MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

PLANNING AND PREPARING FOR EMERGENCIES

Practical information and guidance for schools and early learning services

January 2023

Contents

1. Introduction 2
   - 1.1. Purpose of document 2
   - 1.2. Responsibilities of school Boards of Trustees 2
   - 1.3. Regulatory requirements for early learning services 2
2. Planning 3
   - 2.1. Readiness 3
   - 2.2. What should be included in a typical plan 3
   - 2.3. Roles and responsibilities 8
   - 2.4. Record keeping 12
   - 2.5. Backup systems 12
3. Communication 12
   - 3.1. Developing a communication plan 12
   - 3.2. Communication with staff 13
   - 3.3. Communicating with parents/families/whānau 13
   - 3.4. Communicating with students and children 14
   - 3.5. Communicating with families of international students 14
   - 3.6. External communication 15
   - 3.7. Communicating with the Ministry of Education 16
4. Reuniting children/students with families 16
5. Practice drills 17
6. Emergency responses 17
   - 6.1. Evacuation 17
   - 6.2. Shelter in place and lockdown 18
7. Other 21
   - 7.1. Civil defence emergency 21
   - 7.2. Visitors on site 21
8. Validating and testing your plan 21
   - 8.1. Debriefing 21
9. Further support and resources 22
   - 9.1. Other resources 22
   - 9.2. Example checklist - planning and preparation 22
   - 9.3. Lockdown / Shelter in Place checklist 23

Appendix 1 – Protecting Crowded Places 24
- Introduction 24
- Security considerations 25
- Increasing resilience 27
- Recovery 28
- Further information 28

1. Introduction

Each year, children and young people across the world are severely affected by disasters. Harm from a disaster event varies according to their age, their personal and social characteristics such as their geographic location, family structure, socioeconomic status, physical and mental ability, stage of development, nationality and emergency response and planning.

All schools and early learning services need to be prepared and know how to manage an emergency before it occurs. The way we prepare for an incident, helps us to then get through. The way an incident is managed influences everyone's recovery and wellbeing.

Children and young people can and do adapt to disruptive shocks caused by emergencies or disasters, especially when they are prepared, understand how to respond and receive appropriate support from a teacher, parent or other close adult and live in safe, nurturing and responsive home and learning environments.

1.1. Purpose of document

This document provides practical guidance and information to help prepare schools and early learning services prepare for emergencies, evacuation, shelter in place, and lockdown situations in their unique contexts. It should be read in conjunction with the Ministry of Education's (the Ministry) Emergency Management Plan template and Traumatic Incidents: Managing Student and Staff Wellbeing; A Guide for School Crisis Management Teams.

1.2. Responsibilities of School Boards

Under the Education and Training Act 2020, one of the board's primary objectives in governing a school is to ensure that the school is a physically and emotionally safe place for all students and staff [Section 127(1)(b)].

The Health and Safety at Work Act 2015 (HSWA) took effect on 4 April 2016. School Boards as the Person Conducting a Business (PCBU) must ensure, so far as is reasonably practicable, the health and safety of their workers and that other people are not put at risk by their work.

The school board is required under the Health and Safety at Work (General Risk and Workplace Management) Regulations 2016 to ensure there is an emergency plan for the workplace. The emergency plan must provide emergency procedures, including an effective response to an emergency, evacuation procedures, procedures for notifying emergency service organisations at the earliest opportunity and medical treatment and assistance procedures. The Board is required to maintain and keep the emergency plan up to date to ensure that it remains effective.

While the school board holds the primary duty of care to ensure the health and safety of everybody involved with the school so far as is reasonably practicable, implementation of health and safety policy is usually delegated to the principal and the Health and Safety committee, to develop appropriate procedures and practices to ensure obligations and expectations are met.

1.3. Regulatory requirements for early learning services

Early learning service providers are required to meet health and safety standards under the Education (Early Childhood Services) Regulations 2008. Service providers must "take all reasonable steps to promote the good health and safety of children enrolled in the service", and to ensure that services are prepared for a range of emergencies (Regulation 46).

There are a number of standards services must meet in relation to health and safety, emergency preparedness, hazards and risk management. Under the licensing criteria for early learning services, all services are required to have an emergency plan in writing and maintain supplies to ensure the care and safety of children and adults at the service (HS7). This plan must include evacuation procedures for the service's premises which apply in a variety of emergency situations, and which are consistent with the Fire Evacuation Scheme for the building.

The written emergency plan must include at least:

- an evacuation procedure for the premises
- a list of safety and emergency supplies and resources sufficient for the age and number of children and adults at the service and details of how these will be maintained and accessed in an emergency
- details of the roles and responsibilities that will apply during an emergency situation
- a communication plan for families and support services
- evidence of review of the plan on an, at least, annual basis and implementation of improved practices as required.

Under the Health and Safety at Work Act 2015 early childhood education service providers have the same responsibilities as School Boards (section 1.2) as a Person Conducting a Business or Undertaking (PCBU). They are responsible for the health and safety of workers and that other people (children, whānau, volunteers and visitors) are not put at risk.

2. Planning

Planning and preparation are critical steps to ensure you are equipped to deal with an emergency. Policies, plans and procedures need to ensure people's activities are coordinated. They need to clarify roles and responsibilities, including the role of emergency services and other agencies that support your school or early learning service.

2.1. Readiness

Support emergency response readiness by developing operational systems and capability before an emergency happens. These systems and procedures should be embedded, practiced, and regularly reviewed.

2.2. What should be included in a typical plan

The following section explores what could be included in a typical emergency plan.

Emergency Management Plan
Name of the facility
Copies (where they are kept)
Objectives: • Establish an emergency management group to enable planning and response actions • Provide systems to respond to events that require shelter-in-place (or similar), lockdown, building evacuation, relocation and family reunification • Operationalise, practice and communicate plans to the community and emergency services • Communication systems share timely, accurate information to emergency services, staff, and families • Review and reflect
Team members (list them)
Risk Definition • Identify possible types of emergencies including potential environmental risks (see the Ministry Emergency Management Plan template to assist you with this process)

The plan should include:

- the members of the school or early learning service Incident Management Team (IMT), who will manage the emergency procedures
- emergency services contact and communication information
- evacuation procedures
- evacuation, shelter in place and lockdown procedures (including access to supplies, medication, etc)
- information on how key resources will be accessed, i.**e.**, keys, site plans, medical kits, contact information for staff, students/children and other key contacts
- testing of the emergency procedures, e.**g.**, fire drills, including the frequency of testing
- reunification procedures
- communication systems with staff, parents/families/whānau and the community
- medical treatment sites, medical equipment and storage and assistance procedures, e.**g.**, when someone on site is injured
- reviewing the emergency plan
- the actions to be taken immediately and who is responsible for those actions; key activities for day one, day two and following days
- wellbeing considerations for children, students and staff

The Ministry has provided an emergency management plan template to help you as you develop your own emergency plan. This can be tailored to suit your particular risk scenarios.

Hazard and risk management

- schools and early learning services must have a hazard and risk management system in place to identify, assess and manage risks and hazards. This includes monitoring and reviewing as needed
- early learning services must conduct a hazard checklist each day, and should be evaluating risks and hazards on a regular basis.

Environmental considerations

How you plan or prepare for emergencies will vary depending on your unique context and you will need to take into account your risk factors. Your planning should consider for example:

Location

- whether you are located in an urban or rural setting, located near a motorway or at the end of a road, or situated near a river or in a coastal setting
- in a coastal setting, a tsunami evacuation plan may be very important
- schools and early learning services in areas such as the Central North Island might want to consider a volcanic ash lockdown and evacuation plan
- if located near a mental health facility or prison you may have a shelter in place/lockdown plan
- consider roads leading into and away from the school or early learning service
- whether you are situated on the same site as other education providers or other businesses/services

Building(s) and facilities

- whether single-level or multi-level, a new or older building; multiple buildings across the site; has a hostel associated with the school, has sports fields or gymnasiums

Staffing

- whether there is a senior leadership team to provide support or sole charge
- ratios of adults to children in relation to supervision/assistance to leave the building
- if your early learning service part of a larger organisation who will also be involved

Student/child population

- the number of students/children, their age, ethnicity, language proficiency and any additional support needs

Other facilities

It is a good idea to evaluate which facilities could be used for other purposes in an emergency in the event of evacuation and/or being unable to return to your school or early learning service. What other options are in your area for relocating to or using as alternative teaching spaces? For example:

- gymnasium
- church
- marae
- other schools or early learning services
- community hall
- community centre etc.

