

	Procedure
	Procedure Category: Health & Safety
	Date Created: November 2016
	Procedure Name: Emergency Response Procedures (HS7)

The purpose of this operational procedure is to provide information and detail to the steps to be taken by centre staff in the event of an emergency event as listed below (nos. 1-14). This procedure should be used in combination with the centre's **Emergency Management Plan**, which contains information regarding our communications plan, emergency contacts, and evacuation areas.

1. Fire
2. Earthquake
3. Tsunami
4. Flooding
5. Volcanic eruption and ash fall
6. Pandemic
7. Gas Leak
8. Chemical Spills
9. Dealing with a suspicious letter or package
10. Bomb threats
11. Trespasser on service grounds
12. Attacker on site
13. Serious injury or death
14. Missing child

Position Statement

We will take all reasonable steps to protect the safety and wellbeing of the children in our care, of staff working in our centre and of other adults present.

Issue Outline

A critical role for our centre is to ensure all children and adults in the centre are as safe as they can be. This includes preparation for, and survival of significant events, including natural disasters, man-made disasters and significant security events.

Alignment with Policies

This procedure aligns with the following Centre Policies:

Centre Closure Policy

Fire and Emergency Evacuation Policy

Procedure Detail

The following emergency procedures are based on the Ministry of Education Emergency Management Plan template.

<https://www.education.govt.nz/school/health-safety-and-wellbeing/emergencies-and-traumatic-incidents/preparing-for-emergencies-and-traumatic-incidents/>

Mataara Emergency Contact Tool

In the event of an emergency (e.g. fire, flood, earthquake) the Ministry of Education (MoE) will check with centres to find out about the status. If appropriate, the MoE will then share this information with Civil Defence, the police or other agencies.

Find out more about Mataara HERE:
<https://www.education.govt.nz/school/health-safety-and-wellbeing/emergencies-and-traumatic-incidents/preparing-for-emergencies-and-traumatic-incidents/#how>

	Response actions
The key contact receives an emergency text (8707) from the Ministry of Education via the mass-contact tool Mataara	<p>Reply by text from 8707 (only used by MoE), with a number (1, 2, 3, 4, or 5). What each number means will be explained in the text that is sent to you.</p> <p>Areas without mobile phone coverage will receive an email with a link.</p> <p>Mataara uses your emergency contact mobile phone and email address. It is essential that your information details are current.</p> <p>You cannot initiate the emergency message process, you can only respond. If you would like to notify the MoE of an emergency, contact emergency services and your local regional Ministry of Education office.</p>

IMPORTANT: Licence holders / key contacts for groups must keep a register of the contact for every centre. If this person changes, the Ministry regional office needs to be notified. If centres provide one single point of contact to the Ministry of Education for a group of centres, then it is not possible for the Police or MoE to be specific when they notify a lockdown. It will then be the licence holder's responsibility to establish where the lockdown is and activate the required phone tree to ensure the centre is informed of the lockdown ASAP.

Each centre should document what its process is for dealing with a notification and build this process into induction procedures for new managers to ensure the manager details are shared with the MoE's Regional Office.

For all emergencies staff responsibilities are:

Centre Manager

- Gather staff and children and assemble in the designated safety meeting place (depending on the emergency)
- Will decide if evacuation is necessary
- Checks sleep areas, bathroom and outdoor areas
- Collects the roll and parent contact list
- Conducts head count

Health & Safety Officer – Office Admin

- Operates the fire alarm and calls the fire service (or asks someone else to help)
- Retrieves the supplies ready to be used

All Staff

- Keep calm and ensure children are assembled in the designated safety meeting place (depending on the emergency).
- Follow the agreed emergency procedure
- Instruct children to follow your lead. As much as possible, without endangering yourself, assist them.

Emergency Response Types

Evacuation from the early learning service may be required to ensure the safety of staff and children in an emergency event. In all cases, evacuations need to be planned and practiced, particularly in an early learning environment involving infants, toddlers and young children, who will need extra care and require carrying, requiring forethought and a higher number of adults. Additional planning and forethought needs to be put into processes involving higher needs children.

