

# **EMERGENCY PREPAREDNESS AND MANAGEMENT PLAN GUIDELINES**

for

**Schools**

Contains

**Example Emergency Plan  
Plan Guidelines  
Staff Manual**

**February 2009 Edition**





# Our Mission

## Resilient Canterbury - Waitaha Tukaha

A resilient Canterbury will exist when communities are environmentally, socially and physically resilient to the impact of emergency events.

### **A Comprehensive Approach to Emergency Management**

As part of the comprehensive approach to emergency management, all hazards, not only natural hazards, must be taken into consideration. The primary goal for communities is to be self-reliant. Communities should aim to reduce the likely impact from, prepare for, and be able to respond effectively to, emergency events on their own.

### **There are 4 Rs to resilience:**

- 1. Reduction** – Identifying long term risks to human life and property. Taking steps to eliminate these risks where practicable and where not, reducing the likelihood and the magnitude of their impact.
- 2. Readiness** – Developing operational systems and capabilities before an emergency happens.
- 3. Response** – Actions taken immediately before, during and after an emergency, to save life and property, as well as help communities to recover
- 4. Recovery** – Activities beginning after initial impact has been established and extending until the community's capacity for self-help has been restored.

# Introduction

This planning guideline is a tool for schools to assist with the development of emergency policies, plans, staff training and safety audits.

Implementing the plans in this guidebook can assist with increasing the safety of schools by reducing the impacts of an emergency. This creates a safer environment for students and people who work at the school.

## Relevant Legislation

This guideline aims to help schools to meet legislative requirements and roles withing the following legislation;

- The Education Act (1989)
- The Civil Defence Emergency Management Act (2002)
- The Health and Safety in Employment Act (1992)
- Fire Service Act (1975)
- Forest and Rural Fires Act (1977)
- Building Act (2004)
- The Hazardous Substances and New Organisms Act (1996)



## Using this Guidebook

The policies and plans in this guidebook may be used as presented or adapted to the schools. There is no copyright on the material in this guidebook.

needs of

Signed:

Name and title (Usually local CDEM Officer/Manager/Advisor)

Contact details

## About the Canterbury Civil Defence Emergency Management Group

The Canterbury CDEM Group is a partnership of local authorities, emergency services, welfare agencies and other organisations tasked with providing effective and comprehensive management of major emergencies and their consequences in Canterbury.

## Acknowledgements

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This guidebook, compiled by Tanya Jenkins, was first produced in 1998 and has since been updated on a bi annual basis, please discard any previous issues and replace with this 2009 edition.



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# Getting Started

Do not let the undertaking of an emergency preparedness policy overwhelm you.

## Set priority tasks and a deadline for each.

### 1. Understand that this document is a guideline only.

Its use may need to be adjusted to suit your requirements. A school with a roll of 600 or more students will require a more comprehensive policy than a school with a roll of 50 students.

### 2. Delegate the work, appoint an Emergency Plan Co-ordinator.

This person is in charge of preparing and updating the plan, ensuring that the policy is reviewed each year and that all staff are conversant with it. The appointed co-ordinator may in turn delegate tasks to other staff members, e.g. a staff member to check that all teachers receive copies of and are familiar with the enclosed Teaching Staff Manual (see **pages 26-33**).

The school Caretaker/Property Manager may be the person to conduct safety audits and produce school evacuation and site response plans.

# Assumptions & Facts

## When preparing your school plan, consider the following:

1. Emergency plans are based on the assumption that schools and other institutions may need to look after themselves during the initial stages of an emergency. Emergency services may not be able to respond for some hours after the initial stages of an emergency due to an overload in the demand on their resources.
2. A state of emergency can be declared if there is a situation that:
  - “causes or may cause loss of life or injury or illness or distress or in any way endangers the safety of the public or property in New Zealand or any part of New Zealand and
  - cannot be dealt with by emergency services, or otherwise requires a significant and co-ordinated response.” (CDEM Act 2002)Many emergencies will not require a ‘State of Local Emergency’ to be declared. However, such emergencies will still require a co-ordinated approach by the emergency response agencies (i.e. Emergency Services, Civil Defence, Territorial Authority, Welfare Agencies etc).
3. Utilities such as water, sewage, electricity, communications, transport and food supplies could be unavailable, inoperative, or unsafe for several hours, days or even longer. Premises may suffer moderate or even severe damage. Students and staff during an emergency may need to be attended to within the school environment until help is available.
4. Should your local Territorial Authority office receive warning of impending danger/disaster/emergency, it will endeavour to contact Principals of those premises likely to be affected. They will then be advised of what steps to take to ensure safety of students and staff.

**Planning must be based upon the assumption that the school will need to look after itself in the initial stages of an emergency.**

# School Closure Guidelines

Before making the decision to close the school, you may wish to ask yourself the questions below:

## Before School Hours

- Will students or staff members be at risk whilst making their way to school?
- Listen to a local radio station for weather forecasts and road conditions and/or check the MetService website. [www.metservice.co.nz](http://www.metservice.co.nz)
- Were there radio announcements from emergency services advising to close the school?
- Will teachers living a fair distance away from the school be able to attend? For example, if snow conditions prevent 60% of the teachers making their way safely to the school, will the teachers who do attend be able to cope with the shortfall? Note: relief teaching staff may not be easy to obtain during adverse weather conditions.
- Are teachers who are not able to make it safely to the school able to call in because of phone and/or power failure?
- Prior to any closure decision you need to discuss your concerns with your Board of Trustee Chairperson. Should phone lines be down, do you have authority to close?

## During School Hours

- If you are considering closing the school, will the situation remain the same or worsen in the next hour (or 2 or 3 hours)?
- Are there concerns for the safety of the school buildings and/or access into the buildings if the current situation continues (e.g. storm, earthquake, tsunami warning)?
- Will you put parents collecting students or students going home at further risk by closing the school? For example, are the roads safe to travel or are we better off leaving the school open?
- What is the plan for evacuating the remaining students (those not collected by caregivers)? If the school buildings or surrounding areas are unsafe, what alternative location can be used? Can we get the students there safely? Do we have access to this location? Note: you can contact your nearest Civil Defence Officer for advice or assistance.
- Have you made arrangements for those students whose caregivers you cannot contact, to notify them of the school closure? These students remain your responsibility until an authorized person arrives to collect them OR you are otherwise advised by emergency services.
- Ensure you have a school policy on student collection in this situation.
- You may be notified by emergency response organisations to close the school.

