

# Emergency Management Plan

## St Mary's Primary School

<b>Address</b>	87 Sewell Street HOKITIKA
<b>Contact details</b>	Phone:03 755 6133 Fax:03 755 8730 Email: office@stmaryshok.school.nz Website www.stmarysschool.co.nz
<b>School / ECE Emergency contacts</b>	Name: Karen Payne Role: Principal Phone:03 755 6133 Mobile:021 0239 1545
	Name: Darrell Grosser Role: Chairperson Mobile: 021 878 927
<b>Radio</b>	Our local station for emergency information is: 93.1 Phone 0800 002527 Text 4487
<b>Last revised</b>	January 2017

# Introduction

---

This plan outlines how St Mary's Primary School will respond in the event of an emergency.

## Contents

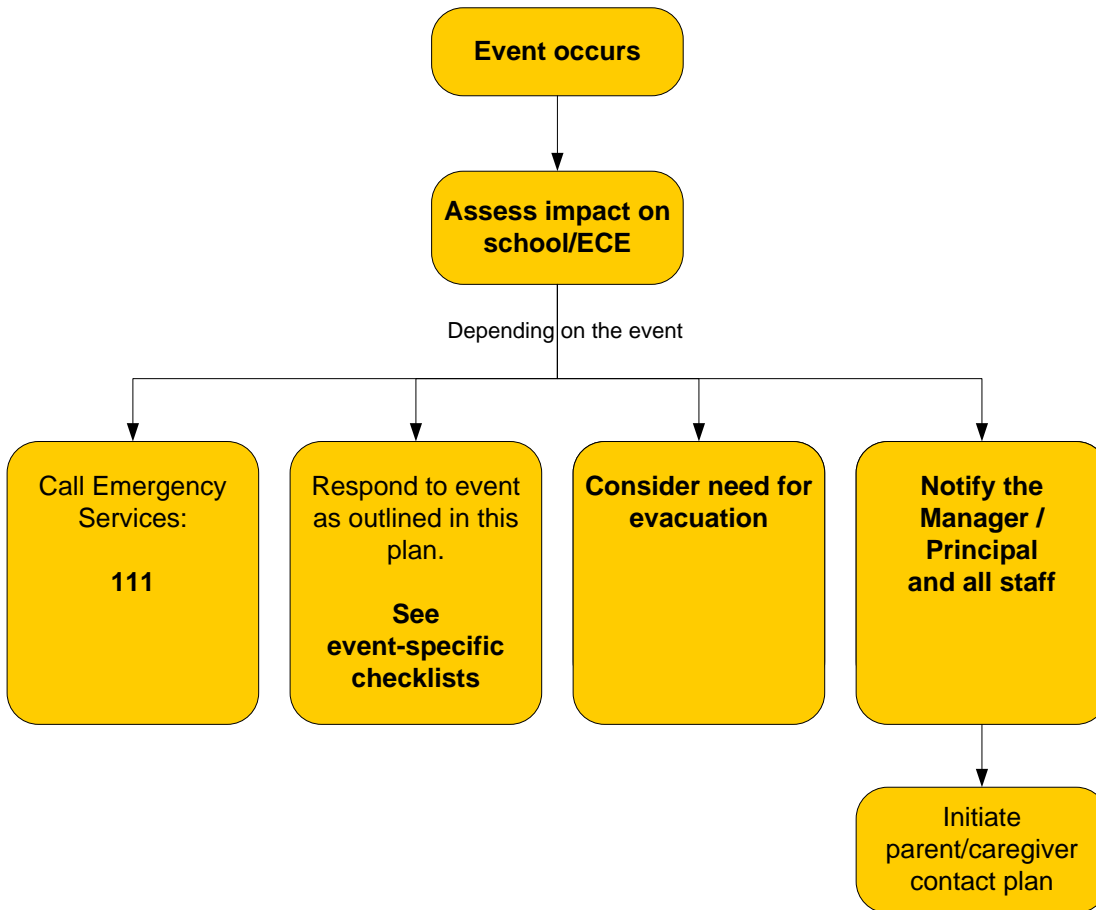
---

Introduction.....	2
Contents .....	2
Basic emergency response process .....	3
Site map .....	4
Evacuation.....	5
General evacuation plan .....	5
Our role in a Civil Defence emergency .....	6
External contact lists – last updated:.....	7
