

EMERGENCY PREPAREDNESS PLAN GUIDELINES

for

Early Childhood Centres

Contains

**Example Emergency Plan
Plan Guidelines
Safety Audits
Earthquake Response Guidelines**

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, and initiate recovery from, 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 Early Childhood Centres to assist with the development of emergency policies, plans, staff training and safety audits.

The guideline will assist the Early Childhood Centre in meeting their obligations or roles withing the following legislation:

- The Education Act (1989)
- Education Act (Early Childhood Centres) Regulations 1998
- 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)

Using this Guideline

The policies and plans in this guideline may be used as presented or adapted to the needs of your Centre. There is no copyright on the material in this guideline.

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.

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This guideline, compiled by Tanya Jenkins, was first produced in 1998 and has since been updated on a biannual 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 plan overwhelm you.

Set priority tasks and a deadline for each.

Delegate the work. For example, appoint an Emergency Plan Co-ordinator. This person is in charge of preparing and updating the plan, ensuring the plan 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.

WHO IS RESPONSIBLE?

Within Early Childhood Centres the statutory responsibility to prepare for emergencies and to provide an Emergency Plan lies with the following:

- At licensed centres – the licensee, who may delegate some responsibilities
- At centres exempt from licensing:
 - a) home based services – the caregiver
 - b) community play groups – the management committee
- At other services – the parent or caregiver

ASSUMPTIONS AND FACTS

When preparing a plan, consider the following:

1. Civil Defence plans are based on the assumption that Early Childhood Centres and schools may need to look after themselves during the initial stages of a disaster. Emergency services may not be able to respond for some hours after the initial stages of a disaster 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. Children and staff during the disaster may need to be attended to within the centre environment until help is available.
4. Should the Civil Defence organisation receive warning of an emergency, it will endeavour to contact licensees of those centres likely to be affected. They will then be advised of what steps to take to ensure safety of children and staff.

CENTRE CLOSURE GUIDELINES

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

Before Centre Hours

- Who has the authority to close the centre? Who is the alternative?
- Will parents/caregivers or staff members be at risk whilst making their way to the centre?
- Listen to a local radio station for weather forecasts and road conditions and/or check the MetService website. www.metservice.co.nz
- Were there radio announcements from emergency services advising to close the centre?
- Will staff living some distance away from the centre be able to attend? For example, if snow conditions prevent 60% of the staff making their way safely to the centre, will the staff 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 staff who are not able to make it safely to the centre able to call in because of phone and/or power failure?

During Centre Hours

- If you are considering closing the centre, 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 centre buildings and/or access into the buildings if the current situation continues (e.g. storm, earthquake, tsunami warning)?
- Will you put parents/caregivers collecting children at further risk by closing the centre? For example, are the roads safe to travel or are we better off leaving the centre open?
- What is the plan for evacuating remaining children (those not collected by parents/caregivers)? If the centre buildings or surrounding areas are unsafe, what alternative location could be used? Can we get the children there safely? Do we have access to this location?
- Have you made arrangements for those children whose parents/caregivers you cannot contact, to notify them of the centre closure? These children remain your responsibility until an authorized person arrives to collect them OR you are otherwise advised by emergency services.
- Ensure you have a centre policy on the collection of children in this situation.
- You may be notified by emergency response organisations to close the centre.

When You Decide to Close the Centre

- Notify the radio of the centre closure. Note: telephone lines down or phone 'overload' could well be an issue.
- Inform parents/caregivers of closure. For larger centres this could be a challenge due to the number of children, but for smaller centres a possibility.
- Inform parents/caregivers how long the centre 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 parents/caregivers phoning the centre.

Prearrangements with Parents/Caregivers

- In your introduction pack include information for parents/caregivers of any prearranged systems related to centre 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. This means that a Civil Defence staff member and/or trained volunteers may utilise the school as a report centre for members of the community who need or offer help.

Note: Check with your local Territorial Authority for Sector Post/Emergency Centre locations.

During School Hours:

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

After School Hours:

The Civil Defence team may open the school to set it up as a Sector Post to receive members of the public who need help.

How can a Sector Post/Emergency Centre assist your centre?

Do not expect the Sector Posts/Emergency Centres to be waiting for you to arrive with 20 – 30 small children and babies immediately after an emergency event. Staff have their own students to take care of plus members from the local community seeking advice and assistance. We strongly suggest you contact the Sector Post first to ensure they have the facilities to assist you. It may take some time before Civil Defence staff/volunteers are able to establish the school as a Sector Post/Emergency Centre. It would be wise to meet the principal of your nearest Sector Post/Emergency Centre and discuss a plan of action should emergencies occur. Remember that the Nearest Sector Post/Emergency Centre may be the first place of contact of not just yours but also 3 or 4 other Early Childhood centres.