If your evacuation point is some distance away, who could you contact to assist with transporting people, e.g., school transport or private transport providers?

What equipment, medications, food and water supplies will be needed to be transported to other facilities? How will you communicate from this alternate facility and how can you be communicated with?

Security considerations

Potential harm from individuals or groups of individuals will also be a consideration when planning for an emergency. How to respond to trespassers or attackers on your premises should be included in your emergency management plan (see our Emergency Management Plan template for more information on trespassers and attackers). Online harm should also be included, for example to prevent significant loss of data, ransomware attacks etc.

When planning events and other large-scale activities you will similarly need to plan for potential harm from individuals. It is good practice to establish 'suspicious activity' reporting procedures and mechanisms that support an effective and efficient incident response.

Regularly test and maintain all electronic security systems and security hardware to ensure they operate as designed. It is recommended that you do this once a term but check with your system provider for guidance. You may wish to include systems checks as part of your planned practice drills.

Regularly conduct a survey of the publicly available information associated with your early learning service/school and its facilities - sensitive personal information should be redacted or removed.

Please go to Appendix 1 for further guidance to support your security response. The guidance has been developed with NZ Police and will support your planning for security-related events that may impact on your school or early learning service. The content aligns with the New Zealand strategy for crowded places. Protecting Our Crowded Places from Attack: New Zealand's Strategy guides owners and operators (school or early learning service management and governance groups) to protect the lives of people working in, using and visiting their crowded place.

Pandemic

Every school and early learning service should have a Pandemic Plan in place to support the health and safety of children, students and staff. Pandemic Plans should be consistent with public health planning requirements.

The Ministry of Education quick guide to pandemic planning provides further information and a section for pandemics is included in the Emergency Management Plan template.

Supporting students/children with diverse needs

Children with disabilities have been found to experience amplified risks during and immediately after disasters as they are often excluded from emergency preparedness planning and response, leaving them vulnerable. In an emergency, they may face extra challenges if these special needs are not met.

Plans must ensure that they address the diverse needs of children, students and staff. This may include for example consideration given to students being part of large crowds for example during evacuation, being quiet during a lockdown, following directions, dealing with noise from sirens, needing medication. All these factors can cause children, students (and teachers) with disabilities to lose focus and may render them incapable of following directions and experience high levels of distress.

Schools and early learning services need to be aware of the unique needs of their children/students (medical, physical, emotional, and sensory needs of specific children/students with disabilities (and staff)) and to create and allow opportunities for practice, and liaison with families.

A focus on the individual child/student is needed to ensure medical supplies, staffing and equipment is in place and used to assist during an emergency (emergency kits).

Individual plans may need to be developed and include such things as an emergency kit, sensory items, picture words and schedules, medical needs/equipment and communication supports.

Education Outside the Classroom/excursions

Education Outside the Classroom (EOTC) is a generic term used to describe curriculum-based learning and teaching that extends outside of the classroom. Schools and early learning services can prepare themselves for responding to an emergency during an EOTC event or excursion by having robust planning in place to deal with significant, foreseeable risks and by utilising appropriately trained, qualified and competent personnel.

Early learning services may take regular or one-off excursions off site to extend their early childhood education. They are required to undertake assessment and risk management planning, cover ratios, and meet requirements around communication, documentation and first aid, as part of preparing for any excursion (HS17).

Emergency plans should include:

- specific incident management plans for each identified risk associated with an EOTC/excursion activity
- incident recording, reporting and analysis procedures
- a school/early learning service-wide emergency response plan that includes a communication plan.

If an emergency event happens at the school or early learning service, you will need to think about how you will notify staff who are participating in an EOTC event away from the school/early learning service. This could include preventing them returning to the school or service site (e.g., during a lockdown or shelter in place event).

For more information on planning for emergencies for EOTC events see the EOTC Guidelines. To keep up to date with current good practice for EOTC ensure your school's EOTC co-ordinator is registered on the EOTC co-ordinator database .

More information for planning for emergencies in early learning see the licensing criteria for HS17 Excursions.

Extracurricular activities

Emergency management should be considered and planned for in the case of extracurricular activities (including out-of-hours music and arts classes), both onsite and offsite. These situations should be planned for alongside EOTC/excursions.

You should have confidence that others using the site, for example after school programmes, have been inducted into your health, safety and security systems and have appropriate plans in place should an emergency arise. This would include who to contact in an emergency.

Transport

Transport management involves the development and coordination of procedures that support bus safety, traffic flow, emergency and public access prior to, during and/or following an emergency. This may involve contact with external groups such as the local Police, Fire Brigade, Ambulance Service, Victim Support or Civil Defence, as well as other community groups.

Schools

For a number of schools nationwide the administration of school bus safety is outsourced to school transport agencies. For those schools and students that receive Ministry contracted services, transport providers may have one generic emergency management plan that is focused on its operations but adjusted for local service runs and school services. Schools should liaise with the transport provider to familiarise themselves with each plan. Schools and the Ministry are responsible for supporting transport operators to respond to and manage emergency situations.

An additional number of schools are directly resourced to provide school transport assistance. Schools have the choice of either contracting directly with a transport provider or providing the transport themselves with vehicles owned and operated by the school. In either of these cases, schools will need to ensure that they have their own emergency transport procedures in place.

School emergency response plans should include transport operator plans and take account of investigation processes that include the Police and Waka Kotahi NZ Transport Agency.

Early Learning Services

Some early learning services provide transport to and from their service. This is a private arrangement with parents and whānau and is not part of the regulated service.

Early learning services that provide transport of children to and from the service need to consider how they will manage transport during or following an emergency. As this is a private arrangement, you will need to consult with parents about how best proceed during or following an emergency.

Services may also undertake excursions away from their premises that involve transportation. They are required to meet health and safety and Waka Kotahi | NZ Transport Agency requirements. Transport and possible emergencies are required to be included in the assessment and management of risk when planning and undertaking excursions.

Planning

When planning for transport management you may want to consider taking the following actions:

Vehicle access and parking

- assign staff to parking areas during arrival and dismissal times
- develop appropriate signs and phone messages regarding visitor parking
- provide clear ways through the school/early learning service if emergency vehicles need access to specific sites such as classrooms
- keep the school or early learning service entrance area and driveways free for emergency vehicle access and restrict parking around bus loading areas

Vehicle fleets/bus transport

- establish and use a vehicle identification system
- maintain contact details for your local fleet operators (Can they operate outside their usual hours in the event of an emergency?)
- if the vehicles are owned by the school or early learning service, set up regular safety checks of vehicles (i.**e.,** buses, vans and cars)
- maintain systems for checking staff, children**,** and young people on and off transport during activities
- maintain passenger lists (on site, on transport) and route descriptions at the site for all bus routes (including those used for field trips) and have hard copies available
- consider what other routes or roads could be used to get your students/children to school/early learning service or home safely in the event of a storm, flooding, road closure, police cordons, etc. (Will you need permission to access a private road or land?)
- require staff and for schools, students, to carry identification with them on field trips
- locate emergency landing sites for rescue helicopters if needed
- consult with your local police and fire brigade to support traffic management plans.

Responding to a vehicle fleet/bus transport incident

Serious crashes and incidents involving school and early learning transport vehicles are rare. However, in the event of a crash or incident, the following actions need to be taken immediately:

- the driver or transport service provider (TSP) contacts emergency services
- the TSP notifies Bus Controller(s) at the school(s) serviced by the route and the regional Ministry Transport Contract Manager
- the Bus Controller notifies the principal(s) of the school(s) serviced by the route
- the Police notify caregivers or next of kin where there has been serious injury or death (as soon as possible)
- for less serious injuries, the principal, early learning service manager or bus controller immediately notifies caregivers of any students who have sustained injuries

There are also several steps for parties to undertake following the incident. For more information go to accidents and incidents on school transport.

The principal or service manager will need to bring together the Incident Management Team of the school or early learning service to provide any assistance required.

2.3. Roles and responsibilities

Clarifying roles and responsibilities will help ensure staff respond to an emergency in an appropriate way. Roles and responsibilities are usually determined by the principal or early learning service manager. Consultation with staff, and communication about emergency planning and drills should be undertaken regularly so that staff can understand roles and responsibilities.

