

Te Whare
Kohungahunga o UC
Early Childhood Learning
Centre
Emergency
Management plan

LAST REVIEWED
[17.1.25]

NEXT REVIEW DUE
[17.1.26]

Page | 1

FILE LOCATION(S)
[Teams/General]

Key contact information for this plan

School / early learning service contact details

Address (physical)	116 Ilam Road
Phone	(03) 369 5100
Email	earlychildhood@canterbury.ac.nz
Website	https://www.canterbury.ac.nz/earlychildhood/

Incident Management Team leads / Key emergency contacts

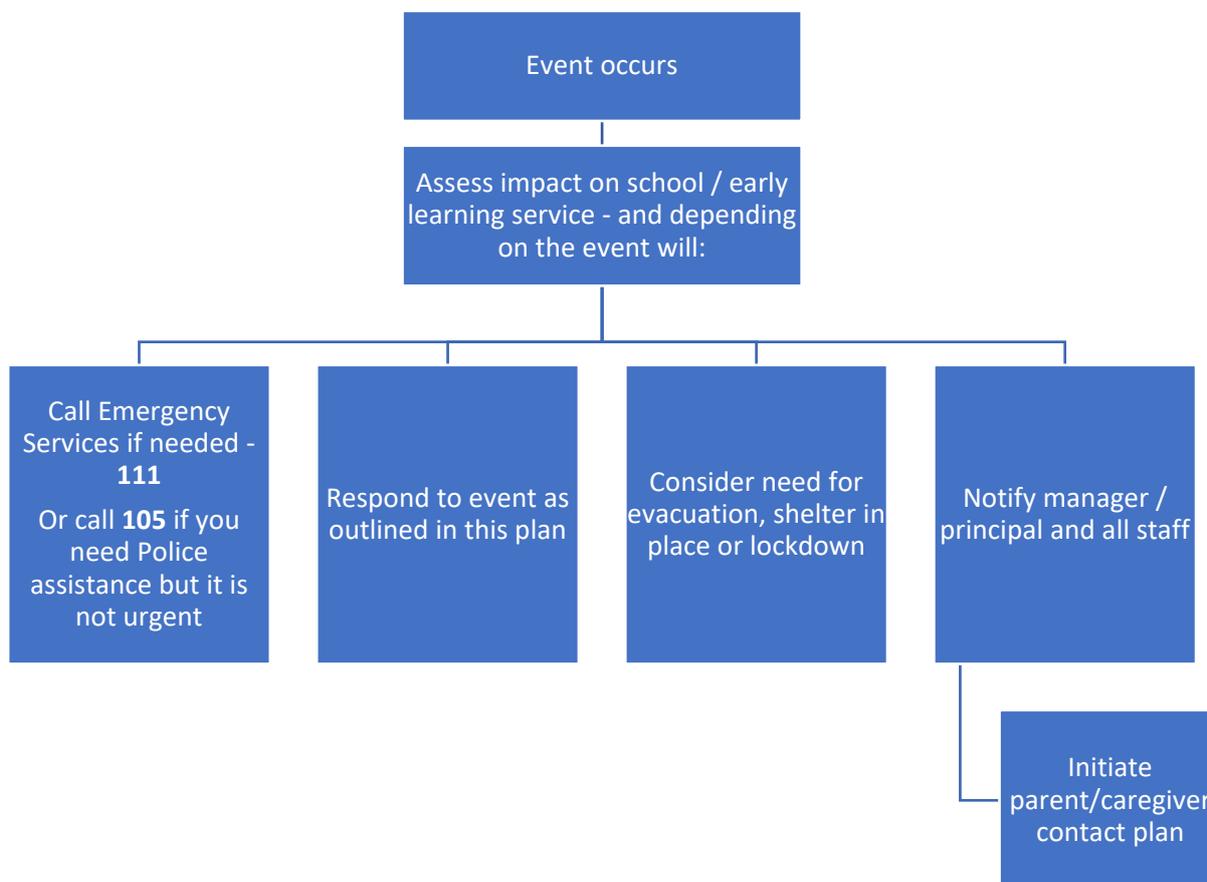
Name	Viv Matthews	Name	Amanda Derry
Position / Role	Head Teacher	Position / Role	HR supervisor (UC)
Phone	0273736039	Phone	93234
Email	Vivienne.matthews@canterbury.ac.nz	Email	Amanda.derry@canterbury.ac.nz
Name	Maria Ibabao	Name	Security building
Position / Role	Administrator	Position / Role	Security (UC)
Phone	94177	Phone	0800 823 637
Email	Maria.ibabao@canterbury.ac.nz	Email	security@canterbury.ac.nz

