



# HOROTIU SCHOOL

## TE KURA TUATAHI O HOROTIU

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Principal *Leo Spaans*

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## PERSONNEL /HEALTH AND SAFETY POLICIES 2016

The following Health and Safety Policies and Procedures have been developed, ratified and implemented to ensure the safety and well being of all Horotiu community stakeholders. Associated details and support documents pertaining to these policies and procedures may be provided on request.

- Personnel
- Child Protection
- Complaints
- Health and Safety
- Health and Safety on Site
- Police Vetting
- Civil Defense
- Emergency
- Evacuation
- Lock Down
- Earthquake
- Pandemic
- Traumatic Incidents
- Infectious Diseases
- Fire Evacuation

### Personnel Policy- HASP 2016-19

The board delegates responsibility to the principal on all matters relating to the management of staff in the expectation that they will be managed in a sound, fair, and respectful manner in accordance with the current terms of employment documents and identified good practice. Therefore, the principal must ensure:

1. that all employment related legislative requirements are applied
2. all employees their rights to personal dignity and safety and ensure that matters are resolved in an appropriate and fair manner
3. a smoke free environment is provided
4. that employment records are maintained and that all employees have written employment agreements

5. that performance agreements are established for all staff and that reviews are undertaken annually
6. a suitable professional development programme, which takes into consideration the requirements of the strategic and annual plans, is provided as part of each employee's performance agreement
7. board approval is sought for any requests for discretionary staff leave with pay
8. board approval is sought for any requests for discretionary staff leave without pay of longer than 4 days
9. board approval is sought for any requests for staff travelling overseas on school business
10. the board is advised of any staff absences longer than 3 school days
11. the requirements of the Health and Safety in Employment Act 1992 are met
12. advice is sought as necessary from NZSTA advisors where employment issues arise

Review schedule: Triennially Developed 2016

Richard Clark  
Consultant

Leo Spaans  
Principal

Kirsty Barker  
BOT Chairperson

## Child Protection Policy-HASP 2016

This policy outlines our commitment to child protection. The board is committed to the prevention of abuse and to the well-being of children and young people under our care. The board delegate's responsibility to the principal to ensure that all child safety procedures are implemented and available to all staff, contractors, volunteers and parents. Therefore, the principal must:

1. Ensure the interest and protection of the child is paramount in all circumstances
2. Recognise the rights of family/whanau to participate in the decision-making about their children
3. Ensure that all staff are able to identify the signs and symptoms of potential abuse and neglect and are able to take appropriate action in response
4. Support all staff to work in accordance with this policy, to work with partner agencies and organisations to ensure child protection policies are understood and implemented
5. Promote a culture where staff feel confident they can constructively challenge poor practice or raise issues of concern without fear of reprisal
6. Comply with relevant legislative requirements and responsibilities
7. Consult, discuss and share relevant information in a timely way regarding any concerns about an individual child with the board or designated person
8. Seek advice as necessary from NZSTA advisors on employment matters and other relevant agencies where child safety issues arise
9. Make available professional development, resources and/or advice to ensure all staff can carry out their roles in terms of this policy
10. Develop appropriate procedures to meet child safety requirements as required
11. Ensure that this policy forms part of the initial staff induction programme for each staff member

## Concerns and Complaints Policy-HASP 2016

### Rationale

It is recognised that most **concerns** will be able to be resolved by discussion between the person with the concern and the teacher and/or principal, without a need to take the matter further. The principal and staff member shall, where ever appropriate, seek to resolve a concern in this manner, in the first instance. In the event that a resolution cannot be reached, then the value of discussion with mediation from an independent third party is recognised. The principal has a major responsibility in receiving concerns. It is recognised that individual members of the board may, from time to time, be approached by members of the community with concerns regarding school employees or the day-to-day operations of the school. In such cases they must immediately inform the parent/caregiver to personally approach the principal. In the event that a **concern** cannot be resolved, then the parent/caregiver may decide to formalise their concern by presenting a **complaint**.

A complaint is deemed to be of a serious nature and the parent/caregiver, complainant must put their **complaint in writing**, stating that they are “making a complaint”, and then outlining the allegations. A complaint may be the result of actions or speech or deed, construed by parents or a member of the community to be detrimental to the child or children and/or staff at the school.

### Purpose

To ensure all complaints are handled in a fair and just manner.

### Guidelines

**The board will implement the principles of this policy** acting on complaints against staff, board, trustee, or school.

**Any complaint procedure** will be along the following lines:

1. At the first meeting of the Board each year, the Board will form a Complaints Committee of no more than 3 members of the Board, (excluding principal and staff trustee), and delegate to one such member, the role/responsibilities of Convener. The committee will be delegated the powers to investigate and determine any appropriate disciplinary actions.
2. All documentation is to remain confidential to the parties involved, and the provisions of the Official Information Act 1982 and the Privacy Act 1993 will be adhered to. Members of the Board, other than those delegated the authority to serve on the complaints committee, do not have any rights to information concerning the complaints investigation. The Complaints Committee is deemed to be IN-COMMITTEE at all times throughout the process of dealing with a complaint.
3. Where a concern by a parent/caregiver cannot be resolved by the teacher and parent/caregiver concerned, the parent or principal may refer the concern, in the form of a complaint, to the board.

4. A complaint must be made in writing and be made by an individual within 21 days following the incident or issue causing a complaint to be written.
5. When a formal letter of complaint is sent to the school, the Board of Trustees must be notified within 24 hours. The board chair will acknowledge receipt of the letter of complaint, attaching a copy of the school's complaints policy and procedures, within the following 2 working days of receiving the complaint.
6. Should the letter of complaint be firstly directed to the board chair, a copy of the letter must be redirected to the principal.
7. It is at the stage that the board of trustees complaints committee becomes involved; it is advisable for the committee to make immediate contact with STA.
8. If legal or further action is to be taken, School Trustees Association, (STA), should be notified and their advice adhered to. In the event that any circumstances are realised which may result in a personal grievance claim, the board's professional indemnity insurer will be notified immediately.
9. The staff member concerned is entitled to Union/other representation. The employee shall have the right to request representation at any stage, and shall be advised of such at the beginning of any investigation.
10. The teacher, member of staff, trustee, must have the opportunity to respond and be heard.
11. No contact will be made with the public or the media, except through the board of trustees member designated to do this.
12. Should the complaint be about the principal, the complaint must be referred, in writing, to the chairperson of the board of trustees.
13. Should the nature of the alleged conduct be deemed sufficiently serious, the principal and the board may decide to either suspend, (with or without pay), or transfer temporarily to other duties, having regard to the provisions set out in the relevant Employment Agreement. In the case of instant dismissal, legal advice must be sought prior to this action.
14. The school board will, IN-COMMITTEE, receive a report from the Complaints Committee, stating the complaint, process and procedures in dealing with the complaint, and recommendation for closure; the board will then reach and act on the decision of the board.
15. The board's decision/response is communicated to the parties to the complaint.
16. Should the complaint not be resolved, the complainant may refer the matter to the Ministry of Education and/or the Education Review Office.

17. Refer to Horotiu School, Concerns and Complaints Procedure, 01, *for further information.*

Review schedule: Annually	Developed 2016
Richard Clark	Kirsty Barker
Consultant	BOT Chairperson
Leo Spaans	
Principal	

## Health and Safety Policy

Students and staff shall have a safe physical and emotional learning environment. Therefore, the principal must:

1. Take all reasonable steps to protect students, staff and visitors to the school from unsafe or unhealthy conditions or practices
2. Ensure that the staff code of conduct is implemented effectively
3. Ensure there is zero tolerance to bullying and that there are effective processes in place
4. Comply with the provisions of the Health and Safety in Employment Act 1992
5. Provide a smoke free environment
6. Ensure a risk analysis management system (RAMS) is carried out where and when appropriate
7. Seek approval for all overnight stays/camps attesting first to their compliance with (4) above
8. Consult with the community every two years regarding the health programme being delivered to students
9. Advise the board chair of any emergency situations as soon as possible

Review schedule: Triennially	Developed 2016
Richard Clark	Kirsty Barker
Consultant	BOT Chairperson
Leo Spaans	
Principal	

## HEALTH AND SAFETY ON SITE 2016-HASP

### Rationale

In accordance with the Health and Safety in Employment Act 1992, the Health and Safety in Employment Amendment Act 2002 and The Health and Safety Code of Practice for State and State Integrated Schools (2007 Edition) the Horotiu School Board of Trustees recognises that all persons located within the school environment have a right to go about their business within an environment that has addressed issues of health and safety.