General evacuation plan:

- 1) Alarm sounds
- 2) Contact emergency services by calling 111
- 3) Staff direct children / carry infants and/or toddlers and /or children with additional needs to evacuate to predetermined area(s)
Assist adults with additional needs
Take the roll book with you
- 4) Move quickly but do not run – walk
- 5) Manager / person responsible to check all rooms are clear – including sleeping rooms and bathrooms
- 6) At evacuation point:
Check children against roll
Communicate with parents / caregivers by text (via Infocare) and/or online (Storypark)
Implement reunification process
Only release children to approved persons

Specific events:

- Bomb threat - in the case of a bomb threat, keep at least 100 metres away from the area where package was found.
- Tsunami – move immediately to the nearest high ground, or as far inland as possible.

Following an evacuation:

Do not return to the centre site until given clearance to do so.

Whether the centre can continue to operate that day will be determined by:

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

The decision whether or not to continue operating following an event rests with the centre manager / operator. Appropriate advice from professionals should be sought if needed.

1) Fire

	Response actions (as appropriate)
1. Discovery of a fire or smoke	<ul style="list-style-type: none">● Ring the fire alarm● Call 111● If safe to do so, extinguish the fire
2. On hearing the alarm	<ul style="list-style-type: none">● Initiate evacuation to planned location as per fire drill(s)● the teachers and supporting adults/staff will direct children to the evacuation meeting places (respective sandpit). Staff on non-contact/breaks will go directly to their respective area to assist with evacuation.● Ensure children / staff / visitors with disabilities are assisted by a responsible person● Do not allow children to bring toys or any other items● Walk calmly and quickly● If you can see smoke in the room, stay low to the ground as you make your way to the exit. In a fire, smoke and poisonous air hurt more people than the actual flames do. You'll breathe less smoke if you stay close to the ground.● The centre manager and/or person responsible will check all areas of the centre, including sleeping rooms and toilets, to ensure all children are out, then leave the building.● An outside teacher will check all areas of the outdoor area● The administrator or (in their absence) person responsible will telephone 111 for the Fire Service● The person responsible in the Nest (under 2's) will take the sleep-chart to use as the roll. The administrator or (in their absence) person responsible will collect the roll, visitors register, staff list and parent contact folder along with the landline phone and the Grow cell phone and take it to the evacuation site in the preschool (over 2's).● Once gathered on the decked area by the sandpit, one teacher will call out the children's names from the attendance rolls. The

	Response actions (as appropriate)
	<p>other teachers will look for each child and call 'yes' when they see them.</p> <ul style="list-style-type: none"> • If it is assessed (by the Manager/person responsible) we need to evacuate the premises then the teacher responsible will open the gate and all children and adults will walk down the footpath to the meeting space in the carpark. • Once the teachers are assured that everyone is safe, they (in the case of a drill) or the Fire Service (in the case of a real emergency) will determine whether it is safe to return to the centre
3. Trapped in a room	<ul style="list-style-type: none"> • If you're in a room with the door closed when the fire breaks out, check to see if there's heat or smoke coming in the cracks around the door. • If you see smoke coming under the door — don't open the door! • If you don't see smoke — touch the door. If the door is hot or very warm — don't open the door! • If you don't see smoke — and the door is not hot — then use your fingers to lightly touch the doorknob. If the doorknob is hot or very warm — don't open the door! • If the doorknob feels cool, and you can't see any smoke around the door, you can open the door very carefully and slowly. • When you open the door, if you feel a burst of heat or smoke pours into the room, quickly shut the door and make sure it is really closed. • If there's no smoke or heat when you open the door, go toward your escape route exit. • If you can't get out fast, because fire or smoke is blocking an escape route, you'll want to yell for help. You can do this from an open window or call 111 if you have a phone with you. • Even if you're scared, never hide under the bed or in a closet. In the meanwhile, keep heat and smoke from getting through the door by blocking the cracks around the door with sheets, blankets, and/or clothing. If there is a window in the room that is not possible to escape from, open it wide and stand in front of it. If you can grab a piece of clothing or a towel, place it over your mouth to keep from breathing in the smoke. This works even better if you wet the cloth first.
4. If Your Clothes Catch Fire	<ul style="list-style-type: none"> • If this happens, don't run! Instead, stop, drop to the ground, cover your face with your hands, and roll. This will cut off the air and put out the flames. An easy way to remember this is: Stop, Drop, and Roll!