You will need to think about:

- Who are the key people required to manage the emergency response?
- What are the core skills required?
- Who will communicate with emergency services/media?
- Who are the key people required to keep the essential parts of the organisation running, including key systems (consider stand-alone vs multi service and involvement of the organisation as well)?
- Is there sufficient backup for such people and skills if there is a high level of absence (due to an incident such as a pandemic)?
- Are there other people (including volunteers and retirees) who could be drawn upon if necessary? Is it possible to coordinate them remotely by phone and email?

Incident Management Team

It is a good idea for you to have an Incident Management Team (IMT) who can come together in the event of an emergency and manage and coordinate the response. For schools the IMT should include the principal, members of senior management, and board members. For early learning services it should include the service's manager and senior staff. The team's first action should be to review and understand the emergency management plan and their roles and responsibilities in an emergency or incident.

The size of the IMT will be dependent on the size of the school or service and their staff. Are their local volunteers, board members or others who could support the school or service to respond following an emergency event?

The IMT should meet regularly in business-as-usual circumstances, to plan and identify responsibilities in an emergency.

IMT members should be resilient and able to lead staff and students/children calmly through the event. Emergencies can affect people differently and impact on decision making and problem solving, so it is important to identify appropriate people for key roles in the IMT.

Coordinated Incident Management System (CIMS) training is available for IMT members for example Civil Defence has a free, online foundation course. CIMS describes how New Zealand agencies and organisations coordinate, command, and control an incident response, how the response can be structured, and the relationships between the respective CIMS functions and between the levels of response.

Schools should identify board members with the appropriate skill set to help the principal and staff plan for and manage an emergency.

For early learning services, identify management and/or organisation/Trust members to help with planning and managing an emergency.

You will also need to consider back up support in case some of your IMT are away from the school or early learning service or hurt on the day that an emergency happens.

School/early learning service incident management site

It is helpful to think ahead where management of an incident can occur both on and off school or early learning service sites and what is needed at each site to enact a plan. Think about the privacy of the information needed to support the response. It is helpful to manage information flow by use of white boards or planning sheets and having communication devices available.

Key roles

There are some key roles outlined below that you may want to consider assigning to members of your Incident Management Team. The functions are scalable depending on resources, the nature of the incident and the size and location of the school or early learning service. For example, one person can undertake multiple roles.

You may also want to assign other staff not in the Incident Management Team, to fulfil these roles.

Incident Controller

The Incident Controller has overall control of the emergency/incident. The Incident Controller makes key decisions based on information from their Incident Management Team.

Operations

The key focus for this role is to manage the procedures and processes relating to evacuation procedures and liaison with emergency services. Key tasks may involve:

- taking responsibility for directing response operations
- ensuring the emergency management plan is implemented and actions undertaken
- preparing the communications plan with the Communications Manager
- managing and supervising operations at the emergency/incident
- appointing, briefing and assigning tasks to staff
- recording relevant decisions, actions and other activities

- resolving operational problems.

Logistics

This role supports the response to the emergency or incident by providing and maintaining facilities, services and materials. Key tasks include:

- planning for and identifying supplies and equipment that might be needed to provide service and support, such as communication systems to address large groups, providing food and drinks, medication, emergency lighting (torches, lights etc)
- ensuring sufficient phones and staff are available to handle incoming media and public calls and identifying locations that could serve as media interview sites
- assigning the role of closing off electricity, water and gas if needed
- securing site records as appropriate.

Planning/Intelligence

The Planning/Intelligence role is responsible for monitoring the situation and making any future plans. Key tasks include:

- collecting and analysing information and making forward plans
- liaising with emergency services
- providing management support. Be able to advise resources that may be required and make suggestions on what can reasonably be expected to occur and what should be planned for
- preparing an Incident Action Plan – how things are going to move forward
- conducting planning meetings if required.

Communications

The key focus of this role is to coordinate the release of information and manage media enquiries (see also Media spokesperson below). This role focuses primarily on communications with parents/families/whānau/caregivers and media liaison (i.e., establishing the policies and procedures needed to work with journalists and the media). This role should also communicate with the Ministry and other external groups. Information on communicating with parents/families/whānau/caregivers and other key groups can be found in the section on Communication.

Media spokesperson

This is an optional position and may depend on the size of the school or early learning service. The person who takes this position would have responsibility for speaking directly to the media. In small schools and many early learning services, it is often the principal or early learning service manager/owner. In larger schools, this task could be delegated to the board chair or staff with other media responsibilities.

You can find general tips for dealing with media enquiries on the Ministry of Education website for early learning services and schools.

Planning phase for managing media

Main planning tasks include:

- organise media training for the media spokesperson, including role plays and media interviews
- develop a policy for responding to media inquiries
- maintain a media contact list and establish professional relationships with local media, including your local radio station. You may need to make a radio announcement
- prepare a mobile communication kit for use and store the kit in an easily accessible place. List everything in the kit

The media are interested in emergencies and incident management teams should always expect and be prepared for interest from the media. After an emergency event occurs, the communications role or media spokesperson assists with or manages the media coverage, with the aim of discussing how the media can aid and not hinder the way children, young people and the wider community respond to the incident.

Additional needs liaison

This role is responsible for ensuring those children/students with additional or high health needs are catered for in the event of an emergency.

Planning phase for the additional needs liaison role

Key planning tasks include:

- conducting needs assessments of individuals and developing safety care plans around each student/child with special or high health needs with the family and teaching and administration staff
- assessing additional requirements where there are young children who are totally dependent on adults for care and support- e.g**.** Under twos, over twos
- engaging with students/children with special or high health needs and involving them in planning
- adding disability-specific procedures to emergency plans.
- ensure every staff member is familiar with:
    - carrying out evacuation plans and attending to the specific needs of children and young people with special or high health needs
    - asking people to say if they need assistance
    - avoiding interference with the person's movement unless asked to do so or the nature of the emergency is such that absolute speed is the primary concern. If this is the case, tell the person what is needed and why
    - acting as a buffer for someone, if evacuating by stairs, and the stairs are crowded.

Hearing impairment

- consider what alert systems are in place for students/children with hearing difficulties.
- you may need to assign a buddy to alert them. Have pen and paper in case the student gets separated from a teacher or friends that can sign.

Sight impairment

- Be aware that animals, e.**g.**, guide dogs may become confused or disoriented in an emergency.

Physical disability or mobility impairment

- in the event of an earthquake the ground shaking will make it difficult or impossible for the student or child to move any distance. If they cannot safely get under a table, move them near an inside wall of the building away from windows and tall items that could fall over, cover their head and shoulders.
- if the student or child is in a wheelchair, move away from windows, place wheelchair in a safe position, lock the wheels.
- you may need to assign a dedicated person/people to locate each child/student/staff member with mobility issues and help to get them to a designated place in an evacuation/shelter in place/lockdown.
- be familiar with their special transport needs. If the student receives Special Education School Transport Assistance (SESTA) then the transport provider can be contacted to arrange for early pick-up and transport home.

Asthma and respiratory problems

- children/students may be more susceptible to dust, volcanic ash or the stress of an emergency. Make sure there are dust masks and sufficient personal medicines available and that these are easily accessible.

Special food requirements

- make sure there are sufficient stocks of foods to cater for the special dietary needs of your children/students including very young children (e.**g.** formula).

High health needs

- schools and early learning services should have a supply of any essential medication and/or dietary needs for any child with high health needs. The staff/school nurse should be trained to administer medications.
- practise different scenarios so children/students are prepared.
- work with parents/caregivers/whānau to agree what will be needed in a range of emergency scenarios

2.4. Record keeping

It is important to keep up-to-date and accurate information on children/students. Make sure that in an emergency, staff, children and students have access to the information they need.

Have a backup system in place so that information is securely stored in more than one place in case records are damaged by fire, flood or unreachable following an earthquake.

Some schools in Christchurch have a 'Grab Box' for teachers that holds all key information on students and items they might need in an emergency

2.5. Backup systems

Consider having backup systems in place in the event of a power failure or cell phone tower outage and/or in rural settings where there is limited cell phone coverage/internet. The following are some suggestions that may work in your setting.