### Purposes

- To keep the work place safe for both employers and employees
- To promote an awareness of health and safety issues;
- To promote the prevention of harm to all people at work, including volunteers, and others, or in the vicinity of the school;
- To establish and maintain a healthy and safe environment;

- To develop and promote health and safety practices;
- To do everything practicable to comply with the Health and Safety in Employment Act 1992, the 2002 Amendment Act and all associated Code regulations;
- To promote excellence in health and safety management through the systematic management of health and safety;
- To define hazards and harm to make sure they are all covered, and to include work related stress and hazardous behaviour caused by temporary conditions;
- To impose duties on employers and employees;
- To set requirements for practicable steps to be taken to ensure health and safety;
- To recognise volunteers in the work place;
- To encourage the input of employees in managing health and safety;
- To ensure compliance through various enforcement measures.

## **Guidelines**

Schools, through the governance of their Boards of Trustees, must comply with provisions of the Code, the Health and Safety in Employment Act 2015, the Regulations made under the Act, and any other health and safety in employment legislation and regulations, including those referred to in the Code. **Code:** means this Ministry of Education Health and Safety Code of Practice for State and State Integrated schools notified to boards of trustees by Gazette notice pursuant to section 70 of the Education Act 1989.

The scope of this policy encompasses all tradesmen, contractors and their employees and all volunteers who enter the school to do work on buildings, grounds or facilities. All the above will be named “employees”, for the purposes of this document.

Appropriate safety equipment is to be used. This equipment must be N.Z. Safety Standard Approved and in good operating condition; this includes safety glasses, earmuffs, hard-hats, breathing equipment, footwear, gloves etc.

All employees will ensure that they do not take any kind of risk, which may result in injury to themselves or others.

Employees shall, before beginning work and while working, satisfy themselves of the safety of any plant or machinery or type of work they are doing. This includes the integrity of any guards, shields etc.

All employees must be trained/qualified and competent to use the machinery or equipment required to do the work in question.

- All employees are to be made aware of hazards and measures taken to minimise or eliminate them.
- All employees are, in turn, required to report back to the School, any hazards they become aware of, whether the hazard is a result of their work or not.
- It is the contractor’s/tradesmen’s responsibility that the equipment has been secured to prevent injury from: Gas, Hot Liquids, Electricity, Steam, Chemicals, Compressed Air, Moving parts, Water.

School senior management is required to report incidents involving serious harm to the [nearest regional Department of Labour Office](#)

The Ministry will indemnify boards against costs and any monetary penalties excluding fines or infringement fees, arising from any prosecution under the Act (Sections 38 and 39).

All employees must ensure that they comply with general workplace regulations of the Health and Safety in Employment Act 2015.

All employees must be aware of the School's Evacuation Plan.

Contractors/Tradesmen are required to meet the first aid requirements for their staff. All accidents are required to be reported in accordance with the School's accident reporting procedure.

**The Principal and Establishment Board will:**

- Take all practicable steps to ensure the safety of employees while at work, in particular to provide and maintain a safe working environment, ensure employees are not exposed to hazards, provide facilities and develop procedures for emergencies;
- Systematically identify existing and new hazards and regularly assess them;
- Take all practicable steps to eliminate, isolate or minimise and monitor employee exposure to hazards;
- Supply employees with the results of monitoring;
- Supply health and safety information to employees;
- Provide adequate training and supervision for employees in health and safety procedures and use of equipment;
- Take practicable steps to ensure the safety of others who may come into contact with the place of work or be in the vicinity, and that no harm is caused to others by employees carrying out their work;
- Take practicable steps to ensure the safety of contractors and their employees;
- Provide reasonable opportunities for employees to participate in developing health and safety improvement processes. In some cases, the employer must develop an employee participation system;
- Allow a health and safety representative two days health and safety training per year;
- Keep a register of accidents and near miss incidents, and incidents of serious harm. Serious harm to be notified to OSH.

Schools, through the governance of their boards of trustees, must comply with provisions of the Code, the Health and Safety in Employment Act 2015, the Regulations made under the Act, and any other health and safety in employment legislation and regulations, including those referred to in the Code. **Code:** means this Ministry of Education Health and Safety Code of Practice for State and State Integrated schools notified to boards of trustees by Gazette notice pursuant to section 70 of the Education Act 1989.

Boards of trustees, as employers and occupiers/controllers of the workplace, are bound to comply with the provisions of the Act.

OSH will be able to provide you with advice on general compliance with the Act and advise you, if you have any concerns regarding your obligations as an employer.

However, it is not the role of OSH to carry out your duties. It is the board's role, as an employer, to monitor and manage hazards and to prevent harm to employees and other people who come on to the school premises (depending on the circumstances), and to work with employees and others to put into place good health and safety practices.

For general questions about the Act and how it applies visit the OSH website or call 0800 209020. If the problem is a matter of appropriate health and safety practice, the following people and resources may be able to assist:

- The union;
- External experts in the field, such as scientists or engineers;
- Employer associations and sector organisations such as NZ STA;
- Publications, such as codes of practice, guidelines, material safety data sheets;
- Manufacturers, suppliers, or designers;
- Health and safety inspectors.

If you are having difficulty in agreeing how to resolve health and safety problems, that is, if an employment relationship problem may be developing, the following people and resources may help:

- The Employment Relations Services website – [www.ers.dol.govt.nz](http://www.ers.dol.govt.nz)
- The Employment Relations Infoline – 0800 800 863
- The Employment Relations mediation service – contact details for local offices are available on the website or through the 0800 number above.
- NZSTA on 0800 782 4357

Policy Developed: September 2015-16

Leo Spaans  
Principal

Kirsty Barker  
Establishment Board Chairperson

## **POLICE VETTING OF NON-TEACHING EMPLOYEES AND CONTRACTORS**

### **RATIONALE**

Every board is responsible for taking reasonable measures to protect students from harm (NAG 5) and ensure that all employees maintain proper standards of integrity and conduct (State Sector Act s77A). As a consequence, it is now a legislative requirement that the Board undertake a police vet of all non-teaching employees and contractors that regularly work at the school during the school day.

### **PURPOSE**

The purpose of this policy is to establish guidelines for:

- The screening of applicants for positions that require substantial direct contact with children, and;



- The procedures to be followed once a police vet has been received.

## **GUIDELINES**

### **Preparing to Conduct a Police Vet**

All application forms for a non-teaching position must:

1. Make reference to the fact that the appointment will be subject to a satisfactory police vet and have appropriate questions on matters relating to previous convictions.
2. Make clear individuals will be disqualified from holding positions that require substantial contact with children if their criminal records include any of the following:
3. Past history of sexual abuse of children
4. Conviction for any crime in which children were involved
5. History of any violence or sexually exploitative behaviour
6. Make clear that any offences relevant to a specific position in which a paid employee (or volunteer) may serve to disqualify an individual from serving in such a position.
7. Indicate that the board, when evaluating criminal history records, may consider other factors (e.g. length of time since offence occurred) before deciding on whether or not to proceed to the selection process.
8. Make clear that declining a police vet will result in the discontinuation of the application or in the case of a contractor may result in changing the hours of work to avoid direct contact with children.

### **Receiving a Police Vet**

1. Due to the sensitive nature of information a school may receive, all police vets sent by the Teachers Council must be addressed to the principal.
2. The principal must observe strict confidentiality and share the information with only the board as employer and any employee tasked with handling the information.
3. Applicants will be given a chance to challenge the accuracy of information received. However, until the board receives a correction from the police, it should assume the information it received is correct.
4. Applicants will be given a chance to challenge the accuracy of information received within a reasonable period. Failure to do so will result in a discontinuation of the application process. However the board must ensure that it observes the principles of natural justice and procedural fairness.
5. If a vet does not reveal any criminal offences or concerns by the police then the vet should be destroyed or handed to the applicant (or contractor). A record of the vet having taken place must be kept.
6. If a vet does reveal criminal offences or concerns by the police then consideration needs to be given as to whether the information should affect employment at or access to the school.

7. If after considering the nature of an individual's criminal record the board decides that it has no concerns, then the vet should be destroyed or handed to the applicant. A record of the vet having taken place must be kept.

Leo Spaans  
PRINCIPAL

Kirsty Barker  
BOARD CHAIR

Dated: February 2016

## **COMPLAINTS AGAINST STAFF/SCHOOL BY A PARENT/ CAREGIVER**

### **Rationale**

A complaint is deemed to be of a serious nature and the parent/caregiver must put their complaint in writing or email, stating that they are making a complaint, then outlining the allegations. A complaint may be the result of actions or speech or deed, construed by parents or a member of the community to be detrimental to the child or children at the school or to school property.

### **Purpose**

To ensure all complaints are handled in a fair and just manner.

### **Definition:**

A Formal COMPLAINT is deemed to be of a serious nature and the parent/caregiver MUST place their complaint in writing or email addressed to the Principal/ and or Board Chair, stating that they are making a formal complaint, then specifically outlining the allegations. A complaint may be the result of actions, speech or deed, construed by the parent caregiver or the community to be detrimental to the child or children at school.