2) Earthquake

	Response actions (as appropriate)
<ul style="list-style-type: none"> • Earthquake is felt 	<ul style="list-style-type: none"> • Remain Calm • Take action as soon as the shaking starts • Procedures should be properly followed regardless of the severity of an earthquake. This ensures children know what you expect of them in more serious circumstances. • The teachers will call loudly "Earthquake! Drop, cover and hold" • Instruct children to follow your lead. Assist them as much as possible, without endangering yourself.

	<ul style="list-style-type: none"> ● Keep away from glass doors, windows, or equipment that could fall over. ● All children will stay in position until the teachers tell them. Teachers will assess danger such as broken glass and then tell the children where they need to move to. If outside, move inside to the designated meeting point as quickly as possible, bringing all children with you. If the building is unsafe, relocate everyone to your secondary meeting point, or some other safe place. <p>Inside</p> <ul style="list-style-type: none"> ● Stay indoors and stay calm ● Get under cover (e.g. a desk) and hold on. ● If no cover is available kneel next to and inside wall, facing away from the windows. Bend your head close to your knees, cover the sides of your head with your elbows and clasp your hands behind your neck. If a coat or blanket is available, hold it over your head for protection from flying glass and debris. ● Reassure the children <p>Baby areas</p> <ul style="list-style-type: none"> ● Wall Cots – leave sleeping babies in wall cots as they give babies some level of protection. ● Babies not in wall cots need to be moved as quickly as possible to an inner wall away from windows. Adults then kneel, facing away from windows, to form a barrier over babies. Adults then bend their heads down low and cover themselves with a blanket (or similar) to protect themselves and the babies from flying debris. <p>Outside</p> <ul style="list-style-type: none"> ● Stay outside and stay calm ● If no safe cover is available, crouch or lie down, tuck your head down and cover it with your hands and/or a jacket (or similar) if available ● Instruct children to do the same. Assist them as much as possible, without endangering yourself. ● Keep away from glass doors, windows, or equipment that could fall over. ● Reassure the children
<ul style="list-style-type: none"> ● After the earthquake – expect aftershocks 	<ul style="list-style-type: none"> ● After the shaking stops, gather, and assess injuries ● Establish the situation and the damage ● Assemble all uninjured people together in one space, away from windows and fallen debris. <ul style="list-style-type: none"> ○ The designated meeting point is in the middle of the rooms (Nest, Iti, Nui). ○ If this is not possible due to damage the secondary meeting point is the sandpits outside (Nest and Matua) ● Stay inside. If you are outside, move inside to the designated meeting point as quickly as possible, bringing all children with you. <ul style="list-style-type: none"> ○ If the building is unsafe, relocate everyone to your secondary meeting point, or some other safe place. ● Calm and reassure frightened children. Discuss the likelihood of aftershocks with them ● Organise uninjured adults to carry out essential duties, such as collecting emergency supplies, contact lists, administering first aid, checking the attendance register and contacting parents. ● Evacuate calmly – use previously identified routes to move away from the building ● Follow your emergency plan

	<ul style="list-style-type: none"> • Listen to the radio for instructions from Civil Defence • As much as possible, assemble injured people in one place so they can be treated by first aiders as efficiently as possible. • Turn off heaters. • Turn off electricity, water and gas supplies. • If you smell gas after turning off the main supply, evacuate the area. • If a fire has started, attempt to put it out if this can be done safely. If this isn't possible, evacuate the area. • Check for electrical and chemical hazards. • Conserve any water and stop any leaks. • Keep refrigerators and freezers closed if the electricity supply is cut.
<ul style="list-style-type: none"> • Ongoing operations following the earthquake 	<ul style="list-style-type: none"> • It is possible that you will be isolated for several hours. • Endeavour to make the building self-sufficient with regards to food, water and sanitation. • Treat the injured. • Assess the damage to the building. Check for leaks in pipes, cracks in walls, dislodged furniture, and any spillages and broken glass. Photograph for insurance purposes if possible. • Listen to the radio for any information or advice from Civil Defence. • Staff will remain with and care for the children at all times during an event until they are returned to the care of a parent or guardian. Attendance will be checked whenever children are moved and staff will bring any necessary medications, supplies, and emergency records. • Do not leave the centre unless it is unsafe or directed by Civil Defence • In the event of needing to evacuate the site, leave a clear message to parents so they know where to find their children • Before clean up begins, take photos for insurance purposes
LONG OR STRONG – GET GONE!	