Suggestions for backup systems

Have "old school" backup systems in place such as:

- walkie talkie/2-way radio
- air horns to signal fire/lockdown procedures
- landlines that plug the phone into a jack in the wall and don't require electricity (analogue phones)
- phone trees
- keeping a hard copy as a backup to electronic filing is important in the event of an emergency. Consider using a system such as two big alphabetical folders with information on each child with a photograph on the card to be kept in the office in case of such an event. This could include other carers' details.
- primary schools need a backup hard copy of current class (room) lists. For secondary schools the backup hard copy will usually be lists of form-class groups.
- you could keep the emergency class rolls in a wall mounted plastic folder or you could use Velcro or blue-tack. Keep them in a handy position in the classroom ready to pick up if you need to evacuate or give to the Police if some children are missing.
- have battery powered alternatives to communication equipment on hand. Batteries can become corroded in less than six months, so it is important to check them regularly, perhaps once a term.

3. Communication

3.1. Developing a communication plan

There are several key stakeholders you may have to communicate with in the event of an emergency. We suggest you develop a communication plan that identifies who you need to be in contact with and how you will communicate with them. It is a good idea to contact them before an emergency arises. State Integrated schools will need to ensure they notify their proprietors as appropriate.

NB: A communication plan can be as easy as a simple table as provided below.

Example Communication plan

Who needs to be contacted	How they will be contacted	What information they may need
Police	Phone	Type of assistance required at (Name of School/Service)
Parents and caregivers	Text/email	Update on current situation/action required
Teachers, volunteers, contractors and visitors who come to the school/early learning service on a regular basis	Text/email	Update on current situation and advise not to come to school/early learning service

3.2. Communication with staff

In an emergency you will need to activate your communication plan with your staff. Communication is critical in managing the response to an emergency. Keep emergency preparedness present in your school or early learning service by having it as an agenda item, along with health and safety at staff meetings.

Planning for communication with your staff

Key considerations:

- keep up-to-date contact details for staff so you can implement text or phone trees
- ensure staff have saved the school's or early learning service's main office phone number and those of other key staff in their phones
- keep a register handy of teachers, contractors, whānau, volunteers and visitors who come to the school or early learning service on a regular basis so that they can be advised if there is an emergency
- consider the following scenarios:
  - having some of your staff off-site, such as at an EOTC/excursion event and how you will notify and communicate with them in an emergency event; or
  - having employees from another organisation onsite, e.**g.**, if you have teachers in your school or early learning service providing an itinerant service, you should ensure they know the school's or early learning service's emergency management procedures.

Communication methods

Key considerations:

- if your school or early learning service has a Public Address (PA) system, ensure you know where this is located
- does your PA system allow you to broadcast a code word or phrase, or can you raise an alert by using an internal email notification system
- classrooms that are not part of the main building should have a signal/alert system, for example, you may use air horns. The signals/code should be the same as the electronic ones (three beeps = three toots etc)
- cell phones can be useful to find staff and to contact them in emergencies
- sometimes a runner may be the best/fastest option. Remember to keep safety in mind, especially during lockdowns.

3.3. Communicating with parents/families/whānau

Ensure parents/caregivers/whānau are aware of your emergency management plan and processes. This means they know your school or early learning service is prepared, how they will be communicated with, what to expect in an emergency, and what your evacuation and lockdown/shelter in place procedures are.

By going through your emergency management plan with parents/caregivers/whānau you can also ensure that they know what your school or early learning service expects of them i.e., update contact information regularly, keep calm if contacted etc.

It will reassure them if they know you have a plan in place to take care of their children and they know when and where they can collect them, and other relevant information. If parents and caregivers know your plan and they have practised it, they will know what to do in an emergency and what you will be doing.

Communication methods

Parents can be kept informed through various channels, such as the school/service website, Facebook, Twitter, text alerts and phone trees.

Be aware that not all families will have smartphones or cell coverage. Many homes no longer have landlines (or these may be cut in a storm), so it is important to have a range of communication methods.

Cell phone and other device use among school students may mean students are quickly in contact with their parents and friends. Document school protocols about the use of cell phones and other devices in an emergency and make sure students know they are to advise their teacher if they have contacted their parents or caregivers. NB: This is particularly important if the child/student is going to be uplifted by their parent or caregiver. Please make sure parents and caregivers are also aware of your policy (good practice would be to consult with parents and caregivers when reviewing/developing your policy). They may become anxious if they cannot contact their child.

Encouraging students (and others) to avoid posting potentially misleading or incorrect messages on public facing sites, e.**g.**, Facebook, Twitter etc. could be a consideration. This also reduces the load on the mobile network during emergencies.

If you are having an EOTC/excursion event, ask parents beforehand to provide the school or early learning service with their contact details for that day, in case of an emergency.

Reuniting children/students with parents and caregivers

Prior to an emergency event parents and caregivers need to know that your school or early learning service has a well-documented and practised reunification process. This will mean that parents and caregivers know what you will be doing and what is required of them. (s*ee section on **reuniting students**)*

3.4. Communicating with students and children

During an emergency event, it is important to consider what messaging is given to students and children. Consider how information is provided to ensure it is understood. This may require discussing potential scenarios in an age-appropriate manner with students and children prior to an event.

During an event, you may wish to consider what information is needed to ensure that students and children remain calm but feel informed. For schools, you may also wish to consider whether you restrict student mobile phone usage during an event. Phone use may:

- alert an intruder to the location of students/children and staff in hiding
- overwhelm local communication networks
- expose children and students to harmful material relating to the event.

3.5. Communicating with families of international students

If you have international students, you may need to contact their families in the event of an emergency. Keep in mind there may be language barriers and you may require an interpreter. There is also likely to be media interest from New Zealand and overseas if an international student is involved.

Communication with families of international students

Suggestions for managing communication:

- have a plan in place for each international student identifying next of kin, contact details, insurance policy number, medications, host family contacts, guardianship
- critical illness of an international student will need a staff member for accompanying to hospital or while in care/hospital, and one for contact with hosts and parents overseas/to contact insurance/keep notes
- keep a list of interpreters who can cater for residents and their families in their first language
- identify students who can't return home in case of hostel closure and make alternative arrangements (through local care, billeting, hostel arrangements or agencies such as Oranga Tamariki)
- remind international students and their caregivers about responsibilities under the Education (Pastoral Care of International Students) Code of Practice 2016.

3.6. External communication

It is important to manage the content and flow of information to and from the school or early learning service and the wider community throughout an emergency.

Informing and establishing links with your local community beforehand will mean these can be drawn on for support in the event of an emergency. By knowing what's going on in your community, you may be able to link with other services.

Planning phase for managing communication

Key considerations:

- establish relationships with groups locally such as Civil Defence and Emergency Management, Police, Fire and Emergency New Zealand, District Health Boards (DHBs), and Oranga Tamariki, which could help your school or early learning service in the event of an incident or emergency
- consider how you could work with the Emergency Services to formulate an emergency plan and be prepared to share information about your site plan
- think about the roles groups such as Victim Support and Lifeline might play and how to access their support
- contact other local schools or early learning services to establish processes that could be used in an emergency including transport and shelter contingency plans. For example**,** you might agree to send regular update emails or urgent emails to your local schools or early learning services with updates during an event
- establish a relationship with your local Iwi; their kaumatua or kuia may be able to provide support to your Māori children/students following an incident
- establish relationships with community mental health and Māori mental health agencies for referrals of children and young people if needed
- identify language or interpreter services within the community
- identify who in the community should be notified in the case of an incident, e.**g.**, volunteers' families, other members of the community involved in the school etc.

Communication channels

Ensure your community is aware of your Emergency Management Plan and the communication channels that you plan to use. Communication channels could include:

- Facebook/other social media
- website
- newsletter
- meetings with Pacific communities through the Minister of their church or a key person in the community where English isn't the parents' first language
- liaison with local iwi/whānau
- mobile applications (apps); NZ Police App and Twitter can help keep you informed of developing incidents
- notices on community notice boards or other locations such as your local shopping centre.

3.7. Communicating with the Ministry of Education

In the event of an emergency the Ministry can provide additional support:

- Keep the phone number of your local Ministry office and your education adviser handy.
- Your regional Director of Education, education manager or adviser will be informed immediately of an emergency at your school or early learning service, and if extra support is required this will be organised.
- Each Ministry regional office has a traumatic incident coordinator with a small team of trained staff, who can support schools and early learning services after an emergency event has occurred. The team can support schools through the establishment of effective systems to help minimise risk to the physical and emotional well-being of children, students, teachers, and parent communities.
- In the event of a large scale incident affecting multiple sites, the Ministry has a range of avenues for communication, e.g., Twitter, Mataara, email, updates on the Ministry's website www.education.govt.nz, Facebook, and traditional media methods (radio, television, etc) to keep schools and early learning services updated. Depending on the event, it may also set up a phone line that schools and early learning services can call for updates and advice.

