and doors if possible. Bring emergency pack (including first aid kit), register and health forms.	Courts @ 10
11	Leave by main staircase and proceed down through foyer and out the back door. Close windows and doors if possible. Bring emergency pack (including first aid kit), register and health forms.	Courts @ 11
12	Leave by main staircase and proceed down through foyer and out the back door. Close windows and doors if possible. Bring emergency pack (including first aid kit), register and health forms.	Courts @ 12
Library	Leave by fire exit door. Bring emergency pack (including first aid kit), and Family Roll Register.	Courts

- **Principal:** Take First Aid equipment to assembly point i.e. fluro, clipboard, iPad
Teachers to report to Principal after checking areas and roll call.

- **Teacher Aides and Specialist teachers:** Take all students you are working with to the lower courts and return them to their class teachers, for roll call.
- **Secretary/Librarian:** Ring the Fire Brigade immediately. Check toilets on middle floor. Check Library and Resource areas. Report to Principal.
- **Caretaker:** To report to principal and await further instructions.

* All teachers must make it a priority that their classrooms are clear, doors closed and that assistance is provided for any disabled pupil.

EARTHQUAKE DRILL

(Take action at the first indication of ground shaking)

DROP AND COVER
TURN AWAY FROM WINDOWS
STAY UNDER SHELTER UNTIL SHAKING STOPS
LISTEN FOR INSTRUCTIONS.

Following your command **DROP** students will -

STUDENTS

- 1 Immediately **TAKE COVER** under desks or tables, and **TURN AWAY** from windows. Advise students to move with their "shelters". Desks and tables are likely to travel during strong ground shaking. Lightweight desks may topple, and students should try to keep them upright by holding onto desk legs.
- 2 Remain in sheltered position until told to do otherwise by the teacher.
- 3 Students will be encouraged to be silent and listen to instructions from the teacher. Teacher to advise students to anticipate the noise that accompanies an earthquake.
- 4 Teacher and appointed buddy to check on any child with disabilities or injuries and to treat accordingly when appropriate to do so.

During the earthquake drill the teacher will anticipate that doors may jam.

TEACHER

- A to take cover under the nearest safe place in the classroom. If at all possible open the door and take cover under doorway.
- B Talk calmly to students. Remind the students to take deep breaths to help them stay calm, or encourage them to count softly (in whispered voice).
- C After the shaking stops check that all students are accounted for (roll call) and no one needs treatment for injuries. Keep talking to students, answer questions, inform and remind students of the dangers of post earthquake fire and possibility of aftershocks.
- D Evacuate the classroom **AFTER** shaking ceases.
- E Take the class roll and Emergency Pack with you to check that all students know who is to collect them from the assembly point.

If outdoors

Move to an open space, away from buildings and overhead power lines. Lie down in turtle position or crouch low to the ground (legs will not be steady). Keep looking around to be aware of dangers that may demand movement.

Evacuation signal after an earthquake: **Hooter sounding or word of mouth.**

Full Roll Call at Full Assembly point in library or if demolished outside on the court area: The teacher to bring classroom check list. The school secretary also brings the full list in the school roll book, which is kept in the office.

No child leaves school, after a significant earthquake where the buildings have been evacuated, until a parent or designated person calls for him/her and is signed out by the Parent Co-ordination Area (PCA)
Advice Notes to Parents - to be sent at the commencement of each school year. Replies must provide a list of persons who can collect student.

ARMED INTRUDER / POLICE ARMED OFFENDERS' SQUAD

Signal: **THREE SHORT BELL RINGS (2x) to the tune of jingle bells.**

Staff should:

- Lock/secure all exit classroom doors.
- Talk calmly to students and reassure them.
- Lock external doors to the school (if it is safe to do so).

All occupants should:

- Drop to floor and lie flat.

If possible a staff member not affected to ring Police and give exact address of the school and the situation.

If outside all children must be escorted to the nearest classrooms.

Refer to Student Evacuation Plan.

STORM-FORCE WIND AND CYCLONE:

- Store or secure all loose items such as rubbish bins, outdoor furniture and corrugated iron.
- Stick tape across large windows to prevent them from shattering.
- Stay inside the strongest part of the building
- Stay away from windows and doors
- If outside, seek shelter to avoid flying debris
- Open windows on the side of the building away from the wind to reduce the likelihood of the roof lifting.

AREAS OF RESPONSIBILITY:

PRINCIPAL

Before an emergency:

- Maintain staff awareness.
- Hold drills as per Earthquake / Fire /Armed Intruder guidelines outlined on previous pages.
- Ensure that key staff members' first aid certificates are kept up to date.
- Have contact telephone numbers for students, staff, Board of Trustees members, emergency services and Civil Defence coordinators in case of an emergency.

During an Earthquake:

- Drop and cover. Ensure your own safety.

After:

- Stay calm; your attitude will act as a role model for everyone.
- Account for all staff and students, also any additional persons that may be on site.
- Decide on a need for evacuation.