Emergency services contact information .....	7
Essential government contact information.....	7
Essential utility contact information .....	7
External contact lists – last updated:.....	8
Essential security contact information .....	8
Other miscellaneous contact information.....	8
Local schools contact information .....	8
School/ECE contact list – Last updated: .....	9
Fire.....	10
Earthquake .....	11
Tsunami.....	12
Flooding.....	13
Reverse Evacuation or Lockdown Procedure.....	15
Dealing with a suspicious letter or package .....	16
Bomb threats .....	17
Trespasser on the school grounds.....	18
Violent intruder .....	19
Serious injury or death.....	20
Online resources .....	20
Traumatic Incident Team .....	20
Missing child or student .....	21

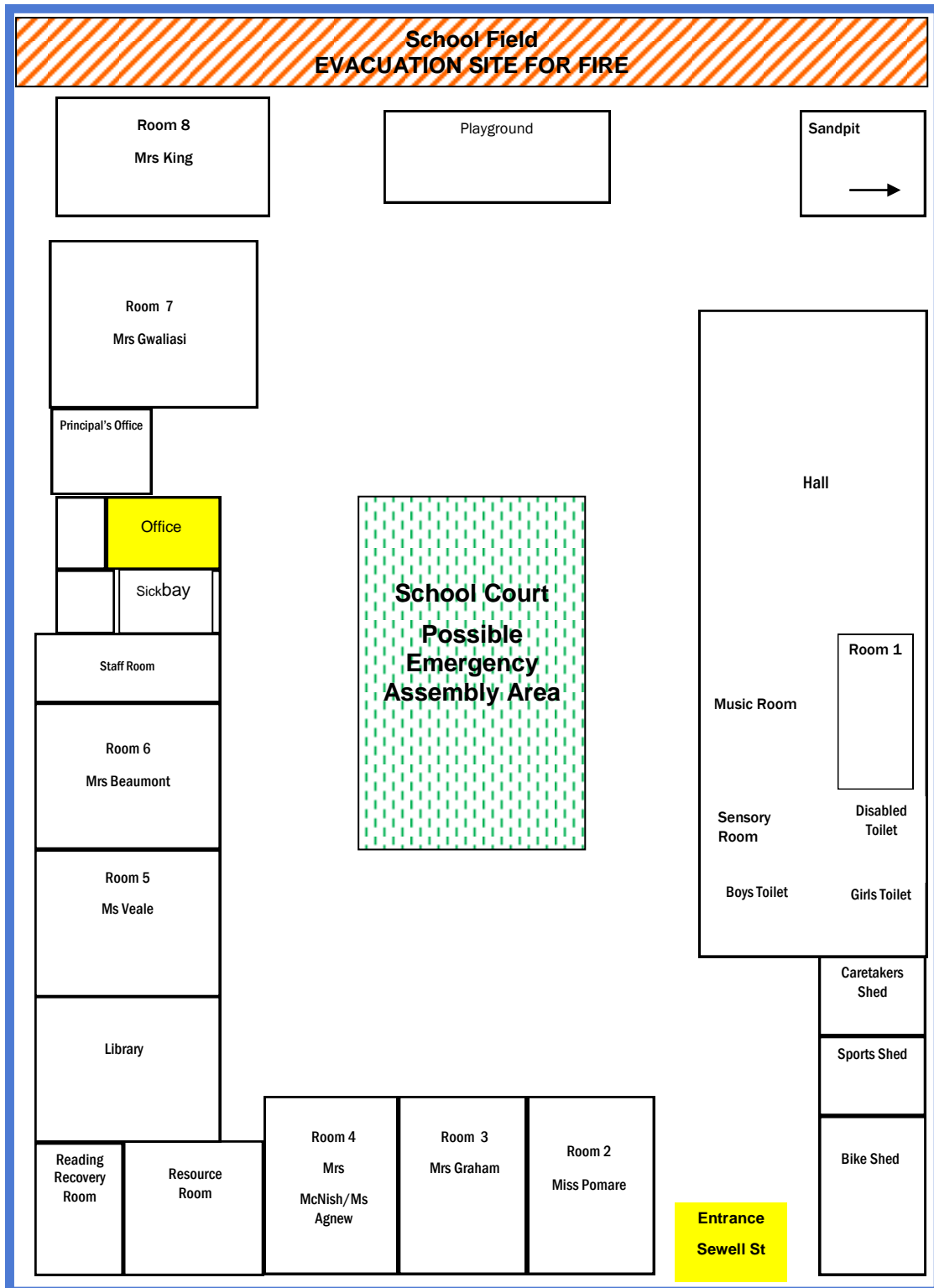
## Basic emergency response process

---

While every event is unique, there are some basic steps to follow when responding to any emergency, which are outlined below:



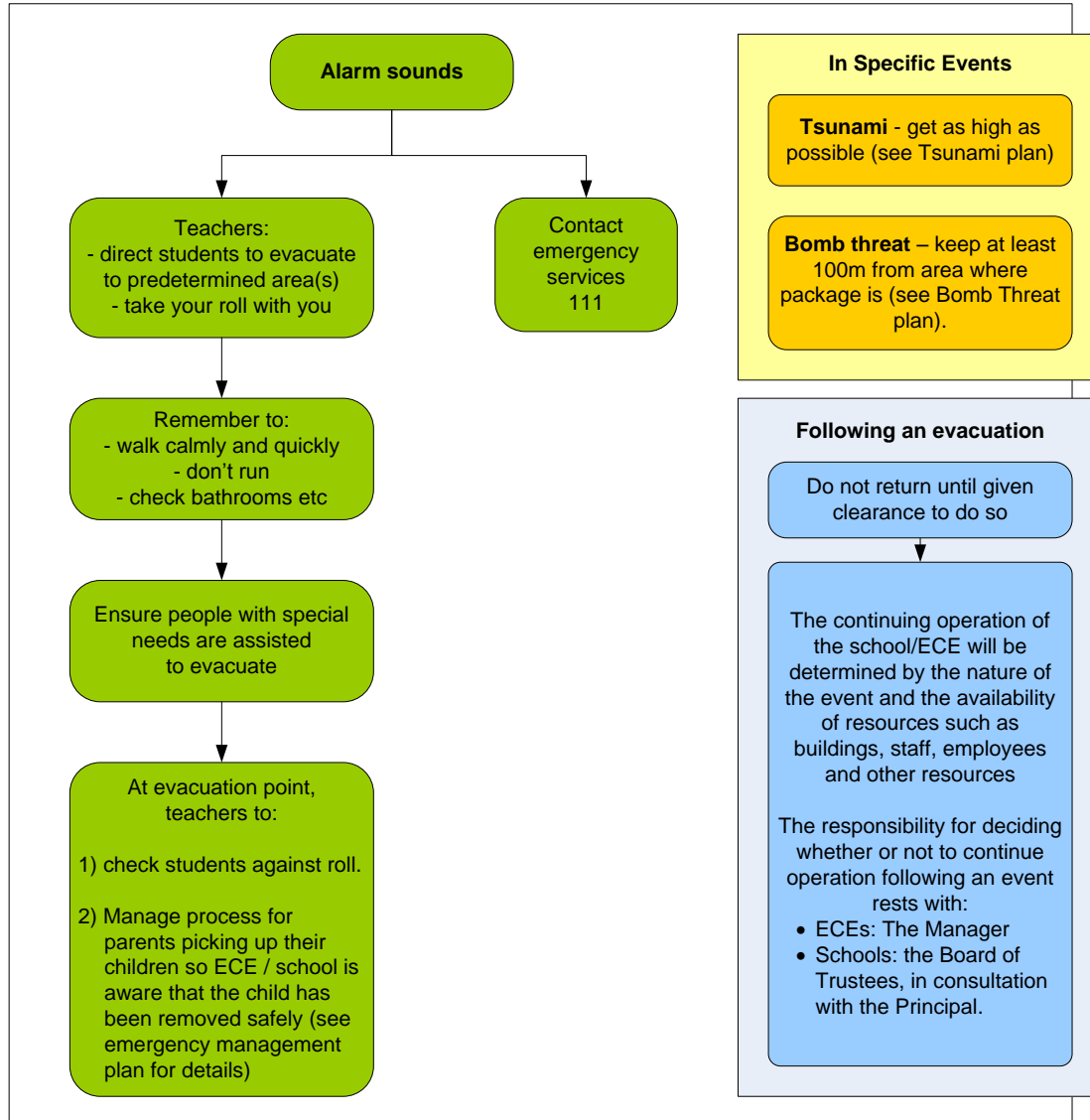
# Site map



# Evacuation

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

## General evacuation plan



### Our evacuation areas

School Field - FIRE

School Courtyard

## Emergency contact plan – parents and caregivers

In any emergency event, you will need to contact parents and caregivers to advise them of the situation, and advise how they can collect their child(ren).