4. Reuniting children/students with families

In any emergency event, parents and caregivers need to be advised of the situation, and if the emergency reunification plan is being implemented.

Schools and early learning services will need to record who has uplifted each child or young person. Each child or young person can only be released to a person identified by the parent or usual caregiver as approved to uplift that child or young person. For early learning services, this person must be listed in the child's emergency information contacts (GMA10).

Consider adults in addition to parents who may be approved to collect a child, such as a grandparent, neighbour, babysitter, older sibling, etc. For this to work, everyone needs to know the process and where the evacuation and reunification points are.

You may want to record up to 10 people pre-authorised to uplift each child. Following the Christchurch earthquakes, when it was very difficult for parents to get to the school or early learning service quickly and easily, this was an area where practices changed so that other adults who lived or worked nearby were added to the list of authorised people. Consequently, you will need a system to record who has taken the child and evidence that the parent/guardian has given authority for the adult to pick up the child.

Consider organising children and young people into class groups and moving them to an assigned area in advance.

Think about how children and young people can be picked up by parents and caregivers, with regard to vehicle parking and location to minimise any further disruption.

A school may make the decision that it is appropriate and safe for a student to make their own way home following an event or may do so following contact with a parent or caregiver. In making this decision, you will need to ensure the student has appropriate support at home following an emergency event and/or that they have a safe route home. For example, in heavy rain events, it may not be safe for the student to travel home as transport may be cancelled, roads flooded etc. Also consider if the student is going to an empty home; they may be safer remaining at school until a parent or caregiver will be at home to support them or can collect them from school.

If for whatever reason, a child is not able to be safely uplifted, the school or early learning service will need to take responsibility for their care until an appropriate arrangement is put in place.

In a civil defence emergency, any child or young person who cannot be reunited with their parent/usual caregiver or approved emergency contact within a reasonable time will need to be registered as unaccompanied and the school/early learning service, along with Police and/or Oranga Tamariki, will determine a plan to care for that child or young person.

It is important that parents and caregivers are aware of this process and that it will be followed in an emergency. Having an emergency reunification plan ensures the protection and safe release of children.

Consider testing the reunification process during your emergency plan testing *(see Validating and testing your plan)*.

5. Practice drills

Drills and scenario testing can help develop the capability of your Incident Management Team and provide the opportunity to validate/test your emergency plan. Coordinated Incident Management System (CIMS) training may also be useful to undertake by your Incident Management Team, with a free foundation course available online through Civil Defence.

Ministry traumatic incident coordinators and experienced traumatic incident staff can provide training in incident management to schools and early learning services if requested (contact your local Ministry office).

It is a legal requirement that fire evacuation drills be carried out in accordance with the school's approved evacuation scheme, and in early learning services at least once every three months. You are encouraged to do other practice drills as appropriate for your own risk environment. Carrying out drills will help you to evaluate procedures and make any necessary changes. Drills help staff and students/children learn more about the importance of a quick response.

Try to do drills and other practice-type events for a range of scenarios and at different times, e.g., class time, lunchtime or at assembly. Ideas and guidance on simulation and practice activities are available online at: getready.govt.nz

Drills on what to do in violent situations can be practised, but at a time that children/young people are not on site as the drills may cause undue fear and anxiety. It is important that staff are aware of what they need to do in these situations and have practised your school/services procedure before any event arises.

There is further guidance for early learning services located above ground level which provides support for service providers in order to meet the requirements of HS4-HS8.

6. Emergency responses

In any emergency event, there is no 'one size fits all' response as there are many potential scenarios and contexts. Having an emergency management plan in place that is prominent, practiced and regularly reviewed will support management and staff to make appropriate decisions at the time of an event.

Schools and early learning services co-located on the same site as another school or early learning service should ensure co-ordinated responses are in place, should an emergency response be required.

For early learning services, this section should be read in conjunction with licensing criteria for fire evacuations schemes and emergency drills:

- HS4 Fire evacuation scheme
- HS8 Emergency drills

6.1. Evacuation

A range of events may require evacuating children, students, and staff from one location to another.

If children, students, and staff need to evacuate, ensure that everyone in the building gets out and makes their way to a pre-arranged location. Have a backup location identified in case the original location is unsuitable because of the nature of the event.

Consider which locations would be suitable or unsuitable for events. For example, the school gym may be unsuitable in a fire but an appropriate location if there's a chemical spill. The playground would be unsuitable for a tsunami or volcanic eruption but may be suitable if there is a fire.

If you do have to evacuate:

- know your evacuation routes
- take your emergency kit with you

- know which radio stations to listen to during an event for announcements and regular updates from your local emergency management officials (this is if there is no internet or mobile coverage available). In an emergency tune in to these stations - Radio New Zealand, The Hits, NewstalkZB, MoreFM and Magic Talk
- do you have a way to remotely access your computer network to identify which staff/students/children are in which locations, their cell phone numbers etc?
- can you access the social media/email/e-text systems to communicate directly with parents/caregivers and staff as may be required?
- which staff can receive the Emergency Mobile Alert (sent by authorised emergency agencies)?

If you have to leave the school or early learning service for any reason, listed below are some useful items and equipment to have on hand.

Evacuation equipment kit

Useful items to include in your evacuation equipment kit:

- a copy of your evacuation plan
- site map, master keys, codes, floor plan, staff lists, pre-printed class rolls and photos
- contact details for staff, children, students, parents and emergency contacts
- passenger lists for transport operators and bus routes, and bus operator contact information
- visitor book/system so you can account for everyone that was on-site that day
- individual child/student health care plans including medication
- child, student and home emergency phone numbers
- first aid kit
- whistle
- pens and paper
- torch and batteries
- school / early learning service mobile phone and charger including car charger
- megaphone
- tarpaulins/emergency blankets etc

When planning for an evacuation consider what might assist emergency services at the time of an emergency. Measures might include providing:

- a master key/or information on how to gain access
- detailed floor plans of the site (showing entrances, windows, roof hatches and ventilation systems)
- the estimated number of staff, children and young people on site and their location.

Planning for evacuations

Key considerations:

- contact emergency services and practise evacuations in consultation with appropriate services
- record practice evacuations
- set up procedures for signing in or out people
- have a system in place for issuing visitors with identification badges (and a system for their return)
- have signs that direct visitors to the school or early learning service entrance points
- determine safety/danger signals
- ensure plans for children/students with additional or high health needs have been considered
- develop a site plan and liaise locally with police about information they may require

6.2. Shelter in place and lockdown

Shelter in place or lockdown is used to prevent harm to the people who are at a school or early learning service. They are activated when a serious threat exists that requires children, students, staff and visitors to remain inside a facility for safety.

They may be initiated by one of the following:

- NZ Police
- School principal or delegate
- Early learning service manager or person responsible
- Other emergency services
- Ministry of Education (at the direction of NZ Police or other emergency service)

When a lockdown or shelter in place instruction is given, staff should activate their emergency management plan. The principal or early learning service manager, is responsible for alerting everyone on site of the situation, including visitors and contractors. If parents and caregivers are also onsite, they will be required to follow staff instructions.

Both shelter in place and lockdown require everyone to quickly move inside.

Police will usually direct you to lockdown rather than use the term ‘shelter in place’. The nature of the situation described to you by Police (or other emergency services) will determine whether the school or service moves to a lockdown (incident directed at the school/service) or shelter in place (incident nearby but not directed at the school/service). The Ministry of Education may also be asked by Police or other emergency services to direct schools and services to lockdown in a certain area and will provide further information as soon as it becomes available.

If you don’t have sufficient information at the time you are advised of an incident/event, implementing a lockdown is advised until further information comes to hand from Police or other emergency services.

On receipt of further information and where appropriate, you could choose to move to a shelter in place response which could allow for the controlled movement of staff, students and children to their usual classrooms and continue with usual inside activities where possible.

Shelter in place

A shelter in place directive is issued when the threat is external and not directed at the school or early learning service. For example, a school or early learning service may be asked to activate their shelter in place plan if there is a report of a swarm of wasps, toxic smoke from a nearby fire, a chemical spill nearby, or active armed offender incident in the community (but not in or near the school grounds).