3) Tsunami

	Response actions (as appropriate)
<p>If our centre is situated in an area that is at risk of a tsunami, the most likely indicators for a tsunami are if the earthquake is strong enough that we struggle to stay on our feet or if the earthquake continues for more than one minute. In this case, teachers will:</p> <ul style="list-style-type: none"> • Listen to the radio for advice and information • Evacuate if instructed to by Civil Defence (we won't wait to be told to evacuate if a strong earthquake occurs and our Centre is located in an area at risk of a tsunami (e.g. near the sea, rivers or large body of water). 	
<p>1. Feel a strong earthquake that makes it hard to stand up OR Feel a rolling earthquake that lasts a minute or more</p>	<ul style="list-style-type: none"> • DO NOT wait for official warnings • Once the shaking stops, gather all children and move immediately to the nearest high ground or as far inland as you can • If you receive an official warning advising you to leave, respond to the first message, do not wait for more messages • LONG or STRONG: GET GONE • Listen to the radio for advice and information
<p>2. See a sudden rise or fall in sea levels</p>	<ul style="list-style-type: none"> • If there is time, take the disaster survival kit and any important documents with you, such as the roll book and contact details.

3. Hear loud and unusual noises from the sea	<ul style="list-style-type: none"> Stay out of the evacuated area until given the official “all clear”.
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4) Flooding

	Response actions (as appropriate)
<p>Flooding can happen quickly and have serious impacts. Flooding may be caused by heavy rain, overflowing creeks and rivers and high tides or tsunamis in coastal and low-lying areas. Floods within a building can also be caused by normal wear and tear failures of pipe joints, vandalism, or be the result of earthquakes. Local risks are the responsibility of local authorities. Check with local authorities which local risk management is in place.</p>	
<p>As flooding is noticed</p>	<ul style="list-style-type: none"> In the case of a flood, teachers will: Check source of the flood and that no children or staff are in danger If flood is due to burst pipes etc, turn off the water at the mains (located under the car park sensor light) if possible. Keep calm. Listen to radio for civil defence emergency information. Follow instructions of an official civil defence officer. Disconnect electrical appliances. Turn off electricity and gas supplies at mains. Move any valuables, chemicals, documents, equipment etc to higher ground. Move personnel to nearest high ground, if advised to do so. Use sandbags to prevent flood waters from entering critical areas. Keep as warm and dry as possible. Remain in existing location (highest safe position) unless instructed otherwise by civil defence officials.

5) Volcanic eruption and ash fall

	Response actions (as appropriate)
<p>If you are at risk from volcanic activity, learn about your community’s warning systems and emergency plans. Prepare an evacuation plan.</p>	<ul style="list-style-type: none"> Listen to radio or TV for advice and information Contact the local Civil Defence Group for advice on the volcanic hazards that could affect your centre. Check that you know what to do. Practice with your children. <p>In the event of ash fall:</p> <ul style="list-style-type: none"> Ensure that everyone on-site stays indoors. Have dust masks available. Close windows and doors. In heavy ash falls, windows and doors may need additional sealing to avoid ash entering the building. Turn off air-conditioning units and any other equipment that draws in or blows air. Protective clothing should be worn by anyone who has to work outside in an emergency and goggles used to protect the eyes. Volcanic ash is very abrasive. Properly fitted safety masks are recommended.

	<ul style="list-style-type: none"> • Monitor the amount of ash on roofs, as they may collapse under the weight of ash, causing injury to those inside. Evacuate if necessary. • Disconnect roof-fed water supply only when ash fall is occurring or during the clean up, to stop ash entering the storage tanks. • If possible, have outdoor equipment, cars etc parked under cover or cover them. <p>After an ash fall: The local council and Civil Defence group will provide advice on cleaning up and disposing of ash.</p>
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6) Pandemic

	Response actions (as appropriate)
	<p>Pandemics by their nature are unpredictable in terms of timing, severity and the population groups that are most affected. Pandemics could be on a global scale such as influenza, Covid-19 or local disease events such as measles, hepatitis, tuberculosis, norovirus, whooping cough, etc.</p> <p>The Ministry of Health leads the Government's response to a pandemic. It is the responsibility of other agencies to plan for and respond to a pandemic in their respective sectors and settings, based on the direction set out by the Ministry of Health. At all times updates and latest information should be accessed from the Ministry of Health.</p>
Planning	<ul style="list-style-type: none"> • Recommend / fund annual vaccinations for staff • Have ample supply of gloves, face masks, tissues, antiseptic hand wash • Act to protect enrolled children and staff: see HS26 Illness Infectious Diseases Policy <ul style="list-style-type: none"> ○ ensuring people who are sick don't come to the early learning service. ○ It is also important for adults to be sensible about physical distance • Ensure a clean environment <ul style="list-style-type: none"> ○ good hygiene practices ○ regular and thorough hand washing and/or hand sanitising ○ good cough and sneeze etiquette ○ Follow the rotation practices for sanitation of resources with increased frequency as required ○ Further detail: Pandemic Specific Cleaning Practices • communicate with the service community <ul style="list-style-type: none"> ○ Database used for communications via email, Storypark, newsletter and notice board- whichever or all of these avenues is deemed most appropriate • make sure our contact information is current for parents and whānau, staff (including emergency contacts), and District Health Board and Ministry of Education contact numbers <ul style="list-style-type: none"> ○ Hard copy kept at front desk ○ Copy kept on the drive/web hosted so can be accessed remotely • identify rooms with amenities <ul style="list-style-type: none"> ○ Conference room at the front entrance for isolation if required. • plan for staff absences <ul style="list-style-type: none"> ○ Service Manager is to manage in conjunction with staff using Google Drive roster system and usual ratio management. • plan for service closure

	<ul style="list-style-type: none"> ○ take direction to remain open, close or reopen by local Medical Officers of Health or their designees, the Ministry of Health or Police. ○ Service Manager may make their own choices based on staffing and supervision concerns due to staff absences. ● plan for return <ul style="list-style-type: none"> ○ Service Manager to facilitate and encourage the return of children, students and staff once they are better or at the end of their stay away period. ○ All individuals who are no longer ill or potentially ill will be welcomed back and supported with their return to education. <p>Our pandemic plan contains contact details for the Grow Early Education community, we maintain them with our other emergency documentation.</p>
<p>Response – when a pandemic has been advised or declared</p>	<ul style="list-style-type: none"> ● Regularly check for updates and guidelines on the MoE’s Early Learning Bulletin ● Regularly check for updates and public health guidelines on the Ministry of Health website ● Follow public health guidelines <p>Heightened hygiene practices during pandemic We use heightened hygiene practices when there is a known presence of, or risk of, a serious infection/illness (e.g. influenza virus or measles). This will be signalled by the Ministry of Education and Ministry of Health advisories. Heightened hygiene practices include:</p> <ul style="list-style-type: none"> ● informing parents about the situation and what they can do, and what action the centre is taking <ul style="list-style-type: none"> ○ Handwashing ○ Social Distancing ○ Community Thinking ● Procedure for pandemic changes to routines implemented: Pandemic Immediate Changes to Usual Routines ● reiterating basic hygiene measures ● watching out for symptoms ● limiting times when large groups of people are together (e.g. no parent events), and encouraging social distancing where possible ● stepping up centre cleaning practices – this applies particularly to hard surfaces, e.g. sinks, handles and door railings, table tops: <ul style="list-style-type: none"> ● clean surfaces with a neutral detergent, followed by a disinfectant ● clean surfaces that are touched frequently every day. ● If someone at the centre shows symptoms of a serious infection/illness, they are separated from others while waiting to be taken home. Call Healthline on 0800 611 116 for advice. ● Anyone with a serious infection/illness should not attend the centre while they are infectious. Anyone who is not immunised against the relevant infection/illness and has potentially been exposed to it should also stay away from the centre .

7) Gas Leak

	Response actions (as appropriate)
<p>If gas leak is suspected</p>	<ul style="list-style-type: none"> ● Consider evacuating the area or the centre. Do not re-enter building or outside area until cleared by authorised personnel. ● Turn off the main valve.

	<ul style="list-style-type: none"> ● If possible and safe to do so, open windows and allow the gas to dissipate. ● Rescue any person in immediate danger but only if safe to do so. <p>Do not:</p> <ul style="list-style-type: none"> - Operate any electrical switches, including lights or alarms. - Use cell phone in area where leak is occurring – even if outside of building - Allow anyone to smoke in the vicinity. <ul style="list-style-type: none"> ● Warn others in the immediate area. ● Call emergency services (111) if required. ● Call local gas company – ensure company details are contained in your communications plan ● Contact the MoE regional office if further support is needed.
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8) Chemical Spill

	Response actions (as appropriate)
<p>All chemical spills must be treated as toxic and dangerous. They can be in liquid form, solids, powder or gas.</p> <p>If you become aware of chemical spill:</p>	<p>Move all people in the vicinity to a safe area. Consider:</p> <ul style="list-style-type: none"> ● Shelter in place – move/stay indoors and seal doors, windows, other openings and switch off any air intake units ● Evacuation of entire centre if required and safe to do so. ● If required, contact emergency services on 111. ● Give appropriate first aid to anyone in contact with the spill. ● Notify the manager or person in charge / manager and staff. ● Consideration may have to be given to how children will be able to leave the centre after closing time if the spill has not been made safe by then. ● Contact the MoE regional office if further support is needed. <p>Precautions</p> <ul style="list-style-type: none"> ● Do not endanger yourself ● Wear personal protective equipment (PPE) appropriate for the spilled substance ● Do not leave the area unattended if there is a risk of a further spill ● If spill is likely to enter a waterway notify the local council ● Make sure you have an escape route ● Keep hands and face clear of any escaping gas or liquid ● No smoking. Keep ignition sources at least 20 metres away until the area is safe ● Do not use equipment again until it has been inspected ● Do not leave the site unattended if there is a risk of a further leak

9) Dealing with a suspicious letter or package

	Response actions (as appropriate)
<p>When dealing with suspicious packages the utmost caution must be exercised and no attempts must be made</p>	<p>Note the location of the package and an description of it.</p> <p>Do not touch, shake or attempt to move the package.</p> <p>Check with the addressee to see if they are expecting the package.</p> <p>Isolate the item.</p>

<p>to touch, move or examine the package. Note: if a suspected bomb- do not use a cell phone or other radio device anywhere near the package</p>	<p>Call the police (111) and advise them of the circumstances, the description of the package and its location. As appropriate, position staff at a safe distance to direct people away from the area where package / letter is. Consider evacuating the area or centre (take police advice).</p>
<p>If you open a letter / package and discover powder</p>	<p>Put on gloves and place opened letter / package in a plastic bag. If hands or any part of the body may have come into contact with the envelope or package then wash with soap and water. If contents spilled:</p> <ul style="list-style-type: none"> - Do not clean up or wipe spilt contents - Avoid breathing the powder or spores - Clear all people from the area and isolate the area (close doors and prevent access) - Switch off air conditioning - Wash hands with soap and hot water <p>If contents are spilt on clothing:</p> <ul style="list-style-type: none"> - Select a room for changing - Remove clothing and place in plastic bag - Shower with soap and hot water - Change into other clothes

10) Bomb threats

	Response actions (as appropriate)
<p>Keep calm. Do not hang up.</p>	<p>A dialogue with the caller is important, as information that may be gleaned from the caller can help assess the current situation and help police with further inquiries. Let the caller talk, ask the questions as the opportunity arises and avoid being confrontational.</p>
<p>If possible, ask questions Write down the exact wording of the threat</p>	<p>Refer to 'Bomb Threat Checklist' located on reception desk When is the bomb going to explode? Where is the bomb? What does it look like? What kind of bomb is it? What will make the bomb explode? Why did you place the bomb? What is your name? Where are you? What is your address?</p>
<p>Caller details:</p>	<p>Gender Estimated age Any speech impediment / accent / loud or soft voice / fast slow speech Calm / emotional manner Did you recognise the voice? If so, who do you think it was? Was the caller familiar with the area? Threat language: well spoken / incoherent / irrational / abusive / taped Background noises: Street noise / music / machinery / vehicle etc. Length of call</p>

11) Trespasser on the school or early learning service grounds

	Response actions (as appropriate)
<p>Only follow this process if it is clear that the trespasser does NOT come under the category of an attacker (see 'Attacker on site')</p> <p>Trespassing is where a person enters an early learning service and either:</p> <ul style="list-style-type: none"> - Has been requested to leave OR - Their behaviour is such that the early learning service would not give permission for them to be there. 	
<p>You become aware of a person on centre grounds that does not have permission to be there.</p>	<p>Assess the nature of the trespasser: non-threatening or aggressive (if aggressive: follow the attacker process)</p> <p>If appropriate, greet the trespasser, advise them who you are, and ask them why they are there. Wherever possible, ensure you have a colleague with you.</p> <p>If the reason for the visit appears legitimate, take the person to the office where the reasons for the visit can be dealt with.</p>
<p>Become aware that there is a trespasser on the property.</p>	<p>If the reason for the visit is not legitimate, explain that they have to leave the premises.</p> <p>Notify the manager or other staff member of the description, location and activity of the trespasser</p> <p>Ensure the children and staff are safe and the classrooms are kept secure.</p> <p>If the person leaves when requested they are no longer considered a trespasser.</p>
<p>If the trespasser refuses to leave when requested</p>	<p>Explain that staff will have to call the police.</p> <p>If the trespasser still refuses to leave ask a colleague to call the police.</p> <p>If it is safe, stay with the trespasser until the police arrive.</p> <p>If the trespasser gives any indication of violence walk away (if possible keep the trespasser under observation from a safe distance until police arrive).</p> <p>When police arrive update them on the situation.</p>
<p>Follow-up actions</p>	<p>Ensure the incident is documented and filed (including providing a report to police).</p> <p>Contact the Ministry of Education regional office (which can help you access the Traumatic Incident team if required).</p> <p>Debrief staff and assess whether Emergency Management process worked correctly.</p>

12) Attacker on-site/ Lock down situation

	Response actions (as appropriate)
<p>This checklist provides a very basic guide to managing an attacker who is on-site.</p> <p>The aftermath of an attack will require careful management as even in the 'best case' scenario of no one being injured there may be traumatised staff and children, concerned parents, disruption to your centre, as well as media interest.</p>	
<p>When responding to an attacker consider:</p>	<p>Escape – Move quickly and quietly away from danger, but only if it is safe to do so</p> <p>Hide – Stay out of sight and silence your mobile phone</p> <p>Tell – Call the police: 111</p>

	Response actions (as appropriate)
<p>Shots are heard or a violent or threatening intruder is seen on the premises</p>	<p>Call 111</p> <ul style="list-style-type: none"> ● Identify yourself and your centre, including address ● Give details of the situation ● Give details of any casualties ● Give description of weapons, number of shots etc. ● Give description and location and identity of offender if known ● If safe, move to predetermined safe position to await police arrival <p><u>Lock down situation</u></p> <p>The most likely reason for a 'lock-down' is if there is an armed or potentially violent offender nearby or there has been a bomb threat. If instructed by the Police – either by phone call or in person – that there needs to be a 'lock-down':</p> <ul style="list-style-type: none"> ● Alert staff and children by calling them inside - use term 'Lockdown' ● The teachers will call / gather all children and adults inside the centre building (sleep rooms). ● Everyone will be gathered together, in the centre of the building, away from windows and entrance ways if possible (central area – Matua & Nest sleep rooms) ● The window and doors will be closed and locked, and blinds pulled where possible (sheets can be used over glass doors). ● We will call the roll to ensure everyone is accounted for ● We will await notification from the Police that the situation is resolved before ending the lock-down. ● If it is not safe for staff and children to remain at the centre, all will evacuate to the nearest Civil Defence post or to another close safe place. Civil Defence will be kept informed of locations, injuries and needs of children and adults. <p>The Manager or Supervisor of the centre (or person responsible on duty) or person delegated by them will become the Health and Safety Officer (H&SO) for the purposes of the Procedure and will ensure this plan is followed/carried out. H&S officer to:</p> <ul style="list-style-type: none"> ● Where possible advise all parents of the lockdown, by text (via Infocare) and post online (Storypark). ● Collect up all rolls and parent contact records and have both the Grow landline and mobile phone. ● Leave a Notice securely attached to the front entrance of building/or property to advise.
<p>Following the incident</p>	<p>The Ministry of Education Trauma Incident Team will provide support 0800-TI TEAM / 0800 848326</p> <ul style="list-style-type: none"> ● Liaise with the media ● Consider whether to temporarily close or continue operating (the trauma team will provide guidance on suitable responses) ● Continue to monitor the wellbeing of children and staff

13) Serious injury or death

	Response actions (as appropriate)
	<p>All early learning services need to be prepared and know how to manage a traumatic incident involving death or serious injury. The sudden death or serious injury of a child, staff member or family / whānau member can affect the physical and emotional wellbeing of children and people within a community.</p> <p>The event also has the potential to cause sudden and/or significant disruption to the effective operation of an ECE centre and the community.</p>
Death / serious injury occurs at the centre	<p>Ensure your own safety. Assess area for danger (e.g. live wires, poisonous substances etc)</p> <p>Do not assume death has occurred – give immediate first aid.</p> <p>Call emergency services on 111</p> <p>Notify manager or person responsible. Isolate and contain the area. Ensure access for emergency services.</p>
Action after medical personnel have taken over	<p>Manager / person responsible to advise as soon as possible:</p> <ul style="list-style-type: none"> - Service provider contact / Board and chair - Ministry of Education - Worksafe - Consider accompanying police to advise parents or caregivers. - Ensure cultural supports are contacted so appropriate processes can be enabled. - Advise the Ministry of Education Traumatic Incident Team on 0800 84 83 26 / 0800 TI TEAM - Complete Incident form with all known details

14) Missing child

	Response actions (as appropriate)
	<p>All instances of a child missing from a centre or excursion have to be treated urgently and steps taken to find the missing person or confirm their safe whereabouts. There can be many reasons and associated dangers for a missing child, including:</p> <ul style="list-style-type: none"> - The proximity of dangerous hazards to the centre - The possibility of an abduction - The possibility that the child has been picked up by a parent or caregiver - The child has got lost or left the centre <p>Until the child has been found or confirmed in a safe location, action must be taken to locate them.</p>
Information or notification that a child is missing	<p>Confirm that the child had been present at the centre at some time during the day, and if so, when they were last seen</p> <p>Notify manager or person responsible and other staff.</p> <p>Search the centre's premises.</p>
If the child is found	<p>If the child is found injured or ill, call for medical assistance if required.</p> <p>Notify manager or person responsible and other searchers.</p> <p>Establish what happened and complete incident report.</p> <p>Arrange for the child's parents or caregivers to be advised.</p>
If the child is not found	<p>Notify the police immediately</p> <p>Notify the parents / caregivers immediately</p> <p>Contact the Ministry of Education regional office for support.</p>

Relevant Background (including Legislation/Regulation/Licensing references)

Licensing Criteria for centre-based ECE services: HS7 and HS8

Health and Safety at Work Act and associated regulations

Implementation

- Induction processes for managers include sharing contact details with the MoE Regional Office and how to manage notifications of emergencies via Mataara.
- Clear processes and procedures have been developed and staff are trained to follow them.
- These procedures form the basis of regular emergency drills involving all staff, children and visitors.

Review

Review annually and check all contact details are current and correct.

Authorised:	Vikki Cooper
Date:	Term 3, 2023
Review Date:	Term 3, 2024
Consultation Undertaken:	Staff meetings, Website, Newsletter, ECC, MoE