### **Our emergency contact plan for parents and caregivers**

- A notice will be displayed at the school entrance if time permits. Parents have been informed of our off-site evacuation assembly point at Whitcombe Terrace in case of Tsunami.
- When possible the local radio station 93.1 will be used to broadcast relevant information. Phone 0800 002527 Text 4487.
- Students with cell phones are to advise their teacher if they have made contact with their parents or caregivers.
- An emergency contact list is included in the evacuation kit.

## **Our role in a Civil Defence emergency**

---

Civil defence preparedness for ECEs and schools generally falls into two categories:

- Ensuring the safety of students and staff at school during a civil defence emergency
- Helping the wider local community during a civil defence emergency, as part of a response coordinated by the local territorial authority.

The local Civil Defence and Emergency Management Group will provide advice if your school/ECE is designated as a civil defence centre.

### **Civil Defence emergency contact**

**Westland District Council** Weld Street Phone 756 9010

**Emergency Management Officer** John Bainbridge Work 756 9010  
Cell 027 5840037  
Home 755 7463

### **Civil Defence Ward Co-ordination Centres**

**Westland District Council** Weld Street Phone 756 9010

**St John** 134 Stafford Street Phone 755 5466

**Hokitika Police Station** 50 Sewell Street Phone 756 8310

## External contact lists – last updated:

Where possible include a primary and alternate number.



### Emergency services contact information

Police, Fire, Ambulance	(dial 9 outside line) 111
Police (local station)	Phone 756 8310
National Poison centre	Urgent line 0800 764 766 Non-urgent 03 479 7284
Medical Centre	Name Westland Medical Centre Address 54a Sewell Street Phone 755 8180



### Essential government contact information

Ministry of Education	National Office (04) 463 8000 Traumatic Incident Team 0800 TI Team (0800 848 326) Contact Centre 0800 225 580
Ministry of Education media advice and assistance	Point of contact Senior Media Advisor, Communications Group Phone 04 – 463 8000
Child, Youth and Family (CYF)	0508 326 459
Local council	Phone 756 9010
Local Emergency Management office/group	Point of contact: John Bainbridge Work 756 9010 Cell 027 5840037 Home 755 7463



### Essential utility contact information

Power company	Trustpower Account number A612986 Energy No 59006900 Phone 0800 87 87 87
Electrician	Chris Howard 027 242 6482
Plumber	Jeff Evans 756 8111

## External contact lists – last updated:

---



### Essential security contact information

Security	Hokitika Security 755 6358 mobile 027 244 7510
Alarm monitoring	ADT 0800 ADT ASAP
Fire alarm/equipment maintenance	Wormald



### Other miscellaneous contact information

Other	Contact details
Bus company / Transportation	Ritchies Bus Service 03 768 2222 Bob Wilson Bus Driver 027 5111467
Insurance	Crombie Lockwood 0800 347 257
Seaview Hall	755 5230



### Local schools contact information

Other schools/ECEs in local area	Contact details
School: Westland High	Phone 755 6169
School: Hokitika Primary	Phone 755 7400
School: Kaniere School	Phone 755 6813



## School/ECE contact list

---

**Karen Payne (Principal)**

Kokatahi RD1

Cell: 021 0239 1545

Email: [karen@stmaryshok.school.nz](mailto:karen@stmaryshok.school.nz)

**Nigel Tyer (Deputy Principal)**

Ruatapu Road: 755 8367

Cell: 027 3106754

Email: [nigel@stmaryshok.school.nz](mailto:nigel@stmaryshok.school.nz)

**Darrell Grosser (Chairperson)**

45 Hoffman Street

Home: 755 5178

Cell: 021 878 927

Email: [darrellg@westland.co.nz](mailto:darrellg@westland.co.nz)

**Stephanie Nilson (Office Manager)**

2 Bowen Street, Kokatahi

Home: 755 5059

Cell: 027 733 4903

Email: [office@stmaryshok.school.nz](mailto:office@stmaryshok.school.nz)