When a shelter in place is activated, everyone should move quickly inside to their own classroom or inside area in an early learning service. The entries and exits to the buildings should be restricted, however normal instructional activities continue as much as possible.

No one should be allowed in or out of the grounds and buildings until the authorities give an all-clear signal. Heating, ventilation, and air conditioning systems could be shut down if necessary (to prevent spread of harmful air) and doors and windows could be closed.

Lockdown

A lockdown instruction is only likely to be issued if the threat is directly to the school or early learning service. This will generally be an attacker on the school or early learning service grounds or in the buildings, or on instruction from Police.

Staff will move children and visitors into the closest school classrooms or inside areas of the early learning service and lock the doors immediately. The staff will take attendance, if possible, and prepare a list of missing and extra children/students in the room.

Everyone will remain in the room until further instruction is received from NZ Police or until a formal announcement is made signifying the end of the lockdown.

Children and students will be able to go to the bathroom if permitted by the person responsible for managing the lockdown (e.g., principal or early learning service manager). This would generally be managed in accordance with the emergency management plan. This may include the requirement that they can only do so if the child/student is accompanied by a designated staff member. Schools may need to have alternative arrangements in place if bathrooms can’t be safely accessed such as camp toilets or similar.

Lifting a Shelter in Place or Lockdown directive

- If the school or early learning service has made the decision to lockdown/shelter in place, they will lift the directive themselves.
- NZ Police will provide advice on lifting the shelter in place or lockdown directive through the principal or early learning service manager directly or through the Ministry of Education.
- Once the directive has been lifted staff are to follow the steps set out in their emergency management plan.

Lockdown/shelter in place equipment

As it is unknown at the time how long a lockdown situation may have to be in place, outlined below are some suggestions to consider in planning for a lockdown or shelter in place situation:

- Are school building, classroom, or early learning service doors lockable and who can lock them?
- Can contact be made quickly across campus, i.e., external buildings off the main building site, e.g., TPUs, Health Schools?
- Can ventilation and air conditioning systems be quickly shut down?
- Is each classroom equipped with an emergency lockdown kit?
- Managing the toileting needs of children/students.
- Having a supply of containers/lunch boxes that could be kept in the classroom with water and muesli bars
- Access to medications (e.g., inhaler/Epi-pen).
- Keeping blankets and supplies accessible to the classroom/block of classrooms in the event of a lockdown or shelter-in-place.
- Having a supply of games, cards in the classroom to keep students/children occupied until they are collected.

Signal to evacuate, lockdown or shelter in place

There are a range of considerations when signalling an evacuation, lockdown or shelter in place:

- Do you have distinct alert signals or warning systems which can be heard both inside and outside, including for example the swimming pool and gymnasium?
- Is there one warning system for evacuating out of the building (e.g., fire) and another system for returning to or remaining in the building (e.g., chemical incident, swarm of wasps)?
- In the case of an intruder/attacker it may not be appropriate to sound any type of alarm – how will you communicate with staff?
- How will you communicate with staff once everyone is inside? They will need to know whether it is a shelter in place or lockdown event and respond accordingly.
- Do staff members have cell phones to send and receive texts, if a trespasser or attacker is nearby and they are hiding?
- Do staff have access to email to send and receive messages from?
- Who has access to systems to support messaging with staff?
- How will you signal the end to a lockdown or shelter in place instruction?
- During some emergencies you might want to consider turning off automatic bells to avoid confusion. You will need to ensure staff, children, students, or visitors do not assume the situation has been resolved when the automatic alarm rings.

Attackers on your premises

An attacker on your premises may require a combination of responses. Delaying their access to potential victims should be a priority.

Depending on the size of your site/campus, and the ages and capability of your children and young people, can some groups move away from potential harm (escape)? What messaging can be used to signal some groups could escape? Consider a verbal warning system directing people away from the area where the danger is. For example at a secondary school “intruder in C block… move away from this area”.

Do staff members know how to silence their phones if they are hiding and know to direct others with phones to put them on silent mode?

Drills on what to do in violent situations should be practised, but at a time that children/young people are not on site, as the drills may cause undue fear and anxiety.

See Appendix 1 for further guidance to support your planning for security-related events including trespassers and attackers. The guidance has been developed with NZ Police and aligns with the New Zealand strategy for crowded places. Protecting Our Crowded Places from Attack: New Zealand's Strategy guides owners and operators (school or early learning service management and governance groups) to protect the lives of people working in, using, and visiting their crowded place.

7. Other

7.1. Civil defence emergency

During a civil defence emergency, advice and direction is provided by the National Emergency Management Agency (NEMA), coordinated by your local territorial authority. Remember to contact your local civil defence group through your local Council/Territorial Authority prior to an emergency. They will also help you evaluate your plan.

7.2. Visitors on site

During business as usual there needs to be a robust process for managing any visitors to the school or early learning service. This enables you to know exactly who is on the grounds during an emergency. This process should include information for challenging anyone who is not signed into the visitor system.

During an emergency any unauthorised visitors need to be 'challenged' to identify the reason for being on site. If appropriate they should be accompanied to an administration area for sign in and given an identification badge to wear.

8. Validating and testing your plan

Validating or testing your emergency plan is an important way for you to assess, check and understand your emergency management policy and procedures. It provides a way to determine if a specific approach is the most appropriate one to use to achieve outcomes.

An effective validation of your plan might involve carrying out a drill or readiness check before an incident occurs. A typical example is a fire, earthquake, lockdown, or shelter in place drill. Consider holding drills at different times of the day and week.

Once you have developed your plan, practise and review it to see how long it takes to get all students, children, and staff out of the building(s) or into the building(s).

If you share your facilities or grounds with others, is your planning aligned? Do others regularly use your site (e.g., after school programmes) conduct drills and/or readiness checks?

You can also learn from gaps identified during the drills and update your plan to include additional procedures that may be needed in future. Ensure your procedures are displayed throughout the school and early learning service so that visitors, contractors, or new staff can find out what they need to do and where they need to go.

A reminder that drills on what to do in violent situations should be practised, but at a time that children/young people are not on site, as the drills may cause undue fear and anxiety.

8.1. Debriefing

Following your practice drill or an event, you will need to evaluate the effectiveness of your plan. This can be done by holding a debriefing session.

A debriefing session can help people assess the effectiveness of their procedures and actions and in doing so help restore team functioning and relieve stress.

Post-incident evaluation has been found to work well when it is led or coordinated by people not directly involved in the incident. If Ministry Traumatic Incident teams have been involved in the response, they could be invited to attend the debriefing session.

Your local Police may be able to help you assess your procedures.

You may wish to communicate the findings from the review and evaluation of your emergency plan to your local Emergency Services, staff, students, children and parents and caregivers. You may also wish to send this information to contractors who are regularly onsite.

9. Further support and resources

Further planning support is available from:

- Ministry of Education Traumatic Incident Team
- New Zealand Police
- Fire and Emergency New Zealand
- National Emergency Management Agency
- Ministry of Education cyber security and digital services team

9.1. Other resources

Emergency Management Plan template; Ministry of Education, New Zealand: https://assets.education.govt.nz/public/Documents/School/RAPS/Emergency-Management-Plan-Template-2022.docx

Traumatic Incidents: Managing Student and Staff Wellbeing: A Guide for School Incident Management Teams; 2016; Ministry of Education; New Zealand: http://www.education.govt.nz/assets/Documents/School/Traumatic-incidents-and-emergencies/Traumatic-incidents-schools-Guidelines-for-wellbeing.pdf

Managing Emergencies and traumatic incidents; Nine Step Checklist; Ministry of Education; New Zealand http://www.education.govt.nz/assets/Documents/School/Traumatic-incidents-and-emergencies/Traumatic-Incidents-Checklist-2018.pdf

Ministry of Education New Zealand website: Preparing and dealing with emergencies and traumatic incidents; http://www.education.govt.nz/school/health-safety-and-wellbeing/emergencies-and-traumatic-incidents/

Ministry of Education New Zealand website: What to do if there's a cyber security incident at your school or kura; https://www.education.govt.nz/school/digital-technology/ict-incidents/what-to-do-if-your-school-gets-hacked/

Get ready get thru, www.getthru.govt.nz, Ministry of Civil Defence and Emergency Management, New Zealand

What's the Plan STAN http://www.whatstheplanstan.govt.nz/ Ministry of Civil Defence and Emergency Management; New Zealand

9.2. Example checklist - planning and preparation

Emergency Checklist Consider using this checklist to help you in your planning and preparation for an emergency		**Yes**	**No**
1.	Have we prepared an emergency management plan?		
2.	Have we selected an Incident Management Team (IMT) and assigned key roles to staff?		
3.	Have we ensured our Incident Management Team have had training (e.**g.**, understand their role, undertaken drills and practice scenarios)?		