In summary; Early Childhood Centre Staff needs 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 children).

STAFF TRAINING OPPORTUNITIES – EDUCATION

Training in emergency procedures will prepare staff to 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:

Your local NZ Red Cross office
Your local St John office



FIRE EXTINGUISHER TRAINING

All staff should be aware of the location of fire fighting equipment at the centre 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 Civil Defence welfare, headquarters operations, radio handling and rescue response. Check with your local Territorial Authority for training available in your district.

EMERGENCY MANAGEMENT/CIVIL DEFENCE TEACHING RESOURCES

Check your centre for the education package prepared for Early Childhood Centres including:

- A video “Be Turtle Safe”
- A cassette of the “Be Turtle Safe” song
- Discussion starters for staff (coloured pictures of floods, earthquakes, storms, volcanic eruptions and tsunami)
- Colouring in pictures
- Letter for parents/caregivers on earthquake practice at home

EMERGENCY PLAN FOR _____ (CENTRE)

PURPOSE

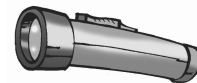
In an emergency, the safety and wellbeing of the children, staff, visitors and parents/caregivers attending the centre is paramount.

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, children and staff in the event of an emergency".

- The licensee has the authority to close the centre when he/she deems it necessary. Note: Licensees may delegate this responsibility to a supervisor or head teacher. (Refer to Centre Closure Guidelines **page 7**.) Parents/caregivers will be advised of the closure as soon as possible by telephone or through local radio stations.
- All staff are aware of the emergency plan document, its content and location.
- This centre will carry out an annual Threat Analysis, plus an Annual Safety Audit of the centre, its structures, fittings and contents.
- Fire response should be practised once per term with responsibility for organising the response being rotated among staff. The designated assembly area is to be known by all staff and children. Find a prominent place.
- Earthquake response should be practised at least twice each year in accordance with the earthquake guidelines found on **pages 29-34**. Earthquake evacuation procedures, routes and assembly points are clearly marked on a premises map and displayed.
- Reverse evacuation response should be practised at least once each year in accordance with the centre's guidelines in case of sudden wind or electrical storm, chemical spill or major road accident near the centre's premises. Children and staff should know the centre's signal alerting to a quick return to the inside of the centre.
- _____ (name) is responsible for knowing the location of survival/evacuation items including:

- a) Centre's register of attendance
- b) The Emergency Plan
- c) First aid kit
- d) Visitors book
- e) Portable radio plus extra batteries (in a sealed pack)
- f) Centre cash books, building plans and other such administrative documents
- g) Torch plus extra batteries (in a sealed pack)
- h) Water & food supply (see guidelines **page 21**)



- Other items to consider:
 - i) Ample supply of nappies, as even toilet trained infants may have 'accidents' when frightened
 - j) Hospital type arm bracelets, stating name of child
 - k) Plastic bags for sanitation reasons, but also useful as protection in wet/cold weather conditions
 - l) Easily accessible list containing special needs e.g. allergies/medications used
 - m) Buckets with lids for emergency toilet and/or nappy disposal

- **Attached to the plan** is 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 3**

- **Attached to the plan** is a copy of the centre's Site Plans. **Appendix 4 and 5**

- **Attached to the plan** and also displayed in the centre's office is a list of important contacts and phone numbers: **Appendix 1 and 2**

- The name and location of our nearest Civil Defence (CD) Sector Post is _____
Refer to **page 8**.

- In order to reduce a 'flood' of phonecalls and/or arrival of parents/caregivers at the centre during or after an emergency, a letter has been sent out to parents/caregivers advising them of the centre's policy on emergency preparedness, evacuation procedures plus child release guidelines. (See **pages 26 and 27** for an example of information that could be sent to parents/caregivers).

- Emergency Plan procedures are reviewed by the Licensee once every year and revised as required. All staff are notified of any changes made.

- Copies of the Emergency Plan are held by the Licensee.

Date of plan preparation _____

Signed _____ (Licensee)

Appendix 1

Important Contacts			
Service	Location	Contact	Phone No.
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			
Local Council Office			
Other			

Appendix 2

Centre Contacts			
Name and Position E.g. Licensee/head teacher	Address	Phone No.	Mobile No.