Introduction

This plan outlines how ECLC | Te Whare Kohungahunga o UC will plan for and respond to an emergency event.

Basic emergency response process

While every event is unique, there are some basic steps we will follow when responding to an emergency, as outlined below:



Calendar - planned drills and other training

Activity	Term 1	✓	Term 2	✓	Term 3	✓	Term 4	✓
Fire Drill								
Earthquake Drill								
Lockdown drill								
Other drill								
Accident analysis	Heidi		Derta		Paul		May	
Staff refresher training	As needed		As needed		As needed		As needed	
Parent and caregiver updates and reminders	Newsletter		Newsletter		Newsletter		Newsletter	

Communications plan – parents, caregivers and others

The head teacher and administrator will communicate to parents in an Emergency event. Depending on the event, we will call or email parents to inform them. If the event is such that parents are required to collect their child/ren, the administrator, head teacher and both team leaders will call parents.

If the event is such that we require children to be collected, we must also inform UC security staff for support. If the event means a closure for the centre, the head teacher will also inform Ministry of Education.

Prior to an emergency, the team will communicate with parents about our emergency procedures. Each quarter (term) we will inform parents through our newsletter about our emergency plans. Each quarter (term) the team will remind parents to develop emergency plans of their own at home.

Planning

Our proactive communications will include:

- A beginning of year information pack / newsletter sent to all parents and caregivers
- Updating and sending our 'Emergency Management Information for parents and caregivers' out each term, including a reminder to update their emergency contact information (who is approved to uplift their child)
- Information night at the start of the year
- Summary of practice drills undertaken
- Meeting at least annually with local emergency services (eg Fire, Police, Civil Defence)

Response

Our emergency response communications plan for parents, caregivers and others includes:

- Phone call or bulk email by head teacher and administrator
- We will record via tablets children's pick-up times when closed for an emergency.
- We could be on Ilam fields (full evacuation) or outside by the nursery/preschool gate. We will inform you where to pick your child up from if we need to close in an emergency.

External contact lists

Radio - our local station for emergency information is:

- The Hits – 97.7 FM or 96.5 FM

Emergency services

Police, Fire, Ambulance	111 105 for Police, if needing non-urgent assistance
Security UC	Phone: 0800 823 637
National Poison centre	Urgent line 0800 764 766 Non-urgent 03 479 7284
UC Campus health centre	Name: Heath centre Address (physical): 90 Ilam Road Phone: 369 4444
After Hours	Name: 24-hour surgery Address (physical): 403 Madras Street Phone: 365 7777