4.	Have we developed a communication plan, which identifies who we need to communicate with and how: e.**g.**, • staff • children / students • parents / whānau / caregivers • families of international students • external communication, such as emergency services • what communication methods will we use?		
5.	Have we developed an emergency reunification procedure to reunite children, students**,** and families?		
6.	Have we included transport management in our planning?		
7.	Are we assessing our school or early learning service environment on a regular basis to identify and assess new risks?		
8.	Are backup systems in place so that information is securely stored in more than one place in case of damage in an emergency?		
9.	Do we have emergency response warning systems in place to alert staff, children**,** and students when evacuation or lockdown/shelter in place is required?		
10.	Is our evacuation equipment kit up to date and readily accessible?		
11.	Are we carrying out practice drills on a regular basis appropriate for our risk environment?		
14.	Do we have a reasonable and appropriate amount of food/water/medicine?		
12.	Have we reviewed our plan and assessed the effectiveness of our procedures and actions?		
13.	Is emergency preparedness a standing agenda item along with health and safety, at meetings?		

9.3. Example checklist - lockdown / shelter in place

Lockdown / Shelter in Place Checklist Consider using this checklist to help you during your emergency.	**✓ or N/A**
Initiated lockdown/shelter in place (either directed by Police/emergency services or initiated by school/ECE)	
Is everyone inside?	
Have we notified Police or other emergency services (if relevant)?	
Have we informed our parent/caregiver community of the situation and to stay away until advised otherwise?	
Have we got a communication channel in place with staff so they can get updates and provide information to the emergency management team?	
Have we notified groups/individuals currently off-site we are in lockdown/shelter in place (and to stay away until advised otherwise)?	
Have we advised the Ministry of Education (Te Mahau) local office?	
Have we established direct communication with emergency services/Police (or Ministry of Education where Police have asked them to direct schools and services to lockdown) to get updates about the event?	
Have we checked our emergency management plan?	

Can we safely move down from lockdown to shelter-in-place using up to date information from Police/emergency services/other? (If the emergency event is not directly targeted at the school/service, shelter in place is recommended.)	
If needed, is there safe access to the necessary toileting facilities, first aid, food and water supplies etc.?	
Are we updating our parents/caregivers regularly?	
Have we initiated our reunification process and notified parents and caregivers about where and when they can collect their child? **Or** Have we advised that the lockdown/shelter in place has ended and we are resuming with our usual activities until the normal end of day?	

Appendix 1 – Protecting Crowded Places

Protecting crowded places

Guidance for schools and early learning services to accompany *Protecting Our Crowded Places from Attack: New Zealand's Strategy.*

Introduction

The New Zealand Government's *Protecting Our Crowded Places from Attack: New Zealand's Strategy* guides owners and operators (school or early learning service management and governance groups) how to protect the lives of people working in, using, and visiting their crowded place.

The strategy explains what crowded places are and what risks they pose. It outlines the responsibilities of central and local government, owners and operators of crowded places, public security providers and the public in relation to keeping crowded places safe.

Crowded places are locations that large numbers of people access easily and predictably. A crowded place is not necessarily always crowded: the density of the crowd may vary between day and night, and between seasons; the crowd may be temporary (such as during sporting events, festivals, concerts or one-off events).

Many schools and early learning services will be considered crowded places, as can the events they host both on-site and off-site.

Part of your emergency planning involves considering risks from hazards and threats such as fire, earthquake, or tsunami. Your emergency plans need to cover responses to these hazards and threats, along with the response to an attack.

The following information will support your planning for security-related events that may impact on your school or early learning service and aligns with the New Zealand strategy for crowded places.

Go to the strategy for further information and resources – www.police.govt.nz/crowdedplaces

Security considerations

Potential harm from individuals or groups of individuals will be a consideration when planning for an emergency. How to respond to a trespasser or attacker on your premises should be included in your emergency management plan (see our Emergency Management Plan template for more information on trespassers and attackers). Preventing online harm should also be a key consideration, for example to prevent significant loss of data, ransomware attacks etc.

You will also need to consider security risks when planning events on-site and off-site.

How you plan or prepare for emergencies will vary depending on your unique context and any other risk factors that apply in your setting.

Consider how you might deter, detect, delay, and then respond to a security threat or act of violence

Deter

Prevention is the best form of defence. One natural deterrent to reduce or prevent harm is to have an engaged community. This will lessen the opportunity for people to become disaffected, disengaged, isolated, or lost (and who may potentially direct harm toward the school or early learning service as a result). Building trust between staff, students, children, parents, and other agencies is fundamental to this.

For many children and young people, schools and early learning services have a crucial role in preventing harm by supporting their connection to their school or early learning service. Connections improve when children are in safe and respectful environments. Children in safe environments feel OK to share concerns with adults.

Teachers and staff in safe school and early learning environments support diversity, encourage communication between parents, children, students, and teachers, intervene in conflicts and work to prevent teasing and bullying. There are several resources available that help to build safe and respectful policies and practices:

- https://pb4l.tki.org.nz/
- https://www.inclusive.tki.org.nz/
- Respectful Relationships — School Kit
- Netsafe

Schools also need to provide social and emotional support for students when needed, where everyone has a role to play. Students can elicit concern from those around them in a variety of ways. The student's friends, parents, teachers, and other adults need to be assured that their concerns for the student are taken seriously and that appropriate support is provided. This is particularly important when students make concerning or threatening statements in person, online, in text messages, and/or write content that is unusual.

In most cases there will have been a relationship between the trespasser or attacker and the school (e.g., ex-student or staff member, parent, or caregiver). It is rare that a random stranger will attack.

Consider how you might encourage staff, students, parents and whānau to tell someone at your school or service if a situation feels 'off'. Harm can be prevented by not ignoring or not rationalising unsettling or unusual behaviours about a person or situation, or not assuming someone else may have already said something. Safe and trusted information sharing is therefore very important. The person providing information needs to know their information will be kept confidential or could be provided by anonymous means such as contacting Crimestoppers on 0800 555 111.

Another deterrent is to manage access to the buildings/grounds. For example, clear signage for visitors parking and directing them to go to the office to sign in, or mark public access ways to guide people in the right direction. Consider having signs around your building regarding CCTV (if you have it onsite).

What practical steps can be put in place to deter unauthorised vehicle access to your school site away from usual access areas, or specifically to areas where children may congregate?

Establish a 'Challenge Culture' so that if an individual is walking around unsupervised or doesn't have a visitor pass and isn't a known individual such as a staff member, that person will be stopped and asked about their purpose onsite. If the reason for the visit appears legitimate, take the person to the office where the reasons for the visit can be dealt with. If the person is aggressive, follow your trespasser or attacker plan.

Go to our Emergency Management Plan template for more information on managing trespassers. If confronted by an attacker always consider ESCAPE. HIDE. TELL (see below).

Consider your frontline staff, particularly in administration offices where they may be more exposed to a trespasser or attacker. Does the design of the administration office deter a potential attack? Where possible, perimeter doors should open outward (providing more resistance than inward opening or sliding doors). Are two exit points possible to allow staff to remove themselves from the situation? Is there a duress alarm (and procedure)? Are reception counters designed to mitigate exposure of staff to risk and to deter a potentially trespasser or attacker?

The selection of locks for fire exits must comply with the relevant regulations. The manufacturer of the fire door should be consulted before the selection or installation of additional hardware.

Your existing security measures, crime prevention and access control systems contribute to deterring a trespasser, attacker or cyberattack (e.g., all visitors must sign-in protocol and display visitor passes, establish a challenge culture, have sensor lighting, installation of locks, alarm systems, CCTV, Neighbourhood Support NZ or Community Patrols NZ, regularly applying network updates/patches, strong password systems etc.).

It is important to balance any security measures with the provision of a welcoming environment which fosters positive interaction with legitimate users of the school or early learning service.

See below for 'further information' and resources to support your planning.