### **Confidentiality**

- The highest standards of confidentiality are expected from all members of staff.
- Confidentiality relates to all information and knowledge that we acquire from working at Horotiu.
- Confidentiality is expected of all members of staff and requires us to very carefully consider disclosure of information to members of the community and our colleagues.
- Horotiu staff must not discuss pupil progress or their learning needs unless it is necessary and agreed to do so.
- Information about the operation and management of the school is confidential.
- It is a serious breach of trust to break confidentiality and can result in the good name of the school and wellbeing of our children being undermined.

### **Complaints Policy Review**

This Concerns and Complaints Policies will be reviewed annually as outlined in the schools 'Cycle of Review' or in the event of need, or mandated requirement. Policy development and review will be an iterative and ongoing process actioned under the

Horotiu School, Health and Safety Policy and Procedure.  
Reviewed 2016. BOT, Richard Clarke, Principal Leo Spaans

[www.Horotiu.school.nz](http://www.Horotiu.school.nz)

guidance of the Principal, the Leadership Team (sub committee where appropriate) and the Board.

Documents and process, which inform and influence Concerns and Complaints Policy review and development within Horotiu Primary School are;

- Mandates from the Board of Trustees, Ministry of Education and ERO.
- New Zealand School Trustees Association
- NZEI Complaints and Discipline Procedures
- School self-review

PRINCIPAL  
Leo Spaans

BOARD CHAIR  
Kirsty Barker

## **CIVIL DEFENCE AND EMERGENCY 2016**

### **Rationale:**

**To maximize and ensure the safety of all people in Horotiu School, in the event of an emergency.**

### **Purpose:**

1. To meet regulatory and statutory Safety and emergency requirements of a New Zealand Primary School.
2. To establish a sound set of agreed upon Emergency Procedures with the necessary back up resources in place.
3. To establish a regular routine of practice of Emergency Drills.
4. To promote ongoing education in the school community which will assist everybody to competently deal with events.
5. To be prepared for self-reliant action in the event of emergency services being delayed.

### **This document (in conjunction with the Horotiu Emergency plan) sets out:**

1. A general plan for responding to an emergency.
2. Emergency procedures which describe more specific responses to different types of emergencies.
3. Requirements to ensure ongoing preparedness.

### **Emergency procedures, guidelines and practice are established which include:**

- a. Civil Defense and Emergency Evacuation
- b. Post Evacuation
- c. Lock Down
- d. Earthquake
- e. Traumatic Incidents
- f. Pandemic
- g. Fire
- h. Guidelines are additionally provided for: Injury, chemical spill, flooding, explosion, gas leak

### **Note:**

For further information refer staff emergency procedures resource file.

Horotiu School, Health and Safety Policy and Procedure.  
Reviewed 2016. BOT, Richard Clarke, Principal Leo Spaans  
[www.Horotiu.school.nz](http://www.Horotiu.school.nz)

- Civil Defense - Guidelines for Schools
- Disaster Planning Guide for Schools/Child Care Centers - Hamilton City Council, Civil Defense Organisation.

### **Civil Defense-Emergency Guidelines:**

1. Class and school emergency plan folders and files are prepared and will be kept up to date.
2. The evacuation Emergency Plan will be posted by the emergency exit of each classroom, learning community. The evacuation notices will be on display in all classrooms, the School Office, Main Hall, Staff Room, School Library-Media Centre and each Learning Space.
3. The Disabled Persons Assistance Register will be kept up to date, and be located at the School Office.
4. The Emergency Services Map and the Emergency Response Plan will be located in the School Office.
5. Evacuations drills for Fire, Lock Down and Earthquake will be practiced at least once a term and logged by the School Property Manager or Principal Leo Spaans, to meet Fire Service requirements.
6. Teachers and their classes, learning communities will revise emergency procedures at the commencement of each school term/year.
7. The School's Parent Information Booklet outlines to parents the emergency procedures they need to know.
8. All staff will be informed of the school's emergency procedures.
9. School buildings, alarms, hoses and extinguishers are regularly checked and exit routes are to be kept clear at all times.
10. A learning or inquiry focus on disasters, using the Civil Defense Education Kit, will be programmed throughout the school, every two years, to alternate with the Keeping Ourselves Safe program.
11. Opportunities will be made for first aid education of staff.
12. A safety committee made up of Property Manager, BOT Property Officer, and a Deputy Principal will meet twice a year in February/June to review procedures outlined below.
13. While the whole community in a Civil Defense Emergency may use the school, the teacher's first responsibility is to the children and other staff members.
14. Horotiu School is a local Warden Post.
15. Staff is encouraged to have their own family emergency plan.

## **Civil Defence Emergency Evacuation Policy 2016**

### **The First Priority**

**In an emergency is the protection of life and the prevention of injury.**

### **The Second Priority**

**Is the protection of property.**

### **Rationale**

The need for Horotiu School to have an emergency and response plan is based on the following assumptions:

1. An earthquake or other natural disaster can occur during a school's normal operating hours, as can man-made disasters such as a major petrol spillage.
2. This could cause major damage.
3. Utilities such as gas, water, electricity, communications, and transport could be unavailable or inoperative.
4. Emergency services may not be able to respond to the school's needs for some hours.
5. Children and staff injured during the earthquake will need to be cared for within the school environment.

**Horotiu School's planning must be based upon the assumption that the school will need to look after itself in the initial stages of the disaster.**

**To be efficient, the school's emergency plan should be comprehensive yet simple to follow, and take into account local conditions and the resources available. The plan needs to be reviewed and updated on a regular basis to ensure that it remains workable.**

### **Purposes**

1. In the event of a natural disaster or other emergency, Horotiu School needs to have prepared an effective response, particularly to minimise potential harm to children, staff and visitors. These procedures include an evacuation plan, regular drills and regular checking of emergency equipment.
2. To establish clear channels of communication, delegate responsibilities for various tasks, liaise with other agencies, (Schools locally, emergency services, Fire, Police, Civil Defence).
3. To check the maintenance and use of existing safety installations and emergency equipment.
4. To practice drills for different types of emergency.
5. To establish evacuation procedures.

### **Definition:**

Civil Defence is...

- Measures necessary to prevent loss of life, minimise injury, and alleviate distress;
- Planning for, and co-ordination of, disaster relief, rescue, and emergency welfare;
- Participating in training to implement these measures.

### **Guidelines :**

1. A school-wide evacuation plan will be devised and reviewed annually.
2. Regular practices will be carried out.
3. Different guidelines will need to be developed for different emergencies and situations e.g., fire, earthquake, inside, at interval.
4. All classroom doors are to be unlocked at all times when pupils are in the classroom.

### **General:**

Following an earthquake, during an evacuation drill, or ringing of the fire alarm, students need to be moved from their classrooms to a place of safety and checked against an accurate list of attending students.

Any event that requires evacuation could be stressful for students (and staff). Be calm, and encourage the children to be calm.

**The target for an evacuation is within two to five minutes**, and is timed by the person instigating the drill. Drills will be held at different times of day to practise all contingencies, such as evacuation during assembly, during normal classtime, and during lunchbreaks.

The following guidelines ensure that everyone is well prepared for an evacuation procedure:

1. Evacuation drills are held each term. The dates of the drills will be noted in the Principal's reports to the Board of Trustees, and by individual staff in their planning records.
2. The school may at times liaise with the local Fire Service in arranging evacuation drills.
3. Evacuation procedures and escape routes are displayed in all classrooms and spaces around the school.
4. All teachers record attendance before 9.15 am, and keep their class list in a consistent place.
5. All teachers know the best route for their class to take to the assesmbly area.

## Evacuation

1. Staff will carry out Emergency Drills regularly. A log book will be kept recording date, time taken, problems encountered and remedial action taken.
2. Practice Drills will cover a variety of emergencies (Fire Drill, Earthquake Drill, Lockdown; children in class, children in playground at lunchtime).
3. Evacuation signal/alarm is the school bell rung continuously.
4. Exit, doors, escape routes:
  - Safest escape route will be known to all class teachers.
  - Exit doors must open from inside in the direction of outside travel without the use of keys and be free from obstruction at all times.
  - Conspicuous signs will mark every exit.
5. Staff members will check all toilets, and all other buildings/rooms normally occupied, according to school plan, to ensure that no-one remains in the buildings.
6. Assembly Area is on the grass field well away from building blocks. Staff will bring their attendance register and call the roll. The School Office Manager will bring master roll as back up.
7. In case of fire the School Office Manger or Principal will notify the Fire Service.
8. Sending pupils home:
9. Any decision to send students home should be made by the Principal.
10. Pupils should not be released until it is safe to travel.
11. Bus pupils can be released into care of driver if parents/caregivers are known to be at home/have been notified.
12. Alternative arrangements must be made for the pupil of parents/caregivers who are not at home; into the care of another adult authorised by school or parent/caregiver or kept at school.
13. Pupils should not be left to find their own way home or return home if it is not known whether parents/caregivers are available.