Appendix 3

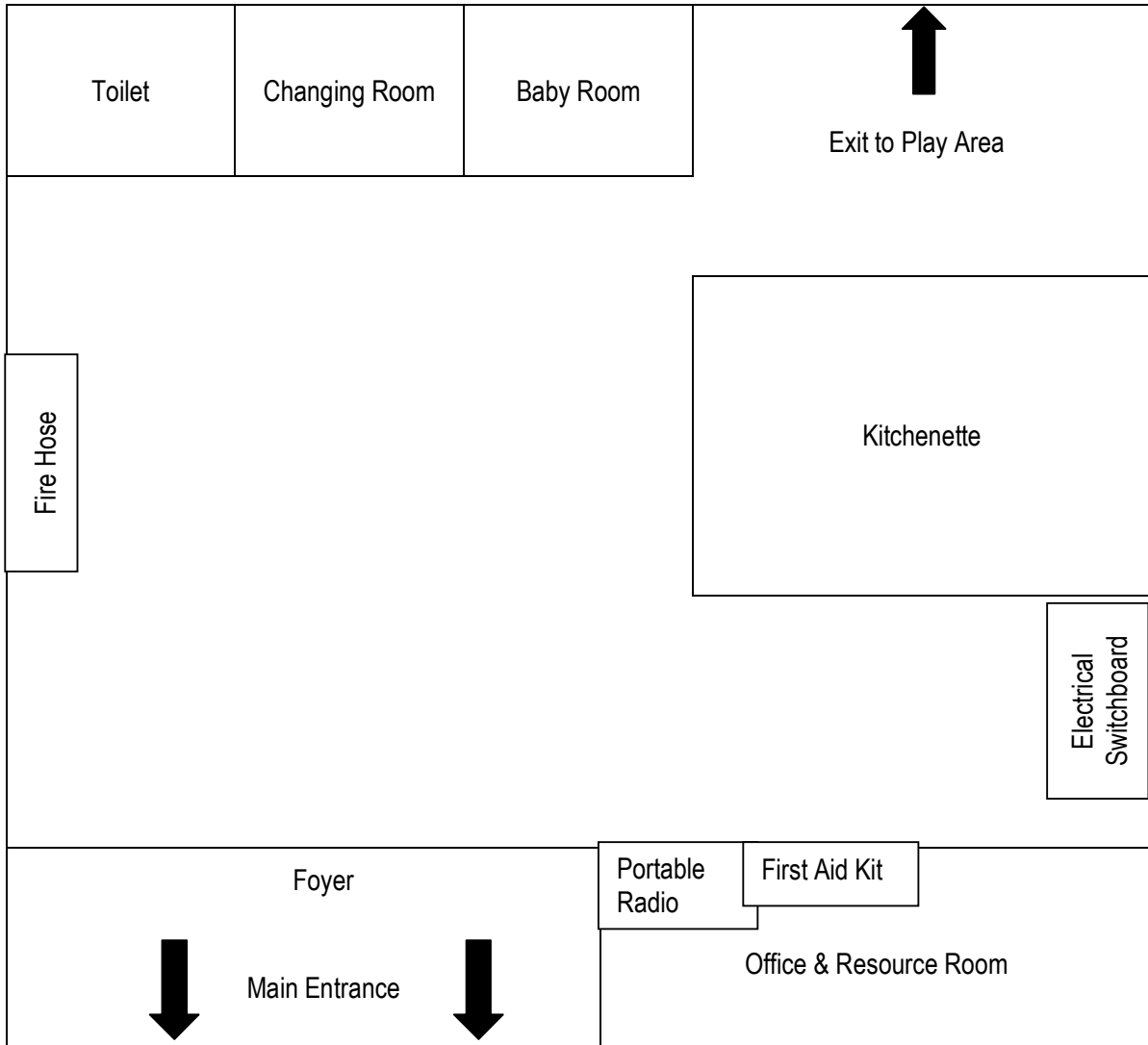
Staff Skills Summary	
Name	Skill

Appendix 4

CENTRE SITE PLAN INSIDE >>> EXAMPLE ONLY <<<

Draw a map/plan of your centre showing locations of:

- First aid equipment
- Electrical switchboard
- Evacuation routes
- Fire hoses and extinguishers
- Portable radio
- Torch
- All exits