Detect

Some of the best people to spot things that are out of the ordinary in your early learning service, school or neighbourhood are those who are there every day. As they go about their daily activities, they can keep an eye out for anything that may seem unusual or suspicious. Whether or not something is suspicious can depend on the circumstances. Look at the situation as a whole and look out for unusual or different behaviours.

A would-be attacker or trespasser may:

- Walk through the premises e.g., planning or doing reconnaissance
- Access areas unsupervised, which could indicate ill intent
- Show cognitive stress behaviours e.g., anxious thoughts, poor concentration, difficulty with memory, tension, irritability, restlessness, inability to relax, depression
- Wear unusual clothing for the location or season e.g., bulky jacket in hot weather, sunglasses on at night
- Carry lots of items e.g., heavy laden backpack, or sports bag
- Display unusual body language e.g., head down so can't be identified
- Set off fire alarms or test other security systems
- Demonstrate obsessions or inappropriate interests e.g., display drawings, photos or other footage of guns or people using them, have a search history for hatred, hate speech, isolating behaviours, animal cruelty, depression etc.

Remember **HOT** when moving around your location. Anything that is **H**idden, **O**bviously suspicious, or not **T**ypical to its environment could be deemed a security risk. Are there articles that are unusual, suspicious, or unable to be accounted for? Do your staff know what to do if they find a HOT item?

There is an accepted and predictable behaviour in your environment. Spotting behaviour that is different to your baseline is key to detection. If unusual behaviour is detected, what is your plan to respond and how will you notify children, students and staff? Is this a growing risk, or an immediate issue? Your response plans need to cover this.

It is good practice to establish 'suspicious activity' reporting procedures and mechanisms that support an incident response.

Signs of potential cyber-attacks include passwords unexpectedly changing, unknown software appears or suddenly begins installing, internet searches are being redirected or standard programmes and files will not open or work. What is your response plan should this type of activity be detected?

Regularly test and maintain all electronic security systems and security hardware to ensure they operate as designed. At least termly is recommended but check with your system provider for guidance. You may wish to include systems checks as part of your planned practice drills.

Regularly conduct a survey of the publicly available information associated with your early learning service/school and its facilities - sensitive information should be redacted or removed.

Delay

If an incident were to occur are there simple ways to impede or slow down trespasser or attacker access to potential victims?

Your existing security measures, crime prevention and access control systems will also contribute to delaying your trespasser attacker or cyberattacks. For example:

- all visitors must sign-in protocol and display visitor pass
- having a challenge culture
- lighting
- locks
- alarm systems
- CCTV
- Neighbourhood Support NZ or Community Patrols NZ
- regularly applying network updates/patches
- strong password systems

Consider changing your visitor passes regularly, e.g., a change of colour, so they can't be easily re-used later.

Respond

Evacuation, lockdown, or shelter in place are all emergency responses which may be required if there is a security-related incident including a trespasser or attacker on your grounds. The Emergency Management Plan template has further information to support your response plan.

It is likely you will call the Police (or other emergency providers depending on the nature of the incident) who will lead the response and will be situation specific. It is vital you provide Police and other emergency services with the best information possible.

Contact the Ministry of Education digital services team (cyber.security@education.govt.nz) for support in the case of a cyber-attack.

Enable your staff to make the best decisions on the day of an event by communicating and exercising your plan (e.g., security is a part of your emergency management standing agenda item at staff meetings, conducting tabletop exercises, practise drills etc). Plans and exercises should reflect that staff need to respond to the situation itself, not the plan. Children/young people should not be included in drills for responding to violent situations, as they may cause undue fear and anxiety.

Note that where a student, staff member or parent/caregiver has been identified as a risk, the Police can assist with a preventative response.

See also our information on de-escalating a threatening situation.

Escape | Hide | Tell

When responding to an attacker on your grounds you may need to consider a combination of responses. In addition to a lockdown, key messaging from New Zealand Police for people at a crowded place that is attacked is to:

- 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.

Increasing resilience

Having a resilient school or early learning service can help reduce the damage caused by an attack and enable resumption of normal activities more quickly. Building a strong security culture will increase a crowded place's resilience to attacks and other types of criminal activity including:

- making physical and digital security a regular agenda item
- understanding the risks that could result from inadequate protective security
- giving staff clear, succinct, and jargon-free guidance about security systems and procedures
- promoting good security practice to staff and visitors through internal-communication systems, posters, message boards and newsletters
- adopting effective and lawful staff-screening processes during recruitment, and ensuring contractors and vendors have adopted similar processes
- undertake physical and digital security scenario exercises with staff
- test security breaches to assess protective security measures
- sharing information about any security breaches with staff
- encouraging and supporting staff to identify and report security vulnerabilities and incidents.

Recovery

When a traumatic incident impacts on a school or early learning service community the way it is managed strongly influences people's recovery and can minimise further risk.

Traumatic incidents

School and early learning service staff and management are in the best position to respond to traumatic incidents in their community. They have the appropriate knowledge, expertise and experience, and most importantly, the depth and range of relationships needed to help children, young people and staff recover from an incident. However, being in a crisis state can affect an individual's ability to manage an incident as they may experience:

- A temporary state of distress and disorganisation
- Inability to use their customary methods of problem solving
- General upset or inability to maintain a state of emotional equilibrium
- Difficulty 'directing' emotional reactions
- Feeling lost, disorientated, and powerless

After an incident occurs, you may wish to phone the local Ministry office to talk with someone from the traumatic incident (TI) team, to run something by them or have what you have already done affirmed, and to discuss what you might need to do next. In bigger events you can request that a team (usually two or three people) come to the school or early learning service to support your management team.

The Ministry TI teams do not take over and manage the incident for you; rather they can help your management team to respond.

The Ministry's Traumatic Incidents and Emergencies guidance can support you to develop a policy about how you will manage the wellbeing of children, students and staff following an emergency event.

To contact the Traumatic incident team phone 0800 848 326.

Property damage

The Ministry also has emergency Response Coordinators (ERC) who are available 24/7 to respond to property related damage. The ERC will work with the school and the Ministry to coordinate the response effort with the relevant emergency services (Fire Emergency New Zealand (FENZ) or Police). The ERC will inspect the damage and arrange any urgent work to be done to make the site safe and get the school functioning as quickly as possible.

Please go to our website for contact information – Emergency Response Coordinators

Further information

- Protecting Our Crowded Places from Attack: New Zealand's Strategy – www.police.govt.nz/crowdedplaces
- Further information on physical security design in schools and developing a security risk management plan:

  - https://www.education.govt.nz/school/property-and-transport/projects-and-design/design/design-standards/security-design/
  - https://www.education.govt.nz/school/property-and-transport/maintenance-repairs-security/security-management/
- There is also information in the National Guidelines for Crime Prevention through Environmental Design in New Zealand (CPTED). These guidelines outline how urban planning, design and place management strategies can reduce the likelihood of crime and deliver numerous social and economic benefits in the long-term. While it is primarily targeted at local authorities it is also relevant to those managing publicly accessible places such as schools and early learning services.
- CERT NZ has developed guidance to support schools keep their network safe - https://www.cert.govt.nz/business/guides/keeping-your-school-network-safe/
- Netsafe has a large range of resources and supports for schools and early learning services to support online safety and wellbeing - https://www.netsafe.org.nz/the-kit/
- Ministry of Education has a range of advice for manging online security, privacy, and safety https://www.education.govt.nz/school/digital-technology/
- Emergency Management Plan template; Ministry of Education, New Zealand: https://www.education.govt.nz/school/health-safety-and-wellbeing/emergencies-and-traumatic-incidents/preparing-for-emergencies-and-traumatic-incidents/
- Planning and preparing for emergencies: Practical information and guidance for schools and early learning services; Ministry of Education, New Zealand - https://www.education.govt.nz/school/health-safety-and-wellbeing/emergencies-and-traumatic-incidents/preparing-for-emergencies-and-traumatic-incidents/
- Traumatic Incidents: Managing Student and Staff Wellbeing: A Guide for School Incident Management Teams; 2016; Ministry of Education; New Zealand: http://www.education.govt.nz/assets/Documents/School/Traumatic-incidents-and-emergencies/Traumatic-incidents-schools-Guidelines-for-wellbeing.pdf

We **shape** an **education** system that delivers **equitable** and **excellent outcomes**

He mea **tārai** e mātou te **mātauranga** kia **rangatira** ai, kia **mana taurite** ai ōna **huanga**

MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA