



RUAWAI COLLEGE

EMERGENCY MANAGEMENT PLAN

MARCH 2025

Prepared by



Free call 0800 111 277

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Document Control

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Lockdown and evacuation register

Date Tested	Evacuation/ Lockdown	Issues Raised	Addressed by	Next Test Date

INTRODUCTION

This Emergency Management Plan has been developed by Harrison Tew® Consultants (NZ) Ltd (also referred to as Harrison Tew®) in conjunction with senior leadership at Ruawai College.

The plan recognises the uniqueness of Ruawai College and serves to complement procedures currently in place, along with implementing new procedures to address best practice. The information contained within the plan aligns the schools' response with the current procedures for both the emergency services and Civil Defence in New Zealand.

This emergency plan is developed around the structures and alerting systems that are currently in place and is specific to Ruawai College. As such the plan has a version control and should be viewed as a living document, which is able to be updated when practices or legitimate evacuations/lockdowns occur, issues are raised and any areas that can be improved.

This may also be applicable if improvements are made around alerting systems and processes for communication within the school, and when any redevelopment of the school is completed such as the removal and addition of classrooms and/or other buildings. There will also be changes to personnel and key contacts for the school which are able to be updated by Harrison Tew®.

The overarching principles around responding to an emergency are that the response should be tested and confirmed as the most appropriate and safest way, and any subsequent incident be dealt with in a positive and consistent manner.

During the early stages of any emergency there may be confusion and a lack of real information about what has or could potentially occur. For this reason, it is easier that only two responses and corresponding alerting systems are in place which is simply, one to **“Stay”** and one to **“Go”**.

Once the incident details are clearer, then information can be passed on to staff or students, particularly during a lockdown when one of the key concerns will generally be the initial lack of information about what is occurring.

EMERGENCY PLAN CONCEPT

This emergency plan is designed to assist as an aide memoire and information base to refer to for specific emergency events likely to impact on the school and can be used for reference during and after any emergency event.

Emergency situations at schools are those events in which the safety of students, staff and visitors to the school are imminently put at risk by either the actions of a natural or man-made event.

Ruawai College is far from immune to the effects of natural disaster and has several highly probable events which could impact on the district; these could range from cyclonic storms to tsunamis.

A man-made event can be an armed intruder to the school, a person looking to evade police detection within the school grounds or a mentally impaired or drug affected person. It can also cover serious assaults on the school grounds or domestic or custody disputes.

How a response is made to the range of emergency events that could possibly impact on the school needs to be positive, simple, consistent, and tested. This will ensure that the key aim of the response is ensuring the safety of the students and staff.

The response section of the plan covers those specific incidents which are likely to impact as emergency events for the school. There are 15 different emergencies in this plan that schools may face causing the school to have to lockdown or evacuate. The exception to this is an earthquake where the initial action is to drop, cover, hold in the first instance and then evacuate. Behind each tab is a sheet which provides the instruction to evacuate or lockdown.

Reference can be made to this plan if an emergency occurs but provided separately to the school is a senior leadership lockdown pack. This is provided for reference at the end of this plan, but also provided in word format to senior leadership to be able to use electronically as the emergency unfolds.

One of the key components in the response to an emergency is the clear consistent message that comes from the recognised key decision maker within any organisation. In this case, it should be either the principal, or another member of the senior leadership team.

EVACUATE OR LOCKDOWN

In simple terms, do we evacuate the school grounds to remove the students and staff from the immediate danger from the school buildings and surrounds; or do we lockdown the school and protect the students by ensuring they are safe inside the school buildings and subsequently removed from any potential danger posed from outside.

In an emergency event, it isn't possible or realistic to inform the entire school of the exact events unfolding and so to get an immediate response the alarm needs to be identifiable and provide one of two sounds, one to evacuate and one to lockdown. Once this has been done, then information is sent out to explain what is happening.

Given these emergency events are likely to occur anywhere within school grounds, i.e. violent intruder or fire, then it should be recognised that an alarm alerting the school both internally and externally is most important.

An issue highlighted in schools over the years, is the concern of how to account for everyone on-site and the concern for students who may be on their own in a lockdown. This is where regular training is important.

Accounting for staff, students, and other visitors on-site in an evacuation is done as soon as the buildings have been evacuated. In a lockdown, accounting for everyone who is on-site at the time, is not possible until the lockdown has completed, then everyone moves to the evacuation assembly area and everyone is accounted for.

The alerting system needs to be clearly different and an audible alerting system is, based on experience, the best option advocated as the safest and most likely to achieve the result of a faster lockdown or evacuation.

In a lockdown situation do not use code words and do not attempt to use a non-audible system.

PRINCIPLES OF EMERGENCY MANAGEMENT

There are several key components to the successful conclusion to an emergency. These principles are in line with those adopted by New Zealand's emergency services and Northland Emergency Management.

www.nrc.govt.nz

They are as follows:

- **Reduction**
- **Readiness**
- **Response**
- **Recovery**

The reduction phase: This primarily looks at issues of security and include the adopting of policy and standardised procedures for unauthorised person(s) on the school grounds.

However, it also addresses the most significant issue when responding to an emergency and that is the alerting system used to advise students and staff of the immediate dangers and the appropriate response to be taken.

There is also a requirement to confirm the school's policy for all visitors to the school signing in and visitors will then be provided a form of identification.

This is developing a culture of security within the school and within the community, and the risk of unauthorised persons on the grounds will be reduced.

The readiness phase of the emergency plan addresses how the emergency procedures are implemented and communicated to staff. It also allows for the testing of the two response options and subsequent debriefing.

The school should have coloured jerkins for senior leadership and additional senior staff as the incident and alternate controllers along with a battery operated, hand-held loud hailer.

In the response phase are few key actions, which immediately focus on the best course of action for the safety of the students and staff, followed by the actions to be taken for the responding emergency services. This will include how information is

passed to staff during an event and then onto the emergency services, and how information is then passed onto both parents/guardians and media. A preformatted media release and information on how the website can be updated is also a part of it.

The recovery phase of the emergency plan covers the appropriate action to be taken post an event, such as counselling for staff or students, the businesses continuity aspects of running the school, what plans are in place for returning the school to normal procedures, and what lessons can be learnt from the event. This phase can be incorporated within the crisis management structure, by offering a coordinated response to any emergency.

EMERGENCY PROCESS

The emergency process should follow the course of events and include options for dealing with an emergency and considerations to be given to the immediate impact onto the school, how to deal with not only the immediate safety of the students and staff, but also how to assist the emergency services in their response to the incident/situation at hand.

The process will also need to deal with the media who will be inquiring about the situation and parents and caregivers who will want information concerning the safety of their children.

As a follow-on to the immediate actions during an emergency, there needs to be a clearly defined, and accepted, chain of command within the school during both school hours and after hours and obviously any key decision to be made once an alarm has been activated, needs to come from the principal.

The emergency decision making process is as follows:

1. Incident has been advised of, either developing (i.e. advised of a situation via the met service website, police or Fire and Emergency NZ) or has just occurred (i.e. fire, armed/violent offender on or near Ruawai College grounds or an earthquake).
2. Is this event likely to impact on the safety of anyone in the school, students, staff, resident staff families, visitors, contractors or external groups?
3. Decision is made on course of action.
4. Is the safest option to remove everyone from the school grounds? If so, the evacuation alert is sounded.
5. Confirmation of evacuation is made to emergency services via the 111 lines.
6. Is the safest option to ensure everyone remains inside and away from danger? If so, the lockdown alert is sounded.
7. Confirmation of lockdown is made to emergency services via the 111 lines.

EMERGENCY COMMUNICATIONS PLAN

In an emergency

Dial 111 from any phone within Ruawai College

ASK FOR POLICE, FIRE OR AMBULANCE

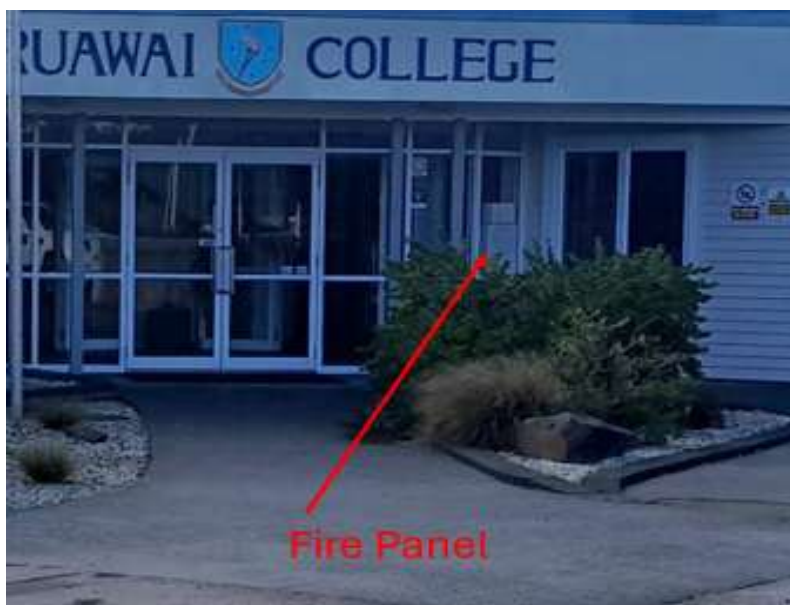
EVACUATION IS ADVISED BY

The fire alarm or continuous sounding of the school bell.

(Please note: The fire alarm system is currently in the process of being upgraded and should be upgraded to a Type 4 alarm).

LOCATION OF BELL/ALARM

The evacuation alarm can be manually activated through the fire control panel which is located to the right of the main reception entry door.





Manual call points are also located through out the school linked to the fire alarm system.



	
LOCKDOWN IS ADVISED BY	Intermittent sounding of the school bell for approximately one minute.
LOCATION OF BELL/ALARM	There are two manual activation points to activate the school bell. One manual activation point is located at the rear of the reception / administration office. 



The second location is in the staff room which is located at the rear of the administration block.



EVACUATION ASSEMBLY AREA

The primary evacuation point for the school is to the **coloured asphalt courts.**

There is good egress should it be required out onto the school fields. This also gives options to completely leave the school campus if required.



SECONDARY EVACUATION ASSEMBLY AREA

The school has a large field accessible from all areas of the school which can be used as a secondary evacuation area.

If an off-site location is required, Ruawai Primary School is immediately across the road from Ruawai College and has a large car park and pick up area, which would facilitate an easier controlled release of students.

This does require moving students across State Highway 12, but this may be achieved with support of Police.

This would be only used at the direction of the emergency services. Handling this move calls for the following:

	✚ Account for students at the initial evacuation assembly area (unless unsafe to do so). ✚ Ancillary staff dotted along the route, guiding students to the second assembly area. ✚ Upon arrival, gathering a secondary account for staff, students and visitors. ✚ Ensure school website is updated. 
Internal communications	Internal communications for a lockdown once the school has been secured (if required) will be through the following: ✚ Internal email (recommended that an internal school email be used to communicate internally). ✚ Staff have mobile phones which can be accessed during the school day and are encouraged to have their email on their personal mobile phones, this is not compulsory.
External communications	External communications for a lockdown once the school has been secured is as follows: ✚ The school is using the student management system 'Kamar' to send text messages and emails to parents.

	✚ The website is fully functional and will be used to update the community about the school once it goes into lockdown or evacuation. This can be updated by the office staff. https://www.ruawaicollege.school.nz/ ✚ The school also has a Facebook page which can also be used to relay information to the community in case the school is in evacuation or lockdown. https://www.facebook.com/ruawaicollege/
Incident Controller	Principal: Aidyn Rasmussen Mobile: 021 260 9989 Email: arasmussen@ruawaicollege.school.nz
Alternate Controllers	Associate Principal: Deb Ward Mobile: 021 194 4933 Email: dward@ruawaicollege.school.nz Assistant Principal: Mitch Cranch Mobile: 021 733 452 Email: mcranch@ruawaicollege.school.nz Business Manager: Brenda Polwart Mobile: 021 833 805 Email: bpolwart@ruawaicollege.school.nz Principal's Assistant/Senior Leader: Tyla Osullivan Mobile: 027 270 7022 Email: tosullivan@ruawaicollege.school.nz pa@ruawaicollege.school.nz Office Administrator: Yvette Morfett Mobile: 021 0253 0420 Email: admin@ruawaicollege.school.nz

	Caretaker: Mark White Mobile: 021 916 543 Email: rccaretaker@ruawaicollege.school.nz Assistant Caretaker: Maryjane Marsh Mobile: 021 111 5838 Email: Mmarsh@ruawaicollege.school.nz Administration/Sports Coord: Hazel Hornell Mobile: 022 042 2447 Email: sport@ruawaicollege.school.nz
School location address	4375 State Highway 12 Ruawai <u>NORTHLAND 0549</u>
School contact details	Email Main: admin@ruawaicollege.school.nz Email Principal's PA: pa@ruawaicollege.school.nz Phone: (09) 439 2216 School Mobile: 027 268 5313 Website: www.ruawaicollege.school.nz
School location	Ruawai College is located in a rural location approximately 2 kilometres north of the rural township of Ruawai.



The northern boundary of the school borders State Highway 12 and beyond is Ruawai Primary.

The western boundary borders Ruawai School Road and beyond is farmland.



(Red outline in photograph above indicates fencing)

Both the southern and eastern boundaries of the school grounds border farmland.

	Along the southern boundary of the school at the rear of the field is a drain. There is a gateway in the fence to allow for maintenance of the drain. The school is fully fenced with aluminium pool style fence ranging in height from 1 - 1.8 metres high.
Primary entry point	The primary entry point for Ruawai College is approximately 350 meters west of the intersection with Dunn Road.  At this entry there is vehicle access leading to the main administration block. 

Alternate entry points

The school has two other vehicle entry points. These are not commonly used and are gated off.

One is halfway along the school frontage on SH 12.



Another is accessed off of Ruawai School Road on the school's western boundary. Although listed as a road, it accesses a dairy farm and has the Fonterra Rapid number of 14475. This is not commonly used and is gated off.





A further pedestrian access is through a pedestrian gate beside the Caretakers shed. This is accessed off a walkway from SH 12 by the Heli Pad.



Entrance to Reception

The entrance to reception is located approximately 20 meters from the main vehicle entrance point.

A concrete path leads directly to the reception office primary entry.



A double set of outward opening aluminium framed doors leads into an internal foyer. These doors can be secured by an internal snib lock.



To the left is a further set of double opening aluminium framed doors leads towards the hall.



Straight ahead is another set of double opening aluminium framed door leads to the reception area. These internal doors cannot be locked.



**Office/administration
security and layout**

The reception counter has a split-level desk. The school utilises a paper-based sign in/out system.



Either side of the main reception office are corridors, the corridor on the right-side leads to two SLT offices and the sickbay. The corridor on the left leads to the Incident Control Room, Principal's office, Business Manager's Office and the staff room.

There is a linking corridor joining the left and right-side corridors immediately behind the reception office. The main reception office can be accessed from either corridor.



	An AED is located in the left side corridor of the main administration block, immediately outside the entry to the main reception office.
Location of senior leadership	SLT are located in the main administration block.
Location of Control Point	The meeting room located in the main administration block is the Incident Control Room. It offers a large workable space, access to water, fridge, white board and power. It has block out blinds on the windows.  The photograph shows a hallway with wooden flooring and white walls. A red arrow points to a potted plant on the left, labeled 'AED Location'. Another red arrow points down the hallway towards a set of stairs, labeled 'Hallway to ICR and SLT'. A third red arrow points to a doorway at the end of the hallway, labeled 'ICR'. To the right of the hallway, there is a reception desk and a wall-mounted screen.

	
Door locking systems	All teaching areas of the school are able to be locked, however most are required to be locked from the outside prior to them being pulled closed. Some doors have internal snib style locks on the inside. Teachers have keys to the areas in which they teach. 

	
Lights off	It is recommended that all lights be turned off in areas being locked down. This can be done manually with no sensor lighting in teaching areas. All large screens and any displays also need to be turned off.
Window Types	The school has a range of styles of windows, with most being above ground level, with a mixture of both wooden and aluminium framed. Some also have a slight tint which would support concealment within the rooms. 

Window Coverings	Most classes have roller style sun blinds in teaching areas, some also have a slight tint. It is not recommended that windows be covered as movement in front of the glass would raise risk. If blinds or curtains are drawn, they should be left, but the preference being they are open. 
Accommodation/ Shelter	The school has a large hall attached to the main administration building and a large gymnasium located on the eastern side of the campus. Both areas are large enough to accommodate the entire school and could be used for a longer-term lockdown when safe to move as well as providing additional shelter in a prolonged emergency response.
Other	TOILETING Most of the classroom blocks have internally accessed toilets. The technology classes (wood/home economics), music rooms and one prefab class do not have toileting facilities. This would need to be a focus of the management team in any lockdown response.

HEATING

The school utilises heat pumps for heating and cooling.

COOKING FACILITIES

The school has cooking facilities in the staff room, the food technology class and an older style kitchen attached to the school hall.

FOOD

There is some additional food kept in the food technology spaces as well as the school having school lunches provided for all students daily. There is a small amount of food via Kids Can.

HAND-HELD RADIO

These are not currently used but would be a strong recommendation to have these for the SLT.

POWER

No back-up for power available on-site.

SICK BAY

The sick bay is located in the administration block area of the school.



	ADDITIONAL INFORMATION
	Cameras The school has a number of cameras, and these are able to be accessed on computer by the SLT.
	Special needs class No specific special needs class.
	Pre school No pre-school on site. The school does provide services to both Matakohe and Tinopai Schools for Hard Tech and Home Economics classes for years 7 and 8's.

RECEIVING ADVICE OF AN EMERGENCY

Advice of any emergency event which could impact on the school could be received from a range of sources which may include, but are not limited to the following:

Actual incident occurring	Staff/students within the school
Neighbouring schools	Radio/television
Social media	Emergency services
Emergency Management/Civil Defence	Neighbours
Parents	Anonymous phone call
Email/text	Harrison Tew®

Once an incident has occurred or information has been received about an event which could potentially impact on the school, students and staff, a decision is made by the Principal (Incident Controller) or an alternate person (another member of the senior leadership team) on the appropriate course of action to take as per the emergency process.

If an event is developing then information can be passed around the school through phone call, hand-held radio, email, or staff meeting, whichever is the easier option for the incident. This would be for a non-urgent situation. If it was an emergency which is directly affecting the school, then the lockdown or evacuation alarm respectively will be sounded.

The decision-making process is based on what information has been received.

Other sources of information which may assist in any decision-making process are available (always remembering that responding first is ideal and then determining the nature of the emergency/incident from the following free websites (which senior leadership at Ruawai College can be registered for, to ensure up-to-date information and alerts):

Information Source	Website
Civil Defence & Emergency Management	www.nrc.govt.nz
Weather information NZ Met Service	http://metervice.com/national/

Other sources of information which may assist in the decision-making process are as follows:

Harrison Tew® Consultants	www.harrisontew.co.nz
Pandemic Updates Ministry of Health	www.moh.govt.nz/pandemicinfluenza
Earthquake Information Geo Net	http://www.geonet.org.nz/
Ministry of Education	www.education.govt.nz
Ministry of Civil Defence (National Civil Defence Information)	www.civildefence.govt.nz
Latest News and current events Stuff.co.nz	www.stuff.co.nz
Latest News and current events News Talk ZB	www.newstalkzb.co.nz
New Zealand Herald	www.nzherald.co.nz

SENDING INFORMATION FROM THE SCHOOL

Often during or after an emergency event, requests for information will be received from a range of groups, for example from parents, caregivers or the media and even other schools in the area. It is advised that a pro-active approach be adopted in the advice given to these groups and a pre-planned strategy and response be developed.

This could simply be a plan to update the school website, group email and/or text, message to parents or a pre-planned media release. To ensure parents know to look at the website to receive information in an emergency, communication needs to be forwarded to them to advise of this and to monitor this site to receive regular updates if the emergency, lockdown or otherwise is prolonged.

Advising parents of staff, students and members of the school community who have involvement, prior to an emergency by stating that you have engaged Harrison Tew®, if they are not aware of us, you can advise who we are “an external company established by ex-police officers to work with schools to train schools in “best practice”;

Reminding parents also that Ruawai College have taken the “extra step” when it comes to the safety of staff and students at the school.

Ensuring that the school will be working with the community at large in communication should an emergency occur at the school and that the school has the safest conditions in place for students, staff and any visitors on-site, including training (which they would have been advised of anyway), but this reinforces it.

This is helpful, that way when they receive an alert advising them of an emergency at the school, they already have a “heads up” as to what advanced measures the school has taken, far beyond what is a standard proforma provided by government agencies.

Media will be in touch before you know it, if an emergency occurs at the school, so it is important to be prepared in that aspect also. Please do not hesitate to contact Harrison Tew® for advice should this occur. Very briefly, the main thing is, to not say “No comment”. Just obtain their details if you must and advise that the principal or Board of Trustees chairperson will get back to them. And make sure they do.

CONTACT DETAILS FOR MEDIA ORGANISATIONS

News Talk ZB	news@newstalkzb.co.nz Studio Phone 0800 801 080
Stuff.co.nz	newsroom@stuff.co.nz Phone 0800 697 883
The NZ Herald	www.nzherald.co.nz yournews@nzherald.co.nz Phone 0800 437 253 (0800 herald)

EMERGENCY EVENTS

As previously indicated in the Introduction, this document serves as a reference guide for all types of emergencies.

Should an emergency event take place, it is important that everyone on-site is prepared. To reinforce the information contained within the introduction of this document, Harrison Tew® Consultants (NZ) Limited focus on the several key components to the successful response and conclusion to an emergency and these principles are in line with those adopted by New Zealand's emergency services and the Northland Emergency Management.

As previously indicated, these are as follows:

- **Reduction**
- **Readiness**
- **Response**
- **Recovery**

Emergencies adopt a variety of different forms from man-made disasters, e.g. disgruntled parent(s)/mobile offender, through to a natural disaster, such as the most recent warnings, and Civil Defence alerts of tsunamis that have threatened the shores of New Zealand in recent months, along with the series of earthquakes felt throughout New Zealand.

To ensure responsiveness and a readiness to deal with such emergencies, it is also important to understand the definitions, background, and have supporting details on why such incident and/or disasters may occur.

This document has been tabulated into the following indices:

- Go
- Stay
- Accident/Crash
- Bomb Threat
- Criminal Act
- Earthquake

Indices continued...

- Fire
- Flooding
- Landslide
- Mobile Offender
- Pandemic
- Storm Event
- Swarm of Bees
- Threatening Behaviour
- Tsunami
- Volcano
- Other

At the front of the document, there is a **Go tab** and **Stay tab**. The procedures are based on these responses and are simple, clear, consistent and easily understood which is an important approach to emergencies. Should an event take place where the person in charge is unable to decipher the specific details of the emergency, yet they are firm in their belief to evacuate, then the **Go** tabulation will explain what the evacuation procedures are for Ruawai College, likewise the **Stay** procedures is the lockdown policy.

To help understand what to do in disasters, the front page of each heading and emergency provides you with the decision of either **Lockdown (stay)** or **Evacuate (go)**. This is a replica of the front tabs and reinforces what to do with each specific emergency/disaster.

It assists to support as many people, staff and students on-site at the time of an emergency, that the procedures are followed as best as possible.

TRAINING and DRILLS

Practical revision and initial training are provided as part of the introduction of the plan to Ruawai College.

This document is not provided to **prevent** emergencies or guarantee to save lives, it needs to be used as a reference guide to **assist** when an emergency occurs if preferred.

It is important for the training of how to deal with a disaster and due to this Harrison Tew® provide a hands-on approach. Training is where areas to improve are identified and will be able to be looked at being rectified in a controlled environment. This is a positive aspect of training and allows people to deal with such disasters in a realistic, yet safe and are able to interact with the team at Harrison Tew® and clarify reasons why specific responses are imposed.

It is important when conducting drills, they should be practical, sensible and as realistic as possible. This ensures that all staff and students will treat the situation seriously and act accordingly.

The training needs to be broken down into separate groups, so addressing the requirements of the senior leadership team, as the primary responsibility involving the command and control and responsibility of the incident lays with them. Further, the additional responsibility of the communication with the parents/caregivers of the students, who potentially may be the next largest issue that has to be handled, to ensure that the information gets out, quickly and accurately, ensuring there is no reaction from the parents and resolving the matter without further incident.

Addressed, maybe separately or with the senior leadership team, the administration/front office team can be the largest asset in a lockdown as they are the ones that may receive the information first-hand as to what the situation is and are able to enter the incident control room and be the liaison with the emergency services, if they are leading the emergency or whoever is the controlling authority.

Secondly, working through the plan with the staff. In the initial training and potentially follow-up (annual audit) training, questions will arise with regard to leaving the windows unobstructed; moving to the centre of the room and how to control social media. This is addressed in the staff training.

The last training is with the students. In relation to a lockdown, students don't need to be traumatised by leading straight into the "man with the gun" or the "active shooter" scenario, in fact this is the worst that can be done, as you immediately cause fear and lose focus of your audience.

The focus needs to be on the procedures and what they (the students) are to do when they hear respective alarm.

There are tactics to move away from "the man with gun" scenario which, whilst the reason we put the response procedures in for, the worst-case scenario, is not a common occurrence but can occur and is what we prepare for.

Following the training, putting what everyone has learnt into practice regarding the lockdown is an exercise. This is important to do following the training, so that it is fresh in everyone's mind and affirms what has been taught.

This includes live communication before, during and after the exercise, involving the parents/caregivers and neighbouring schools. The police are also advised that this is occurring

It also answers and clarifies, the reasons why certain procedures that Harrison Tew® have adapted to schools from their experience, make sense!

CRISIS MANAGEMENT PLAN

RUAWAI COLLEGE

Introduction

The purpose of this crisis management plan is to give structure to the response to a crisis or incident, which has occurred or is developing.

- ✚ A crisis event is one which has the potential to impact on the wellbeing of the school's students, staff and wider community, and needs to be dealt with in a coordinated manner. It is a plan which can be used post an emergency event and used in conjunction with this emergency management plan.
- ✚ The crisis management process can be used for dealing with the aftermath of an emergency event such as a fire at the school.
- ✚ An independent crisis management manual could be considered for Ruawai College if there is not already one in place. This emergency plan is directed at **immediate action** where a crisis management plan is a response plan to manage situations in the "aftermath" i.e., death or serious injury to a staff member or student; trauma to a family member of a student/teacher associated with the school. It is important to realise that a traumatic incident is something that may have either an immediate or delayed effect upon a person. Recognising this and acting to deal with the immediate trauma or attempting to prevent any delayed trauma will assist in the rehabilitation of any person.
- ✚ It is also important to note in the case of a traumatic incident and how each person responds to it, is a ***"normal reaction to an otherwise abnormal situation"***. Working through how a person reacts to any situation with professionals or general empathy and support will contribute towards a positive outcome.
- ✚ The immediate response to events is detailed in the plan followed by the communications structure and then aspects of extended care for staff and students.
- ✚ It should also be noted that the principal (or another member of the senior leadership team) is able to direct that an event is managed with the same structure without his/her direct involvement, for example the principal may be off-site or out of the country, but these procedures are able to be managed by him/her and actually completed by the remainder of the senior leadership team. It is also

important to have a “person in charge” at the school for direct communication when required.

When dealing with any crisis or emergency there are two key areas which will assist in managing staff and student post the event. They are information and communication.

Information: deals with how the school is made aware of any event and the reliability and weight that it puts on the information that it has received.

Communication: deals with how the information is distributed and what decision is made because of that information and how any subsequent decision is communicated to different parties such as staff, students, parents and caregivers, neighbouring schools, the board of trustees, the media and/or emergency services.

This is based on the Co-ordinated Incident Management System (CIMS) which is used by New Zealand emergency services and government agencies and is a system which is scalable in that it can be modified to fit the size of any event.

This structure allows for accountability in dealing with any event and gives those involved clear guidelines and roles in the process of responding and dealing with any event.

The crisis management structure can be used for situations such as;

- ✚ Extended service outage, (such as power, water);
- ✚ Following all emergency events (such as a fire, earthquake, lockdown);
- ✚ Traumatic incident impacting on the school;
- ✚ Developing event (such as a pandemic or other health incident, volcanic activity);
- ✚ Assisting in the recovery of any event;
- ✚ If any building and/or the entire school is isolated as a civil defence emergency and staff and students are required to shelter in place at any specific area of the school.

CRISIS MANAGEMENT PROCESS

The following is a guide on how an incident can be dealt with utilising the crisis management plan.

Information is received by the school through any one of the following methods: media, neighbours, nearby schools, staff, or students. This information is referred to the principal.

Based on the information that has been received, a decision is made that this incident does not pose a direct threat to the safety of students however it requires a coordinated response from the school to deal with the incident in a safe and consistent manner.

The principal (or another member of the senior leadership team) will initiate Ruawai College crisis management procedures which will involve notifying the school crisis leadership team.

The crisis leadership team will consist of senior key staff and support staff. It should be noted that there should be a process of alternates being available for involvement in the management of these crisis and/or an acceptance that the matter will be dealt with by those available members.

The structure allows for the involvement of specialists such as health professionals, counsellors, Ministry of Education advisors, or other persons with specialist advice or knowledge which could assist with the situation.

The crisis leadership team is assembled if deemed appropriate and an Incident Manager is appointed. Ideally, unless unforeseen circumstances exist, this will be the principal, another member of the senior leadership team, or alternatively the Board of Trustees Chairperson. Specific tasks are delegated for the members of the crisis leadership team and responsibilities assigned to these tasks. This allows for accountability in the response to the incident.

DECISION MAKING PROCESS FOR THE CRISIS LEADERSHIP TEAM

Information is received by the school through any one of the following methods: media, other schools, staff, students, emergency services. This information is referred to the principal or an alternate senior member of the staff in order of hierarchy.



Based on the information that has been received, a decision is made that this incident requires a coordinated response from the school to deal with.

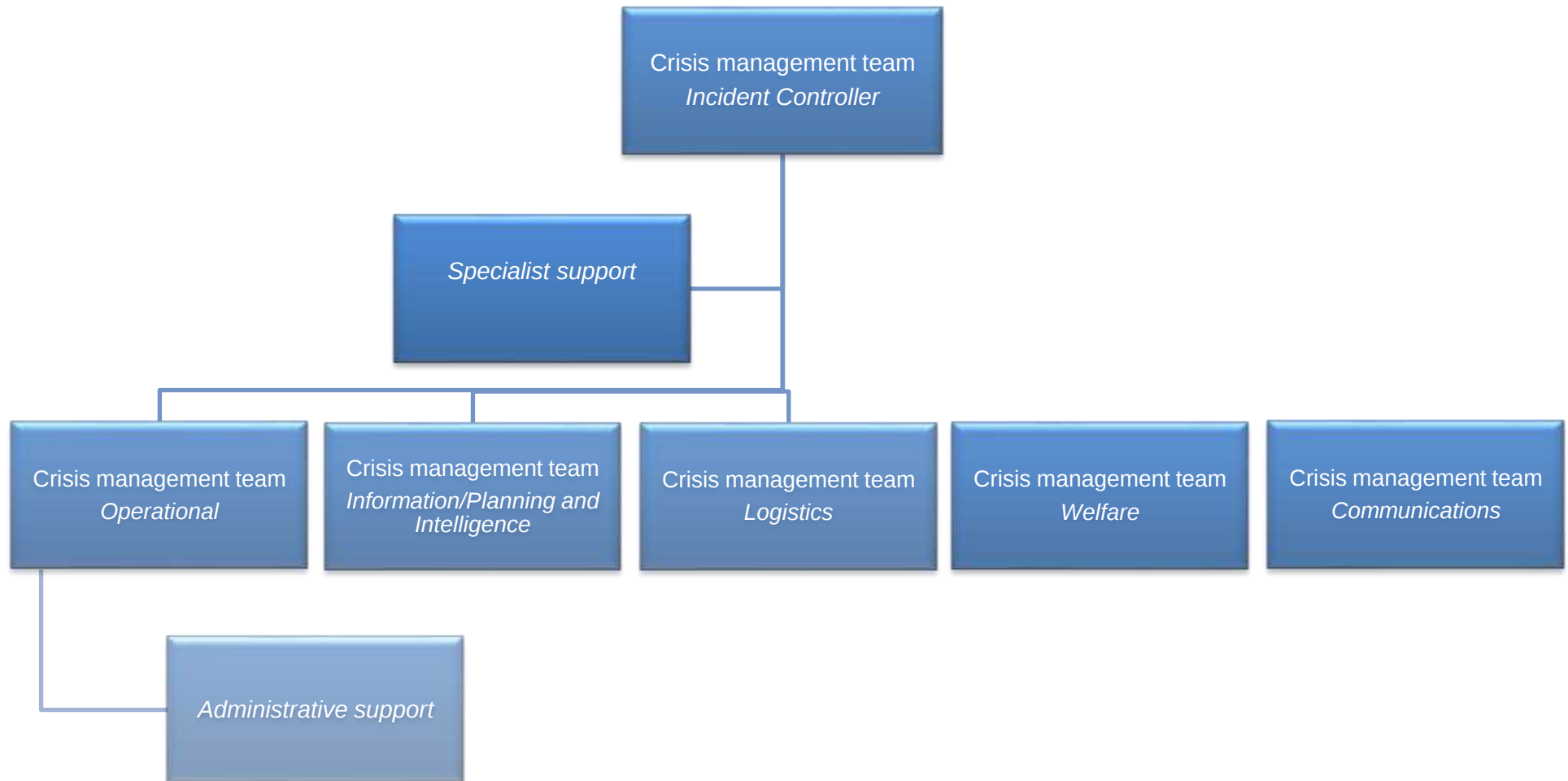


The principal will initiate Ruawai College crisis management procedures which will involve the notification and potentially activation of the crisis management team.



Specific tasks are delegated for the members of the crisis management team and responsibilities assigned to these tasks. This allows for an accountable approach to the incident

COMMAND CHART FOR THE CRISIS LEADERSHIP TEAM



The following are a list of tasks associated with roles that can be used in an emergency, crisis or developing event such as a pandemic. The roles can be assigned to one independent person per role, or alternatively a person can adopt multiple roles. For example, the operational and incident controller role could be merged. It is not a “requirement” to fulfil each of the roles or dot points highlighted in this section, but this can be used for an aide memoire and the relevant templates follow this section to assist for the record keeping.

The key aspect around having a structure in place for managing such incidents is to ensure there is structure and consistency around response with each role being important for the overall response to an incident. The dangers in managing a response is that there is duplication in tasks, or information is confused and unstructured, and most importantly time is wasted on deciding what or who should do certain things.

It is paramount that meeting are structured and led by the incident controller with actions decided on and times recorded on when actions need to be completed and when the next meeting would be.

Incident Controller

Role

The position of Incident Controller would be the Principal or another member of the senior leadership team with the mandate to make decision on behalf of the school. Whoever fulfils this role, should have the capacity to authorise all instructions which includes a financial authorisation. They would convene and lead all meetings with a set time frame.

The role of the Incident Controller is to manage the school’s overall response in the event, emergency or crisis. They are responsible for running the incident, making decisions in conjunction with the rest of the crisis leadership team, and assigning staff to positions within the crisis leadership team structure.

Note: The Principal may direct that any other member of the crisis leadership team manages an issue using the same structure.

Responsibilities

- Chairs the crisis leadership team meetings
- Ensure all decisions, actions, and activities are recorded (this can be undertaken by the administrative support within the crisis leadership team)
- Prioritise resources and the direction given to any response
- Lead the development of an action plan for dealing with the incident based on information provided by other members of the team
- Liaise with external agencies (Ministry of Health, Ministry of Education)

Operational

Role

The role of the operations position is to ensure that the controller's directions are carried out. In a smaller scale event, or where there is not enough staff to cover all roles this role can also be undertaken by a designated member of staff.

Responsibilities

- Obtain a briefing from the Incident Controller
- Coordinate and supervise operations and liaise with all external groups such as the emergency services, Ministry of Education, counsellors, traumatic incident coordinators, etc.
- Organise all external agencies and facilitate future planning
- Coordinate the application of resources
- Ensure Planning/Intelligence and Logistics Sections are kept informed of operational situation
- Ensure objectives are current and valid
- Resolve operational problems
- Report significant issues
- Prioritise resources
- Attend regular briefings given by Incident Controller

Logistical support

Role

The role of Logistical Support is the acquisition of human and physical resources, services, materials and facilities that support the objectives outlined in the action plan developed by the Incident Controller.

Responsibilities

- Obtain a briefing from the Incident Controller
- Ensure all decisions, actions, and activities are recorded
- Estimate future service and support requirements
- Track costs (a cost recovery sheet is attached to the plan)
- Monitor procurements
- Ensure Operations and Planning/Intelligence are kept informed of the logistics situation
- Report significant issues;
- Attend crisis leadership team meetings

Welfare

Role

The welfare position is responsible for the overall welfare of staff and students. That issues are reported to the Incident Controller and they maintain overall communication with staff and only for students when they are on site.

Responsibilities

- Obtain a briefing from the Incident Controller;
- Maintain communication with staff and provide regular accurate briefings and updates;
- Provide updates during school and at staff meetings
- Keep staff updated if the school were to close

- Be the primary point of contact for all welfare issues for staff and only for students when they are at school
- Ensure all decisions, actions, and activities are recorded;
- Report significant issues;
- Attend crisis leadership team meetings;

Communications

Role

The role of the Communications position is to ensure timely and accurate information is passed onto the school community both during school as well as in the event the school were to be closed.

Information about key decisions made by the incident controller are passed to staff and student family when appropriate.

Responsibilities

- Obtain a briefing from the Incident Controller;
- Maintain communication with staff and student families and provide regular accurate updates;
- Provide updates during school times
- Keep the school community updated if the school were to close
- Ensure all decisions, actions, and activities are recorded;
- Report significant issues;
- Attend crisis leadership team meetings;

Information/Planning and Intelligence

Role

The role of the Information/Planning/Intelligence position is to support the operation by ensuring accurate and timely information is received and supplied to the Incident Controller. Based on this information they can give an assessment of potential developments and a direction the incident may take.

Responsibilities

- Obtain a briefing from the Incident Controller;
- Manage all sources of information and analyse this information for timeliness/accuracy and relevance;
- Ensure all decisions, actions, and activities are recorded;
- Ensure the Controller, Operations and Logistics members are kept informed of intelligence information;
- Report significant issues;
- Prioritise operational resources;
- Attend crisis leadership team meetings;

Administrative support

This position offers a wide range of supporting roles for the crisis leadership team, including overall wellbeing of the crisis leadership team. This position is also responsible for maintaining accurate records of the process and undertaking administrative tasks under the direction of either the Incident Controller or the Operations position.

Specialist Support

The specialist support position is brought in at the discretion of the crisis leadership team and although they can offer guidance and advice, the final direction on which any response will take, falls with the Incident Controller and the crisis leadership team.

First and foremost, this role would be undertaken by any person who is able to access and edit any online functions. The ongoing continuity of business planning via Information Technology ensures the logistical aspect can be upheld and maintained, particularly should the emergency evolve into a lengthy situation.

Additional specialists may include, but are not limited to the following:

- Harrison Tew® Consultants (NZ) Ltd
- Ministry of Education Traumatic Incident Coordinators
- Ministry of Health
- Emergency Services
- Administrative staff
- Counsellors
- Local Community Groups
- Emergency Services
- Psychologists
- Lawyers

AIDE MEMOIRE
INCIDENT CONTROLLER

	DATE/TIME	
Confirm the accuracy (if possible) of information received.		
Decide if the crisis leadership team should be contacted. Time and location.		
Lead all meetings. Brief members of the crisis leadership team/Board of Trustees.		
Formulate an action plan for any immediate response; identify future risks for the school.		
Assign tasks to crisis leadership team members as per respective checklists.		
Set meeting time for subsequent briefings and meetings for the crisis leadership team and/or staff.		
Prepare external communications.		
Conduct media interviews.		
Develop a recovery plan.		
Maintain liaison with external stakeholders during any prolonged incident.		
Plan for de-briefing the incident and implementation of issues identified during the response.		

OPERATIONS

Aide Memoire

	DATE/TIME		NOTES
Receive updated briefing from the Incident Controller.			
Contact external support groups.			
Establish liaison with external agencies which can support the schools response.			
Task others as per the action plan/directives given by the Incident Controller.			
Receive taskings from the Incident Controller.			
Undertake the role of the Incident Controller when the Incident Controller is unavailable.			

LOGISTICS

Aide Memoire

	DATE/TIME		NOTES
Receive updated briefing from the Incident Controller.			
Ensure all actions and activities are recorded			
Estimate future services and support requirements <i>(Purchase of goods and services or if more specialist support is required to be paid for)</i>			
Make purchases and track costs for potential cost recovery. <i>(Have an updated list of all service providers which can be used by other members of the Crisis Management Team)</i>			
Report significant issues			
Attend all Crisis Management Meetings			

WELFARE

Aide Memoire

	DATE/TIME		NOTES
Receive updated briefing from the Incident Controller.			
Be the primary point of contact to staff with regular updates			
Initially by email and staff meetings. <i>(Ensure ability to use email and access to staff contacts even if offsite or working remotely)</i>			
Responsible for all signage that goes into the school and is displayed around the school.			
If there will be school closure, be point of contact for information to and from staff <i>(Have all staff contacts and mobiles numbers)</i>			
Report significant issues			
Attend all Crisis Management Meetings			

COMMUNICATIONS

Aide Memoire

	DATE/TIME	NOTES
Receive briefing from the Incident Controller.		
Commence log of events and tasks given.		
Provide regular accurate information to the school community.		
Responsible for all messaging that goes to the community inclusive of signs that may be at the school gates.		
Update school website and provide all external messaging both during school hours as well as if the school were to close. <i>(Ensure ability to access school apps and website remotely and not reliant on a third party)</i>		
Report significant issues		
Attend all Crisis Management Meetings		

INFORMATION/PLANNING AND INTELLIGENCE

Aide Memoire

	DATE/TIME	NOTES
Receive briefing from the Incident Controller		
Establish accuracy of information. This can be from a few sources, i.e. • Harrison Tew® Consultants • Emergency services • Internet • Media • Council • Ministry of Education • Ministry of Health • Ministry of Business, Innovation and Employment • Community groups • Board of Trustees • Staff • Students		
Maintain an updated log of information flow		
Prepare accurate briefings for the crisis leadership team		
Brief the Incident Controller of any significant changes to the situation		
Develop a projected outcome for the incident with possible scenarios		
Assist with the recovery phase		

ADMINISTRATIVE SUPPORT

Aide Memoire

	DATE/TIME		NOTES
Maintain a record of meetings and tasks given by the Incident Controller.			
Ensure meetings are set and members of the crisis leadership team are informed of time date and location.			
Attend all crisis leadership team meetings.			
Maintain a log of events as directed by the Incident Controller.			
Receive and manage all calls and enquiries in relation to incident.			
Provide administrative support to members of the crisis leadership team.			
Manage the wellbeing of the crisis leadership team.			

COST RECOVERY SHEET

[illegible]



CRISIS MANAGEMENT TEAM CONTACT DETAILS

Phone number for school is (09) 439 2216

POSITION	NAME	PHONE	EMAIL
Principal	Aidyn Rasmussen	Mob: 021 260 9989	arasmussen@ruawaicollege.school.nz
Associate Principal	Deb Ward	Mob: 021 194 4933	dward@ruawaicollege.school.nz
Assistant Principal	Mitch Cranch	Mob: 021 733 452	mcranch@ruawaicollege.school.nz
Business Manager	Brenda Polwart	Mob: 021 833 805	bpolwart@ruawaicollege.school.nz
Principal's Assistant / Senior Leader	Tyla O'Sullivan	Mob: 027 270 7022	tosullivan@ruawaicollege.school.nz pa@ruawaicollege.school.nz
Office Administrator	Yvette Morfett	Mob: 021 0253 0420	admin@ruawaicollege.school.nz
Caretaker	Mark White	Mob: 021 916 543	rccaretaker@ruawaicollege.school.nz
Assistant Caretaker	Maryjane Marsh	Mob: 021 111 5838	Mmarsh@ruawaicollege.school.nz
Administration/ Sports Coord	Hazel Hornell	Mob: 022 042 2447	sport@ruawaicollege.school.nz

ASSIST CONTACT DETAILS IN THE CASE OF AN EMERGENCY

HARRISON TEW	Wade Harrison	Mob: 027 429 0018	wade@harrizontew.co.nz
HARRISON TEW	Tammy Cloughton-Deere	Mob: 021 822 553	tammy@harrizontew.co.nz
HARRISON TEW	Jaimee McDonald	Mob: 027 437 8101	jaimee@harrizontew.co.nz

RUAWAI COLLEGE ACTION PLAN

Date:

Time:

Reference:

Situation: *(Provide a brief overview of what has occurred and developments to date)*

--

Objectives: *(List the priority areas for this action plan. Look at the short, middle and then long term and review and update regularly Note: keep objectives relevant and have regular updates in the initial stages)*

List of objectives in order of priority	By when (Date)	Achieved Y/N

How will this be achieved: *(To include what resourcing will be required and who will be tasked to ensure these resourcing and other issues are addressed)*

--

Review of the plan: *(Include when the plan will be reviewed and date and time of next meeting to review)*

This plan will be updated (Date)	Location	By who

Communications: *(Covers how information from this plan will be distributed to all involved to advise of progress and objectives for resolving the Crisis)*

How was this communicated?	By who and when	Next update due (Date)

Command and Control *(Confirms at what stage the Crisis is and who is running the crisis leadership team and who has authorised the action plan)*

Incident Controller	Authorised

CONTRACTORS AND EXTERNAL SERVICE PROVIDERS

There will be occasions whereby contractors, members of the public and guests will need to either interact with Ruawai College staff or be on the grounds both during school hours and potentially after hours as well. To safeguard the school, it is currently and should be a continued practice that all visitors to the school report to the school office and sign in through the logbook on the front reception counter.

This includes relief teachers and teacher aides who may not be known to all staff members.

Teacher aides, or part-time members of staff, visitors etc, must sign in when they arrive and sign out when they leave. A form of identification is given once signed in.

Undertaking this process, enhances the culture of security throughout the school and will act as a filtering process for those persons who either forget, or who deliberately avoid the signing in process or going to reception before entering the school itself.

As part of the overall process, there should be checks undertaken on all those persons who will be working around the school. This is usually done by way of a '*Police Check*' which will ascertain if there are any criminal convictions that may be of concern to the safety of staff and/or students.

***The Vetting Service Request and Consent Form is used to conduct checks –
this can be completed online by using the following link:***

<http://www.police.govt.nz/about-us/publication/police-vetting-forms>

UNAUTHORISED PERSONS ON SCHOOL PROPERTY

There may be occasions when persons are not welcome on Ruawai College grounds. This can be for several reasons, either they have committed an offence on the grounds, they have been threatening or abusive to staff or students or have threatened to commit an offence against the school.

In this case it may be appropriate to warn this person or persons to stay away from the school and issue them with a Trespass Notice.

The issuing of a Trespass Notice should be a proactive measure to prevent any offence occurring against either staff or students or school property.

The process for issuing this notice is attached along with a Trespass Notice which can be copied and filled out.

A copy of this notice should be served on the person(s) identified, a second copy forwarded to the police and the third copy retained by the school.

You can refer to the template below or through this link – [Trespass Notice Form](#)

Trespass Notice

Warning Under The Trespass Act 1980 Sections 4(1) or 4(2) and Section 4(4)

To: _____

[Name of person being warned]

[Address of person being warned]

In accordance with the above Act and Section you are hereby warned to stay off the place known as:

[Address of location which Person is banned from]

It is an offence punishable by a fine not exceeding \$1,000.00 or imprisonment not exceeding 3 months to enter the above address within 2 years from the date you receive this warning.

The occupier of the above address is:

[Full name of Occupier]

This warning is given by the **occupier/person*** authorised by the occupier of the above address:

[Signature of Occupier or Person authorised by the Occupier]

[Print Full Name of Occupier or Person authorised by the Occupier]

[Date that this notice takes effect]

* Cross out the words that do not apply

Details of service of trespass notice

[Read INSTRUCTIONS below and then complete service details immediately service is effected. If the person served the notice is not the occupier but an agent of the occupier – the full name and address of the person who served the notice is also required.]

THIS NOTICE (photocopy attached) was served:

on

[Name of Person served]

on the _____ **day of** _____, **20** _____ **at** _____ **a.m/p.m**

at

[Place where service was effected]

by

[Full Name of Person effecting service]

I served the Trespass Notice personally:

on

[Name of Person served]

by ***handing it to them / *dropping it at their feet when they refused to accept service of the notice.**

They **acknowledged*** / **did not acknowledge*** that they are the person named in the notice.

They **are / are not*** personally known to me.

I believe their ***date of birth is** _____ / ***approximate age is** _____ years.

Occupier's full name

Occupier's address and phone number

More relevant details:

[For example, "Issued because of alleged disorderly behaviours" or "Issued because of alleged theft". Record here the authorisation if the person who served the notice was a person authorised by the occupier and not the occupier, and attach a copy of the authorisation to this form, if applicable.]

Signed

[Signature of person who served the Trespass Notice]

Date of completion of this form

Full name and address of Person signing Notice

Instructions – Photocopy completed Trespass Notice before serving on the person warned off. Be clear who the occupier is – company, person, partnership etc. Complete this form (DETAILS OF SERVICE OF TRESPASS NOTICE) after service and attach it to the photocopy of the completed TRESPASS NOTICE. Retain for possible court proceedings.

* Cross out the words that do not apply

HOW TO SERVE A TRESPASS NOTICE

The occupier of a property can use the Trespass Notice form to serve a "Trespass Notice" (or "Trespass Order") on someone. Print two copies - one to serve on them, and the other to keep, with details about how you served the Trespass Notice on them.

“Occupier” means any person in lawful occupation of that place or land; and includes any employee or other person acting under the authority of any person in lawful occupation of that place or land.

The completed Trespass Notice can be served by the occupier or an agent of the occupier with the occupier's authority.

Section 5 of the Trespass Act 1980 says that Trespass Notices "shall be given to the individual concerned either orally, or by notice in writing delivered to [the individual concerned] or sent to [the individual concerned] by post in a registered letter at [that person's] usual place of abode in New Zealand."

It is recommended that the Trespass Notice be served personally on the individual concerned rather than by registered post. This should minimise later disputes over whether the person was aware of the notice.

Rule 219 of the District Courts Rules 1992 provides some guidance on what personal serving involves. It says personally serving a Trespass Notice may be affected "by leaving the document with the person to be served, or, if that person does not accept it, by putting it down in that person's presence and bringing it to that person's attention."

A professional "document server" or "process server" can serve a Trespass Notice on your behalf, for a small fee. Local document servers/process servers are listed in the Yellow Pages under Document Services or Private Investigators.

Harrison Tew® are legally authorised to serve documentation and can be engaged to serve notices if requested.

EMERGENCY MANAGEMENT PLAN - INCIDENT REPORT

This incident report should be completed for any incidents that are covered by the Emergency Management Plan. The report will be kept by the school and if necessary, a copy can be provided to Police or other service as required for their information and subsequent investigations.

School Ruawai College

Address 4375 State Highway 12
Ruawai
NORTHLAND 0549

Phone Number Phone: (09) 439 2216
Email: admin@ruawaicollege.school.nz

Principal Aidyn Rasmussen

Person reporting Incident _____

Type of Incident (*please circle*)

Violent/Threatening Behaviour	Mobile Offender		
Bomb Threat	Accident/Crash	Criminal Act	Tsunami
Earthquake	Volcano	Fire	Flooding
Storm Event	Landslides	Pandemic	Other (outline below)

Incident detail: (*what happened/time/date/place/who*)

Persons Involved: _____

Witnesses (*including contact details*):

Outcome of Incident/Treatment given

Action Taken (*Preventative Measures Implemented*)

Form Completed by:

Copies Provided to:

(Circle if appropriate) **NZ Police** **Fire and Emergency NZ** **St John**

Northland Council (Civil Defence) Ministry of Education

Other: _____

Authorised by principal

(or person acting on behalf of) _____

Date form completed: _____

Review to be conducted: **Y/N**

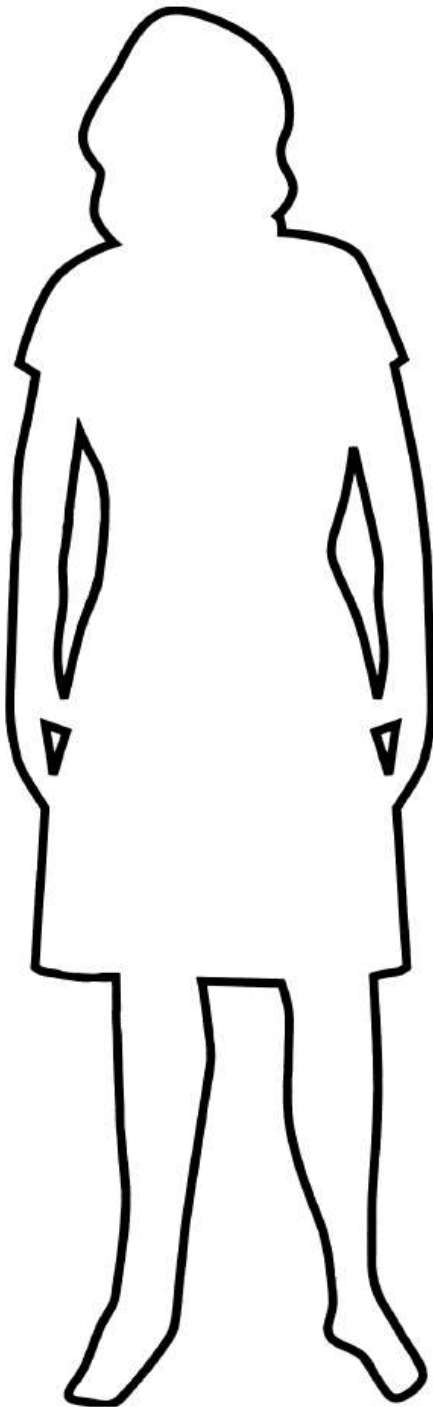
Date review required: _____

WITNESS FORM (Female)

VICTIM/WITNESS MEMORY ENHANCEMENT FORM: **FEMALE**

Complete this form by yourself – **DO NOT** discuss this with anyone else

Use this
outline to
draw
clothes,
tattoos,
rings etc.



Witness name: _____

Address: _____

_____ Date: _____

Phone: _____

Age: _____ Height: _____

Ethnicity: _____
European, Pacific Islander, Maori, Asian, Middle Eastern, Indian etc.

Build: _____ Weight: _____
Thin, Medium, Solid, Fat

Hair colour: _____
Black, Brown, Red/ginger, White, Grey, Partly grey etc.

Hair type: _____
Curly, Bushy, Straight, To collar/shoulder, Shaved, Receding, Pony tail, Bald etc.

Face shape: _____
Oval, Square, Round etc.

Mouth-Lip Shape: _____
Thin, Thick, Prominent lower lip, Missing teeth etc.

Eye colour: _____
Blue, Brown, Green, Grey, Different colours etc.

Eyes: _____
Close/wide set, Bulging, Beady

Eyebrows: _____
Bushy, Arched, Joining, Plucked/thin

Nose: _____
Pointed, Small, Broken, Flat, Upturned

Chin: _____
Receding, Protruding, Square, Double, Pointed

Complexion: _____
Fresh/fair, Black, Olive, Ruddy, Copper, Freckled, Spotty etc.

Ears: _____
Different sizes, Large, Missing, Cauliflower

Clothing: _____
Describe types, colours, labels, styles, belts, buckles. Include disguise etc.

Footwear: _____
Gumboots, Sandals, Running shoes, Boots, Colours, Sole type etc.

Accessories: _____
Wristwatch, Ring, Wallet, Baggage, Glasses etc.

Peculiarity: _____
Scars, Marks, Tattoos, Amputations, Deformities, Drug habits etc.

Type of weapon: _____

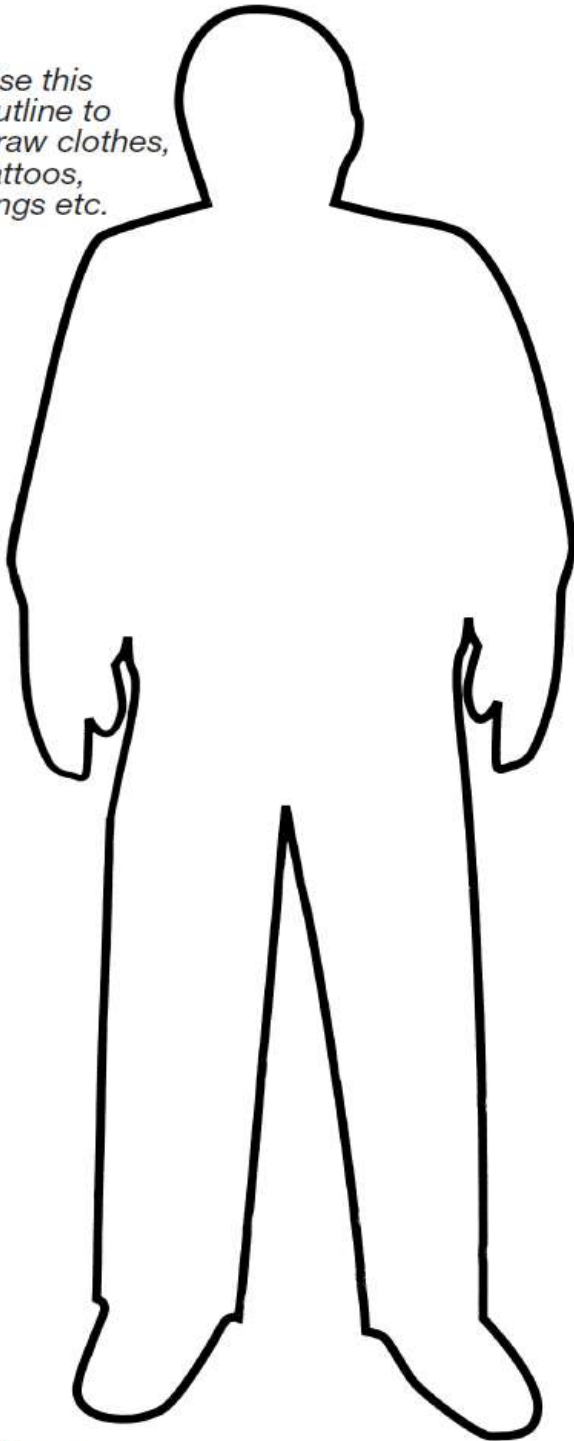
Actual words used: _____
Describe voice eg. Accent, Loud, Soft, Nasal, Rapid etc.

WITNESS FORM (Male)

VICTIM/WITNESS MEMORY ENHANCEMENT FORM: **MALE**

Complete this form by yourself – **DO NOT** discuss this with anyone else

*Use this
outline to
draw clothes,
tattoos,
rings etc.*



Witness name: _____

Address: _____

_____ Date: _____

Phone: _____

Age: _____ Height: _____

Ethnicity: _____
European, Pacific Islander, Maori, Asian, Middle Eastern, Indian etc.

Build: _____ Weight: _____
Thin, Medium, Solid, Fat

Hair colour: _____
Black, Brown, Red/ginger, White, Grey, Partly grey etc.

Hair type: _____
Curly, Bushy, Straight, To collar/shoulder, Shaved, Receding, Pony tail, Bald etc.

Face shape: _____
Oval, Square, Round etc.

Mouth-Lip Shape: _____
Thin, Thick, Prominent lower lip, Missing teeth etc.

Eye colour: _____
Blue, Brown, Green, Grey, Different colours etc.

Eyes: _____
Close/wide set, Bulging, Beady

Eyebrows: _____
Bushy, Arched, Joining, Plucked/thin

Nose: _____
Pointed, Small, Broken, Flat, Uptumed

Chin: _____
Receding, Protruding, Square, Double, Pointed

Complexion: _____
Fresh/fair, Black, Olive, Ruddy, Copper, Freckled, Spotty etc.

Facial hair: _____
Full beard, Moustache, Side burns, Goatee

Ears: _____
Different sizes, Large, Missing, Cauliflower

Clothing: _____
Describe types, colours, labels, styles, belts, buckles. Include disguise etc.

Footwear: _____
Gumboots, Sandals, Running shoes, Boots, Colours, Sole type etc.

Accessories: _____
Wristwatch, Ring, Wallet, Baggage, Glasses etc.

Peculiarity: _____
Scars, Marks, Tattoos, Amputations, Deformities, Drug habits etc.

Type of weapon: _____

Actual words used: _____
Describe voice eg. Accent, Loud, Soft, Nasal, Rapid etc.

CONTACT LIST - EXTERNAL

ORGANISATION	ADDRESS	CONTACT DETAILS		COMMENT
New Zealand Police	Ruawai Police Station 7 Jellicoe St <u>RUAWAI</u>	In an emergency dial 111 If it is a non-emergency (ADVICE ONLY) Phone: 105 (09) 439 3480		The station has no set hours. If there is an emergency dial 111 . Do not attend the station.
Fire and Emergency NZ	Ruawai Fire Station 5A Well St <u>RUAWAI</u>	In an emergency dial 111 Phone: (09) 439 3056		If calling for non-urgent matter, ask to speak to Officer in Charge.
St John New Zealand		Emergency 111 Ask for Ambulance Non-Emergency 0800 ST JOHN 0800 785 646		Do not attempt to attend the local Ambulance Station for enquiries as it may not be manned.
Emergency/Crisis Management	Harrison Tew® 	Wade Harrison Tammy Cloughton-Deere Jaimee McDonald	Mob: 027 429 0018 Mob: 021 822 553 Mob: 027 437 8101	info@harrisontew.co.nz For all advice and assistance for Emergency and Crisis Management. FREEPHONE: 0800 111 277
Civil Defence	Northland Regional Council	info@nrc.govt.nz 0800 002 004		*** NB IMPORTANT *** <i>It is imperative that you listen to the Radio in the case of an Emergency or unless directed otherwise by Emergency Services. Utilisation of the following websites may also be of benefit.</i> www.getthru.govt.nz www.nrc.govt.nz

Ministry of Education		Contact Centre: 0800 225 580 National Office: (04) 463 8000 Emergency Response Coordinators (fire, flood, extreme weather) Ph: (09) 414 5412 AH 021 360 301	
Ministry of Education Traumatic Incident Coordinator		0800 TI TEAM 0800 848 326 Crisis Response: 027 257 7193	This is the Ministry of Education number for Traumatic Incident Coordinators
Ministry of Education Media Advice and Assistance		Point of Contact: Senior Media Advisor, Communications Group Ph: (04) 463 8000 After Hours: 027 560 5387 Email: media@education.govt.nz	
Oranga Tamariki Ministry for Children		Ph: 0508 326 459 Email: contact@ot.govt.nz	
Ministry of Business, Innovation and Employment (previously Department of Labour)		0800 209 020	Mon – Thurs 8.30am – 5.00pm Fri 9.00am – 5.00pm Excluding public holidays
National Poison Centre		Urgent Information 0800 POISON 0800 764 766 Non-Urgent (03) 479 7284	For information on poisons if taken.

Local Council	Northland Regional Council	Phone: 0800 002 004	For all council services Mon – Fri 8.00am – 4.30pm Sat – Sun Closed
Animal Management (Dogs or any other animals at large/causing annoyance/hindrance)	Northland Regional Council	Phone: 0800 002 004 Dog attacks or aggressive, roaming, or barking dogs	Call Centre - Available 24/7
Crime stoppers		0800 555 111	
Tagging		0800 STOP TAGS 0800 7867 8247	
Water Care Services		Phone: 0800 884 880 Ext 9845 24 hours – 7 days a week	Water - Waste Water – Storm Water
Hazardous Spills	CHEMCALL	0800 243 622 0800 CHEMCALL	

ESSENTIAL SERVICE PROVIDERS

SERVICE	PROVIDER	CONTACT	ACCOUNT NUMBER
Power	Mercury Energy	Phone: 0800 201 820	102 814 066
Gas	Gas & Tyre, Dargaville	Phone: (09) 439 8189	
Electrician	Craig Burrell	Phone: 021 534 882	
Fire Alarm/Equipment Maintenance	Wormald	Phone: 0800 238 111	
Bus Company/Transportation	Leabourn Colleen Lauder	Phone: 0800 994 404 (09) 423 7416 Phone: 021 171 6036	
Lawyer	NZSTA	Phone: 0800 782 435	

Libelle	Edward Irving	Phone: 021 709 658 Edward.Irving@libelle.co.nz	
Insurance	MoE Insurance Risk Management Scheme	Phone: 0800 800 425	
Builder	Cole Ringrose	Phone: 027 492 6300	

ONLINE ACCESS TO YOUR EMERGENCY MANAGEMENT PLAN

Follow these steps to securely access the Ruawai College Emergency Management Plan online:

- 1 Log on to <http://www.harrizontew.co.nz>
- 2 Click on the **CLIENT LOG IN** *(at the top right-hand side of the front page)*
- 3 Enter your email address and password:

Email address: (this will be your personal school email address)

Password: (this will be your personal password sent via email with your online access confirmation)
- 4 Click Log in

This will take you to your Emergency Management Plan and additional documents.

If you experience issues with logging in or accessing your Emergency Management Plan, please contact Harrison Tew 24 hours a day through our free call number 0800 111 277.

RECOVERY AND REHABILITATION

With every emergency and disaster can come a wealth of panic and disruption and there will always be plans, procedures and policies to handle these. However, what is regularly neglected and ignored from emergency management plans and post emergencies is the need to address the recovery of students and staff into their regular schooling routine.

Putting plans in place to recover and rehabilitate from an emergency is also important.

Considering that every disaster and/or emergency is separate and can cause little or no damage to the school and/or injury to people through to significant damage to property and/or injury to people, the recovery phase of the plan is diverse.

There are two aspects to recovery, and they are as follows:

- After the evacuation or lock-down and the event has finished without further incident, the school can resume its day;
- After the evacuation or lock-down, if the event has caused significant hardship upon the school and/or its students, whether that be by way of damage or injury, normality in the first instance cannot be re-introduced, therefore additional approaches to rehabilitation are required;

Nil Injury or Damage to Property

Upon the implementation of evacuation or lockdown procedure, the emergency and/or disaster has been declared safe and in effect, all staff and students are able to return to their respective classrooms.

Procedures recommended by Harrison Tew® is as follows:

- Upon the site being declared “safe” all students and teachers return to their “home” classroom or alternatively the evacuation assembly point (EAP), (as determined by the principal/senior leadership team);
- Once everyone has returned to their respective classroom/EAP, the class roll taken again to ensure that there are no students missing;
- Upon completion of the attendance register and ensuring everyone is present, the students can and will walk back to their current activity in an orderly and quiet manner;

Injury and/or Damage to Property

If there have been injuries or damage to any property because of an incident, emergency services will be on-site. Each emergency service, police, ambulance or fire and Emergency NZ have their own major incident capability to deal with such scenes, however ultimately this will be finalised and the school, at some stage, will be deemed safe and all students and teachers can return to their classrooms.

In this instance the same procedure as outlined above will be adopted.

Should significant damage occur to any buildings, detailing the requirement for additional temporary pre-fabs or the use of affiliated schools, this will be encompassed in the crisis management plan for Ruawai College, and the use of the crisis management structure will assist with this.

EVACUATION PLAN

IN THE EVENT OF A THREAT TO THE SAFETY OF STUDENTS/STAFF WITHIN ANY OF THE SCHOOL BUILDINGS AT RUAWAI COLLEGE, THE SCHOOL EVACUATION ALARM WILL BE ACTIVATED

UPON HEARING THE **EVACUATION ALARM (FIRE ALARM OR CONTINUOUS SOUNDING OF THE SCHOOL BELL)** -
EVACUATE ALL SCHOOL BUILDINGS IMMEDIATELY IN AN ORDERLY MANNER - **PHONE 111**

STAFF TO ACCOMPANY GROUP OF STUDENTS THEY HAVE AT THAT TIME TO THE EVACUATION ASSEMBLY AREA

ASSEMBLE AT THE **COLOURED ASPHALT COURTS**

STUDENTS TO SIT IN ORDERLY LINES BY CLASS FACING AWAY FROM THE SCHOOL AND TEACHERS TO CALL THE ROLL

TEACHERS TO REPORT THE STUDENTS ACCOUNTED/UNACCOUNTED FOR TO A DESIGNATED STAFF MEMBER

A DESIGNATED PERSON TO COLLECT VISITORS REGISTER AND TAKE TO EVACUATION ASSEMBLY AREA -
CONFIRMING ALL VISITORS ON-SITE ARE PRESENT

A DESIGNATED PERSON SHALL MEET EMERGENCY SERVICES AT THE FRONT OF THE SCHOOL

**BE PREPARED TO MOVE TO AN ALTERNATE EVACUATION ASSEMBLY AREA IF DIRECTED BY THE PRINCIPAL OR
A MEMBER OF THE SENIOR LEADERSHIP TEAM OR EMERGENCY SERVICES**

EVACUATION - GO

The less complicated the evacuation procedure is, the more efficient and safer it will be.

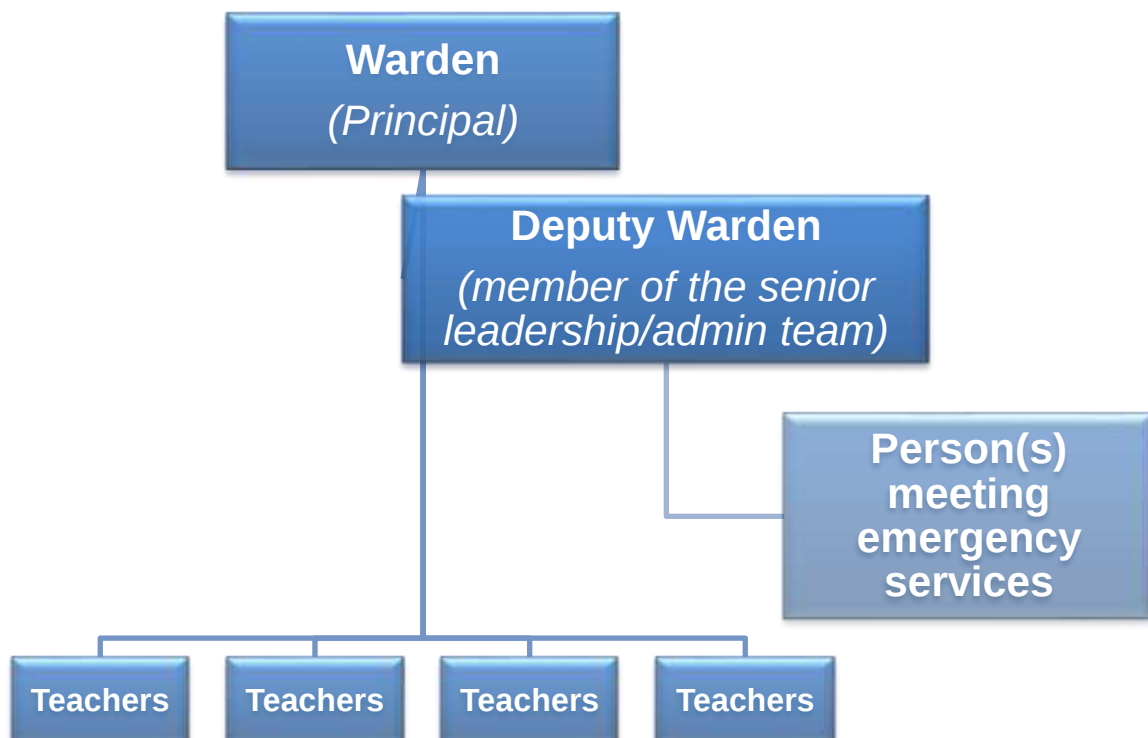
Irrespective of the number of staff members, there should still only be one person in charge. Having too many wardens or people in charge will cause confusion.

All people in charge need to assist in the gathering of information in a structured manner (as per the table below). This includes the person meeting the emergency services at the front entrance of the school on Ruawai College. *(This is a great benefit for the use of the hand-held radios which can be used for immediate communication.)* It is important that the people filling these roles, are all wearing fluorescent jackets.

The Warden and Deputy Warden must wear a high visibility jacket, along with the person meeting the emergency services at the front of the school.

Below is a table of how the evacuation chain of command is structured for Ruawai College. This is the basic structure and is easily adapted to the school.

COMMAND CHART



COMMAND CHART ROLES

Warden role

The role of the Warden (generally the principal), takes overall command of the incident. It is unnecessary for him/her to be given excessive information that could be easily handled by the Deputy Warden. The Warden should ideally have a hand-held radio, but a mobile phone would suffice if unable to access one.

Information passed to the Warden by the Deputy Warden would be for example, confirming that the emergency services have been notified; that everyone is safely evacuated, or alternatively that there is someone still in the buildings and that there are some or no injuries.

It is important that the Warden is clearly identifiable by a high visibility jacket and remains in one place. Any person wanting to speak with the Warden ideally needs to go to the location of where the Deputy Warden is, not to request any of the wardens to go to them, unless in the case of an emergency. Both Warden and Deputy Warden need to be easily accessible during an evacuation which is in front of the students, facing the school. Students are to face away from the buildings.

Deputy Warden role

The Deputy Warden ascertains that everyone is accounted for (or not). This is managed by teachers passing on this information. The Deputy Warden is to remain in one location alongside the Warden.

Once all teachers have reported in, to the Deputy Warden, it is then that the Deputy Warden will confirm with the Warden that everyone is accounted for (or not) and that information will then be relayed to emergency services or alternatively the person meeting the emergency services.

Person meeting emergency services role

The person meeting the emergency services can be any person who is in the office and needs to be in possession of a hand-held radio (if able to be accessed, or a mobile phone is adequate). The role of the person meeting emergency services is to advise of the status of the situation as best as possible.

Liaison will be with the Warden. It is important that any critical information that comes to hand be passed to the person meeting the emergency services, so that that information can then in turn, be relayed to the emergency services immediately upon their arrival.

Teachers role

It is the role of the teachers to ensure that their classroom has been cleared, taking the class list and their phones with them and ensuring each student is present (or not) in his/her class and to provide this information directly to the Deputy Warden.

Unless necessary, information should be transmitted through the Deputy Warden to allow the Warden to be free to make critical decisions and to liaise with emergency services if required to do so.

Only if it is safe to do so should an attempt be made to extinguish a fire

EVACUATION AT BREAK TIMES

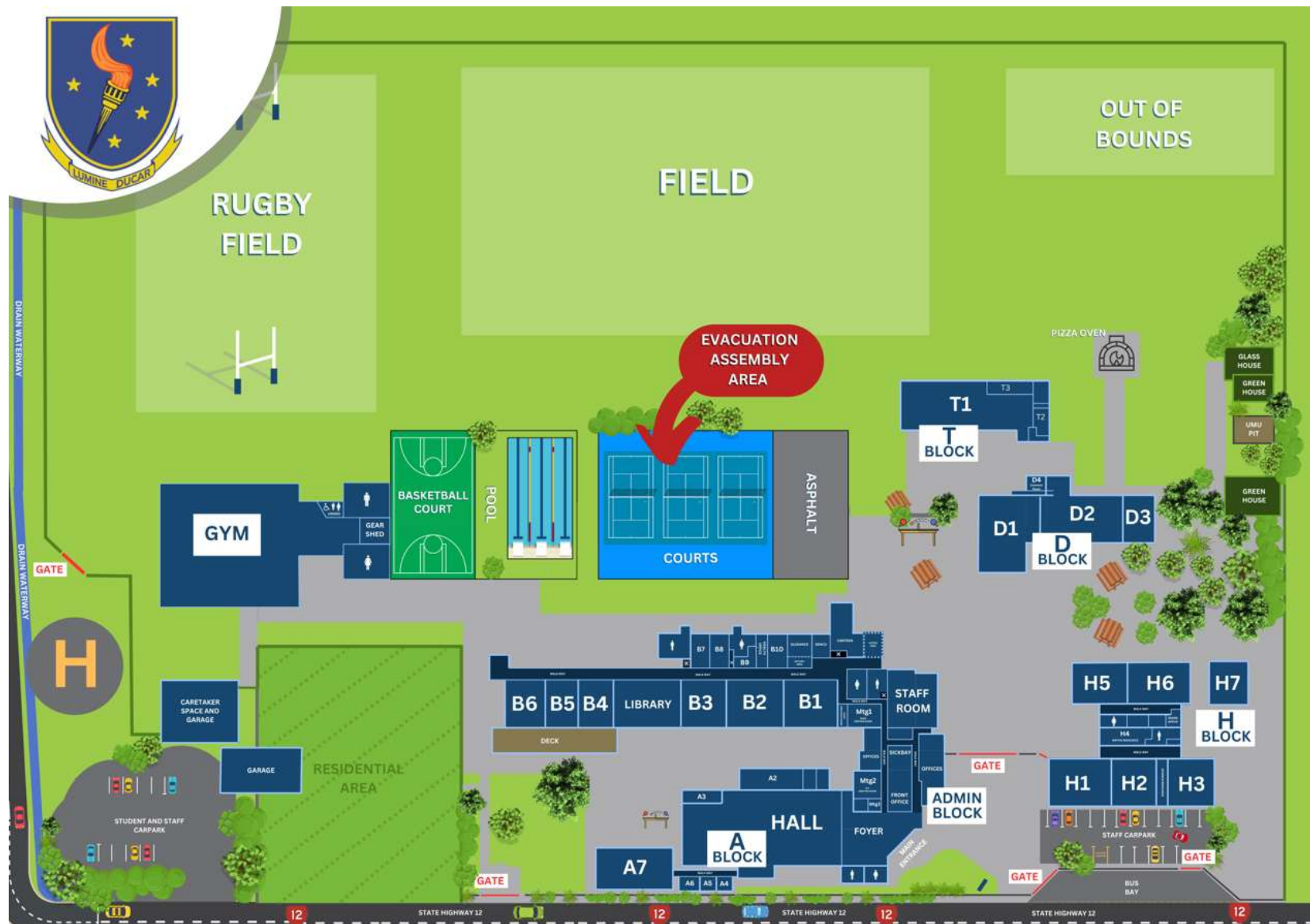
Evacuation plans regularly focus on procedures if it is during a time when everyone is in class or within the buildings. Should the fire alarm/evacuation alarm be activated during a break time, the same procedures need to be followed, except it is a requirement for teachers to make their way immediately to the evacuation assembly area and for students to locate their teachers.

**PLEASE DO NOT ENTER ANY BUILDING ONCE THE FIRE ALARM HAS BEEN
ACTIVATED AND YOU HAVE LEFT THE BUILDING – IF ANYONE IS NOT
ACCOUNTED FOR – NOTIFY THE LEAD EMERGENCY SERVICES IMMEDIATELY**

RUAWAI COLLEGE EVACUATION ASSEMBLY POINT



RUAWAI COLLEGE MAP



COMPLETE SCHOOL EVACUATION

If Ruawai College evacuation assembly point is not suitable, or there is a risk to the students from bad weather, from the initial incident or subsequent event, then staff and students will need to be moved to an alternate evacuation point off site. The decision to move staff and students will be made by the principal or a member of the senior leadership team or a direction by the emergency services.

It is important that all students are accounted for prior to moving off-site.

The evacuation assembly point for Ruawai College (COLOURED ASPHALT COURTS) should be large enough to hold staff and students in the first instance, however, if a complete evacuation is needed, the school could move to Ruawai Primary School.

Ruawai Primary School
4376 State Highway 12
Ruawai
Phone: (09) 439 2307

It should be sufficiently far enough away from an impact area for the school. This move would be in conjunction with emergency services.

If the threat is that significant that moving off-site is the only option, staff will be required to be spaced out along the route to ensure safety of other staff, students and visitors. No items should be retrieved from any of the buildings prior to or during any move to the alternate evacuation point.

If a complete evacuation is to be considered, then police should be notified immediately as they may be able to offer some support for traffic control. It is likely that if a complete evacuation was decided to be conducted, that the emergency services will already be on-site to assist with this.

LOCKDOWN PLAN

AN EVENT OCCURS OUTSIDE OF THE SCHOOL BUILDINGS WHICH POSES AN IMMEDIATE THREAT TO ANY PERSON AT RUAWAI COLLEGE - GO INTO LOCKDOWN

A LOCKDOWN IS INDICATED BY THE INTERMITTENT SOUNDING OF THE SCHOOL BELL FOR APPROXIMATELY ONE MINUTE

LOCKDOWN PROCEDURES ARE INITIATED AND POLICE ARE ADVISED - **111**
STAY ON THE PHONE WITH EMERGENCY SERVICES IF POSSIBLE AND ADVISED TO DO SO

STAY INSIDE OR GO INSIDE IMMEDIATELY

TEACHERS TO CLEAR ALL TOILETS, HALLWAYS AND OTHER ROOMS WITHIN THE
IMMEDIATE VICINITY OF THEIR LOCATION

LOCK EXTERIOR DOORS AND WINDOWS - DO NOT OPEN

TURN LIGHTS OFF
LEAVE ALL WINDOW COVERINGS AS THEY ARE WHEN THE LOCKDOWN ALARM SOUNDS

KEEP STUDENTS CALM, IN THE CENTRE OF THE ROOM, LYING FACE DOWN ON THE FLOOR AND AWAY FROM DOORS AND WINDOWS

MINIMISE NOISE AND MOVEMENT

IF POSSIBLE CHECK SCHOOL EMAILS AND REPLY TO EMAIL FROM SLT
BE AWARE THAT FURTHER INFORMATION MAY TAKE SOME TIME - BE PATIENT

ONLY A MEMBER OF THE SENIOR LEADERSHIP TEAM OR EMERGENCY SERVICES WILL PHYSICALLY ANNOUNCE ALL CLEAR

LOCKDOWN - STAY

One means of securing the school is to implement a “lockdown”.

The procedures for a lockdown need to remain consistent and the immediate response is to assume the worst.

The purpose of a lockdown is to ensure the immediate safety of students, staff, and visitors to Ruawai College. This could be from an emergency event occurring outside of the school grounds and/or its surrounding buildings, or events which could directly impact on the school if staff or students were to be evacuated or left outside.

The lockdown procedures must be responded to as “worst case scenario” and can be tapered off once further information comes in.

A lockdown can be decided upon after receiving information that there is an immediate threat to the school, such as an armed or violent intruder on the school grounds, a domestic or custody dispute which has escalated, or the school is advised to activate a lockdown by the emergency services or Civil Defence as an incident is occurring that may place the staff and students’ safety in jeopardy.

It may be some time before staff and students (who are in lockdown) receive any information about what has occurred, or the reason for the lockdown. This is generally because the senior leadership team need to obtain accurate information about the emergency to pass on.

From a staff perspective, it does alleviate anxiety if they do receive regular updates on their email, even if there is nothing further to advise.

A lockdown checklist is provided and a log to record all communication during a lockdown. This log can also be used in an evacuation. Having this information post any emergency can provide self-auditing opportunities and assist with reports to be prepared if required to by the Board of Trustees or other entity.

HINTS AND TIPS FOR SENDING COMMUNICATION IN AN EMERGENCY



Pre-prepared statements stored on a shared device assists in having this communication sent out efficiently and promptly. Handy hints for preparing for communication to be sent are as follows:

- Establish **prior** to an emergency occurring how communication is going to be sent to parents/caregivers
- Who can email staff? *Ensure that everyone on the senior leadership team (SLT) can do this.*
- Emails to families of staff and students and *Ensure that everyone on the senior leadership team (SLT) can do this.*
 - Are emergency contacts of the staff members current?
 - Are emergency contacts of the student families current?
 - Do you have the next of kin contact for relief teachers or staff?
- Updating the website – *Ensure that everyone on the senior leadership team (SLT) can do this.*
- Updating the school's social media account/s– *Ensure that everyone on the senior leadership team (SLT) can do this.*
- Know what you are going to say (examples can be found in the lockdown pack)
- Do all senior leaders in the school have each other's mobile/contact details in their phone?
- Do you have Wade and/or Tammy and/or Jaimee's mobile phone numbers in your phones?
 - Wade – 0274 29 0018
 - Tammy – 021 822 553
 - Jaimee – 027 437 8101
- Examples of communications that can be used for an exercise and a legitimate lockdown are included in the lockdown pack.

ACCIDENT/CRASH

**A CRASH OCCURS ON A SURROUNDING ROAD CAUSING AN IMMEDIATE THREAT TO STUDENTS AND STAFF
AT RUAWAI COLLEGE**

A LOCKDOWN IS INDICATED BY THE INTERMITTENT SOUNDING OF THE SCHOOL BELL FOR APPROXIMATELY
ONE MINUTE

LOCKDOWN PROCEDURES ARE INITIATED AND POLICE ARE ADVISED - **111**
STAY ON THE PHONE WITH EMERGENCY SERVICES IF POSSIBLE AND ADVISED TO DO SO

STAY INSIDE OR GO INSIDE IMMEDIATELY

TEACHERS TO CLEAR ALL TOILETS, HALLWAYS AND OTHER ROOMS WITHIN THE
IMMEDIATE VICINITY OF THEIR LOCATION

LOCK EXTERIOR DOORS AND WINDOWS - DO NOT OPEN

TURN LIGHTS OFF
LEAVE ALL WINDOW COVERINGS AS THEY ARE WHEN THE LOCKDOWN ALARM SOUNDS

KEEP STUDENTS CALM, IN THE CENTRE OF THE ROOM, LYING FACE DOWN ON THE FLOOR AND AWAY FROM
DOORS AND WINDOWS

MINIMISE NOISE AND MOVEMENT

IF POSSIBLE CHECK SCHOOL EMAILS AND REPLY TO EMAIL FROM SLT
BE AWARE THAT FURTHER INFORMATION MAY TAKE SOME TIME - BE PATIENT

**ONLY A MEMBER OF THE SENIOR LEADERSHIP TEAM OR EMERGENCY SERVICES WILL PHYSICALLY
ANNOUNCE ALL CLEAR**

ACCIDENT/CRASH

There are a number of events which, given the location of Ruawai College could impact the school either directly or indirectly. The direct impact could be the event occurring within the school surrounds or in the drop off/pick up bay, or alternatively indirectly through an event occurring outside of the school grounds by isolating the school or causing a secondary event. If the crash poses a direct threat to the school a decision on what course of action is the most appropriate should follow the decision-making process. This would most affect the school by causing significant delays particularly at drop off and pick-up times.

The reason for going into a lockdown for something that maybe has some distance from the school such as a serious crash, could be, but not limited to, the following:

- ✚ It allows SLT to take and maintain immediate control over students and staff, by ensuring everyone is inside a classroom or room upon their arrival and until the crash has been cleared;
- ✚ A student/staff member may not have seen something this serious i.e. a person who has died in the crash, or is seriously injured and could potentially be traumatic;
- ✚ It may bring back memories of previous family/friends of staff/students who have died in previous crashes;
- ✚ The staff/students may know the people involved in the crash;

CHEMICAL ACCIDENTS

A chemical accident is the unintentional release of one or more hazardous substances which could harm human health or the environment. A hazardous substances technical liaison committee chaired by Fire and Emergency NZ monitors procedures for dealing with hazardous chemicals.

The Ministry of Business, Innovation and Employment, Occupational Safety and Health Division requires people to be aware of:

- Hazards affecting workplaces;
- Emergency procedures;
- All businesses should have emergency procedures to deal with chemicals and other hazards;

Gas Leak

One of the properties of natural gas is that it is lighter than air and will dissipate into the atmosphere in the event of a leak outside your building. If the leak is within your building the situation is much more serious.

Natural gas in its natural state is odourless. As a safety precaution, an odorant is added to ensure quick detection in case of a gas leak. If you can smell gas do not allow anyone to smoke, induce a spark, light flames, or use a mobile phone in the vicinity.

As natural gas can explode when exposed to flame or sparks, it is important to report any suspected gas leaks immediately.

GAS LEAK - EMERGENCY MANAGEMENT PLAN RESPONSES

Action	Response <i>(these are not necessarily in order of priority, circumstances will dictate the order)</i>
GAS IS SMELT OR A LEAK IS HEARD	Turn off the main valve. (Property Manager to carry out this if possible.)
	If possible and safe to do so open windows to allow the gas to dissipate into the open air.
	Rescue any person in immediate danger but only if safe to do so. Many would be rescuers have succumbed to fumes when attempting to rescue a colleague.
	Do not operate any electrical switches, including lights.
	Do not use cell phone in area where leak is occurring – even if outside of building.
	Warn others in the immediate area
	Consider evacuation
	Do not allow anyone to smoke
	Notify, or have someone notify the administration block
	Call emergency services (fire, ambulance, police)
	Call the local gas company
	Activating the fire alarm means operating an electrical switch. Consider whether it is safer to warn others and evacuate by word of mouth or by a hand bell or other warning method.
	If evacuating ensure that evacuation points are up wind of the building or the source of the gas leak
	Follow the evacuation procedures in the Emergency Management Plan
	Meet with and assist emergency response personnel
	Do not re-enter building or outside area until cleared by authorised personnel
	Complete Emergency Management Plan Incident Report

BOMB THREAT

IN THE EVENT OF A BOMB THREAT BEING RECEIVED AT RUAWAI COLLEGE, THE SCHOOL EVACUATION ALARM WILL BE ACTIVATED

UPON HEARING THE **EVACUATION ALARM (FIRE ALARM OR CONTINUOUS SOUNDING OF THE SCHOOL BELL)** - EVACUATE ALL SCHOOL BUILDINGS IMMEDIATELY IN AN ORDERLY MANNER - **PHONE 111**

STAFF TO ACCOMPANY GROUP OF STUDENTS THEY HAVE AT THAT TIME TO THE EVACUATION ASSEMBLY AREA

ASSEMBLE AT THE **COLOURED ASPHALT COURTS**

STUDENTS TO SIT IN ORDERLY LINES BY CLASS FACING AWAY FROM THE SCHOOL AND TEACHERS TO CALL THE ROLL

TEACHERS TO REPORT THE STUDENTS ACCOUNTED/UNACCOUNTED FOR TO A DESIGNATED STAFF MEMBER

A DESIGNATED PERSON TO COLLECT VISITORS REGISTER AND TAKE TO EVACUATION ASSEMBLY AREA - CONFIRMING ALL VISITORS ON-SITE ARE PRESENT

A DESIGNATED PERSON SHALL MEET EMERGENCY SERVICES AT THE FRONT OF THE SCHOOL

BE PREPARED TO MOVE TO AN ALTERNATE EVACUATION ASSEMBLY AREA IF DIRECTED BY THE PRINCIPAL OR A MEMBER OF THE SENIOR LEADERSHIP TEAM OR EMERGENCY SERVICES

BOMB THREAT

A bomb threat is not a threat to be taken as lightly as it once was in this society.

Because of recent incidents of bomb threats and scares, both within New Zealand and overseas, and the very recent tragedies of bomb threats and terrorism having occurred, the world has adopted a very pro-active approach to dealing with such an incident.

This is in the form of adopting procedures and policies to positively, simply and calmly deal with a bomb threat. On-going training and regular drills are a necessity and should be conducted regularly. Information which is important to provide to emergency services and to try and extract from a person making a threat, or made from your own observations are:

- Where is the bomb located? (*E.g. building; floor; room; etc.*).
- When will it go off? (*According to the threat made*).
- What does it look like?
- What kind of bomb is it? (*E.g. electrical; envelope; parcel etc.*)
- What will make it explode? (*Again, in accordance with specific threat if any*).
- Who placed the bomb in the position it is? (*If known i.e. carried?*)
- Did you place the bomb?
- If so, why did you place the bomb?

Attached is a “Bomb Threat Call Procedures & Checklist”. It is important that a copy of this form be kept near the main reception phone. It is very understandable for schools to be tempted to make emotional decisions when faced with a threat to the safety of students in their care. However, it is at this time that cognitive, analytical decision-making must take over, not emotional decisions.

Decisions made under the auspices of the threat at hand, should be based solely upon the facts of the actual threat at hand **not** based on emotional and irrational decision making. Whilst you are calmly seated, reading and absorbing the information contained within this document and articulating to yourself that any decision made under these circumstances would of course never be made based on any emotion, how each person reacts in any stressful situation is completely different and not controlled.

This supports the reason for, and places even more demand upon training in controlled environments. It is expected that employees, students and teachers will all make mistakes during training, however as previously indicated, the mere fact that the training is being conducted in a controlled environment, allows a course for rectification of the error and implants the mistake in one's mind when dealing with the actual situation at hand. Mock scenarios can be performed with most of the disasters outlined. The bomb threat is no exception and in fact is one of the most important training requirements to be completed.

Most threats made involving an incendiary explosive device (IED – Bomb) will have some form of time restriction placed upon it. To ensure that the response to a bomb threat is dealt with in an efficient, succinct, and methodical manner will enhance safety and minimise risk to the effected parties. One major issue facing most school districts is whether to evacuate schools on bomb threats. Many school bomb threats have been made by students seeking to disrupt the school day and to get out of school. Still, all threats must be treated seriously, thoroughly investigated and managed to keep staff and students as safe as possible.

Motive

Motives relating to why an incendiary device is planted in a building or area are varied. As outlined above, it could be from purely seeking to disrupt the school day and get out of school, through to causing actual serious injury and/or death as a form of retaliation from a disgruntled student/ex-student or parent.

There are many supposed motives for bomb threats, among them:

- Humour
- Anger
- Manipulation
- Aggression
- Hate and devaluation
- Fantasy
- Psychotic distortion
- Retaliation

However, the research on motives is generally limited to other kinds of violence, so any imputation of motives to those who deliver bomb threats must remain speculative.

**** All bomb threats should be treated as genuine until proven otherwise ****

BOMB THREAT CHECKLIST



Place this card under your telephone

BOMB THREAT CHECK LIST QUESTIONS TO ASK:

1. When is the Bomb going to explode?
2. Where is the Bomb?
3. What does the Bomb look like?
4. What kind of Bomb is it?
5. What will make the Bomb explode?
6. What is the Explosive Type and Quantity?
7. Why did you place the Bomb?
8. What is your name?
9. Where are you?
10. What is your address:

EXACT WORDING OF THREAT:

ACTION

Report call immediately to: _____
Phone Number: _____
Trace 111 _____
Police Advised: _____
Date/Time: _____
Members name: _____

CALLER'S VOICE

Accent (specify): _____
Any impediment (specify): _____
Voice (loud, soft, etc): _____
Speech (fast, slow, etc): _____
Diction (clear, muffled): _____
Manner (calm, emotional, etc): _____
Did you recognize the voice? _____
If so, who do you think it was? _____
Was the caller familiar with the area? _____

THREAT LANGUAGE

Well spoken: _____
Incoherent: _____
Irrational: _____
Taped: _____
Message read by caller: _____
Abusive: _____
Other: _____

BACKGROUND NOISES

Street noises: _____
House noises: _____
Aircraft: _____
Voices: _____ Standard Call: _____
Music: _____ 111/Cellular: _____
Machinery: _____ STD: _____
Vehicle (Cellular): _____
Other: _____

OTHER

Sex of caller: _____
Estimated age: _____

CALL TAKEN

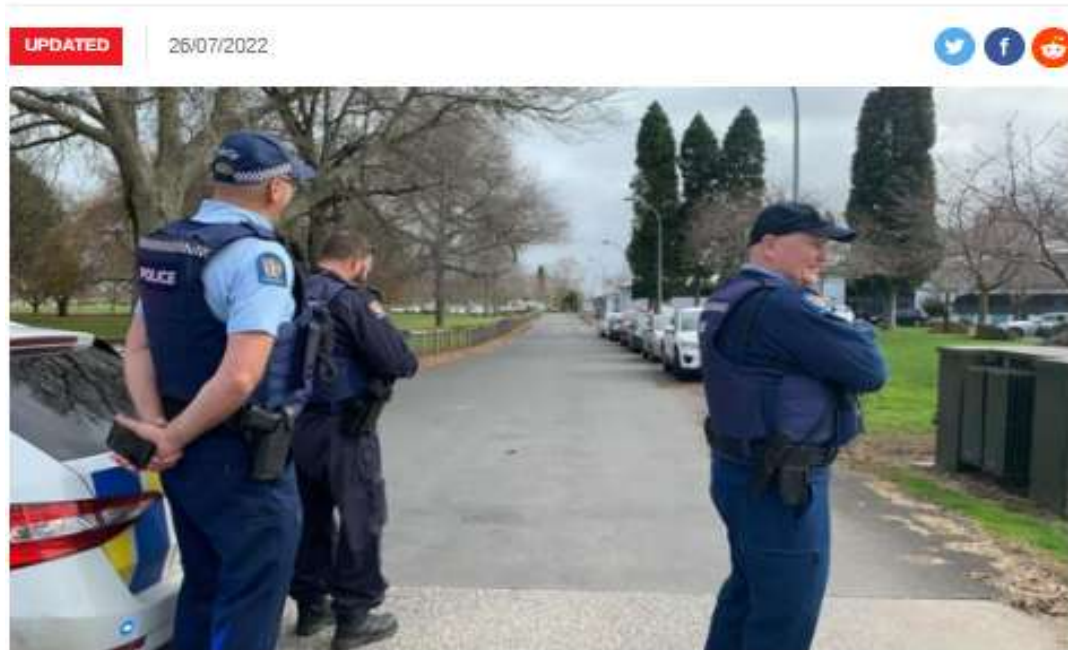
Date: _____ / _____ / _____ Time: _____
Duration of call: _____
Number called: _____

RECIPIENT

Name (print): _____
Telephone number: _____
Signature: _____

POL 940
11/02

Several North Island schools plunged into lockdown, evacuated by police after threat made



Police at Cambridge High School. Photo credit: Newshub.

Several North Island schools have been plunged into lockdown or evacuated by police after a bomb threat was made.

A police spokesperson said officers are aware of threats made via phone in relation to five North Island schools and after investigating the threats police believe there is no specific safety risk.

The investigation into the source of the threats is ongoing.

Schools plunged into lockdown

Lytton High School in Gisborne posted on Facebook the school had been evacuated after a bomb threat was made.

A person at the scene told Newshub at least a dozen police officers swarmed the school.

Students can be collected by parents and guardians from Lytton Road on the field side. Students who can't be collected will be locked after.

Matamata College and Cambridge High School in the Waikato region have also been evacuated.

"An alarm went off we've never heard before and we all got sent out to the field for half an hour. There are police everywhere, we've just been allowed home," a 16-year-old Cambridge High student told Newshub.

Cambridge High students can be collected from Taylor Street and Matamata College students from Station Road.

Source: [Several North Island schools plunged into lockdown, evacuated by police after threat made | Newshub](#)

Hoax bomb threats: 18 New Zealand schools phoned, police investigate possible international origin



NZ Herald

29 Jul, 2022 07:25 AM 3 mins to read



Police are examining similarities of hoax bomb threats made by phone to 18 schools across New Zealand that has led to wide-scale disruption in the first week of term.

Assistant Commissioner Bruce O'Brien said five schools on Tuesday and a further 13 yesterday had been targetted by what was believed to be computer-generated phone calls threatening harm to those in the school.

"We're looking at all of those incidents at the moment and we've been in contact with schools to provide reassurance," O'Brien told the AM show.

He said the calls were all similar in nature mentioning there were explosive devices planted in the school.

Source: [Hoax bomb threats: 18 New Zealand schools phoned, police investigate possible international origin - NZ Herald](#)

CRIMINAL ACT

IF RUAWAI COLLEGE IS ADVISED OF AN UNAUTHORISED PERSON(S) ON ITS GROUNDS WHO MAY POSE A THREAT TO THE SAFETY OF STAFF AND OR STUDENTS

A LOCKDOWN IS INDICATED BY THE **INTERMITTENT SOUNDING OF THE SCHOOL BELL FOR APPROXIMATELY ONE MINUTE**

LOCKDOWN PROCEDURES ARE INITIATED AND POLICE ARE ADVISED - **111**
STAY ON THE PHONE WITH EMERGENCY SERVICES IF POSSIBLE AND ADVISED TO DO SO

STAY INSIDE OR GO INSIDE IMMEDIATELY

TEACHERS TO CLEAR ALL TOILETS, HALLWAYS AND OTHER ROOMS WITHIN THE
IMMEDIATE VICINITY OF THEIR LOCATION

LOCK EXTERIOR DOORS AND WINDOWS - **DO NOT OPEN**

TURN LIGHTS OFF
LEAVE ALL WINDOW COVERINGS AS THEY ARE WHEN THE LOCKDOWN ALARM SOUNDS

KEEP STUDENTS CALM, IN THE CENTRE OF THE ROOM, LYING FACE DOWN ON THE FLOOR AND AWAY FROM DOORS AND WINDOWS

MINIMISE NOISE AND MOVEMENT

IF POSSIBLE CHECK SCHOOL EMAILS AND REPLY TO EMAIL FROM SLT
BE AWARE THAT FURTHER INFORMATION MAY TAKE SOME TIME - BE PATIENT

ONLY A MEMBER OF THE SENIOR LEADERSHIP TEAM OR EMERGENCY SERVICES WILL PHYSICALLY ANNOUNCE ALL CLEAR

CRIMINAL ACTS

“Criminal Act” is a term which is defined simply as an act of a criminal nature. In an emergency, the following practice should be adopted:

Dial 111

When you dial 111 you will be asked which emergency service you want: police, fire, or ambulance.

For police - an emergency is anything that is happening now, or has just happened where:

- People are in danger
- Property is in danger of loss or damage
- A crime is being committed, or has just been committed, and the person or persons responsible for it are nearby

Please let the communications operator instruct you. If they believe your call is of a less urgent nature, you will be guided to contact the non-emergency phone number.

In dealing with these types of crimes, unless they are occurring before the reporting person(s) eyes, the non-emergency number of the police, fire or ambulance is to be utilised.

EARTHQUAKE

THE INITIAL ACTION DURING AN EARTHQUAKE FOR ANYWHERE IS TO DROP, COVER AND HOLD. ONCE THE SHAKING HAS STOPPED THE SCHOOL EVACUATION PLAN BE ACTIVATED

UPON HEARING THE **EVACUATION ALARM (FIRE ALARM OR CONTINUOUS SOUNDING OF THE SCHOOL BELL)** - EVACUATE ALL SCHOOL BUILDINGS IMMEDIATELY IN AN ORDERLY MANNER - **PHONE 111**

STAFF TO ACCOMPANY GROUP OF STUDENTS THEY HAVE AT THAT TIME TO THE EVACUATION ASSEMBLY AREA

ASSEMBLE AT THE **COLOURED ASPHALT COURTS**

STUDENTS TO SIT IN ORDERLY LINES BY CLASS FACING AWAY FROM THE SCHOOL AND TEACHERS TO CALL THE ROLL

TEACHERS TO REPORT THE STUDENTS ACCOUNTED/UNACCOUNTED FOR TO A DESIGNATED STAFF MEMBER

A DESIGNATED PERSON TO COLLECT VISITORS REGISTER AND TAKE TO EVACUATION ASSEMBLY AREA - CONFIRMING ALL VISITORS ON-SITE ARE PRESENT

A DESIGNATED PERSON SHALL MEET EMERGENCY SERVICES AT THE FRONT OF THE SCHOOL

BE PREPARED TO MOVE TO AN ALTERNATE EVACUATION ASSEMBLY AREA IF DIRECTED BY THE PRINCIPAL OR A MEMBER OF THE SENIOR LEADERSHIP TEAM OR EMERGENCY SERVICES

EARTHQUAKES

There are hundreds of earthquakes in New Zealand every year, but most of them are not felt because they are either small, or many kilometres deep. However, a large, damaging earthquake could occur at any time. Earthquakes of any size, especially such a large magnitude as 3.6 at such a shallow depth, can be scary and un-nerve people. What the quake measures compared to how it is felt, can be completely different and appreciating its effect on people is important. What may affect some people significantly, may have no effect on others.

During an earthquake

- If you are inside a building, move to a safe place
- If you are outside, move no more than a few steps, then **drop, cover and hold**
- If you are driving, pull over and stop
- If you are at the beach or near the coast, drop, cover and hold then move to higher ground immediately in case a tsunami follows the quake

Civil Defence website www.civildefence.govt.nz/get-tsunami-ready/ provides the following information:



FIRE

ANY THREAT OF SMOKE, OBVIOUS UNCALLED FOR HEAT OR A FIRE OR OBSERVATIONS OF A FIRE AT RUAWAI COLLEGE, ACTIVATE THE NEAREST FIRE ALARM AND EVACUATE THE BUILDINGS

UPON HEARING THE **EVACUATION ALARM (FIRE ALARM OR CONTINUOUS SOUNDING OF THE SCHOOL BELL)** - EVACUATE ALL SCHOOL BUILDINGS IMMEDIATELY IN AN ORDERLY MANNER - **PHONE 111**

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FIRE

Fire evacuation procedures are widely acknowledged and practised throughout a variety of industries including schools, hospitals and various business industries, which is a positive indication of the acceptance of the requirement to conduct such drills.

This alone, reinforces the need for drills to be conducted across a range of disasters and emergencies, not just fires.

Fire drills and evacuation procedures are conducted on a regular basis at least four times a year, with one of those four occasions in conjunction with Fire and Emergency NZ. Fire and Emergency NZ are more than willing to provide advice and training on any given occasion about your fire exercise. Calling the station while it is unattended, will cause the caller to be directed to a main communications number. If it is an emergency the standard procedure of dialling **111** is required.

FIRE IS FAST. IN SECONDS A SMALL FLAME CAN TURN INTO A MAJOR FIRE.

HOWEVER, IF IT IS NOT DEALT WITH IMMEDIATELY IT WILL SPREAD.

TRIAL EVACUATION REQUIREMENTS

Fire and Emergency NZ require all New Zealand schools to conduct a trial evacuation exercise at least every six months.

A form following the evacuation is required to be emailed to the below email address within ten days following a practice. This can also be done now and counted as one of the six monthly evacuations after an actual threat or a fault. So long as an evacuation is conducted. This report is called a Trial Evacuation Report.

This is a legal requirement by Fire and Emergency NZ and these are to be completed every six months in accordance with legislation, namely Fire and Emergency New Zealand (Fire Safety, Evacuation Procedures, and Evacuation Schemes) Regulations 2018 and the Fire and Emergency New Zealand Act 2017.

These forms need to be sent via email to:

evacuation@fireandemergency.nz



Evacuation report

Send the completed report to the Regulatory Compliance Group, either by email to Evacuation@fireandemergency.nz or post to Regulatory Compliance Group, Fire and Emergency New Zealand, PO Box 68444, Victoria Street West, Auckland 1142.

Part A		Building description
Evacuation scheme reference #		
Building name		
Address		

Part B		Contact person details
Contact person's name		
Phone number		Mobile number
Email address		

Part C		Evacuation details	
Date of evacuation		Time of evacuation	am/pm
Time taken to evacuate		minutes	seconds

Part D		Assessment outcomes		
		Yes	No	N/A
1	Was this trial evacuation completed without injury to any person? Yes/No If No, detail the injuries that occurred during the trial evacuation:	☐	☐	
2	Was the evacuation alarm/method of alerting occupants clearly heard in all areas of the building? If no, detail issue and action taken to remedy it	☐	☐	
3	Were all exit ways clear? If no, detail issue and action taken to remedy it	☐	☐	

10 February 2023

Continued on next page

Part D, continued		Assessment outcomes		
		Yes	No	N/A
4	Were 'FIRE ACTION NOTICES' in place? If no, detail issue and action taken to remedy it	☐	☐	
5	Were systems in place to assist anyone who could not self-evacuate and if so, did the systems function? If no, detail issue and action taken to remedy it	☐	☐	
6	Did any equipment to assist with the evacuation work as intended? If no, detail issue and action taken to remedy it	☐	☐	☐
7	Occupants accounted for or building determined to be clear in accordance with the evacuation scheme? If no, detail issue and action taken to remedy it	☐	☐	
8	When was the last training session for permanent occupants held?			

Part E	Additional comments

Contact person signature	
Follow up	☐ Tick this box if you would like to speak to someone about this trial.

10 February 2023

FLOODING

ON RECEIPT OF A WARNING OF HEAVY RAIN OR FLOODING WHICH COULD IMPACT ON RUAWAI COLLEGE.
THIS WOULD BE APPLICABLE WHEN SURROUNDING AREAS ARE LIKELY TO BE IMPACTED

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STAY ON THE PHONE WITH EMERGENCY SERVICES IF POSSIBLE AND ADVISED TO DO SO

STAY INSIDE OR GO INSIDE IMMEDIATELY

TEACHERS TO CLEAR ALL TOILETS, HALLWAYS AND OTHER ROOMS WITHIN THE
IMMEDIATE VICINITY OF THEIR LOCATION

LOCK EXTERIOR DOORS AND WINDOWS - DO NOT OPEN

TURN LIGHTS OFF
LEAVE ALL WINDOW COVERINGS AS THEY ARE WHEN THE LOCKDOWN ALARM SOUNDS

KEEP STUDENTS CALM, IN THE CENTRE OF THE ROOM, LYING FACE DOWN ON THE FLOOR AND AWAY FROM
DOORS AND WINDOWS

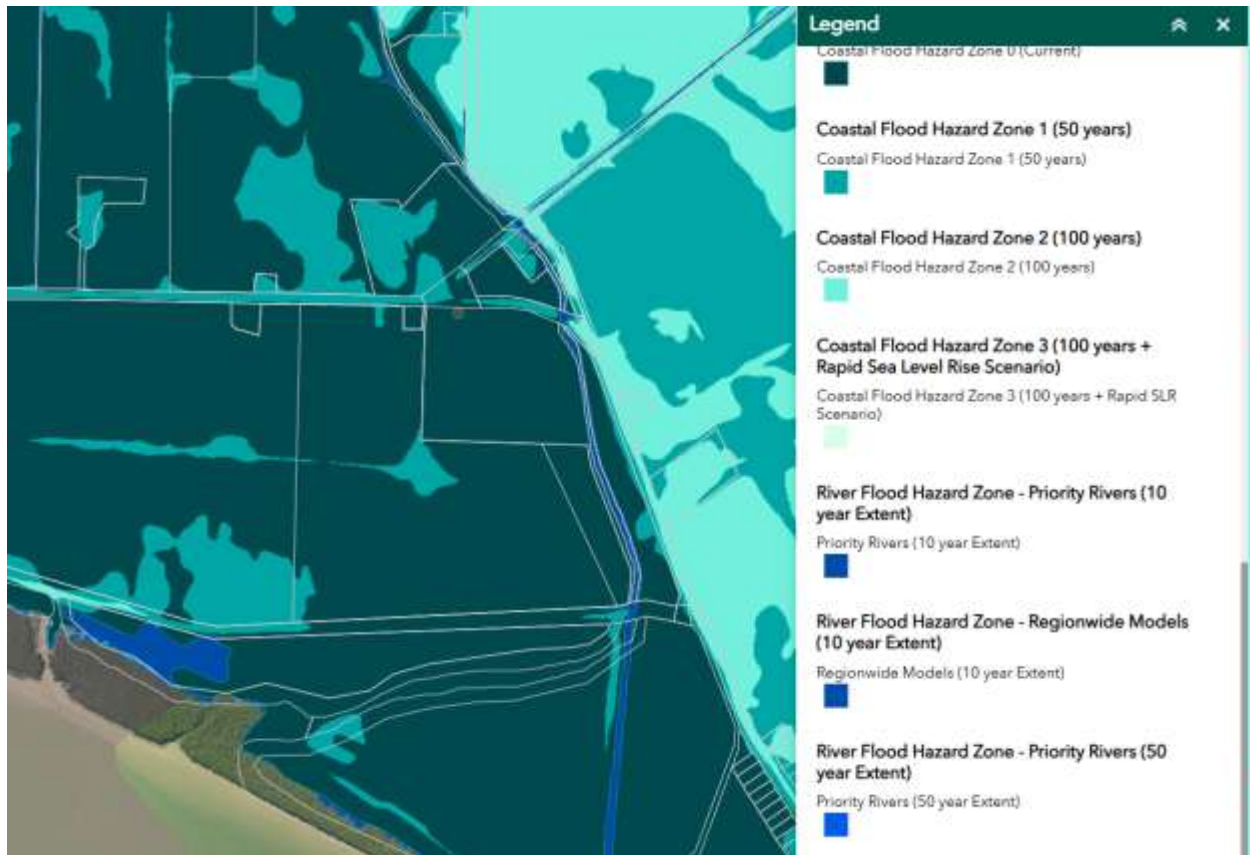
MINIMISE NOISE AND MOVEMENT

IF POSSIBLE CHECK SCHOOL EMAILS AND REPLY TO EMAIL FROM SLT
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ANNOUNCE ALL CLEAR**

FLOODING

If the threat is during the school day, it highlights the “*if the threat is inside move outside (evacuate)*” as it could mean that staff and/or students could be easily swept away by the flooding. Inside is the safest.



Source:

<https://nrcgis.maps.arcgis.com/apps/webappviewer/index.html?id=81b958563a2c40ec89f2f60efc99b13b>

Even if the school is not directly affected by future flooding rain, the surrounding areas may be cut off and make access in and out of the school difficult.

The following link is an incredibly valuable tool provided by Civil Defence, particularly focusing on “What’s the Plan Stan” educational resources regarding floods:

<http://www.whatstheplanstan.govt.nz/events/floods/>

If there is a major threat of flooding and significant notice has been provided, evacuation procedures should be conducted and consideration to closure of the school.

As part of the emergency management plan, if it is likely that there will be significant amounts of rain which could potentially impact on the school, a decision will be made to either close the school or remain in lockdown. If this occurs, there is the potential for the school to be isolated for periods of time and could occur during school time.

This means access to the school for parents to uplift their students may be impacted. Liaison with the local Civil Defence office around the potential for local emergency accommodation should be made.

CONTOUR LINE MAPPING



Source: <https://www.topomap.co.nz/NZTopoMap?v=2&ll=-36.128258,174.003353&z=14>

Understanding Contour Lines

It can be useful to have a basic understanding of contour lines and mapping and how they affect the area which relates to Ruawai College.

On the above map, there are a number of orange lines, of which some are close and some are further apart. If there are many contour lines close together, this indicates that the terrain is steep. The contour lines that are far apart indicate land with gentle slopes. Contour lines will always be depicted on a topographical map in orange.

The shape and feature of the lines also varies. As previously mentioned, lines closer together represent that that particular area is steep. The lines are also curved, and some are complete circles. The circles representing the peak of an area of land.

There are also numbers on the lines at various intervals. These indicate the height above sea level.

LANDSLIDE

IF LAND SUBSIDANCE HAS OCCURRED OR IS LIKELY IN THE AREA NEAR RUAWAI COLLEGE- EVACUATION PROCEDURES INITIATED

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LANDSLIDE

If there is ever a threat to the school from a developing event, then the school should be evacuated, or consideration given to closure. An indirect effect of a landslide could also impact on the school either by isolating it and cutting off roads, or causing the failure of infrastructure such as water, gas, and power.

A landslide is the movement of rock and soil down a slope. Landslides can range in size from a single boulder in a rock fall to a very large avalanche of debris with huge quantities of rock and soil that can be spread across many kilometers. Heavy rain, floods or earthquake shaking can cause a landslide. Human activity, such as removal of trees and vegetation, steep roadside cuttings or leaking water pipes can also cause landslides.



JAY BOREHAM

A large pohutukawa tree went first, followed by more of the cliff face five days later after stormwater built up.

The following link is an informative tool provided by Civil Defence, focusing on “What’s the Plan Stan” educational resources about landslides:

<http://www.whatstheplanstan.govt.nz/events/landslides/>

MOBILE OFFENDER

UNAUTHORISED PERSON(S) ON OR NEAR RUAWAI COLLEGE GROUNDS AND IS POSING A THREAT TO THE SAFETY OF STAFF AND OR STUDENTS



A LOCKDOWN IS INDICATED BY THE **INTERMITTENT SOUNDING OF THE SCHOOL BELL FOR APPROXIMATELY ONE MINUTE**



LOCKDOWN PROCEDURES ARE INITIATED AND POLICE ARE ADVISED - **111**
STAY ON THE PHONE WITH EMERGENCY SERVICES IF POSSIBLE AND ADVISED TO DO SO



STAY INSIDE OR GO INSIDE IMMEDIATELY



TEACHERS TO CLEAR ALL TOILETS, HALLWAYS AND OTHER ROOMS WITHIN THE
IMMEDIATE VICINITY OF THEIR LOCATION



LOCK EXTERIOR DOORS AND WINDOWS - DO NOT OPEN



TURN LIGHTS OFF
LEAVE ALL WINDOW COVERINGS AS THEY ARE WHEN THE LOCKDOWN ALARM SOUNDS



KEEP STUDENTS CALM, IN THE CENTRE OF THE ROOM, LYING FACE DOWN ON THE FLOOR AND AWAY FROM DOORS AND WINDOWS



MINIMISE NOISE AND MOVEMENT



IF POSSIBLE CHECK SCHOOL EMAILS AND REPLY TO EMAIL FROM SLT
BE AWARE THAT FURTHER INFORMATION MAY TAKE SOME TIME - BE PATIENT



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MOBILE OFFENDER

The **mobile offender** is a term utilised by emergency departments which is becoming increasingly apparent today. It can incorporate the following:

- Active shooter (this is explained within this document)
- Police pursuit (on foot)
- Incidents involving weapons
- Armed offender's incident

An **active shooter** basically means "... an armed person who has used deadly physical force on other persons and continues to do so while having unrestricted access to additional victims." The definition includes so-called "snipers", but not usually suicide bombers.

****DO NOT APPROACH ANY PERSON WHO IS ARMED****

****COMMENCE LOCKDOWN PROCEDURE IMMEDIATELY****

**** CALL 111 ****

Incidents involving weapons can range from a person or person(s) carrying a pair of scissors or a sharpened piece of stick, through to a firearm. In all cases, should a person be on school grounds armed with any form of weapon (bearing in mind this can take the shape of many different items), a lockdown should be initiated and **111** called.

'Armed' can mean use of a firearm, knife, club, iron bar, syringe or any other weapon.

'Aggravated' means the offender, at the time of or immediately before or after an incident that causes grievous (serious) bodily harm to any person.

PANDEMIC

All the relevant information relating to the Ministry of Education guidelines for handling the development of this event can be found here:

<https://education.govt.nz/school/health-safety-and-wellbeing/emergencies-and-traumatic-incidents/pandemic-planning-guide/>

Additional information can also be found in the Ministry of Health website

<https://www.health.govt.nz/our-work/emergency-management/pandemics>

The lead agency in dealing with any readiness and response action in relation to any pandemics is the Ministry of Health.

The response to this is through an all government approach with the Ministry of Health as the lead agency and being supported by several other groups, of which Civil Defence is one and they would undertake all the welfare response requirements within their region and community.

The Crisis Management Team can refer to the Crisis Management Plan which can be found on pages 42-61 of this plan. It is a recommendation to put together a dedicated team which would then be assigned roles from within the structure - (Incident controller, Intelligence etc.). The group will meet as things develop or an incident occurs and would allow an overview of any changes and re direction in a plan if required. Using the Crisis Action Plan on pages 63-64 will allow a record of activity and decisions made.

Two critical areas are the intelligence position and the communication position. It is especially important to have a consistent and regular messaging to the school community and based on accurate intelligence.

The two key sites to monitor for the intelligence role would be www.health.govt.nz and www.education.govt.nz.

STORM EVENT

IF INFORMATION IS RECEIVED FROM THE METEOROLOGICAL SERVICE ABOUT A PENDING SEVERE WEATHER EVENT WHICH COULD IMPACT RUAWAI COLLEGE OR THE SURROUNDING AREA



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MINIMISE NOISE AND MOVEMENT



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STORM EVENT

Ruawai College is in a medium wind zone but can still be susceptible to storm events. The school may have the potential to be impacted by a storm event such as a cyclone, depending on its severity, given its geographical location. One of the most significant risks for the school if there is a large or threatening storm event hitting the school is flying debris caused by high winds, particularly branches from nearby trees.

Before a storm

- Getting ready before a cyclone strikes, will help reduce damage to the school.
- Review your emergency management plan.
- Keep materials at hand for repairing windows, such as tarpaulins, boards and duct tape.
- If you are renovating or building, make sure all work complies with the New Zealand building code which has specific standards to minimise storm damage.

During a storm

- Open a window on the side of the building away from the wind. This will relieve pressure on the roof and help prevent it from lifting.
- Close all curtains and blinds in classrooms to slow down flying glass and airborne objects.
- Stay away from doors and windows. If the wind becomes destructive, shelter further inside the classrooms or potentially in corridors.
- Do not walk around outside.

After a storm

- Follow the procedures as per the emergency management plan following a school lockdown.
- If there has been damage or injuries, then the crisis management structure should be used.
- Contact the council and insurance company if any building has been severely damaged.

SWARM OF BEES

IF A SWARM OF BEES APPROACH OR SETTLE ON OR NEAR RUAWAI COLLEGE, LOCKDOWN PROCEDURES ARE INITIATED



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SWARM OF BEES

Immediate response:

DO NOT start swatting at the bees. Swatting at a swarm of bees is not only pointless as you are far outnumbered, but it will only serve to anger the bees even more which probably means more stings.

DO NOT freeze where you are, especially if you have already been stung. Freezing will make the bees mistake you for a flower and continue to attack.

DO make a quick escape. The bees are most likely attacking you because they feel their hive is being threatened by your presence. Running in the opposite direction of where you were originally heading when the attack began may be enough to calm the bees down. If you start to feel bees bouncing off your body as you are walking along, they are trying to warn you that you are getting too close and you should immediately turn around and walk away.

DO protect your eyes and face as much as you can if you are in the middle of a swarm. If your eyes swell shut from stings, it is going to be much harder for you to escape.

DO try to get indoors or run through bushes. Being indoors or in a group of bushes may offer you shelter from the bees and deter them from continuing to attack.

Once you are safe and others are out of danger, seek medical attention if there are adverse reactions to the stings or there have been multiple stings. Remove any stingers that are still in your skin once you can escape the swarm of bees. Bee stingers deliver doses of venom, so it is important to remove them as soon as possible.

THREATENING BEHAVIOUR

IF A PERSON(S) ACTIONS BECOME VIOLENT/THREATENING AND THERE IS A RISK TO THE SAFETY OF STAFF AND OR STUDENTS AT RUAWAI COLLEGE



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THREATENING BEHAVIOUR

Mobile offending and violent/threatening behaviour are different terms, however, how the school responds to each is the same and they are both criminal behaviours.

As outlined above, violent and/or threatening behaviour can be one of, but not limited to, the following:

- Disgruntled parent
- Custody dispute
- Mentally impaired person
- Trespasser
- Civil disorder(s)

Scenario One

*A female (mother of a student) enters the school and approaches the receptionist. She demands to see the principal and when advised that he/she is currently off-site, becomes highly agitated. Her demeanour is escalating, and she starts to become more aggravated, quite clearly having no control over her behaviour, although at this stage, she has not committed any acts of **actual physical violence**, she is acting in a manner which is both threatening and has the potential to possibly escalate to that of violence.*

- It is evident from her demands that she is requiring attention and wants to be heard. Letting her “vent” could be an option but be aware of any escalation.
- Keep calm.
- Engage with her “tell me what has happened”.
- At the same time, the female should be monitored by another staff member and if she is not calming down, then assistance should be called for.

Scenario Two

Whilst in class, a teacher notices a stranger on the premises. He is unknown to the teacher and enquiries reveal he is also unknown to a lot of staff in general. The teacher makes the decision to approach the male within full visibility of the other classrooms.

As she approaches the male, she notes that he appears confused and after speaking with him to ascertain if she can assist him, his speech is slurred, and he is unclear of his surroundings or who he is visiting within the school.

Although not confrontational, this situation has the potential to escalate, jeopardising the safety of both staff and students.

Should any person **not** be wearing a name tag, that person should be confronted. If staff members are not comfortable in confronting the person(s), then the police should be called on **111**.

It is not expected by any school and/or emergency agency (i.e. police) that teachers, students or employees of the school confront trespassers and, in any way, jeopardise their safety.

SAFETY IS OF PARAMOUNT IMPORTANCE.

TSUNAMI

IF THE NORTHLAND REGION HAS BEEN GIVEN ADVANCE WARNING OF A TSUNAMI WHICH COULD HIT THE AREA OF RUAWAI COLLEGE, THE SCHOOL MUST LOCKDOWN

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TURN LIGHTS OFF
LEAVE ALL WINDOW COVERINGS AS THEY ARE WHEN THE LOCKDOWN ALARM SOUNDS

KEEP STUDENTS CALM, IN THE CENTRE OF THE ROOM, LYING FACE DOWN ON THE FLOOR AND AWAY FROM DOORS AND WINDOWS

MINIMISE NOISE AND MOVEMENT

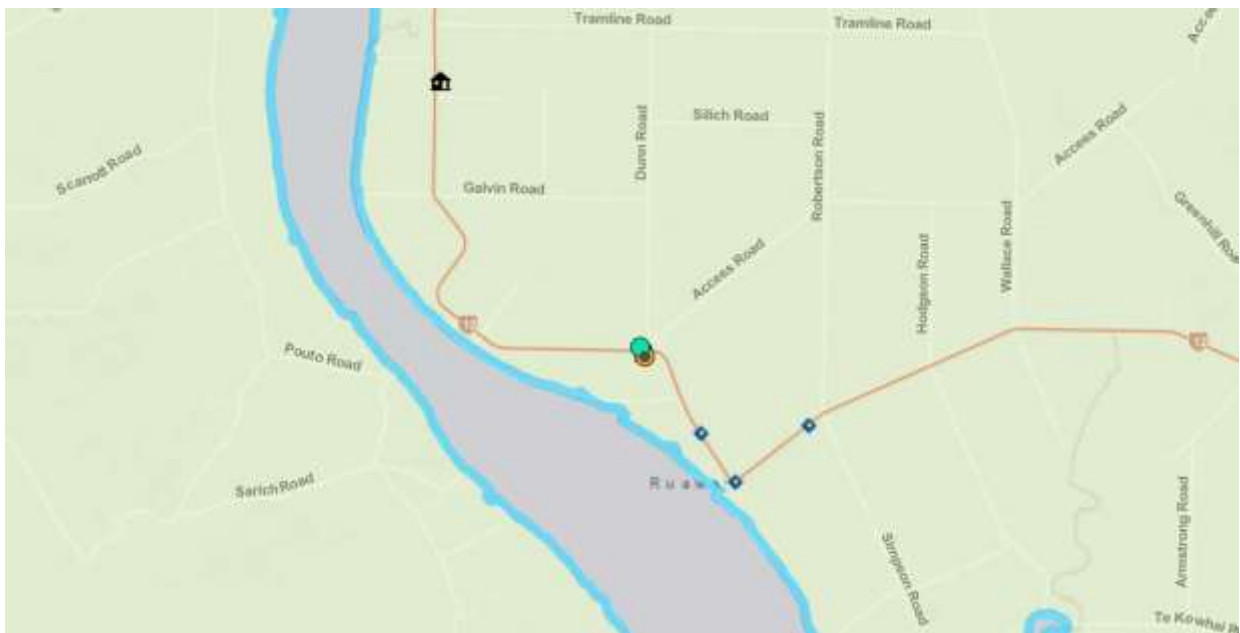
IF POSSIBLE CHECK SCHOOL EMAILS AND REPLY TO EMAIL FROM SLT
BE AWARE THAT FURTHER INFORMATION MAY TAKE SOME TIME - BE PATIENT

ONLY A MEMBER OF THE SENIOR LEADERSHIP TEAM OR EMERGENCY SERVICES WILL PHYSICALLY ANNOUNCE ALL CLEAR

TSUNAMI

It is important to listen to radios, should any type of threat come in which places the school at risk and constant and correct communication with staff, students, the school and externally needs to be a priority also, once a lockdown has been initiated.

This school is not located inside a tsunami evacuation zone. You do not need to evacuate during a tsunami.



Tsunami Inundation Zones 2024

Blue Zone: Tsunami Evacuation Zone - Tsunami Inundation Zone



Green Zone: Safe Area



Safe Area

Source: [Civil Defence - Tsunami Evacuation Zones](#)

TSUNAMI HAZARD ZONE

 **Blue Zone: Tsunami Evacuation Zone** – This evacuation zone shows the areas that should be evacuated in the event of a tsunami warning. It represents where the water could reach in a tsunami.

 **Safe Area** - if driving, keep going once out of the evacuation zone to allow room for others.

TSUNAMI SIRENS



A tsunami may arrive soon after a major earthquake. Don't wait for an official warning.

Walk inland or to high ground. Use the map to identify your nearest safe zones and safe locations ahead of time.

Evacuate on foot if possible. Roads will block very quickly. Take essential items - tsunami flooding can last for many hours

The following link is valuable information, which is provided by Civil Defence, particularly focusing on “What’s the Plan Stan” educational resources regarding tsunami:

<http://www.whatstheplanstan.govt.nz/events/tsunami/>

The worst-case scenario is suggested for Ruawai College, and that is a regional or local source tsunami which may arrive within two hours.

If the event is likely to occur after this period (i.e. greater than two hours) then a decision will need to be made when either send staff and students home and close the school given the likely hood of large-scale evacuations.

VOLCANO

THE CIVIL DEFENCE WARNING IS ALERTED ON MOBILE PHONES OR OTHER INFORMATION IS RECEIVED THAT A VOLCANIC ERUPTION IS IMMINENT EVACUATE THE BUILDINGS

UPON HEARING THE **EVACUATION ALARM (FIRE ALARM OR CONTINUOUS SOUNDING OF THE SCHOOL BELL)** - EVACUATE ALL SCHOOL BUILDINGS IMMEDIATELY IN AN ORDERLY MANNER - **PHONE 111**

STAFF TO ACCOMPANY GROUP OF STUDENTS THEY HAVE AT THAT TIME TO THE EVACUATION ASSEMBLY AREA

ASSEMBLE AT THE COLOURED ASPHALT COURTS

STUDENTS TO SIT IN ORDERLY LINES BY CLASS FACING AWAY FROM THE SCHOOL AND TEACHERS TO CALL THE ROLL

TEACHERS TO REPORT THE STUDENTS ACCOUNTED/UNACCOUNTED FOR TO A DESIGNATED STAFF MEMBER

A DESIGNATED PERSON TO COLLECT VISITORS REGISTER AND TAKE TO EVACUATION ASSEMBLY AREA - CONFIRMING ALL VISITORS ON-SITE ARE PRESENT

A DESIGNATED PERSON SHALL MEET EMERGENCY SERVICES AT THE FRONT OF THE SCHOOL

BE PREPARED TO MOVE TO AN ALTERNATE EVACUATION ASSEMBLY AREA IF DIRECTED BY THE PRINCIPAL OR A MEMBER OF THE SENIOR LEADERSHIP TEAM OR EMERGENCY SERVICES

VOLCANO

There are seven active volcanic regions in New Zealand, one of the most prominent being Rangitoto. Those living in these regions are at risk from volcanic ash, debris, lahars and lava flows. Volcanic ash fall is the most likely volcanic hazard that will impact the local populations. The only way that any area will be affected is if the wind blows the ash cloud in that direction.

Volcanic ash consists of tiny jagged pieces of rock and glass. It is hard, abrasive, mildly corrosive, conduct electricity when wet and does not dissolve in water. The way ash is spread over broad areas is by wind. A spectacular image of the eruption of Shinmoedake, Japan, shows the eruption plume being “bent over” and directed by the local prevailing winds and subsequent ashfall.



During an ash fall:

- Stay indoors
- Close windows and doors
- Turn off air-conditioning units and any other equipment that draws in or blows air
- Listen to the radio for advice and information
- Ensure that staff and pupils stay indoors
- If anyone is outside, the emergency management plan briefings should have covered the need for them to seek shelter and to use a mask or handkerchief for breathing
- Protective clothing especially if working in the ash fall should be worn by anyone who must work outside in an emergency and goggles used to protect the eyes

- Monitor the amount of ash on roofs. There have been cases overseas where roofs have collapsed under the weight of wet ash causing injury to the occupants
- Be prepared to evacuate buildings which show signs of roof sagging
- In heavy ash falls, windows and doors may need additional sealing to avoid ash entering the school buildings. Extra care must be taken by people entering buildings to ensure that outer clothing and footwear is removed early to avoid spreading ash throughout the building
- Protect buildings where fresh foodstuffs are stored to reduce the amount of ash entering the building
- Disconnection of roof-fed water supply is only required when an ash fall is occurring or during the clean up to stop ash entering the storage tanks
- If possible, have school outdoor equipment, cars etc. parked under-cover or cover them

How to clean up after an ash fall

- Wetting down ash will form a glue-like material which is not easy to remove and add weight to the ash. The best method is to lightly dampen the ash to prevent it billowing and to sweep it up
- Remove ash immediately (before rain if possible) but remember ash particles commonly have sharp broken edges making it a very abrasive material
- Clean rooftops first to reduce windblown ash covering cleaned areas or damage to guttering and blocking down-pipes
- Place ash in rubbish bags if possible and seal them
- Do not dump ash in the stormwater or sewage system
- Contact your council for information on the disposal of ash
- Prevent further ash entering the school by restricting access to the most protected (sheltered) entrance
- Vacuum indoor surfaces where possible or use a damp cloth to remove ash. Avoid vigorous rubbing
- Clean electrical systems. Dry ash should be blown off with high pressure air, while wet ash should be cleaned off by hand or with water at high pressure

Ensure that the power is off before doing this and if in doubt have a licensed electrician check the equipment for safety.