## When You Decide to Close the School

- Notify the local radio stations of the school closure. Note: telephone lines down or phone 'overload' could well be an issue.
- Inform caregivers of closure. For larger schools this could be a challenge due to the number of students, but for smaller schools a possibility.
- Inform caregivers how long the school will be closed for IF possible. It is probably more realistic that in most adverse conditions this decision is made on a 'day by day' basis.
- Aim to leave an appropriate phone message for caregivers phoning the school.

## Prearrangements with Caregivers

- At the start of the school year, send a note home with students informing caregivers of any prearranged systems related to school closure based on the issues raised above.

# Civil Defence Sector Post/Emergency Centre Functions

During an emergency, a state primary school may be used as a Sector Post/Emergency Centre (to be decided on the day, depending on need and/or demand). This means that Civil Defence staff and or trained Civil Defence volunteers may utilise the school as a report centre for members of the community who need or offer help.

## Location

Contact your local Territorial Authority for a list of Sector Posts in your district.

If you are an allocated Sector Post/Emergency Centre you should have received a visit from a local/district Civil Defence Staff member who will explained what will happen should your school be allocated as a Sector Post after an emergency.

## During School Hours

The Civil Defence team will not take over the Principal's responsibilities but will utilise the school facilities to attend to the public's initial welfare needs for the Civil Defence organisation. The principal remains in charge of the running of the school, Civil Defence staff will attend to the community.

## After School Hours

The Civil Defence team may open the school to set up as a Sector Post/Emergency Centre to receive members of the public who need welfare or offer help.

## How can a Sector Post/Emergency Centre assist your school?

If you are not an allocated Sector Post/Emergency Centre do not expect that the allocated ones will be there waiting for you to arrive with your students!! It would be wise to meet the principal of your nearest allocated Sector Post/Emergency Centre and discuss a plan of action should emergencies occur. It may take some time for Civil Defence staff to make their way to the Sector Posts/Emergency Centres.

In summary: Your staff and students need to be prepared to remain on the premises. If this proves to be impossible due to major damage and/or loss of utilities, contact your nearest Sector Post/Emergency Centre first before you go there to ensure they are able to facilitate you (they too could have occurred major damage and may not have the space to accommodate you and your students). It may simply not be realistic to take your students to the Sector Post for example a Primary school with 89 students will probably not be able to facilitate the arrival of an entire Immediate school with 345 students!)



# Staff Training Opportunities - Education

Training in emergency procedures will ensure that staff react positively and appropriately to emergency situations. Areas of staff training which should be considered are:

## First Aid Training

All staff are encouraged to gain a first aid qualification and revalidate training as required. Professional training courses are available through:

NZ Red Cross and St John



school

## Fire Extinguisher Training

All staff should be aware of the location of fire fighting equipment at the school and be trained in its use.

Professional training courses are available through several fire training providers. Check the Yellow Pages under "Fire Protection".

## Emergency Management/Civil Defence Training

A variety of courses are available such as welfare, headquarters operations, radio handling and rescue response. Check with your local Territorial Authority office for training available in your district.

## Emergency Management/Civil Defence Teaching Resources

A Emergency Management Officer or Advisor may be available to attend a staff meeting and/or BoT meeting advising on issues further to those mentioned in the Staff Manual and the Emergency Plan. Check with your local Territorial Authority office for availability of this service in your district. Civil Defence related teaching resources are regularly distributed to all schools. Check for the yellow boxfile in the teachers' resource room.

## 'What's the Plan Stan' - Information for Teachers

What's the Plan Stan is an initiative which aims to support teachers to develop their students' knowledge, skills and attitudes to respond to and prepare for an emergency. Besides the What's the Plan Stan website ([www.whatstheplanstan.govt.nz](http://www.whatstheplanstan.govt.nz)), the What's the Plan Stan resource includes:

- A teachers' guide, including unit plans and activities
- A CD-Rom with activities for students and downloadable worksheets and unit plans for teachers
- A poster outlining the What's the Plan Stan resource and promoting the materials available.

Teachers can download PDF versions of the following resources from the teachers' guide:

Unit plans and templates  
Disaster activities and fact sheets  
Simulation and practice activities

# Chemical & Hazardous Substance Identification & Handling

The Health and Safety in Employment Act 1992 and its regulations as well as the Safety and the Hazardous Substances and Organisms Act 1996 and its regulations specify the requirement for managing hazardous substances.

Dealing with hazardous substances is a complex issue and the New Zealand Chemical Industry Council (NZCIC) may help to answer any questions you may have. NZCIC is a non-profit industry association committed to helping employers demonstrate compliance with New Zealand's demanding safety, health and environmental legislation, particularly the management of hazardous substances and dangerous goods.

A number of hazardous substances and chemicals related publications have been published by the Ministry of Education, including safety procedures and safe handling instructions. School Caretakers/Property Managers and science teachers should have copies of this documentation to ensure safe handling practices are implemented.

Example publications:

- Safety and Technology Education (1998)
- Safety and Science, Ministry of Education (Revised edition 2000)
- Property Management Guidelines, Ministry of Education (1999)
- Health & Safety Code of Practice for State Integrated Primary, Composite & Secondary Schools, Ministry of Education (2000)
- Worksafe at School Guide available at [www.minedu.govt.nz](http://www.minedu.govt.nz)

For details of publications, websites, storage of hazardous substances and the 0800 CHEMCALL service, please contact NZCIC:

Helpdesk:	04 499-4319
Email:	<a href="mailto:chemsafe@nzcic.org.nz">chemsafe@nzcic.org.nz</a>
Website:	<a href="http://www.nzcic.org.nz">www.nzcic.org.nz</a>
Postal address:	NZCIC - PO Box 5069 - Wellington

Hazardous Substances Emergency Response Service: **0800 243-622** (24 hour, 365 day service)

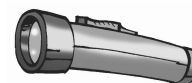
**OR** contact your local Department of Labour or local Territorial Authority for advice.