**In any event, all occupants should:**

1. Act on any civil defence warning.
2. Prepare for evacuation.
3. Follow the procedure set out in the school's drill for the particular emergency.

**Staff should:**

1. If necessary, contact the nearest civil defence staff.
2. Listen to the local radio station.
3. Reassure students.
4. Liaise with the Principal regarding the decision to evacuate.
5. Check that all rooms have been evacuated.
6. Turn off all appliances and services.
7. Retrieve the attendance register.
8. Supervise the evacuation to the assembly area (main playing field).
9. Call the roll at the assembly area.

**10. Advise the Principal of any missing students, staff, or other occupants.****Practice Drills**

Evacuation drills will be held regularly, preferably at least once a term. A log book will be kept which shows dates of all evacuation drills, and the time taken to complete each evacuation. The log book should also record any problems encountered, the remedial action to be taken, and the date on which the remedial action was completed.

***Explanations and Instructions to Students***

Students need to be taught what to do if the instruction to evacuate the building is given, and how to take cover if an earthquake occurs while they are inside the building. They should be told what action to take if they are outside the building or on a school bus during an emergency.

***The Evacuation Signal***

This should be an instantly recognisable signal: Horotiu School, it will be the continuous ringing of the school bell or, if the electricity is off, a hand bell.

***Doors and Escape Routes***

All students, staff, and other occupants should be familiar with all the escape routes available to them, and should be aware of any routes which could become unsafe as exits in an emergency.

Students and staff should evacuate the buildings in an orderly manner by the shortest and safest escape route, moving singly or in small groups. All evacuation procedures must be planned so that occupants spend as little time as possible in potential danger spots.

All doors should be closed after rooms and other spaces have been evacuated.

**1. Primary escape routes**

This should be the normal daily exit routes.

**2. Secondary escape routes**

Secondary escape routes should be included in the regular evacuation drill from time to time. These could be an exterior fire escape, or a route through adjoining

classrooms. Windows should not be used as escape routes. In schools where external windows are the only alternative escape routes, however, it is essential that they can be opened fully and that they lead to a safe exterior escape route.

### ***Checking Rooms***

All toilets, and other places which may normally be occupied, must be checked to ensure that no one remains in the building.

### ***Emergency Kit, First-aid Cabinet, And Rescue Equipment***

Staff should know the location of these, and should practise using them. During drills and evacuations, staff should take the emergency kit and rescue equipment to the assembly area.

### ***Attendance Register And Roll Call***

Staff are responsible for retrieving the class roll, which must record the day's absences, and for taking it to the assembly area. The school Office Manager will also take a master roll.

Students should be assembled in class groups and their names checked against the attendance register. A check should also be made to ensure that all staff members and other occupants are present. The Principal should visit each assembly area and ascertain how many students, staff and other occupants, if any, are still in the building.

### **Post-Evacuation Procedures**

#### **Re-Occupation Of Building**

After an evacuation, students and staff must not re-enter the buildings until all rooms have been checked and the Principal is satisfied that the buildings are safe for re-occupation.

#### **Water**

Water is precious in an emergency and should be conserved. Save water in tanks and cisterns and turn off the water mains to prevent water losses from damaged pipes. **Do not turn off the water mains which supply fire-fighting equipment.**

#### **Use Of Sanitary Fittings**

Toilets should not be used or flushed as drains may be blocked, causing sewage to overflow back through the gully traps or toilet pans.

#### **Sending Students Home**

Any decision to send students home should be made by the Principal. Students should not be released until it is safe to travel. Following severe flooding or an earthquake, roads may be impassable, and transport services may be disrupted, making it difficult for students to reach their homes.

Students should be kept at the school until collected by a parent, guardian, or caregiver, or could be grouped according to location of their homes, and escorted home by an adult. Endeavour School will keep lists of people authorised by parents or guardians to collect students after an emergency.



Accurate records should be kept of the students' names and the name of the person escorting them home. No student should be released from the assembly area before the name of the parent or guardian who has collected and / or assumed responsibility for that student, has been recorded.

Students should not be left to find their own way home. Young children whose parents, guardians or caregivers are not available to collect them should be kept at school.

### **Emergency Equipment**

1. Staff must know the location of all emergency equipment.
2. School keys must be kept in a secure location but need to be readily available in times of emergency.
3. Fire equipment: regular fire inspection surveys will be carried out by a Fire Safety Officer or equivalent. All staff will be familiar with equipment and how to use it.
4. First Aid Cabinet will be checked regularly and contents replenished. It will be located in the School Office, including a First Aid Book. A Back-up kit is kept in the Library.
5. A portable radio, torch and spare batteries will be stored in the School Office.
6. Other useful items, that is, tools, ladders, ropes, shovels, (axes) are kept in the caretakers shed.

### **Protection of Property/Safety of Property**

1. On evacuation before leaving premises staff must turn off all appliances and close all doors/windows without jeopardizing their personal safety.
2. Precautions/prevention of emergencies:
  - Dangerous goods will be stored in an appropriate place.
  - Swimming pool chemicals will be stored in the concrete/fibrolite shed next to the pool.
  - Paints, petrol, solvents will be stored in the tool shed.
  - Rubbish should not be allowed to accumulate.
  - If inclement weather is forecast, allow sufficient time to secure property and buildings as appropriate.
3. Re-occupation/re-opening school.
  - Students should not return to school/buildings until it is established that buildings/environment is safe.

### **Plan of the School Premises**

The Civil Defence Folder will include a simple plan of the buildings and the grounds, showing the location of all services, equipment, and supplies, and other relevant information that may be of use in an emergency situation.

The plans will show the location of the following:

#### **Primary Map**

buildings and physical features;  
water mains;  
gas mains / shut off valve;  
sewer lines;  
overhead and underground power lines;  
underground gas lines;  
main switches for electricity;

outside water taps and hoses;  
main switches / valves for the heating system;  
fire extinguishers;  
chemical and dangerous goods store;  
open areas;  
fire hose reels;  
first aid cabinet;

emergency kit.

### **Secondary Map**

telephone lines;  
static water supplies, for example, swimming pools, and water tanks;  
civil defence siren;  
fire alarms and manual call points;  
security alarms and controls;  
smoke alarms;  
emergency lighting unit;  
fire hydrants;  
building fire breaks;  
fire and smoke-stop doors;  
exit ways;  
egress escape routes - primary and secondary;  
access / egress ramps;  
location and description of hazardous items such as gas bottles;  
workshops;  
vehicle parking;  
access ways for emergency services and vehicles;  
assembly areas;  
school keys;  
telephones;  
rescue equipment;  
civil defence equipment;  
battery-powered torches;  
likely location of people with disabilities;  
the nearest emergency shelter and / or accommodation.

In addition, the plan should indicate the location of any potentially hazardous items in or around the school premises.

### **Emergency Accommodation**

The school hall will be used for emergency accommodation in the event of an emergency. The Main Hall has cooking facilities and toilets.

### **First Aid Training**

All staff members will undertake first aid training every two years.

### **Safety Inspections**

Teachers should carry out a daily inspection, carried out before classes commence, to ensure that corridors and passageways are clear of all forms of obstruction, that outside doors are unlocked, and that all exit doors can be opened freely.

### **Hazard (Non-structural) Assessment**

These will be carried out twice each year.

### **Fire Inspection Survey**

As part of the school's regular inspection and maintenance programmes, regular fire inspection surveys are carried out by a fire safety officer. These inspection surveys are carried out by a fire safety officer. These inspections should cover all parts of the premises and will include the inspection of safety installation and fire-fighting equipment, such as extinguishers and hose reels.

### **Building Warrant of Fitness**

An annual WOF is carried out.

### **Security Provisions**

#### **Security Checks**

After pupils and staff have left for the day, all doors and windows need to be closed and exterior doors locked.

#### **School Records**

School records, such as asset registers, inventories of equipment and other resources, insurance policies, property occupancy document, and other important records should be kept in a secure, fire-resistant location - the school filing cabinet **or where appropriate** kept in a cloud based platform.

#### **Keys**

School keys should be kept in a secure location, but need to be readily available in times of emergencies.

#### **Vandalism and Arson**

Where there is a risk of vandalism and arson, additional security measures, such as the installation of outside lighting, need to be considered.

### **Safety Installations**

#### **Smoke-stop and Fire Doors**

These must be free to close at all times and must not be obstructed: the use of wedges, hooks, locks, or other devices to keep these doors open or closed negates their purpose. Automatic closers on these doors must be in good working order.

#### **Exit Doors**

All exit doors, including fire doors, doors on escape routes, and doors between adjoining rooms, must open from the inside in the directions of outward travel, without the use of keys.

All exits which could be used as escape routes should be regularly checked to ensure that they are kept clear.

#### **Exit Signs**

Conspicuous signs are to be provided to indicate the location of exits.

## **Evacuation Procedure Notices**

A notice detailing evacuation procedures, the position of the nearest exit, and the location of assembly areas should be prominently displayed in all rooms and corridors.

## **Telephones**

During an emergency the telephones should only be used for emergency communications. The telephone numbers of the Fire Service and other emergency organisations should be conspicuously displayed near each telephone.

## **Hazards and Precautions**

### **Furniture and Equipment**

Furniture and equipment, including bookcases, shelving, wall cabinets, screens, heavy furniture, and pianos and other furniture on castors, will be restrained and / or fixed to the building where practical. Shelving should have lips high enough to prevent objects being dislodged, and high shelving should be reduced to door height. Cupboard doors should be fitted with substantial catches. All heavy equipment, machinery, and free-standing benches must be anchored to the floor and /or wall. Furniture and equipment which may block an escape route should be removed.

## **Wardens**

1. The Principal is the Chief Warden. Deputy Principals or Syndicate Leaders will be the senior wardens in each block.
2. During any emergency requiring evacuation of personnel the Principal has absolute authority until emergency services arrive.
3. A warden must be obeyed by everyone including managerial staff. Wardens must be able to make decisions under stress and must have the respect of all.

### **Check List For Wardens**

1. Read and understand the Emergency Procedures Handbook.
2. Read and understand the Emergency Plan for your building / organisation.
3. Check that the Emergency Procedure Poster is displayed in each section on your floor.
4. Make sure all staff on your floor read the handbook and poster.
5. Know where the **assembly area** is for your building.
6. Know the best **routes** to your nearest assembly centre plus routes to at least one alternative centre.

## **Wardens Duties**

### Site Warden (Principal)

On hearing the fire alarm:

1. Ensure the Fire Services has been called (111)
2. Collect Disability Register and building Checklist.
3. Proceed to assembly area and receive status reports from classroom Block Wardens.
4. Liaise with Fire Service on their arrival as to state of evacuation.

### Block Warden (DP/ Senior Teacher of Block)

1. Instruct class to leave via nearest safe exit.

2. Escort class to assembly area.
3. Advise Principal of state of evacuation.
4. Assist any disabled children or visitors.

Ensure Relief teachers are aware of duties.

## **The Evacuation Procedure**

1. After an actual earthquake, or on hearing the school evacuation alarm (continuous ringing of bells (earthquake drill)), take the students out through the nearest exits. Check all adjacent rooms, toilets, and other non-classroom areas. If it is safe to do so, close doors as rooms are vacated.
2. Walk students in an orderly manner to the assembly area and assemble in class lines.
3. Office staff bring a first aid kit from the School Office to the assembly area.
4. Take a roll check of your students and advise the principal.
5. Do not allow any student to leave the assembly area until authorised by the Principal.

**If necessary, the principal implements the disaster management plan.**

## **EMERGENCY PLAN (Refer to MOE Emergency Plan)**

1. The Principal will lead the School's emergency response, or in his/her absence the Deputy Principal or other most appropriate senior staff member.
2. In the event of a natural disaster or other emergency, the school bell will ring continuously to warn everyone.
3. The School will maintain a current Evacuation Plan, which will be implemented apart from emergencies where it is unsafe to leave the school buildings (e.g. earthquake) or where students need to be removed further from the school site (e.g. fire, chemical).
4. Key elements of the Evacuation Plan are:
5. Where safe to do so, teachers will lead students to the designated assembly areas: (a) Main school the school field behind room 8.
6. Those with designated responsibility will check specific building areas closing fire stop doors after them before themselves going to assembly areas for calling class roll.
7. Any absences must be reported immediately to the Principal and whereabouts, if known, listed for checking.
8. The School maintains a visitor entry system, requiring all visitors to report in and out at the school office. On evacuation, visitors must be checked off this list. Any person in the School having disabilities will also have that noted.
9. The Principal will ensure (subject to limitations imposed by the emergency) appropriate external communications, particularly with:
  - Parents/caregivers
  - Board of Trustees
  - Other community members
  - Police/fire brigade

- Civil Defence
  - Ministry of Education
  - City/regional councils
  - Other government agencies
  - Media
10. Any emergency may affect the wider Horotiu community. While focussing on the School's priority obligations to students, staff and their families, the Principal may authorise use of School buildings and other resources to assist the community's wider emergency response.

## EMERGENCY AND EVACUATION PROCEDURES

This section of the Plan sets out advice to staff and identifies emergency procedures which describe more specific responses to the following different types of emergencies:

1. Serious injury
2. Fire
3. Explosion
4. Earthquake
5. Lock down
6. Hazardous substance spill
7. Adverse weather conditions blocking road access
8. Influenza or other pandemic

### **Advice for Staff Members:**

Staff must know the following points and how to react should an emergency arise.

1. Building or emergency exits
2. Location of the fire extinguishers
3. Location of the fire alarms
4. Nearest telephone
5. Check on how the phone system works (you may need to dial another number to obtain an outside line)
6. Where the evacuation assembly area is and who to report to.

Dial **111** for most emergencies. Note:

1. That some telephone systems may require you to dial another number to get a line out. (e.g) 1 for a line out, then **111**
2. **111** calls will still go through if you dial more the three 1's required. Ie if you dial 1111 and only **111** is needed it will still work OK
3. **111** calls made from cell phones do not require you to dial the area code. Simply dial **111** as you would on a normal phone.

Other emergency services phone numbers (both urgent and non urgent) are listed on the first pages of your phone book.

When calling the emergency services:

1. Wait until the service answers

2. Tell the operator the service you require
3. State exactly where you are, the nature and situation of emergency
4. Arrange for somebody to meet the service and direct them to the emergency

### ***Communication procedures***

#### ***In the event of an emergency the following communication procedures will be followed-***

1. If students are held at school because of an emergency parents will be informed.
2. The school must have up-to-date parent/caregiver details.
3. The school will text and email parents. The message will request parents come to collect their child/children from school as soon as conditions allow by reporting to the school office. Parents will be informed that students are accounted for and are currently being looked after by school staff.
4. School supplies will be used if needed.
5. School facilities will be used to house and care for students.
6. Staff will stay with all students who are not able to be placed in the care of the parent/caregiver or family emergency contact.

### **Emergency Procedures:**

#### ***1. Serious Injury (as a result of an accident)***

- Secure the accident area - to avoid further injuries
- Make victim as comfortable as possible - cover to keep warm
- Do not attempt to move the victim if he/she is unable to tell you his/her condition.
- Arrange for immediate first aid
- Dial 111 for emergency service required – follow correct procedure and advise the operator carefully.
- Alert the school office and principal so relevant communications can be made to families.

#### ***2. Fire***

- Raise the alarm:
  - dial 111 for the emergency required
  - follow the correct procedure and advise operator carefully.
- Evacuate the area:
  - check other pupils/visitors in the area are evacuated
  - shut any doors as you leave
- Proceed to assembly area on the school field
- Ensure that you tell the Principal that you and the children in your care are safe.
- Stay in the assembly area until you are advised that you can leave
- Do not re enter the area until the all clear is given

#### ***3. Explosion***

1. Raise the alarm
  - Dial 111 for emergency service required
  - Follow correct procedure and advise the operator carefully
  - You may need all three emergency services
2. Secure the explosion area

- To avoid further injuries
  - Water, Gas and electricity supplies are likely to be ruptured.
3. Make victims (if any) as comfortable as possible
    - Cover to keep warm
  4. Do not attempt to move any victims if they are unable to tell you their condition.
  5. Arrange for immediate first aid
  6. If fire follows the explosion, evacuate area as set out under the Fire procedure.

#### **4. Earthquake**

##### *Safety Measures Indoors.*

- At the advent of an earthquake do not evacuate the area
- Take cover beneath a strong desk or table, ensure you are covered and hold onto something. Turn backs towards windows.
- Remain calm and give reassurance to others
- Evacuate the area ONLY when instructed to do so or if the building is obviously structurally unsafe. There is considerable risk associated with after shocks and teachers must evaluate the safety of possible debris and potential wall or glass collapse
  - Check others in the area are evacuated
  - Shut any doors as you leave
  - Ensure all electrical or gas supplies are turned off
- Proceed to assembly area on the school field
- Check who is safe and accounted for and advise the warden (Principal or Office PA) of anyone unaccounted for.
- Ensure that you tell the warden (Principal or Office PA) that you are safe
- Stay in the assembly area until you are advised of further instruction or are given permission to leave
- Do not re enter the area until the all clear is given

##### *Safety Measures Outside*

- Move clear of all buildings and potentially dangerous structures. Turn your back towards any glass areas, crouch and cover your head.
- 20 paces is a safe distance for a single storey building
- Proceed to assembly area on the school field
- Check who is safe and accounted for and advise the warden (Principal or Office PA) of anyone unaccounted for.
- Stay in the assembly area until you are advised of further instruction or are given permission to leave
- Do not re enter the area until the all clear is given.