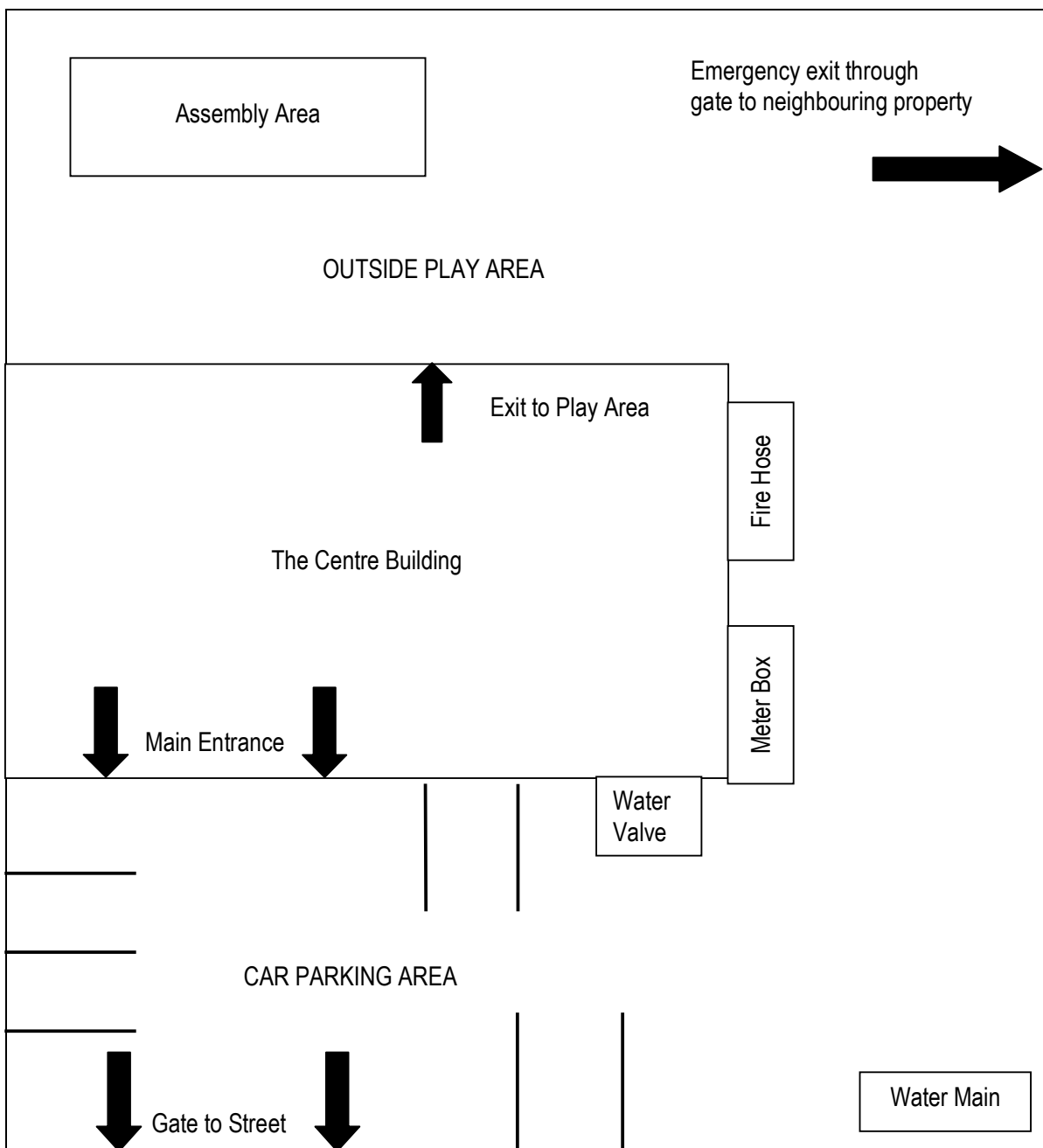


Appendix 5

CENTRE SITE PLAN OUTSIDE >>> EXAMPLE ONLY<<<

Draw a map/plan of your centre property showing location of:

- Water main (Toby box near footpath)
- Fire assembly area
- Main access/entrance to the centre
- Fire evacuation route (using arrows)
- EQ assembly area (if different from fire assembly area, away from tall trees/power lines etc.).
- All exits
- Overhead power lines (if cross the premises)



Appendix 6

THREAT ANALYSIS

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

Threats to _____ (Centre)

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 centre vulnerable to earthquakes? <i>A for all centres</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the centre 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 centre?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do high voltage power lines cross the centre grounds?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the centre 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 centre?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the centre 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 centre?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is there high risk industry near the centre (e.g. paint factory)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the centre near a major road, intersection or railway?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the centre adjacent to an airport or beneath the approach/departure flight path?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the centre likely to be affected by heavy snowfall?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the centre in a location vulnerable to fire from any cause (e.g. bush, scrub)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the centre 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 Licensee will carry out an audit of the premises, fixtures and contents to minimise risks.

	YES	NO
Are the premises structurally sound with no remedial work necessary?	<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 cleaning chemicals stored safely? Not in the kitchenette!	<input type="checkbox"/>	<input type="checkbox"/>
Are toxic, corrosive and flammable materials securely stored to withstand falling and breaking?	<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 available?	<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"/>
Is there adequate fire fighting equipment?	<input type="checkbox"/>	<input type="checkbox"/>
Has the fire fighting equipment been checked & serviced in the last year?	<input type="checkbox"/>	<input type="checkbox"/>
Is the fire alarm in working order?	<input type="checkbox"/>	<input type="checkbox"/>
Has the fire alarm been tested in the last six months?	<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 regularly maintained?	<input type="checkbox"/>	<input type="checkbox"/>
If the general telephone system requires mains electrical power, do you have a 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 centre?	<input type="checkbox"/>	<input type="checkbox"/>
Will outdoor play equipment remain stable in an earthquake? <i>Note: If you can easily move equipment, so can an earthquake.</i>	<input type="checkbox"/>	<input type="checkbox"/>
Are fluorescent light fixtures fitted with tube retention guards?	<input type="checkbox"/>	<input type="checkbox"/>
Does your centre 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"/>

Appendix 8

CENTRE SAFETY CHECKLIST

PRACTICALITIES IN EARLY CHILDHOOD CENTRES

Early Childhood Centres are often in buildings like church halls, fitness centres, shopping malls, converted private homes, or wharehau on marae and are often on very small sections.

In addition to the guidelines in this document, the following considerations and precautions should be included in your emergency planning.

INVOLVING THE COMMUNITY

Get to know the neighbours adjacent to the centre who you know are at home during the day and may be able to help during and after an emergency. They could be a really valuable asset by providing assistance with traffic control, taking care of children, taking phone calls, providing resources etc.

CIVIL DEFENCE SECTOR POSTS

All staff should know the location and quickest route to the nearest Civil Defence Sector Post. It is advisable that a nominated person make contact with the Principal and/or Sector Warden informing them of the location and number of children held at the centre, as part of your planning strategy.

Contact your local Territorial Authority for the location of your nearest Sector Post. Read the back of the Yellow Pages for many handy tips to help you prepare for any emergency.

BABIES

Check that NOTHING is placed above cots. Ensure contents from cupboards or shelving cannot fall down onto the babies. Do not place cots or beds underneath ceiling fans. Doors to sleeping areas should never be locked and ensure windows in sleeping areas are shatterproof glass.

HOW WOULD YOU COPE SHOULD YOU NEED TO EVACUATE QUICKLY?

In an earthquake situation it makes sense that supervising staff ensure their own safety first so as to be able to assist their charges after the earth stops shaking.

Practice your evacuation response; ensure there is a system in place to quickly remove all children from the building.

EARTHQUAKE HAZARD CHECK – INSIDE THE CENTRE

STATUTORY RESPONSIBILITIES: The Early Childhood Centre Regulations 1990 include the statement: "...hazards to the safety of the children are corrected, repaired, removed or made inaccessible."

In addition to the Annual Safety Audit (**Appendix 7**), it is recommended that all staff check the centre regularly for the following hazards.

LEARNING AND PLAY AREAS

- Centres often house several pets. Check that cages are securely fastened, hooked to a wall (birdcages) or attached to the table they are placed on. If unsecured these could move through the centre during an earthquake endangering children.
- Trolleys on wheels can easily move during an earthquake, blocking exits and blocking the paths of children moving towards tables for cover. Remove the wheels or place rubber cups under the wheels for stability.
- All stereo equipment should be fastened to a wall or attached with industrial Velcro to the shelf.
- Tall standing mirrors should be securely fastened and covered with a membrane.
- Pianos MUST be securely fastened to the structural part of a wall.
- On shelving, ensure heavier items are brought down to lower shelves. Shelves with books should have lips or restraining wire/rope.
- Scissors and other sharp or pointed objects that could become potential 'flying missiles' during an earthquake should be stored in a secure cupboard and/or in a container with a lid when not in use.
- Internal sliding doors should be securely held in place during opening hours, preventing them from sliding shut during an earthquake.
- Be aware that during an earthquake, items such as play cots, prams, etc. on wheels may well roll around the centre, possibly obstructing the children's path towards the safety of tables.
- Heavy display equipment, such as in the nature display area, should be restrained or securely fastened to the structural part of the wall.

THE KITCHEN AREA

Even though the kitchen area is usually a 'NO GO' area for the children, they are often 'OPEN' areas divided only by a small door and bench. A strong earthquake may cause items in the kitchen to fall and spill.

- All appliances such as microwave, stove, fridge, hot water cylinder and heaters should be restrained.
- Spray cans, bleach or other cleaning materials should be placed in a cupboard that has a childproof locking device.
- Hot water kettles should be used as far away as possible from the dividing wall between the kitchen and the centre.
- Ideally all cupboards should have childproof latches, to prevent materials from falling during the earthquake. Put lips or restraining wire or rope on open shelving to prevent heavy items from falling and ensure heavier items are stored near or at floor level.

EARTHQUAKE HAZARD CHECK – OUTSIDE

Further to preparing a site and evacuation plan, check:

- That your earthquake assembly area is as far away as possible from tall trees, power lines, block or brick walls and windows.

NOTE: The earthquake assembly area is not necessarily in the same place as your fire assembly area.

- All staff know the location of the electricity switchboard, gas and water mains and are able to turn them off (see your centre site plan **Appendix 4 and 5**).
- If the centre is situated at the end of a long narrow drive which may easily become blocked with fallen trees and/or power lines, prepare for the fact that parents/caregivers may not be able to access the centre easily or immediately. Is there another way out of the centre grounds?
- Be aware that items such as 'play tool storage boxes', water/sand trays, 'go-karts', prams, bicycles, tree logs, and drums may move during an earthquake. Keep a close eye on these items during the earthquake and aftershocks (steer children well away from them).
- Check under the outside 'children's workbench' **regularly** for protruding nails.

EMERGENCY WATER SUPPLY

It is very likely that after a major earthquake, the usual water supply will be unavailable. You will need a water supply for drinking and first aid purposes.

Is it possible to utilise water from the hot water cylinders?

Water from toilet cisterns may be used as an emergency water supply as long as chemicals have not been placed in the centre's toilet cisterns.

Storage of an emergency water supply is essential

Use large plastic drums, or for smaller amounts, soft drink bottles. Rinse containers 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.

EMERGENCY FOOD SUPPLY

The storage of some food is highly recommended. This does not need to be a major undertaking! Perhaps a letter to caregivers/parents explaining the need for an emergency food supply requesting one can of food per family to be donated to the centre is a solution. Perhaps this food supply could be raffled at the end of the year or donated to a local foodbank.

EMERGENCY TOILET FACILITIES

- Plastic buckets with a lid, lined with rubbish bags make suitable emergency toilets.
- Plan to erect some kind of screen for privacy.
- Plan to set up a suitable system for washing hands.

Appendix 9

CENTRE EMERGENCY RESPONSE PLAN

This plan defines the responsibilities for action in an emergency affecting
_____ (Name of Centre)

EARTHQUAKE SCENARIO

Initial action if outdoors

Staff and children will carry out the earthquake response as outlined and practised in accordance with the earthquake response guidelines (see **pages 29-35**).



Await instructions from the head teacher

Initial action if indoors

Staff, student teachers and children will carry out the earthquake response as outlined and practised in accordance with the earthquake response guidelines (see **pages 29-35**).

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 head teacher who will inform all staff of the situation and/or action.

Post impact action if indoors

Calm and re-assure each other



Unless there is an obvious hazard (e.g. major cracks in ceiling or walls or the possibility of building collapse) staff will keep children indoors as this is usually the safest place. Stay alert and await instructions from the head teacher.



Each staff member will eliminate any hazard (e.g. remove debris near exits). Extinguish small fires.



If evacuation is essential (obvious damage to building structure) and staff decide it would be unsafe to remain indoors, then the centre's evacuation procedures will be used.

FIRE

- A separate plan must be prepared in accordance with Fire Service guidelines. Note that your centre's fire evacuation plan needs to be approved by the NZ Fire Service. This can be done online via their website 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 children 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 children and staff are to remain indoors away from windows. If the children are outside, activate your reverse evacuation response plan.
- Be aware that when outside, tall objects (trees, lamp posts, tall posts) will attract lightning strikes.
- Centre may decide to delay release of children.

FLOODING / SNOW

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

CHEMICAL SPILLAGE

In the case of a chemical spill **outside the centre**, e.g. on road or from nearby industry:

- Activate your reverse evacuation response and close doors and windows.
- Contact emergency services and listen to radio for reports and advice.
- Be prepared to evacuate.

TSUNAMI

If your centre is located near the coastline and you think you could be at risk of the effect of a tsunami prepare an evacuation plan to take the children inland or to higher ground.

PANDEMIC

A separate pandemic action plan should be prepared for your centre. Visit www.minedu.govt.nz for a detailed guideline (on the homepage find “Topical Issues” then “Pandemic Influenza Planning”).

WARNING OF IMPENDING EMERGENCIES

If warning of an emergency is received, the head teacher will authenticate the message before action is taken by either:

1. Listening to the radio for advice from Metservice, the emergency services or Civil Defence.
2. Contacting the emergency services or the Civil Defence organisation for advice.

Appendix 10

IMMEDIATE ACTIONS AFTER AN EMERGENCY

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

- Head teacher to establish and remain at an Emergency Control Point, normally in the administration area, to take charge of all activities.
- Record all decisions made and actions taken for debrief purposes.
- Listen to your local radio station for advice from the MetService, the emergency services or Civil Defence organisation.
- Ensure attention is given to the special needs/disabled children at the centre.
- If deemed necessary a designated person will turn off water, electricity, gas. 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 the same or get worse?
- Check off centre roll including visitors as soon as possible.
- Make the decision 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 centre activities.
- If parents/caregivers collect their children, the roll is to be marked accordingly.
- Approve the departure of any staff leaving the centre premises.
- If the centre needs to be closed, ensure parents/caregivers are informed of the need to collect the children.
- If it becomes essential to move staff and children 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 children may not have been collected by normal centre closing time. Contact with the Police or Civil Defence authorities at the nearest CD Sector Post (if a Civil Defence emergency has been declared), prior to that time being reached would be prudent. See **page 8**.
- In case of a state of emergency, establish contact with the Civil Defence Sector Warden at the nearest Civil Defence Sector Post to your centre.

Appendix 11

CHILDREN RELEASE GUIDELINES

When an emergency occurs, the centre staff remain responsible for the children until:

- The children are collected by a parent/caregiver OR an emergency service.
- Release children in accordance with your centre's current 'release guidelines'.

The following information should be noted:

- Name of person collecting a child or children
 - Time of collection
 - Address and phone number of person collecting the child or children
 - Signature of person collecting the child or children
 - Where the child or children will be taken to
 - If applicable, check the list of names to whom child or children should NOT be released
- In circumstances where it is not possible for children to return home, alternative arrangements must be made in consultation with the Police or Civil Defence.
 - During a Civil Defence emergency, if you require assistance, contact your nearest Sector Post.
 - Steps should be taken to advise parents/caregivers of the location and condition of their children as soon as possible. Prior discussion with parents/caregivers regarding the centre's emergency plan is advisable.

LISTEN TO YOUR RADIO FOR INFORMATION AND ADVICE

INFORMATION FOR PARENTS/CAREGIVERS

What happens to my child while at the centre during an earthquake?

Children at this centre are taught earthquake response procedures. Teachers practise these procedures regularly throughout the year.

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

Children at this centre are taught fire safety procedures. Teachers practise these procedures regularly throughout the year.

What about other emergencies?

1. The centre has the necessary policies and procedures in place to meet the safety requirements of the Education, Civil Defence and Health and Safety in Employment Acts.
2. Several staff hold a current first aid qualification and are able to assist anyone injured until professional medical assistance arrives.
3. Should the centre for safety reasons decide to close early, children 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 centre. Valuable time and resources could be wasted when searching for a child who has already been collected.
4. Should the centre staff and children be required to evacuate, every effort will be made to advise parents/caregivers of the new location.

In the event of an emergency:

- Do not use the phone (this ties up emergency phone lines). Staff know what to do.
- Do not take risks on the road trying to reach the centre. Listen to the radio for road reports and advice from the emergency services and/or Civil Defence.
- Read the back of the Yellow Pages for more information.

Parents/caregivers – would you like to become a trained volunteer for your local Sector Post?
Contact your local Territorial Authority office for more details.



EARTHQUAKE RESPONSE

All staff members to hold their own copy

EARTHQUAKE 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; then 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.

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 the children.

NOTE: Until children 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 the centre until parents/caregivers come and collect them.

NOTE: In the event that you are required to remain with the children after hours, are you confident that your own family members know what to do? Discuss emergency procedures with your family.
Read the back of the Yellow Pages for more information.

EARTHQUAKE RESPONSE GUIDELINES

Conducting earthquake response practices with small children is difficult. Staff should aim to conduct earthquake response practices regularly and sign the "Fire and Earthquake Response Log (see **page 32**).

Infants may get upset even during practices at first, but if practices are held regularly, familiarity should overcome this. Talk about what happens when an earthquake occurs before the practice. Making earthquake type noises during the earthquake response practice, like rattling a table or musical instrument shelf, will assist in making the practice more realistic.

EARTHQUAKE RESPONSE

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

On the words "EARTHQUAKE - DROP" children 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 children do not throw their chairs around (causing injury to other children) in order to get under the desk or table.

Children 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 children looking down, not sideways and thereby risking facial injury caused by flying objects.

They should secure their 'shelters' by holding on to the desk legs using both hands. Hands should be positioned just below the desktop (desks or tables may topple or move during strong shaking if they do not hold on to them).