- In a major emergency such as a serious earthquake, prepare further instructions after consultation with the Management team or outside agency.
- Implement and co-ordinate emergency operations.
- Keep a record of events, decisions and actions.
- Appoint a spokesperson for the press.

BOARD OF TRUSTEES (AFTER HOURS DISASTER PLAN)

In the event of a major disaster occurring after school hours that are between 6.30pm and 7.00am or during the holiday season, the Chairperson of the Board of Trustees or the Chairperson of the Property and Finance Committee will endeavour to go to St. Benedict's School. All buildings and grounds should be checked for damage. If repairs are required, contact the Archdiocese of Wellington - Property section (Phone 04495-8130, 021 490 728 or 0800 462 725) to arrange for work to be completed. If possible, the Principal or another senior staff member will also be notified. If the Archdiocese of Wellington representative is not available then request assistance the Ministry of Education's District Property Office representative or the Wellington City Council Civil Defence Centre.

PRINCIPAL AND SENIOR STAFF (will be the SITE SECURITY TEAM as well)

Tasks:

- Monitor public radio broadcast for information from a battery/wind up radio.
- Account for all staff and students.
- Identify resources required.
- Decide on the need for evacuation and other critical issues.
- Keep a record of events, decisions and actions.
- Designate a spokesperson for the press.
- Give updated Situation Reports to CD Headquarters.
- Consider catering facilities and food.
- Station one team member at the main gate to deal with the community and parents.
- Direct helpers to area of need.
- Organise accommodation and facilities.
- Allow dismissal of students only when it is safe to travel and a designated adult comes for the child.
- Keep Principal informed of activities.

DISMISSAL TEAM (4 people) – 2 people at desk marking students, 2 people to bring children to parents

- Set up two tables in school foyer and label **A-L, M-Z**. – labels are kept in front of Office Roll Book.
- Distribute Emergency Names list and pens to each table accordingly.
- Parents / caregiver check in giving student/s name.
- Student/s marked off the list with who has taken the student/s home.
- Send a runner to collect student/s from assembly point and return students to parent/caregiver.

FIRST AID TEAM:

Tasks:

Personnel - School Secretary and other qualified staff members.

- Report immediately to the Principal's Team.
- Administer first aid and record all cases and treatments.
- Determine need for further medical assistance.
- Allocation of duties for trained volunteers.

SEARCH / RESCUE / FIRE / MAINTENANCE TEAM:

Caretaker and other available staff members

Tasks:

- Turn off power
- Check assembly area on way to turn off water.

Toilet areas: Caretaker to check that these are usable.
Set up emergency sanitation system. (Line toilets with black rubbish bags.) Be sure not to use water or toilets until lines have been checked for breakage.
Check (visually, vocally, physically) every room in the school for fire. Control fire, if possible.
Report location of injured to First Aid team
Report location of other problems to Senior staff. Decisions will be made what to do about problems as they arise.
Get emergency water supplies out.
Set up Barbecue to use (decision made about this at the time).
Secure and lock all school doors when building evacuated

CIVIL DEFENCE COMMUNICATIONS SPOKESPERSON:

Chairperson of the Board of Trustees, the Principal or a designated representative.

EVACUATION SITE TEAM:

Personnel - Class teachers

Tasks:

Call the roll in the classroom.

If an evacuation is required, take students out of the buildings.

Account for all students again and report to PCA desk.

Calm frightened students – keep talking!

Have students assemble in the library in family groups if it is safe otherwise another safe place will be identified for this as **A-L, M-Z**.

Allocate duties to senior students.

Remind students that parents may be delayed in calling for them.

Encourage students to talk about their fears and anxieties.

Inform Secretary to follow up on missing students.

Inform Management Team of actions taken.

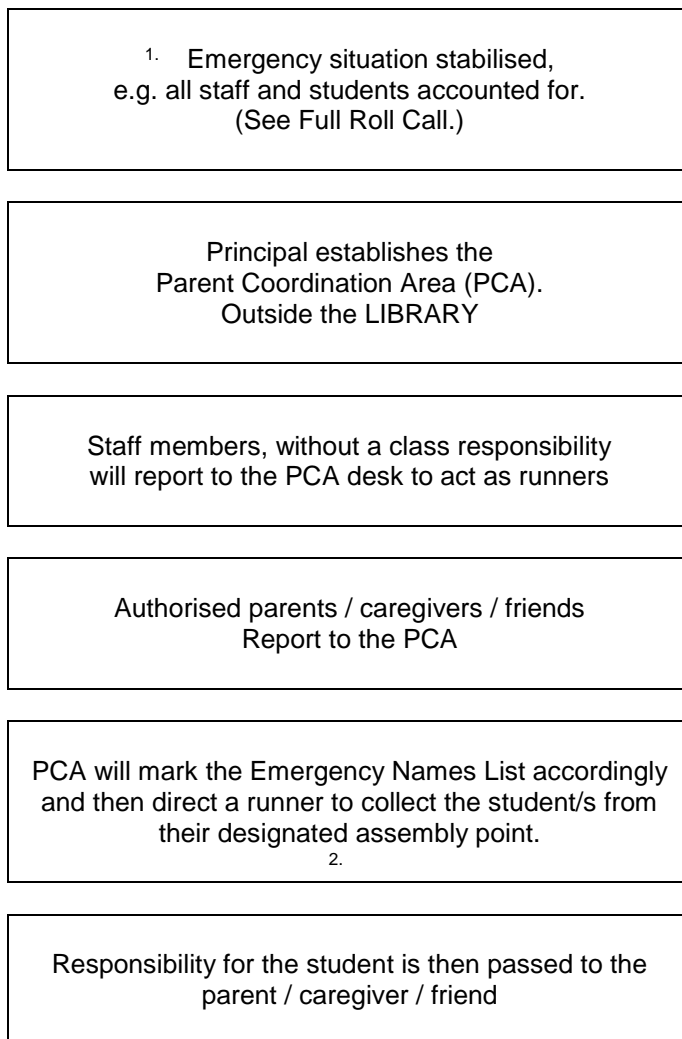
STUDENT EVACUATION PLAN

Introduction:

Following any Civil Defence emergency, parents will come to school to uplift students. Where practicable this will be encouraged. However, it will be necessary for this to be conducted in a controlled manner to ensure that students are kept safe and are properly accounted for. To this effect, the following procedure is to be adhered to:

The Procedure:

Staff members are informed of the situation as deemed appropriate by the Management Team.



1. Note that at the stabilization stage NO student is to be released.
2. Only the parents / caregivers / friends authorized to collect students that have been registered with the school may take a student.

The emergency supplies stored under the stairs will be checked and replenished annually to ensure dated and expired goods are replaced.

Catholic Schools and Colleges in the Archdiocese of Wellington – Proprietor, The Archbishop of Wellington

Generic Flowchart

Context:

<p>Catholic Schools are integrated-state schools and under the Private Schools Conditional Integration Act (PSCIA 1975), the Proprietor has two main areas of responsibility: Special (Catholic) Character and Property/buildings.</p>	
<p>With the Tomorrow Schools legislation (1989) there exist a three way partnership with each having rights and responsibilities but all working together</p>	
<p>In terms of major incident/natural disaster, the Board of Trustees follows the Ministry of Education (MoE) advice and guidelines. This is their reporting responsibility and communication line as Crown entities. The Proprietor is kept informed.</p>	
<p>However with property issues, the Board of Trustees reports to the Proprietor, who has this particular responsibility. The Archdiocese straddles three Regional Ministry of Education Offices:</p> <ul style="list-style-type: none"> • Christchurch • Nelson/Marlborough/West Coast • Wider Wellington Region (Wellington, Lower Hutt, Upper Hutt, Wairarapa, Kapiti, Horowhenua) 	

Example	Coordinated Incident Management System (CIMS)
<ol style="list-style-type: none"> 1. Natural Disaster – Major Earthquake 2. Crisis declared – authority could be Civil Defence, Wellington Regional Emergency Management Office (WREMO) or local REMO and advice given accordingly by the MoE 3. Incident Owner – the BoT are the governing body and employer, guided by the MoE 4. Decisions – the BoT is the only body that can close a school. 5. Communication – legally they must communicate this to the MoE and keep close and up-to-date communication. The Proprietor is kept informed 6. Property – contact for ADW schools is Sarita Smit (021) 490 728. Each school has an assigned Project Manager who reports to Sarita and who coordinates all data information 	<p>An Example - Major disaster/earthquake</p> <p>MoE sends out guidelines re property and safety of buildings (advice re personnel)</p> <div style="display: flex; justify-content: space-around;"> <div style="width: 45%;"> <p>Simple story building</p> <p>Visual inspection by property and Board member, caretaker, project manager, principal**</p> <p>Reports immediately and directly to ADW property, Sarita Smit</p> <p>Appropriate response and further actions taken</p> <p>All school information coordinated</p> <p>Decision on the status of school. BoT make the best decision with the information they have to hand. It is best to err on the side of caution and make the decision early</p> </div> <div style="width: 45%;"> <p>Higher risk building</p> <p>* Visual inspection by Project Manager</p> <p>Structural Engineer</p> </div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Communication.</p> <ul style="list-style-type: none"> • The MoE is the body that the BoT need to regularly communicate to. • If the MoE is not operational (severe disaster) then the BoT use Civil Defence and/or WREMO or local REMO for advice and communication. </div>
<p>* Use the MoE guidelines on their website "Checking your property after a major incident".</p> <p>** In terms of buildings, a visual inspection is the Proprietor's/owner's responsibilities, but in an emergency and with multiple schools the MoE acknowledges that this is unrealistic and that the visual inspection can be done by the school. (MoE advice, 24 November 2016, Wellington Regional Office)</p>	

Full documentation is kept with the Principals Emergency documents in the Principal's office and in the Board of Trustees Health and Safety Policy Folder.