**Sue Pomare (Assistant Principal)**

79 Park Street

Home: 755 7240

Cell: 027 338 1720

Email: [sue@stmaryshok.school.nz](mailto:sue@stmaryshok.school.nz)

**Philip Barker (Trustee)**

105 Weld Street

Home: 755 8224

Cell: 021 191 5746

Email: [phil.sonja@xtra.co.nz](mailto:phil.sonja@xtra.co.nz)

**Marie-Louise Tacon**

105 Havill Drive, Awatuna

Home: 755 5472

Cell: 027 457 1231

Email: [marie-louise.davidson@asb.co.nz](mailto:marie-louise.davidson@asb.co.nz)

**Maria Lockington (Trustee)**

47 Terrace View

Home: 755 5247

Cell: 027 433 1722

Email: [thelockys@xtra.co.nz](mailto:thelockys@xtra.co.nz)

**Sarah Nixon (Trustee)**

180 Hau Hau Road

Home: 755 6075

Email: [sj Nixon12@hotmail.com](mailto:sj Nixon12@hotmail.com)

**Father Lito (Trustee/Parish Priest)**

71 Sewell Street

Home: 755 6566

Email: [hokism@xtra.co.nz](mailto:hokism@xtra.co.nz)

## Fire

---

This checklist outlines what to do in the event of fire. You can also use it when practising a fire drill.

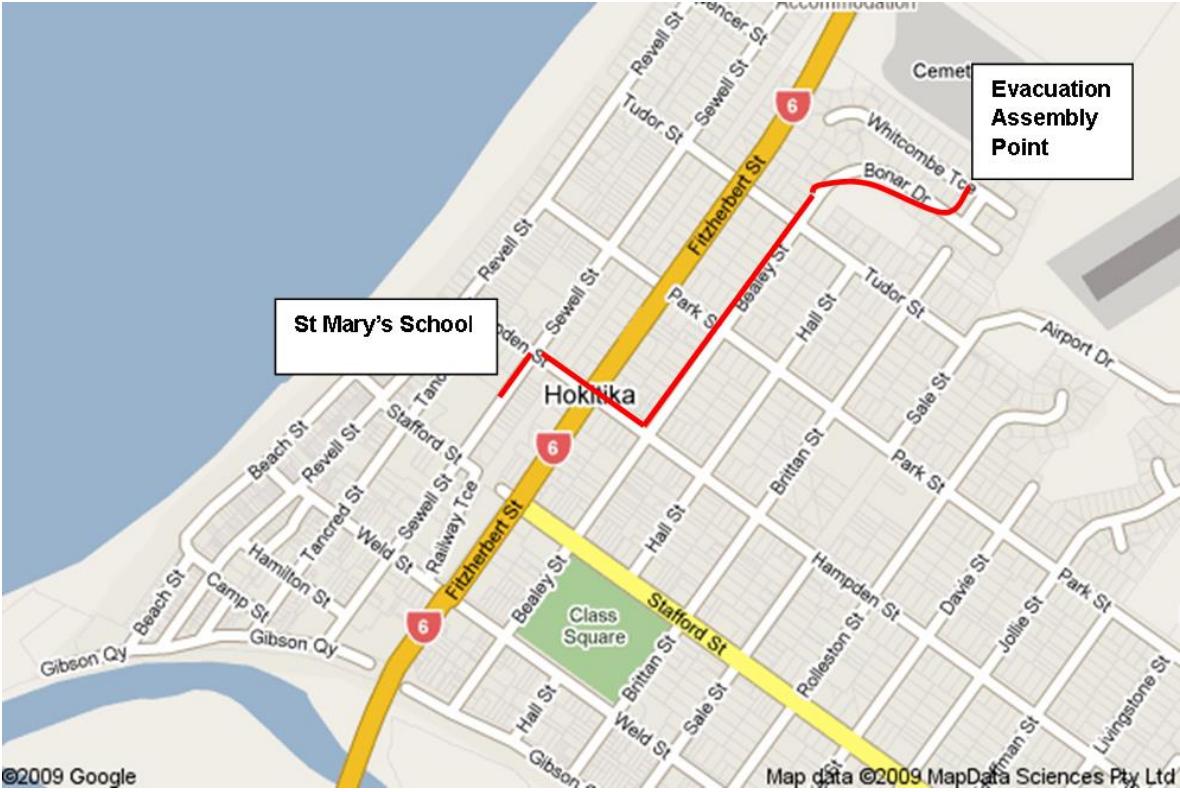
	Response actions (as appropriate)
<b>Discovery of a fire</b>	<input type="checkbox"/> Ring the fire alarm.
	<input type="checkbox"/> Call (9 outside line) 111
	<input type="checkbox"/> If safe to do so extinguish the fire.
<b>On hearing the alarm</b>	<input type="checkbox"/> Teachers should collect their registers/class list and take their pupils to the designated assembly point(s).
	<input type="checkbox"/> Walk calmly and quickly and avoid panic.
	<input type="checkbox"/> Ensure students / visitors with disabilities are assisted by a responsible person.
	<input type="checkbox"/> Ensure any visitors are included in the evacuation.
	<input type="checkbox"/> Check rest areas, bathrooms and common rooms en route to the designated exit point.
	<input type="checkbox"/> Ensure all students remain at the evacuation point until clearance to leave is given.
<b>Returning to the building(s)</b>	Do not return to the building(s) until given the all clear by the Fire Service.
<b>Ongoing operations following a fire</b>	<p>The continuing operation of the school will be determined by the nature of the fire and the availability of resources such as buildings, staff, employees and other resources</p> <p>The responsibility of whether or not to continue school functions rests with the Board of Trustees, in consultation with the Principal.</p>

# Earthquake

This checklist outlines what to do in the event of an emergency. You can also use it when practising an earthquake drill.

	Response actions (as appropriate)
<b>During an earthquake</b>	<input type="checkbox"/> If indoors: <ul style="list-style-type: none"> <li>• Drop, cover, hold until the shaking stops</li> <li>• Keep away from shelves containing heavy objects and other large items of furniture</li> <li>• Keep away from windows</li> <li>• Stay indoors until the shaking stops and it's safe to go outside</li> </ul>
	<input type="checkbox"/> If outside: <ul style="list-style-type: none"> <li>• Students to stay in the school grounds until a teacher comes to get them.</li> <li>• Keep away from buildings and power lines</li> </ul>
<b>When the shaking stops</b>	<input type="checkbox"/> Ensure your personal safety first
	<input type="checkbox"/> Check those around you and offer help if necessary.
	<input type="checkbox"/> If anyone requires medical assistance, call 111 and/or administer first aid.
	<input type="checkbox"/> Evacuate if required.
	<input type="checkbox"/> Get staff and pupils away from dangerous areas
	<input type="checkbox"/> If the ECE/school is located near the coast line or a large body of inland water, be aware of the possible risk of Tsunami
	<input type="checkbox"/> Listen to the radio for instructions from Civil Defence.
	<input type="checkbox"/> The continuing operation of the school will be determined by the nature of the emergency and the availability of resources such as buildings, staff, employees and other resources.  The responsibility of whether or not to continue school functions rests with the Board of Trustees, in consultation with the Principal.
<b>Ongoing operations following the earthquake</b>	

# Tsunami

	Response actions (as appropriate)
<p><b>When a tsunami threatens</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Evacuate as a precaution following a significant earthquake.</li> <li><input type="checkbox"/> Evacuate if instructed to by Civil Defence</li> <li><input type="checkbox"/> Listen to your radio or TV for advice and information.</li> </ul>
	 <p>The map shows the location of St Mary's School on Stafford St in Hokitika. A red line indicates the evacuation route: from the school, east on Stafford St to Bealey St, then north on Bealey St to Fitzherbert St, then east on Fitzherbert St to Bonar Dr, and finally south on Bonar Dr to the assembly point. The assembly point is located near Whitcombe Terrace. The map includes street names such as Beach St, Revell St, Tancred St, Weld St, Railway Terrace, Stafford St, Bealey St, Hall St, Brittan St, Park St, and Livingstone St. It also shows Class Square and a cemetery.</p>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> If there is time, take your disaster survival kit and any important documents with you (such as the roll and contact details). Student medication.</li> <li><input type="checkbox"/> Each classroom has an emergency back pack which must be taken.</li> <li><input type="checkbox"/> Seaview Hall can be used (key available from Seaview Lodge &amp; Kotuku Hostel) if necessary and a decision to use this facility will be made on the day.</li> </ul>

## **Flooding**

---

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

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

	<b>Response actions (as appropriate)</b>
<b>Flooding reported or sighted</b>	<input type="checkbox"/> Check source of the flood and that no students or staff are in danger
	<input type="checkbox"/> Evacuate if required (and get to higher ground)
	<input type="checkbox"/> If safe to do so, move records and equipment onto higher floors or onto furniture as high as possible
	<input type="checkbox"/> If flood is due to burst pipes etc, turn off the water at the mains if possible. (Water main site – corner of front fence and squash court wall)

## Reverse Evacuation or Lockdown Procedure

The following procedure involves keeping students and staff safely inside if there is an outside threat.