# Emergency Plan for \_\_\_\_\_ School

## Mission statement

*“We will at all times strive to maintain a safe environment which will minimise the chances of injury or stress to, or death of, students and staff in the event of an emergency”.*

- The Principal has the authority to close the school when he/she deems it necessary. (Refer to School Closure Guidelines **page 7**.) Where possible, closure of the school will be cleared in advance with the Board of Trustee chairperson. Parents/caregivers will be advised of the closure as soon as possible by telephone and/or through local radio stations.
- The school has appointed \_\_\_\_\_ (name) to be the Emergency Plan Co-ordinator, who is responsible for the compilation of the plan.
- All staff are aware of the school’s Emergency Plan, its content and location.
- Staff briefed on the school’s plan content on \_\_\_\_\_ (date).
- All teaching staff hold a copy of the attached “Teaching Staff Manual” (**pages 27 – 34** of this document).
- **Fire responses** are practised at least twice each year with responsibility for organising the drill being rotated among staff. The designated assembly area is to be known by all staff and students. Fire evacuation procedures, routes and assembly points are clearly marked on a premises map and displayed in every classroom. **Note:** Any school fire evacuation plan must be approved by the NZ Fire Service (this is a legal requirement).
- **Earthquake responses** are practised at least twice each year in accordance with the school’s earthquake guidelines. Earthquake evacuation procedures, routes and assembly points are clearly marked on a premises map and displayed in every classroom.
- **Reverse evacuation responses** are practised at least once each year in accordance with the school’s guidelines in case of sudden storms (electrical or wind), chemical spills or major road accidents near the school premises. Ensure that students and staff know the school’s signal alerting to a quick return to their classrooms.
- **Tsunami evacuation responses** are practiced at least once each year in accordance with the school’s guidelines (only if your school is located in an identified Tsunami risk area).
- \_\_\_\_\_ (name) is responsible for knowing the location of survival/evacuation items including:
  1. School register of attendance
  2. The school’s Emergency Plan
  3. First Aid kit
  4. Visitors book
  5. Portable radio plus extra batteries (in a sealed pack)
  6. School cash books, building plan and other such administrative documents
  7. Torch plus extra batteries (in a sealed pack)
  8. Water and food supply (see guidelines **Appendix 10**)



- In order to reduce a 'flood' of phonecalls and/or arrival of parents/caregivers at the school during or after an emergency, a letter has been sent out to parents/caregivers advising them of the school's plan on emergency preparedness, evacuation procedures plus pupil release guidelines. (See sample letter on **page 24** of this document).
- The name and location of our nearest Civil Defence (CD) Sector Post is \_\_\_\_\_.

**Appendix 1:** A list of names and phone numbers of important services and emergency contacts.

**Appendix 2:** A list of BoT members' names and contact details.

**Appendix 3:** The Emergency Response Plan.

**Appendix 4:** The immediate response after an emergency Checklist.

**Appendix 5:** A Staff Skills summary, listing those holding first aid certificates, those competent in fire abatement, those trained in dealing with hazardous chemicals, those trained in rescue techniques and those with any other relevant qualifications or expertise.

**Appendix 6:** Threat Analysis.

**Appendix 7:** Annual Safety Audit of the school, its structures, fittings and contents.

**Appendix 8:** Attached to the policy is a copy of the School Evacuation Plan. Each teacher holds a copy.

**Appendix 9:** A copy of the School Site Plan. Each teacher holds a copy.

**Appendix 10:** Information about emergency water supply.

**Appendix 11:** A sample letter to parents/caregivers.

**Appendix 12:** The Emergency Preparedness Audit.

**Emergency policy procedures are revised by BoT members and the Principal once every year and revised/updated and approved as required. All staff are notified of any changes made.**

A copy of the Emergency Plan is held by at least the BoT Chairperson, the Principal and the Caretaker/Property Manager.

A copy of the Emergency Plan should be easily accessible to school staff (teaching and non-teaching) and parents/caregivers.

Date of policy preparation \_\_\_\_\_ Signed \_\_\_\_\_ (Principal)

Signed \_\_\_\_\_ (BoT Chair)

# Appendix 1

<b>Important Contacts</b>			
<b>Service</b>	<b>Location</b>	<b>Contact</b>	<b>Phone No</b>
Police			
Fire			
Ambulance			
Local Civil Defence Emergency Management Office			
CD Area Warden			
Medical Centre			
Pharmacy			
Hospital			
Electricity Supplier			
Gas Supplier			
Plumber			
Electrician			
Maintenance/Builder			
Glazier			
Bus Company			
Taxi Company			
Security Company			
Chemical Spill		0800 CHEMCALL	0800 243-622
Other			
Other			
Other			

# Appendix 2

<b>Board of Trustees Members</b>			
<b>Name</b>	<b>Address</b>	<b>Phone No</b>	<b>Mobile No</b>

# Appendix 3

## Emergency Response Plan

This plan defines the responsibilities for action in an emergency affecting

(School)

### Earthquake Scenario

#### Initial Action if Outdoors

Teachers 'on duty' and students will carry out the earthquake response as outlined and practised in accordance with the earthquake response guidelines (see **pages 27-34**).



Await instructions from Principal.

#### Initial Action if in Class

#### Initial Action for Non-Teaching Staff

Non-teaching staff will take cover under a desk or doorframe and move away from glass areas if possible.



Non-teaching staff will check for hazards in administration and service areas.



Non-teaching staff will conduct an external building safety check and report to the Principal who will inform all staff of the situation and/or action.

Teachers, student teachers and students will carry out the earthquake response as outlined and practised in accordance with the earthquake response guidelines (see Staff Manual **pages 27-34**).

#### Post Impact Action if in Class

Calm and reassure each other.



Unless there is an obvious hazard (e.g. major cracks in ceiling or walls or possibility of building collapse) teachers will keep students in the classroom (this is usually the safest place).  
Stay alert and await instructions from the Principal.



Each teacher will eliminate any hazard (e.g. remove debris near exits) in and immediately adjacent to their classroom. Extinguish small fires before they get out of hand.



If classroom evacuation is essential (obvious damage to school structure / teacher decides it would be unsafe to remain in class / instructions from Principal), the school's evacuation procedures will be used.

## Fire

A separate plan must be prepared in accordance with Fire Service guidelines. Note that your school's fire evacuation plan needs to be approved by the NZ Fire Service. This may be done via their website [www.fire.org.nz](http://www.fire.org.nz).

## Wind Storms

If the opportunity presents itself, secure and put away outdoor furniture and equipment. Listen to the radio for reports and advice from the MetService and/or Civil Defence.

- Keep students indoors and away from windows.
- Tape up windows if you consider there is a risk of them breaking.
- Open windows on the downwind side of the buildings if you consider there is a risk of the roof lifting.

## Electrical Storms

All students and staff are to remain indoors away from windows. If students are outside activate your reverse evacuation response plan. Be aware that when outside, tall objects (trees, lamp posts, tall posts) will attract lightning strikes. School may decide to delay release of students.

## Flooding / Snow

Parents/caregivers should be contacted early to collect students if this is considered a risk. Be aware that some parents/caregivers may not be able to collect students due to flooding/blockage of roads.

## Chemical Spillage

Chemical spill **outside the school premises** e.g. on road or from nearby industry:

- Move inside (reverse evacuation response) and close doors and windows.
- Contact emergency services and listen to radio for reports and advice.
- Be prepared to evacuate.

Chemical spill **on the school premises**:

- Contact emergency services, alert them of problem and ask for advice.
- Isolate area where spill has occurred.
- Be prepared to evacuate.

## Tsunami

If your school is located in an identified tsunami risk area, ensure that an evacuation plan is in place and practiced regularly with all staff and students.

## Pandemic

A separate pandemic action plan should be prepared for your school. Visit [www.minedu.govt.nz](http://www.minedu.govt.nz) for a detailed guideline (on the homepage find Topical Issues then Pandemic Influenza Planning).

**Warning of Impending Emergencies** - If a warning of an emergency is received, the Principal will authenticate the message before action is taken, by either:

1. Listen to the radio for advice from emergency services or Civil Defence.
2. Contact the emergency services or your local Civil Defence organisation.



# Appendix 4

## Immediate actions after an emergency

***Actions below are not in any particular order. The actions required on the day will depend upon the nature and severity of the emergency!***

- Principal to establish and remain at an Emergency Control Centre (normally in the administration area) to take charge of all activities.
- Appoint a person to record all decisions made and actions taken for debrief purposes.
- Listen to your local radio station for advice from the MetService or Civil Defence organisation.
- Ensure attention is given to special needs/disabled people at the school.
- Using the school's communication system or non-teaching staff, check with each class teacher as to their wellbeing and needs.
- If deemed necessary a designated person will turn off water, electricity, gas and check the safety of any furnace or boiler which cannot easily be turned off. If fire hoses are on the general water supply, do not turn the water off.
- Alert emergency services if deemed necessary.
- Plan ahead! What to do in 2 or 6 hours? Will the current situation improve, remain or get worse?
- Check off the school roll including visitors as soon as possible.
- Decide whether a full scale evacuation is necessary.
- Designate one room and staff members to provide first aid requirements.
- Ensure telephone systems are only used for contacting emergency services for assistance.
- Determine whether or not to resume normal school activities.
- If parents/caregivers collect their children, the roll is to be marked accordingly. Approve the departure of any teaching staff leaving the school premises.
- If the school needs to be closed, ensure parents/caregivers are informed of the need to collect students.
- If it becomes essential to move staff and students to an alternative site, ensure a large notice is left at the vacated premises in a prominent position stating the new location.
- Consider the possibility that some students may not have been collected by normal school closing time.
- In case of a state of an emergency, establish communications with the Civil Defence Sector Co-ordinator allocated to your school (if a designated Sector Post), or the nearest Civil Defence Sector Post to your school.

# Appendix 5

Staff Skills List	
Name	Skill

# Appendix 6

## Threat Analysis

A threat analysis should be carried out to determine what actions may be necessary to ensure safety at the school. The basic checklist below will be of assistance in identifying potential threats.

Threats to \_\_\_\_\_ (School)

**KEY:**      **A = Definite risk**      **B = Possible risk**      **C = Minor risk**

**NOTE:**      **If A or B is chosen, identify and describe the nature of the risk(s)**

		A	B	C
Is the school vulnerable to earthquakes?	<b>A - for all schools</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the school on a floodplain or adjacent to a watercourse which may flood?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is there a major reservoir or storage dam near the school?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do high voltage power lines cross the school grounds?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the school exposed to the wind if a windstorm occurs?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is there a history/risk of land movement near the school?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the school within 2 km from the coast and at risk from a tsunami?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is there a LPG or other bulk fuel installation or pipelines near the school?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is there high risk industry near the school (e.g. paint factory)?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the school near a major road, intersection or railway?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the school adjacent to an airport or beneath the approach/departure flight path?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the school likely to be affected by heavy snowfall?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the school in a location vulnerable to fire from any cause (e.g. bush, park)?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the school at risk from being physically isolated by loss of road access?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any other hazards? Specify _____		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Appendix 7

## Annual Safety Audit

In the month of \_\_\_\_\_ each year the Board of Trustees will ask the Caretaker/Property Manager to carry out an audit of the premises, fixtures and contents to minimise risks.