#### **5. Hazardous Substance Spill**

- Raise the alarm
- Dial 111 for emergency service required
- Follow correct procedure and advise the operator carefully
- Evacuate the area
- Check other workers in the area are evacuated
- Shut any doors as you leave



- Proceed to assembly area on the school field
- Ensure that you tell the warden that you are safe
- Stay in the assembly area until you are advised that you can leave
- Leave the clean up to the emergency services
- If you are unaware of what is needed to neutralise the hazardous material phone
- Poisons & Hazardous chemicals phone number:
  - Urgent information 0800 764 766
  - Non urgent & general information 03 479 7248 (business hours)
- Assist in clean up ONLY if you have the full protective safety gear as recommended by the emergency services and then only if asked.
- Do not re enter the area until the all clear is given.

#### **6. Adverse weather conditions blocking road access**

- Alarm is raised that due to adverse weather conditions access in and out of Horotiu School has been blocked due to flooding, accident, spill or landslide.
- All students are accounted and cared for.
- The school will begin contacting parents/caregivers with a priority given to those parents/caregivers who are known to work out of the Horotiu area. Parents will also be informed by either text or email. The message will inform that the children are safe and being well cared for while also requesting parents to come and collect their child/children from school as soon as conditions allow. They will be instructed to report to the school office on arrival.
- School supplies will be used if needed.
- School facilities will be used to house and care for students.
- Staff will stay with all students who can not be placed in the care of the parent/caregiver or family emergency contact.

#### **7. Influenza or Other Pandemic**

- Significant risk of a pandemic is to be managed in accordance with health and education authorities.
- In the event that there is an influenza outbreak, implement the Pandemic Emergency Management Folder kept in the School Office.
- Refer Pandemic Procedures 2015.

## **LOCKDOWN PLAN POLICY AND PROCEDURES 2016**

### **Preamble:**

A lock-down would be used anytime students need to be contained and protected inside school buildings. Events of this nature could include; chemical spill, gas leak, fugitive in the playground or an intruder alert.

The Horotiu School Board of Trustees believes that the safety of all students and staff in our school is paramount and takes every precaution to ensure the safety of

all. The Board believes that Schools need to be secured in an appropriate manner when dealing with a perceived or actual threat to the school community.

### **Rationale**

The Horotiu Board is committed to providing a safe and caring environment for staff and students. Therefore the school will develop and adhere to a plan to responds to a perceived or actual threat to their school community.

#### **Steps:**

1. School is made aware of an incident and advised to implement 'lockdown procedures'. The person witnessing the event must try to notify the Principal or School Office to raise the alarm.
2. Verbal message to classrooms from Office via the Intercom.
3. Alarm activated. For example two short sirens or 10 rings of the bell. Any siren or alarm needs to be different and easily distinguished from any other bells or fire sirens.
4. The Principal or the Office Manager will contact the Police.  
**If students are in class:**
5. Teachers lock all doors and if possible barricade them.
6. Turn out lights and cover windows, if possible, by drawing curtains, and shutting blinds. It is also recommended to turn off computer screens.
7. Keep students out of sight. Position all students in the part of the room, which is least visible from windows and doors.
8. Students need to be silent.
9. Have students lay on floors, against walls or under furniture.
10. Do not let students outside.
11. Staff is to take a roll of those students in their secure areas for later accounting. Where practical SMS information to the Office Manager.
12. Stay in the LOCKDOWN position until the "all clear" is given by the Principal or the Police.
13. If LOCKDOWN occurs between classes or during interval:
14. Students go to their classroom.
15. In conjunction with the local Police and the Principal arrangements will be made for parents to collect students from a designated safe area.
16. Follow LOCKDOWN procedures as above.

#### **In the event children are outside:**

1. If the lock down alarm rings children and staff are encouraged to move to their classrooms or another safe zone within close proximity, if it is safe to do so.
2. It is important that children are kept quiet and calm.
3. Teachers and adults are encouraged to take a register of children in their care and SMS or email this information to the Office Manager.

### **Preparedness**

The Principal will ensure staff obtains appropriate training to fulfill their roles under this Plan (e.g. first aid training). In particular:

1. Staff are to be educated on the requirements of this Plan and where it is located.
2. Drills are to be organised for regularly testing this Plan.

3. This Plan, the Evacuation Plan, Pandemic Emergency Management Folder are to be kept up to date (especially contact details) and physical copies maintained at appropriate locations.
4. The School will maintain effective information for contacting parents in emergencies.
5. The School will maintain appropriate stocks of food and other emergency equipment. Arrangements will be made for regular checking/testing of that equipment.

## Earthquake Procedures 2016

### Rationale:

Students and staff shall have a safe physical and emotional learning environment. Therefore, the Principal and BOT shall not fail to:

1. take reasonable steps to protect students from unsafe or unhealthy conditions
2. comply with the provisions of the Health and Safety Act 1992
3. **ensure plans are contingency systems are developed and implemented in the event of an earthquake or disaster**
4. ensure a risk analysis management system (RAMS) is carried out where and when appropriate.
5. consult with the community regarding the health and safety programmes being delivered to students.

### Procedures:

1. Staff and pupils will regularly practice for earthquakes.
  2. In the event of an earthquake the teacher will call "get under desks. **DROP, COVER, HOLD**".
  3. Children and staff will get under furniture or shelter near a wall, or drop to their hands and knees away from windows. All will adopt a 'turtle position' covering face, neck, head, with legs in close to body. Where there is no under-desk space, pupils should drop to floor with hands protecting head. Drop, Cover and Hold
  4. Classes DO NOT go outside following an earthquake - school buildings are earthquake resistant and the hazard of falling materials and exposure to adverse weather outweigh risks of staying indoors. Teachers are still expected to use initiative and move children to a safe location if the structural integrity of an individual room is compromised. (DCC Civil Defense, 8/2013).
  5. Classes remain in the buildings even when shaking ceases.
  6. Children will be accounted for and wellbeing assessed. Teachers will contact the office by internal phone or text message to confirm that every child is accounted for.
  7. Classes DO NOT leave the buildings unless/until directed to do so by school leadership. This will only occur if the structural integrity of the buildings is clearly compromised.
  8. If directed to leave, the evacuation procedure is as for fire.
- NOTE 1: Should a significant earthquake occur during a time when classes are mixed (e.g. kapa haka, assemblies, arts), children will remain in their 'mixed' group. The teacher will use practical measures to account for all children and

contact the office to confirm the situation. A decision about when / if to return to home-classes will be made by school leadership based on aftershock frequency, building integrity and weather conditions.

NOTE 2: Should a significant earthquake occur during an interval or lunch break, or during a school-wide sports event (based outdoors), children and staff will initially assemble on the hard court area. All children will be accounted for. A decision as to whether to move into the buildings will be made by school leadership based on aftershock frequency, building integrity and weather conditions.

9. School leadership will utilise SMS and the school email network to convey student wellbeing information and the overall situation at school to parents, along with information on action required by parents (if any).
10. Loss of essential services (electricity / water) will necessitate the closure of the school and a request for collection of children by parents.
11. If essential services are operating, children will remain at school as normal with a judgment made as to whether parent collection is required
12. If the earthquake is severe enough to cause damage to buildings we will start the evacuation procedure. In this case:
  - Staff is asked to ensure that learners leave the classroom in an orderly fashion and meet on the field where they will line up in classes as per our fire drill procedures.
  - Class teachers will be provided with an up to date attendance register and will complete a named roll call to check those learners present and absent.
  - All learners will remain on site until a parent or caregiver arrives at school to pick them up. They will be sent home with immediate family only unless this has been arranged and the school has been notified.

### **Pupil Procedures:**

1. Don't Panic-Stay Calm
2. Get under a desk, doorframe or table. Hold on to it.
3. Turn away from windows and other glass surfaces
4. Listen to the instructions of your teacher or an adult
5. Stay in the room until your teacher advises you to move
6. If you are outside-keep away from buildings and falling objects. Trees, power lines etc.
7. When the shaking stops, find your teacher or an adult at your class assembly area.

### **Earthquake Drill- (Preperation)**

It should be emphasised that, in an earthquake, students should remain in the building until the shaking has stopped and /or the "all clear" is given by the teacher. Falling debris is responsible for most earthquake casualties.