Essential agency / service

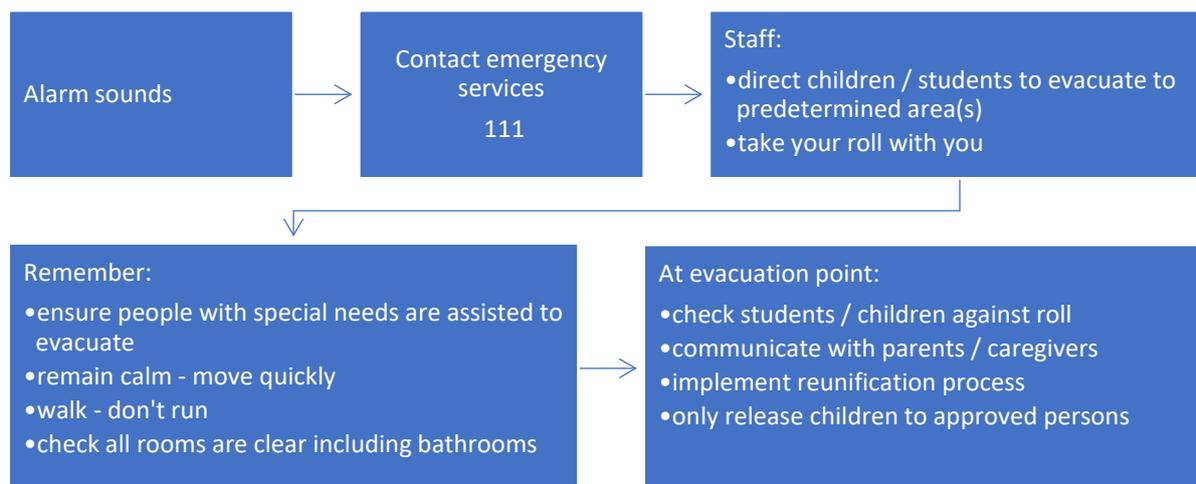
Medical Officer of Health (local Public Health Unit)	Name: Christchurch public health unit Phone: 364 1777
Ministry of Education	Local office – 378 7300 Traumatic Incident Team - 0800 TI Team (0800 848 326) Contact Centre - 0800 225 580 National Office - (04) 463 8000
Ministry of Education media advice and assistance	Point of contact Senior Media Advisor, Communications Group Phone 04 463 8000 / After Hours 027 560 5387
Mataara – the emergency contact system operated by the Ministry of Education	8707 Go to – education.govt.nz for more information about Mataara.
Oranga Tamariki Ministry for Children	0508 326 459

Emergency Response Types

Evacuation

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

General evacuation plan



Specific events

Bomb threat

Keep at least 100m from the area where the package was found

Following an evacuation

Do not return to the early learning service site until given clearance to do so.

Whether the early learning service can continue to operate that day (and in the future) will be determined by:

- The nature of the event
- The safety of the buildings and other facilities including running water, power, heating etc
- Health and wellbeing of staff.

Deciding whether or not to continue operating following an event rests with the early learning service head teacher. Appropriate advice from professionals should be sought if needed.

Contact the Ministry of Education if you need support.

Evacuation areas

Fire Evacuation Plan / Point

- 1) Outside of U2 and preschool sheds
- 2) Ilam fields for a full evacuation

Earthquake Evacuation Plan / Point

- 1) Outside of U2 and preschool sheds
- 2) Ilam fields for a full evacuation

Volcano Evacuation Plan / Point

Indoor plan, stay inside and keep doors/windows shut

Lockdown Evacuation Plan / Point

Indoor plan, stay inside and keep doors/windows locked

Gas/Chemical Evacuation Plan / Point

- 1) Outside of U2 and preschool sheds
- 2) Ilam fields for a full evacuation

Fire

Response actions (as appropriate)	
Discovery of a fire	Ring the fire alarm.
	Call 111
	If safe to do so extinguish the fire.
On hearing the alarm	<p>Initiate evacuation to planned location(s).</p> <p>Teachers / staff should collect their registers and take their students / children to the designated assembly point(s).</p> <p>Walk calmly and quickly.</p> <p>Ensure children / students / staff / visitors with disabilities are assisted by a responsible person.</p> <p>Ensure any visitors are included in the evacuation.</p> <p>Check rest areas, bathrooms and common rooms en route to the designated exit point.</p> <p>Ensure all students and children remain at the evacuation point until clearance to leave is given.</p>
Returning to the building(s)	Do not return to the building(s) until given the all clear by the Fire Service.
Ongoing operations following a fire	<p>The decision to continue preschool operations rests with the UC security staff and Head Teacher.</p> <p>Contact the Ministry of Education regional office (they can provide support through the Traumatic Incident team if required).</p>

Earthquake

REMEMBER – LONG OR STRONG, GET GONE

Response actions (as appropriate)	
During an earthquake	<p>If indoors:</p> <ul style="list-style-type: none"> • Move no more than a few steps to a safe place and drop, cover and hold until the shaking stops. If you can, take cover under a desk or table. Teachers to remind children: “TURTLE SAFE, DROP” • Keep away from shelves containing heavy objects and other large items of furniture • Keep away from windows • Stay indoors until the shaking stops and it's safe to go outside.
	<p>If outside:</p> <ul style="list-style-type: none"> • Find a clear spot and drop to the ground and cover your head and neck • Students / children to stay in the school / early learning service grounds until a teacher comes to get them • Keep away from buildings and power lines.
When the shaking stops	<p>Expect aftershocks.</p> <p>If you felt the earthquake was long (longer than a minute) or strong (hard to stand up in) then a tsunami may be imminent.</p> <p>Ensure your personal safety first.</p> <p>Check those around you and offer help if necessary.</p> <p>If anyone requires medical assistance, call 111 and / or administer first aid.</p> <p>Evacuate if required.</p> <p>Get staff and pupils away from dangerous areas.</p> <p>Listen to the radio for instructions from Civil Defence.</p> <p>If you smell gas or hear a blowing or hissing noise, open a window and get everyone out quickly. Turn off the gas, using the outside main valve if you can. If you turn off the gas for any reason, it must ONLY be turned back on by a registered plumber or gas fitter.</p>
Ongoing operations following the earthquake	<p>The decision to continue preschool operations rests with the UC security staff and Head Teacher.</p>
	<p>Contact the Ministry of Education regional office (they can provide support through the Traumatic Incident team if required).</p>

Flooding

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

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

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

Volcanic eruption and ashfall

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

Pandemic

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

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

The Ministry of Education website has further guidance for schools and early learning services to plan for a pandemic – [education.govt.nz](#).

Chemical spill

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

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

Dealing with a suspicious letter or package

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

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

Response actions (as appropriate)	
In general	<p>Note the location of the package and a description of it (markings etc).</p> <p>Do not touch, shake or attempt to move the package.</p> <p>Check with the addressee to see if they are expecting the package.</p> <p>Isolate the item.</p> <p>Call the police (111) and advise them of the circumstances, the description of the package and its location.</p> <p>As appropriate, position staff at a safe distance to direct people away from the area where package / letter is.</p> <p>Consider evacuating the area or the school / early learning service (take police advice).</p>
If you open a letter/package and discover powder	<p>Put on gloves and place opened letter / package in a plastic bag.</p> <p>If hands or any part of the body may have come into contact with the envelope or package then wash with soap and water.</p> <p>If contents spilled:</p> <ul style="list-style-type: none">• Do not clean up or wipe spilt contents• Avoid breathing the powder or spores• Clear all people from the area and isolate the area (close doors & prevent access)• Switch off air conditioning• Wash hands with soap and hot water. <p>If contents are spilt on clothing:</p> <ul style="list-style-type: none">• Select a room for changing• Remove clothing and place in plastic bag• Shower with soap and hot water• Change into other clothes.

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

Bomb threats

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

During the call:

- Let the caller talk
- Ask the questions on the checklist below as the opportunity arises
- Try and record as much information about the caller as you can
- Avoid being confrontational

Following the Call:

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

Questions	Answers
When is the bomb going to explode?	
Where is the bomb?	
What does the bomb look like?	
What kind of bomb is it?	
What will make the Bomb explode?	
What is the explosive type and quantity?	
Why did you place the bomb?	
What is your name?	
Where are you?	
What is your address?	
Exact wording of the threat:	
Caller details	
Gender:	<input type="checkbox"/> Male <input type="checkbox"/> Female
Estimated age:	
Any speech impediment (specify):	
Accent (specify):	

Voice – loud, soft etc:		
Speech – fast, slow etc:		
Diction – clear, muffled etc		
Manner, calm, emotional etc:		
Did you recognise the voice?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
If so who do you think it was?		
Was the caller familiar with the area?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Threat Language	Background noises	Call taken
<input type="checkbox"/> Well spoken <input type="checkbox"/> Incoherent <input type="checkbox"/> Irrational <input type="checkbox"/> Taped <input type="checkbox"/> Message read by caller <input type="checkbox"/> Abusive <input type="checkbox"/> Other:	<input type="checkbox"/> Street noise <input type="checkbox"/> House noise <input type="checkbox"/> Aircraft <input type="checkbox"/> Voices <input type="checkbox"/> Music <input type="checkbox"/> Machinery <input type="checkbox"/> Vehicle <input type="checkbox"/> Other:	Date: __/__/____ Time: Length of call: Number called:
Details of person taking the call		
Name		
Phone number		
Signature _____		Date __/__/____

This checklist for bomb threats should be kept by the phone. Staff who would normally answer the phone should be briefed on the questionnaire to ensure some familiarity with it. [A pre-printed version of the check list](#) is available from police and may be preferred over this list for convenience.

Trespasser on the school or early learning service grounds

Only follow this process if it is clear that the trespasser does not come under the category of an attacker (see 'Attacker on-site').

Trespassing is where a person enters an early learning service or school and either:

- **Has been requested to leave, or**
- **Their behaviour is such that the early learning service / school would not give permission for them to be there.**

Note: There is no authority under the Trespass Act 1980 for the occupier to physically eject the person from the premises. If a trespasser refuses to leave when requested, he or she should be told that the police will be called. The police have the option to arrest and charge the person with an offence, however they will assess each incident and take what they think is appropriate action.

As well as the process under the Trespass Act, the Education and Training Act 2020 sections 30 and 241 make it an offence to intentionally insult, abuse, or intimidate a teacher or staff member on school or early learning service premises (within the presence or hearing of any child / student of the service / school).

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

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

Attacker on-site

When responding to an attacker consider:

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

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

- Go to Appendix 1 of *Planning and preparing for emergencies* for further information to support planning for security-related events, including **Escape | Hide | Tell**.
- For detailed resources on traumatic incidents go to education.govt.nz
- Go to education.govt.nz for information on de-escalating a threatening situation

Serious injury or death

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

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

Online resources

Visit the Ministry of Education website to assist in managing this type of response in schools / early learning services - www.education.govt.nz/school/student-support/emergencies.

Traumatic Incident Team

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

Missing child or student

All instances of a child or student going missing from a school or early learning service or an EOTC event, have to be treated urgently and steps taken to find the missing person or confirm their safe whereabouts.

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

- The proximity of dangerous hazards to the school / early learning service
- The possibility of an abduction
- The possibility that the child or student has been picked up by a parent or caregiver
- The child / student has got lost or left the facility
- The student has felt unwell and simply gone home.

Until the child or student has been found or confirmed in a safe location, action must be taken to locate them.

Response actions (as appropriate)	
Information or notification that a child / student is missing	<p>Confirm:</p> <ul style="list-style-type: none"> • That the person had been present at early learning service at some time during the day, and if so; • When they were last seen. <p>Notify manager or person in charge and staff.</p> <p>Search the early learning service.</p>
If child or student is found	<p>If child / student is found injured or ill, call for medical assistance if required.</p> <p>Notify manager or person in charge and other searchers.</p> <p>Establish what happened and complete incident report.</p> <p>Arrange for the child / student's parents or caregivers to be advised.</p>
If child or student is not found	<p>Notify the police immediately.</p> <p>Notify the parents / caregivers immediately.</p>
	<p>Contact the Ministry of Education regional office for support.</p>