	YES	NO
Is heavy furniture (e.g. bookcases, pianos) and equipment especially that in woodwork and metalwork rooms, securely fastened to structural elements of the building?	<input type="checkbox"/>	<input type="checkbox"/>
Are heavier items such as speakers and storage boxes stored on lower shelves or on the floor?	<input type="checkbox"/>	<input type="checkbox"/>
Are play areas located away from brick or block walls which may create a hazard?	<input type="checkbox"/>	<input type="checkbox"/>
Are computers and computer desks secured and unable to tip/move?	<input type="checkbox"/>	<input type="checkbox"/>
** Are laboratory chemicals stored in shelves with a lip or fastening strap?	<input type="checkbox"/>	<input type="checkbox"/>
** Are cleaning chemicals such as bleach and spray cans stored safely?	<input type="checkbox"/>	<input type="checkbox"/>
** Are swimming pool chemicals stored safely, seperated from all other chemicals?	<input type="checkbox"/>	<input type="checkbox"/>
** Are toxic, corrosive and flammable liquids and gases securely stored to withstand falling and breaking?	<input type="checkbox"/>	<input type="checkbox"/>
** Are warning signs posted in areas housing hazardous substances?	<input type="checkbox"/>	<input type="checkbox"/>
Are water tanks secure, including hot water cylinders?	<input type="checkbox"/>	<input type="checkbox"/>
Are windows and glazed doors fitted with safety glass, especially those near exits?	<input type="checkbox"/>	<input type="checkbox"/>
Is there a good first aid kit and manual in each area of large schools?	<input type="checkbox"/>	<input type="checkbox"/>
Has the first aid kit been checked and replenished in the last six months?	<input type="checkbox"/>	<input type="checkbox"/>
Has the fire fighting equipment been checked and serviced in the last year?	<input type="checkbox"/>	<input type="checkbox"/>
Has the fire alarm been tested in the last six months?	<input type="checkbox"/>	<input type="checkbox"/>
Can all staff operate fire equipment?	<input type="checkbox"/>	<input type="checkbox"/>
Is there a manual back-up in the event of failure of electrically operated alarms?	<input type="checkbox"/>	<input type="checkbox"/>
Do staff know what and where, the manual back-up is?	<input type="checkbox"/>	<input type="checkbox"/>
Are the fire exits kept clear at ALL TIMES?	<input type="checkbox"/>	<input type="checkbox"/>
Are electrical wiring, gas services and appliances annually maintained by a registered electrician?	<input type="checkbox"/>	<input type="checkbox"/>
If the general telephone system requires mains electrical power, do you have an accessible phone that does not require mains electrical power?	<input type="checkbox"/>	<input type="checkbox"/>
Is the telephone system equipment securely fastened?	<input type="checkbox"/>	<input type="checkbox"/>
Is there a battery powered radio (with spare batteries in sealed pack) available at the school?	<input type="checkbox"/>	<input type="checkbox"/>
Will outdoor play equipment remain stable in an earthquake?	<input type="checkbox"/>	<input type="checkbox"/>
<i>Note: If you can easily move the equipment, so can an earthquake.</i>		
Are fluorescent light fixtures fitted with tube retention guards?	<input type="checkbox"/>	<input type="checkbox"/>
Does your school have block or brick chimneys? If so are they earthquake secured?	<input type="checkbox"/>	<input type="checkbox"/>
Do lights and heaters attached by chains to the ceiling have closed ceiling hooks?	<input type="checkbox"/>	<input type="checkbox"/>

\*\* See page on hazardous substances storage and handling for advice

# Appendix 8

## School Evacuation Plan

Insert map of school grounds here

### Mark clearly:

- Location of classrooms, library and other activity rooms, restrooms, heating plant, hallways and all doors.
- Fire evacuation route and dedicated assembly area. Using arrows, indicate quickest/safest ways to reach assembly area.
- Earthquake evacuation route and dedicated assembly area (away from power lines, tall trees, high brick walls). Using arrows, indicate quickest/safest ways to reach assembly area. Keep in mind that hallways may be cluttered with debris from ceilings, fallen wall units, light fixtures and broken glass. Warn your students of these post earthquake possibilities. Prepare an alternative evacuation route.
- Fire extinguishers, all staff should know how to operate these!
- Electrical power master switch plus all sub mains.
- Main shutoff valves for water and gas (if installed).
- Outside water taps and fire hoses.
- First aid equipment.

**NOTE:** Would your plan work for a **Reverse Evacuation** (i.e. from outdoors to back indoors)? This may be required in situations such as sudden hail storm, lightning storm, a major road accident outside the school, chemical spill near the school.

Your school should have a signal for students when they are outside alerting them to return to their classrooms as quick as possible.

**ALL** teaching and non-teaching staff should know the location of all marked items.

All staff members should have their own site  
& evacuation plans clearly displayed in their classroom.

# Appendix 9

## School Site Plan

Insert map of school grounds here

A current school site plan will serve many purposes. It can be used to note potential hazards, emergency equipment and supplies. Further it will provide a basis for establishing an evacuation route and developing procedures for conducting emergency response activities (e.g. search and rescue, damage assessment etc).

The site plan should be readily available in response to an emergency either for non-teaching staff and/or emergency services to quickly co-ordinate a response.

The school's Caretaker/Property Manager may be the most suitable person to prepare this plan.

### Mark clearly the locations of:

- Heating/air conditioning equipment.
- Chemical storage and gas lines in laboratories.
- Hazardous materials stored by gardeners/caretakers/property managers (e.g. fuel, chlorine).
- Portable battery powered P.A. equipment, radios, lighting.
- A student collection point.
- Designated and suitable first aid area other than sickroom if number of injured is large.
- The school Emergency Control Centre.
- Keys required to open any of the buildings on school premises.
- Alternative access for emergency services to the school other than main entrance.
- Overhead and underground power lines, sewer lines. Information available from local Territorial Authority.
- Designated area/room for student release/collection purposes.
- Bulk gas installations, bulk storage of chemicals (eg diesel, petrol, chlorine, graffiti removal, pesticides).
- All hazardous chemicals on the school premises **plus** safety procedures on usage and disposal.
- Alternate school location plus details of keyholder within walking distance from the school if your local Sector Post is too far away to be practical.
- Equipment plus their locations that could be useful in response to an emergency (e.g. spades, ladders, rope, gloves, supply of buckets, plastic bags, respirator mask for dealing with chemicals).

# Appendix 10

## EMERGENCY WATER SUPPLY

### Storage of an emergency water supply is essential!

It is very likely that after a major earthquake, the usual water supply will be unavailable. You will need a water supply for drinking, cooking, cleaning, washing hands and first aid purposes. Each person requires 3 litres per day for drinking and basic hygiene.

#### Water storage

It is recognised that it is unrealistic for, particularly larger, schools to store vast amounts of water due to lack of available space. However in case of unavailability of water due to an emergency/disaster schools need to be able to have access to some water supply for reasons mentioned above.

Use large plastic drums, or for smaller amounts 3 ltr fruit juice bottles. Rinse container and lid well with hot water. Fill until the container overflows then place the lid on and secure tightly. To prevent water from going stale, ensure that there is no air left in the container. Label each container stating date prepared. Water that is bottled this way should remain drinkable for at least 12 months. Or if preferred; purchase bottled water.

#### Questions you should consider regarding an emergency water supply

1. Is there a water well on the school premises? Is it drinkable? Does it require the use of a pump? Do you have a pump and can it be modified for hand operation? Where could you obtain a pump and who would be able to use it?
2. Is it possible to utilise water from the hot water cylinders?
3. Water from toilet cisterns may be used as an emergency water supply as long as chemicals have not been placed in your school's toilet cisterns.
4. Do you have an emergency water supply stored on your school premises?

## EMERGENCY FOOD SUPPLY

It is unrealistic for larger schools to store vast amounts of canned and dried food. Many schools have a canteen/tuck shop and this food supply can be utilised during or after an emergency should students be forced to remain at the school after school hours. Smaller schools without these facilities may decide to purchase and store a certain amount of food. Local dairies and/or supermarkets may be able to supply food to the school if required.

**Suggestions for food storage:** Send a letter to parents/caregivers explaining purpose of storing an emergency food supply and ask each family for a donation of one can of food. At the end of the school year this supply could be raffled off, donated to a local foodbank provider or returned to the donors. This way there is NO COST involved to the school and allows parents/caregivers to participate in the school's preparedness plan.

## EMERGENCY TOILET FACILITIES

- Plastic buckets, with a lid, lined with plastic bags make suitable emergency toilets.
- Erect some kind of screen for privacy.
- Set up a suitable system for washing hands.

# Appendix 11

## Dear Parent/Caregiver

### What happens to my child while at school during an earthquake?

Students at this school are taught earthquake safety response procedures. Teachers practise these procedures regularly throughout the year.

### What happens to my child in case of fire at the school?

Students at this school are taught fire safety procedures. Teachers practise these procedures regularly throughout the year.

### What about other emergencies?

1. The school has the necessary policies and procedures in place to meet the safety requirements of the Education, Civil Defence Emergency Management and Health and Safety in Employment Acts.
2. Several staff at the school hold a current first aid qualification and are able to assist anyone injured until professional medical assistance arrives.
3. Should the school to close early, students will not be released except to a parent/caregiver or other approved adult. When collecting your child you must tell the roll attendant that your child is leaving the school grounds. This roll check is a vital information source for the Principal as valuable time and resources could be wasted searching for a student who has already been collected.
4. Should the school be required to be evacuated to another location, every effort will be made to advise parents/caregivers through the media and other means of the new location. Students will not be released except to a parent/caregiver or other approved adult.

### **So please remember**

In the event of an emergency:

- Do not panic!! Staff know what to do. Try not to use the phone as this ties up the lines for emergency calls.
- Do not take risks on the road trying to reach the school until you know it is safe to travel. Listen to your radio for road reports and advice from the emergency services and/or Civil Defence.
- Read the back of the Yellow Pages for more information

Would you like to become a trained volunteer for your local Sector Post/Emergency Centre?

If so, please contact your local Territorial Authority office for more information.

**HELP YOUR COMMUNITY TO BE A SAFER PLACE TO LIVE**



# Appendix 12

## Emergency Preparedness Audit

Annual Audit Process				
School Year	200_	200_	200_	200_
Classroom Hazard Check by Teachers				
Principal's Initials				
Fire Evacuation Response practice				
Earthquake Response practice				
Tsunami Response practice (if applicable)				
Reversed evacuation practice				
Principal's Initials				
Annual Safety Audit				
BoT Chairperson				
School Threat Analysis Safety Audit				
BoT Chairperson				
Policy Annual Review				
BoT Chairperson or Principal's Initials				
School Survival/ Evacuation Items				
Principal Initials				
All Above Completed				
BoT Chairperson's Signature				

**NOTE:** Position of signatories are suggestions only. Adjust to suit your organisation.

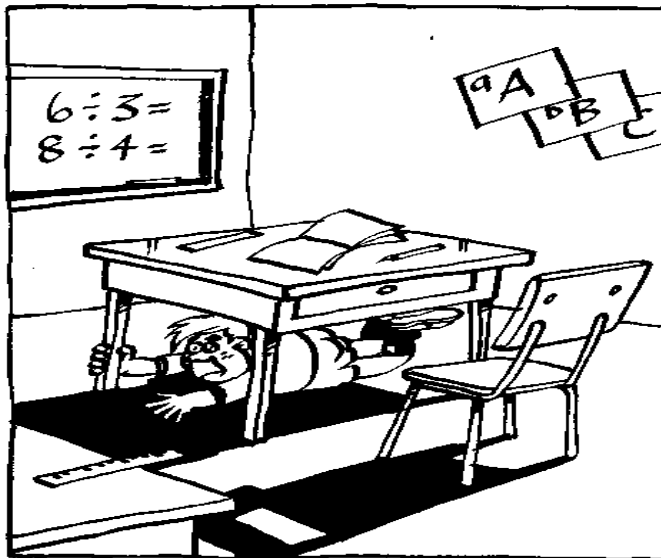


# Staff Manual

For \_\_\_\_\_ School

***Each teaching staff member to hold their own copy***

Insert Your School's Logo Here



# Earthquake Classroom Response

## General Knowledge

The first indication of a damaging earthquake may be a gentle shaking. You may notice the swaying of hanging potplants and light fixtures, or hear objects wobbling on shelves. You may be jarred by a violent jolt, hear a low and perhaps very loud rumbling noise; a second or two later you may feel the shaking. By this time it will be very difficult to move from place to place.

**It is important to take "quake safe" action at the first indication of ground shaking.**

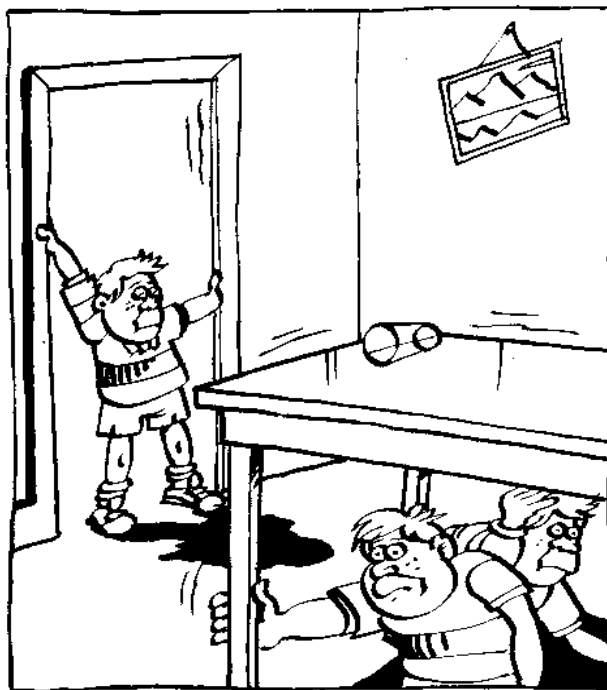
**As the ground shaking grows stronger, danger increases.** For example:

1. Free standing cabinets and bookshelves may topple. Wall mounted clocks and art works, etc. may shake loose and fall.
2. Suspended ceiling panels may pop out, bringing down light fixtures, heaters and other components with them.
3. Doorframes may be twisted and the doors jammed shut. Windows may shatter, sending shards of glass flying through the room.

**Note:** The noise that accompanies an earthquake cannot cause physical harm. However, it can cause stress, especially if you are not prepared for the noise of moving and falling objects, shattering glass, wailing fire alarms, banging doors and squeaking walls. The noise will be frightening, but a little less so if anticipated. Please discuss the noise factor with your students.

**Note:** Until students can be reunited with their parents/caregivers, they will continue to worry. It is important that you provide continuous reassurance and explanations that it is best to stay at school until parents/caregivers come and collect them.

**Note:** In the event that you are required to remain with your students after school hours, are you confident that your own family members know what to do? Discuss disaster management and emergency procedures with your family. **Read the back of the Yellow Pages for more information.**



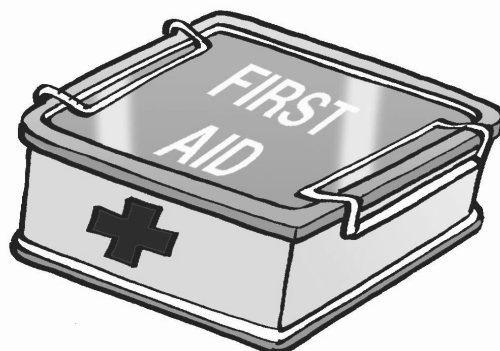
# Classroom Hazards Checklist

The checklist below will help you identify classroom hazards that can be reduced or eliminated at little or no cost. Discuss any established hazards which you cannot eliminate yourself with the Principal.

## Ask Yourself These Questions:

- Are free standing cabinets, bookcases, and wall shelves secured to a structural support?
- Are cupboards latched, preventing doors from opening during an earthquake?
- Are heavy objects removed from high shelves e.g. potplants, stereo equipment?
- Are the TV monitor, OHP and video securely attached to a portable cart with lockable wheels or placed on rubber cups?
- Are the desks and chairs far enough apart to allow students to safely and quickly get under their desks during an earthquake? Re-assess class layout after an earthquake drill.
- Is the piano secured against rolling during an earthquake?
- Are hanging plants secured to prevent them from swinging and breaking windows or falling during an earthquake?
- Are aquariums, birdcages or other hazardous displays located away from seating areas and securely fastened to a wall?
- Are mounted objects (clocks, maps etc) secured against falling?
- Are sharp objects such as scissors locked away in a cupboard when not in use?
- Is my desk surrounded by bookshelves, windows, and other equipment that may cause injury? Is the space under my desk clear, allowing me to get under my desk during an earthquake?
- Have I practised earthquake drills (inside and outside) with my students this year?  
Check your earthquake and fire drill log which should be displayed and visible on the classroom wall.
- Are there any other concerns I have? Any concerns my students have?

**Note:** In many schools you will find that lights and/or heaters are attached by chains to the ceiling. This is to allow these items to swing safely during an earthquake. Students will find this reassuring to know. Check if the ceiling hooks are closed for security.



# Earthquake Response Guidelines

## The Classroom Earthquake Response

During an earthquake response, or at the first sign of ground shaking, students should react immediately, quietly and appropriately. Use the two word earthquake response command: " EARTHQUAKE - DROP", to initiate the response.

1. **On the words "EARTHQUAKE - DROP" students should immediately take cover under desks or tables and turn away from the windows.**

NOTE: This should happen quickly, quietly and without panic. Ensure that students do not throw their chairs around (causing injury to other students) in order to get under the desk.

2. **Students are to get down on their knees, face down, making themselves as small as possible, covering all body parts with the desk.**

NOTE: Stress the importance of students looking down, not sideways and thereby risking facial injury caused by flying objects.

3. **They should secure their 'shelters' by holding on to the desk legs using both hands. Hands should be positioned just below the desktop.**

NOTE: Advise students that desks may topple or move during strong shaking if they do not hold on to them.

4. **Students remain in this position until the shaking stops and you tell them that it is "ALL CLEAR" (safe to stand up).**

NOTE: Stress that no one should stand up until you have checked the room for safety ie heaters/lights dangling above desks, broken glass on the floor between desks, which you need to clear before students get up.

Stress the importance of them remaining quiet, it is vital that they are still able to listen to your instructions and/or cries from injured or frightened students. Advise students that the noise that accompanies an earthquake may make it difficult to communicate.

Aim to have all students under their shelter within 4 or 5 seconds (count out loud). You may have to repeat this drill two or even three times until you are satisfied all students understand what to do.

Ensure that you (and student teachers), also practise the earthquake response with your students. Your example reinforces the importance of earthquake response and ensures your safety as well as that of your students.

Remind your students to stay calm and take deep breaths to remain calm. You could ask them to count slowly in a whispered voice. Keep talking to your students to minimise panic.

**Practise indoor and outdoor earthquake responses  
at least twice each year**

## Outside the Classroom

### **Indoors but NOT in the classroom**

1. **In halls, stairways** or other areas where no cover is available, move to an interior wall. Turn away from windows, kneel alongside the wall, bend close to the knees, cover both sides of the head with your elbows and clasp your hands behind your neck.
2. **In libraries and storerooms** immediately move away from windows and shelves and take appropriate cover.
3. **In laboratories** all burners should be extinguished if possible before taking cover. Stay clear of hazardous chemicals that may spill. Discuss other sources of potential danger with colleagues, Caretaker/Property Manager and/or Principal.
4. **During assembly** students seated on bench seats cover their heads with their hands and lean forward, face down to their knees and remain quiet. Students seated on the floor, cover their heads with their hands, get on their knees, making themselves small, crouched together.

### **In the school ground**

Students should turn their back towards the school building. Move towards an open space, away from buildings and overhead power lines. Crouch low to the ground, legs will not be steady. Keep looking around, remain aware of dangers that may demand you to move. Parked cars may roll around, large trees may fall and playground equipment or overhead power lines may collapse. When the ground stops shaking all students should immediately move to the designated earthquake assembly area for a roll call.

## Reverse Evacuation Response

When students are outside during morning break or lunchtime, it may be required for students to return back to their classroom (e.g. a sudden hail storm, electrical storm, a major road accident or a chemical spill near the school). Students need to know the school signal (e.g. 3 quick bell rings) to know that an immediate return to their classroom is expected.

## Post Earthquake Response Discussion Topic Ideas

- Students discuss their fears and concerns about earthquakes.
- Students discuss how they can help and comfort each other during and after an earthquake in class.
- Students discuss how they can help and comfort each other during and after an earthquake when outside e.g. during lunchtime when they are 'on their own'.
- Check the yellow box file containing the Civil Defence education resources in the school's teacher resource room for activity ideas and videos to view.

# Taking Extra Care of Special Needs Students

## General

Where possible, special needs students should be positioned in the classroom so that they are away from:

1. glass doors and windows
2. the path of potential falling or moving objects such as computers, shelving, piano or heaters
3. trolleys carrying a video, TV or OHP
4. ceiling lights, fans, or heaters.

Students confined to wheelchairs should always have the wheels locked when they are in class.

Regular hazard assessment and the elimination of potential classroom hazards is important in any classroom situation but the presence of special needs students makes that requirement even more important (see the classroom hazard checklist **page 29**).

## Earthquake Response

During an earthquake, teachers and carers should always consider their own safety first so that when the shaking stops they are in a position to reassure their charges, check for injury and evacuate the classroom if necessary. This may necessitate the teacher/carer leaving their charges for a safe position and from that position calling out instructions and reassuring as necessary.

**Without an adult carer:** If the student is unable to get under a desk by themselves, show the student how to protect her/his head by

1. lowering her/his head onto the desk and covering her/his neck with the hands and ears with the arms,  
or
2. covering the head with an open book, a jacket, pillow or any other suitable item within reach of the student.

**With an adult carer:** It may be possible to get the student to a safe place either under a desk or in a doorway. Otherwise, apply the first safety instruction.

Where there is more than one physically impaired student in the classroom and not one-on-one attention, aim to conduct earthquake drills on a more regular basis e.g. once a month instead of the normally recommended twice-yearly drills. The increased confidence will reduce the likelihood of panic should an earthquake strike.

**Regular classroom hazard checks may well prevent  
injuries during earthquake situations**



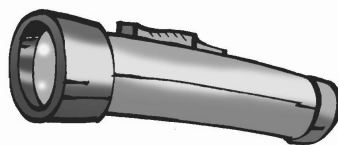
# Fire and Earthquake Response Planner

Classroom Number \_\_\_\_\_

Teacher \_\_\_\_\_ (name)

Month:	Date:	Fire Response Signed By:	Earthquake Response Signed By:	Reversed Evacuation Signed By:
January				
February				
March				
April				
May				
June				
July				
August				
September				
October				
November				
December				

**\*\* Add a column for Tsunami response if applicable to your school\*\***



**Remember** to practise classroom earthquake response at least twice each year. Also practice whilst at assembly, in the library, the hallway, the stairwells and outside in the school ground.

# Teacher Checklist

**At the start of each school year ensure that you prepare by following the checklist below:**

- I have a Fire and Earthquake Response Log to sign off throughout the year displayed in the classroom.
- I have the fire and earthquake procedures displayed in my classroom.
- I have discussed emergency preparedness at home with my family members.
- I have read the Earthquake Response Guidelines in this manual and am conversant with my responsibilities.
- I have conducted a classroom hazard check utilising the Classroom Hazards Checklist in the Staff Manual.
- I know the location of the electrical switchboard, gas and water mains at the school and can turn the supplies off if needed.
- I am aware of the location of the fire and the earthquake assembly areas at the school.
- I am aware of the location of fire extinguishers near my classroom.
- I know how to use the fire extinguishers.
- I am familiar with the school's Emergency Plan content and its location.

## List Your Own Notes Here

For example:

- Items in the classroom that you believe are, or could be hazards that are to be discussed with the Principal and/or the Caretaker/Property Manager.