1. Teachers should use the word "DROP", or some other pre-arranged signal, to indicate the beginning of an earthquake drill for their class.
2. Students should take cover under a sturdy desk or table, if one is near, and hold on to its legs.
3. If no desk or table is available, they should drop to their knees (away from the windows), keep knees together; clasp both hands firmly behind their heads (bowing their heads); bury their faces in their arms, protecting their heads); bury

their faces in their arms, protecting their heads; close their eyes tightly; and stay in position until it is safe to move.

4. If students cannot move away from windows, they should turn away from the glass to minimise injuries from broken glass.

## **Traumatic Incident Management Policy 2016**

### **Rationale:**

Horotiu School has an obligation to provide a physically and emotionally safe environment to both pupils and staff. A traumatic incident can have immediate and/or long-term effects on students and/or staff and their associated community.

A traumatic incident is defined as any incident that involves:

- Sudden death
- Serious injury/accident
- Loss of plant and equipment through burglary, fire flood or earthquake
- Arrest of school staff
- Occurring at school, off site or around the community, which affects the physical, psychological and emotional well being of a person or groups of people within the school.

### **PURPOSES:**

- To minimize the long term effects of the immediate trauma and to restore school systems back to normality as soon as possible.
- To assist the pupils, staff members and others to make the transition from being victims to survivors.
- To meet the psychological/emotional needs of the school community.
- To assist individuals to move into recovery mode.

### **GUIDELINES:**

The school shall follow the 4-stage process of a traumatic incident;

A. Pre-impact – The time prior to the impact

B. Impact - This is the time when the incident is occurring

C. Post impact – The event has stopped – priorities at this stage are to:

- Contact Emergency Services
  - Account for people
  - Ensure safety
  - Any other immediate concerns
  - Contact BOT Chairperson
  - Recovery – This is the time when full information is available and normality has begun to be restored.
1. The school has an Emergency Evacuation Plan in place which may be activated in a traumatic incident e.g fire. The school shall practice emergency drills once a term.
  2. The school has policies relating to injury. These may be activated in a traumatic incident.

3. Staff members should have current First Aid certificates and will be asked to assist if necessary in a traumatic incident.
4. A Crisis Management Committee will be established consisting of; the Principal, one Senior Team Member, a BOT member and any co-opted member eg SES Trauma Team.
5. This Committee to meet as soon as possible to assess the situation and consider 'what will happen next'.

They will need to consider:

- Gathering information and distributing of it
  - Systems to handle public enquiry eg phone/parents/web/twitter
  - Media liaison
  - Contacting resource personnel\*
  - Plan for the rest of the day
  - Close and ongoing liaison with victim(s) family
  - Management of children
  - Next days arrangements
6. Through the day the Crisis Management Committee will, as necessary, inform the staff via meetings of ongoing and updated information. Staff to inform pupils as necessary (not media). Any staff absent will be phoned and updated.
  7. Any media comments shall be made by an appointed person from Crisis Management Committee only.
  8. Appropriate counseling shall begin immediately and for as long as necessary.
  9. A debriefing session shall be held for all staff as crisis ends. Any staff absent will be contacted and debriefed.

See Appendix 1 & 2 & Emergency Procedures  
November 2016

#### **Resource Personnel for: Trauma Management**

MOE: Traumatic Incident Team	National Office: 04 8463 8000 TI Team: 0800 848 326 Contact Centre: 0800 225 580
Ministry of Education Senior Media Adviser:	04 463 8000
South Waikato District Council Civil Defence	838 6699
Local Marae: Tuurangawaewae	
Health Nurse:	07 834 0039 021 242 8358
CYF	0508 326 459
Medical Centre	07 854 0189
Victim Support:	0800 842 846
Parent Line:	07 839 4536
RTLB:	021 275 2021
NZEI:	0800 693 443
Presbyterian Support Services	07 849 8371
Methodist City Action	07 849 8371
Kids Line	0800 kids line 0800 543754

## **Emergency 111 – Police/Fire/Ambulance**

GENESIS (Gas Leaks)	0800 800 935 (Pipeline) 0800 800 935 (Gas Mains)
High Pressure Trans Alta (Faults)	0800 49 1212
Flagstaff Police	854 6000

## **EMERGENCY PROCEDURES-TRAUMATIC INCIDENTS**

The school follow the 4 stage process of a Traumatic Incident.

### **At Post Impact Stage**

1. Emergency Bell – (a continuous ringing of bells, or school emergency siren) In case of power cut – continuous hand bell.
2. Office Personnel to contact Emergency Services as directed by Principal/DP/ST.
3. All staff and children will be informed as soon as possible by Senior Management (in charge on the day), who will be responsible for deciding the safe meeting place.
4. All staff will follow the evacuation checklists as set out below.

### **Evacuation:**

1. Classes evacuate rooms calmly, but rapidly.
2. If children are seated at desks they are to place chairs under tables before evacuating therefore ensuring walkways are clear of obstacles.
3. It is the teacher's responsibility to ensure the Emergency Learning Community List is taken with the children. It is suggested that children are trained to do this.
4. Children walk to the assembly area on the Main Field using the route detailed in the Evacuation Plan on the wall of every room.
  - **Learning Community D** checked by Leo Spaans or Deputy Principal
  - **School Car Park** checked by Deputy Principal Leo Spaans
  - **Learning Community ACH** checked by Carol Leishman
  - **Learning Community FE** checked by Andrea Arnott, Kim Crook
  - **Admin Office and Staff Room** checked by Leo Spaans Principal of Dinah Robcke
  - **First Aid Office, Conference Room** checked by Office Manager
  - **Main Hall** checked by Leo Spaans Principal
  - **Library and Technology Area** checked by Principal Leo Spaans.
  - Office Personnel brings the Emergency Box.
  - Support Staff to assist with assembly of children.
  - As soon as classes are assembled, each community teacher checks the roll and sends a report stating that everyone is accounted for, or the names of those unaccounted for, to the Principal/Office Manager.

- Learning Community Teachers remain with their classes providing for the needs of the children until either it is safe to return to the classrooms, or other arrangements are made.

The Principal/Senior Management to contact BOT Chairperson, as soon as possible and practical.

The Principal/Senior Management will contact relevant personnel to assist in the crisis and will be deemed to be the Crisis Management Team. Staff will liaise closely.

The Crisis Management Team will consider the following:

- Gathering information and distributing of it
- Systems to handle public enquiry eg phone/parents/ website/twitter/text
- Media liaison-Through the Principal and BOT only.
- Contacting resource personnel\*
- Plan for the rest of the day
- Close and ongoing liaison with victim(s) family
- Management of children
- Next days arrangements
- Through the day the Crisis Management Committee will, as necessary, inform the staff via meetings of ongoing and updated information. Staff to inform pupils as necessary (not media). Any staff absent will be phoned and updated.
- An appointed person (Principal or BOT Chair) shall make any media comments from Crisis Management Committee only.
- Appropriate counselling shall begin immediately and for as long as necessary.
- A debriefing session shall be held for all staff as crisis ends. Any staff absent will be contacted and debriefed.
- In the event of an emergency occurring which requires for the children to be retained at school, or evacuated to a safer location, the Senior Management will assume responsibility for maintaining a record of pupil movements.

Details of Safety Drills & Emergency Procedures will be displayed on all learning communities and appropriate public access points.

## **PANDEMIC POLICY 2015**

### **Rationale:**

It is essential that schools take all practical steps to protect staff and students for a possible influenza or health related viral/bacterial outbreak.

### **Purpose:**

To ensure that we are prepared regarding the above.

### **Guidelines:**



- The Pandemic Manager for Horotiu School will be the Principal
- The liaison person for schools in this area will be the Chairperson/Convenor of the local Cluster Principals' Group.
- The school will develop a pandemic action plan. This is to be reviewed on an annual basis.
  1. The school protocol for dealing with sick staff/students.
  2. Cleaning requirements and practices in case of a pandemic outbreak.
  3. Consultation procedures to be used in each case of a pandemic outbreak
  4. Consultation procedures to be used in each stage of pandemic.

## PANDEMIC PLANNING PROCEDURES 2015

### Stage One

<p style="text-align: center;"><b>KEEP IT OUT</b> (Border Management)</p> <p><i>Trigger:</i> Ministry of Health announces human-to-human transmission overseas, or Australia or Singapore close to their borders.</p> <p><i>MOH Alert Code:</i> Red</p> <p><i>Goals:</i></p> <ul style="list-style-type: none"> <li>○ The Pandemic Plan is activated and the school is ready for the subsequent phases, should the pandemic enter New Zealand.</li> <li>○ All staff, board of trustees, students and parents to be informed, understands their roles and responsibilities and have confidence in the school's preparedness.</li> </ul>
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#### **Actions:**

- Update and activate telephone, web, text and email trees.
- Contact liaison Principal for the Local Schools Cluster.
- Check all contact details are correct.
  - Staff
  - Students
  - BOT members
- Ensure MOE local office has updated BOT/Principal contact details
- Brief staff on roles and responsibilities including:
  - Local status
  - Actions to be undertaken with students
- Outline to parents possible methods of future communications.
- Outline to staff, students and parents:
  - Difference between common cold and influenza
  - Importance of good hygiene
  - Gravity of pandemic.
- With students, implementing programmes to limit spread of influenza e.g. hand hygiene, cough and sneeze etiquette, not spitting, staying at home when sick. Resources available through [www.tki.co.nz](http://www.tki.co.nz)
- Cleaning contractors of need to implement Pandemic Cleaning Procedures.

- Review school's medical resources to ensure that there are sufficient supplies of:
  - Barrier masks.
  - Surgical gloves
  - Cleaning materials.

## Stage Two

<p style="text-align: center;"><b>STAMP IT OUT</b> (Cluster Control) for Schools Outside the Cluster Area</p> <p><i>Trigger:</i> Ministry of Health announces human pandemic influenza strain case(s) found in separate locations in New Zealand.</p> <p><i>MOH Alert Code:</i> Red</p> <p><i>Goals:</i></p> <ul style="list-style-type: none"> <li>○ Schools inside cluster area are closed.</li> <li>○ Schools outside cluster areas are on heightened alert.</li> <li>○ Students, staff and parents are informed, understand their roles and responsibilities, and have confidence in their school's preparedness. School endeavors to keep their community calm and reduce panic</li> </ul>
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### Actions:

- Through consultation with local DHB emergency planner, local MOE, local Principals and BOT Chairperson, the Principal, in consultation with the Board Chair, will make the decision of the need to close the school.
- Communicate the decision through established means.
- Take care of students showing influenza symptoms.
- Set up isolation room (library/ Technology Suite).
- In consultation with group (Action Point 1) arrange to send students home. The only students to go home are those whose parents either collect them from the school or have given permission via phone or email that they are to go home.
- Notify any cases to health authorities as are requested.
- Children staying at school are to be kept in normal classes where possible, (depending on number of staff available), until children are collected or until the end of the school day.
- Cancel all extra curricular activities and planned class/school trips
- Introduce extra cleaning as per outlined schedule.

## Stage Three

<p style="text-align: center;"><b>MANAGE IT</b> (Pandemic Management)</p> <p><i>Trigger:</i> Ministry of Health announces significant number of pandemic influenza outbreaks at separate locations, or outbreaks spreading out of control.</p> <p><i>MOH Alert Code:</i> Red</p> <p><i>Goals:</i></p> <ul style="list-style-type: none"> <li>○ Horotiu School successfully activates closure procedures in response to multiple cluster or nationwide outbreak.</li> </ul>
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### Actions:

- Close school to students.
- Advise all staff.
- Post notices of closure on entry points – office, library, hall and each classroom block.

- Through local media (radio, television), school website and voice message – telephone and inform all interested groups.
  - Local station of pandemic
  - What the school is doing
  - What parents could be doing with students
- Collaborate with local agencies in making school facilities available in pandemic response efforts.

#### Stage Four

<p style="text-align: center;"><b>MANAGE IT</b> (Recovery)</p> <p><i>Trigger:</i> Population protected by vaccination and/or pandemic abated in New Zealand. <i>MOH Alert Code:</i> Green</p> <p><i>Goals:</i></p> <ul style="list-style-type: none"> <li>○ Horotiu School ensures continuing well-being of staff and students and education services are fully restored.</li> </ul>
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#### **Actions:**

- Through media (radio, newspaper, television) school website, telephone message and email/telephone, advise that school is re-open.
- As necessary, arrange for trauma/grief counselling - contact MOE Group Special Education.
- With BOT and School Leadership Team, undertake debrief of procedures undertaken.
- Staff revisits importance of keeping safe guidelines with students.

Developed: November 2015

Kirsty Barker: BOT Chairperson

Leo Spaans: Principal

## **Infectious or Communicable Diseases Procedures 2015**

1. Parents who know their children have an infectious disease are obligated to inform the school authorities so that any reasonable precautions can be taken, ie Measles. A chart describing these diseases will be displayed in the Sick Bay.
2. All children or employees who contract an infectious or notifiable disease shall remain away from school until deemed fit to return.
3. Any child or adult suffering from any disease listed on the Second Schedule of the Health Regulations 1966 is excluded from the school. A Medical Certificate may be required to prove otherwise or that it is non- contagious.
4. In the case of a serious illness, we will seek medical treatment at the cost to the parent/caregiver if parents are unable to be contacted.
5. Parents will be notified via newsletter if an outbreak of infectious disease and quarantine periods on the advice of the Public Health Nurse.
6. The School will recommend any children or adult not immunized be excluded if there is an epidemic.
7. School Health Curriculum will cover proper care and precautionary measures to ensure a safe school environment.
8. Children will be made aware of basic hygiene practices as part of Health syllabus e.g. hand washing and nose blowing.

9. Principal will inform BoT, Ministry of Health and other agencies that maybe required to know of any disease epidemics.
10. The school will arrange with the Public Health Nurse to keep the school informed about communicable diseases.
11. Children or staff suffering from any disease (other than those on the above mentioned regulation) or any illness or other condition affecting their health may be excluded from school at the Principals discretion.

## Fire Evacuation Procedures 2016

***Where a fire is not easily extinguishable, the first priority of staff is to evacuate the building immediately.***

When the instruction is given to evacuate, all occupants must leave the building as quickly as possible by the safest route.

1. Reassure students.
2. Evacuate students - retrieve attendance register if practical.
3. Block/ Learning Community Wardens - check all rooms have been evacuated.
4. Advise the Principal of any missing students, staff, or other occupants.

If time permits:

1. Activate nearest fire alarm.
2. Put out small fires.
3. Turn off appliances and services.hut doors and windows.

Classes evacuate rooms calmly, but rapidly.

1. If children are seated at desks they are to place chairs under tables before evacuating therefore ensuring walkways are clear of obstacles.
  2. It is the teacher's responsibility to ensure the Emergency Learning Community List is taken with the children. It is suggested that children are trained to do this.
  3. Children walk to the assembly area on the Main Field using the route detailed in the Evacuation Plan on the wall of every room.
- **Learning Community A** checked by Leo Spaans Deputy Principal
  - **School Car Park** checked by Deputy Principal Leo Spaans
  - **Learning Community B** checked by Michelle Ryan Deputy Principal
  - **Admin Office and Staff Room** checked by Leo Spaans Principal
  - **First Aid Office, Conference Room** checked by Office Manager
  - **Main Hall** checked by Leo Spaans Principal
  - **Library and Technology Area** checked by Principal Leo Spaans and Librarian.
  - Office Personnel brings the Emergency Box.
  - Support Staff to assist with assembly of children.
  - As soon as classes are assembled, each community teacher checks the roll and sends a report stating that everyone is accounted for, or the names of those unaccounted for, to the Principal/Office Manager.
  - Learning Community Teachers remain with their classes providing for the needs of the children until either it is safe to return to the classrooms, or other arrangements are made.

# Emergency Recovery Procedures 2014

## ***Keeping People Informed***

Everyone affected by the emergency needs to be kept fully informed of the progress made in recovering from the emergency. The relevant people should be consulted before major decisions are made. Parents, guardians, or caregivers should be informed about where and when students are to report for the resumption of classes. This could be through the media, by telephone, or by other means.

### Newsletter

It is recommended that, if possible, students be provided with a newsletter to take home at the end of the first day of the emergency, setting out the procedures for the following week.

### Public Meeting

A public meeting may enable parents, guardians, and the local community to share information, and the school to request assistance.

## ***Recommencing Classes***

### Safety Of Damaged Areas

The return of students to the site and buildings should be delayed until all damaged areas, including walls and beams, have been made safe, and dangerous areas sealed off. The return of students must be authorised by the Principal.

### Location Of Classes And Provision Of Emergency Accommodation

Decisions will be made, in consultation with the Ministry of Education, about where all students and staff should be relocated. Everyone involved will be informed of the decisions.

## ***Property Protection***

During and immediately following any emergency there is a series of procedures which will be followed to ensure that property is protected from further damage and that interested parties are notified.

### Immediate Action

Reasonable precautions to protect the property from further damage could include:

calling emergency services;	boarding up broken windows or doors to
turning off power and gas mains;	prevent weather penetration;
turning off the water mains (but not the	other precautionary measures to prevent
mains supplying fire-fighting equipment);	further damage.
providing security patrols until the	
building is secure;	

### Immediate Notifications

The following people and organisations should be notified where appropriate. the chairperson of the Board of Trustees;  
the Ministry of Education's district office;  
the Fire Service (if the damaged buildings are a fire risk, for example, after vandalism)

Review schedule: Triennially    Developed 2016

Richard Clark	Leo Spaans	Kirsty Barker
Consultant	Principal	BOT Chairperson