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

OTHER IMPORTANT NOTES:

- Children should not get up until you have checked the room for safety e.g heaters/lights dangling above desks, broken glass on the floor between desks, which you need to clear before children get up.
- It is important for children to remain quiet, so they can hear your instructions and/or cries from injured or frightened children. The noise that accompanies an earthquake may make it difficult to communicate.
- Aim to have all children under their 'shelter' within 4 or 5 seconds (count out loud). You may have to repeat this response practice two or even three times until you are satisfied all children understand what to do.
- Ensure that you (and student teachers), also practise the earthquake response. Your example reinforces the importance of earthquake response practices and ensures your safety as well as that of the children.
- Tell the children to take deep breaths to remain calm. Keep talking to the children to minimise panic.

EARTHQUAKE RESPONSE FOR STAFF

Adults should take cover under an internal door frame, rather than under a table or desk so that they can:

- Observe all children.
- Call out instructions from their position.
- Let children know where the adults are and can be seen.

NOTE that some infants will not take cover under a table but will try to find you for comfort. If they cannot find you easily, you will further risk their safety.

INDOORS – but not sitting at the table

In halls, during ‘story time’, ‘mat time’ or other areas where no cover (table or desk) is available:

Children move to an interior wall, turning away from windows, kneeling alongside the wall, covering both sides of their head with elbows and clasp their hands behind their neck (making themselves as small as possible).

Remember that during an earthquake the ground will be unstable and for children it will be near impossible to walk any distance.

IN THE OUTDOOR PLAY AREA

Children should turn their back towards the 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 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 children should immediately move to the designated earthquake assembly area for a roll call.

REVERSE EVACUATION RESPONSE

When children are outside it may be necessary for them to return inside quickly (e.g. a sudden hail storm, electrical storm, major road accident or chemical spill near the centre). Staff and children need to know the signal (e.g. 3 short bell rings) for an immediate return back into the centre.

PETS

Have you considered the pets at your centre?

Is the aquarium firmly fixed to prevent it falling during an earthquake? Is the birdcage secured to prevent it falling during an earthquake? Do you store portable carry boxes for your pets in case you need to evacuate? Do you keep enough pet food at the centre to last for several days?

TAKING EXTRA CARE OF 'SPECIAL NEEDS' CHILDREN

GENERAL

Where possible, special needs children should be positioned in the room 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, heaters,
3. trolleys carrying a video, TV or OHP
4. ceiling lights, fans, or heaters

Children confined to wheelchairs should always have the wheels locked when they are in the centre.

Regular hazard assessment and the elimination of potential centre hazards is important in any situation but the presence of special needs children makes that requirement even more important.
(See the Earthquake Hazard Checklists on **pages 20-21**).

EARTHQUAKE RESPONSE PRACTICES

During an earthquake, staff 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 centre if necessary. This may necessitate the staff/carer leaving their charges for a safe position and from that position calling out instructions and reassuring as necessary.

With an adult carer it may be possible to get the child to a safe place either under a desk or in a doorway. Where there is more than one physically impaired child in the centre and not one-on-one attention, aim to conduct earthquake response practices on a more regular basis e.g. once a month instead of the normally recommended twice-yearly practice. The increased confidence will reduce the likelihood of panic should an earthquake strike.

**REGULAR HAZARD CHECKS MAY WELL PREVENT
INJURIES DURING EARTHQUAKE SITUATIONS**

FIRE AND EARTHQUAKE RESPONSE PRACTICE LOG

CENTRE NAME _____

MONTH	DATE	FIRE RESPONSE	EARTHQUAKE RESPONSE
JANUARY			
FEBRUARY			
MARCH			
APRIL			
MAY			
JUNE			
JULY			
AUGUST			
SEPTEMBER			
OCTOBER			
NOVEMBER			
DECEMBER			

NOTE: If your centre is situated in an identified tsunami risk area, add a column for your tsunami evacuation response practice

**REMEMBER TO PRACTISE EARTHQUAKE RESPONSES
BOTH INSIDE AND OUTSIDE THE BUILDING**

STAFF SAFETY CHECKLIST

AT THE START OF EACH 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 centre.
- The fire and earthquake response procedures are displayed in the centre.
- 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 the centre hazard check utilising the hazards checklists.
- I know the location of the electrical switchboard and water mains at the centre and can turn the supplies off if needed.
- I am aware of the location of the fire and earthquake assembly areas at the centre.
- I am aware of the location of fire extinguishers in and around the centre.
- I know how to use the fire extinguishers.
- I am familiar with the centre's Emergency Preparedness Plan.

YOUR NOTES

For example:

- I need to learn how to use the fire extinguishers. Check with the head teacher.