### Examples of threats

Flooding, outside fire/bomb threat, pandemic, medical/hazardous contamination, tornado, electrical emergency, fighting/disorder, vehicle crime (car in playgrounds), custody disputes, parent/teacher disputes/threats, armed incidents, active shooter, and dangerous animal/insects.

### Lockdown

Lockdown will be signalled by activating the lockdown bell - **long-pause-long** (continuous ringing this signal). A lockdown will be used anytime students need to be contained and protected inside buildings. This will also help prevent confusion and make it easier for staff to account for all students.

The decision to **lockdown** the school will be managed by the management team, usually on the advice of and/or the direction of the police.

	Response actions (as appropriate)
<b>Playground</b>	<input type="checkbox"/> Signalled by continuous ringing of the bell <b>long-pause-long</b> to indicate that students should return to their classroom.
	<input type="checkbox"/> Students and staff members should return to their rooms if possible. If this is not possible, then go to the nearest room and remain there until all clear.
	<input type="checkbox"/> All personnel will be informed as soon as practicable if a lockdown is likely to persist for a prolonged period.

	Response actions (as appropriate)
<b>Buildings</b>	<input type="checkbox"/> If it is deemed safe lock/block all external doors and close window and shut internal doors.
	<input type="checkbox"/> Room 2 to move through to Room 3 via internal door.
	<input type="checkbox"/> Turn off lights and any equipment emitting noise (e.g. TV, CD player, ensure computers are silent. All personnel to stay out of sight of the windows: under desks/tables or in an internal space (eg resource room, library, staffroom, CRT room)
	<input type="checkbox"/> Maintain silence - so as not to attract attention.
	<input type="checkbox"/> Do not let any students out of the room.
	<input type="checkbox"/> Make a list/ take a roll of the students in your secured area. (admin will contact you to see who is present/absent)
	<input type="checkbox"/> All staff to ensure their mobile phones are on 'silent'.
	<input type="checkbox"/> Teachers to instruct students with mobile phones to switch them off.
<input type="checkbox"/> Await instructions via senior staff (or police)	

**Remain in Lockdown even if the bell stops ringing -- lockdown concludes with a senior staff member entering each room, sighting and informing lockdown is over-where practicable a debrief in the hall for all staff and students.**

## Chemical spill

---

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

	Response actions (as appropriate)
<b>Become aware of chemical spill</b>	<input type="checkbox"/> Move all people in the vicinity to a safe area. Consider: <ul style="list-style-type: none"><li>• evacuation of entire school / ECE if required and safe to do so</li><li>• alternatively, it may be safer to stay indoors and seal doors, windows, other openings and switch off any air intake units.</li></ul>
	<input type="checkbox"/> If required, contact emergency services on 111
	<input type="checkbox"/> Give appropriate first aid to anyone in contact with the spill
	<input type="checkbox"/> Notify the Manager / Principal and staff
	<input type="checkbox"/> Consideration may have to be given to how students will be able to leave the centre/school after finishing time if the spill has not been made safe by then.

## Dealing with a suspicious letter or package

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

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



## Bomb threats

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

Let the caller talk, ask the questions as the opportunity arises and avoid being confrontational

Questions	Answers		
When is the bomb going to explode?			
Where is the bomb?			
What does the bomb look like?			
What kind of bomb is it?			
What is the explosive type and quantity?			
Why did you place the bomb?			
What is your name?			
Where are you?			
What is your address?			
Exact wording of the threat:			
<b>The Caller</b>			
Sex:	<input type="checkbox"/> Male <input type="checkbox"/> Female		
Estimated age:			
Any speech impediment (specify):			
Accent (specify):			
Voice- loud – soft etc:			
Speech – fast – slow etc:			
Manner, calm emotional etc:			
Did you recognise the voice?	<input type="checkbox"/> Yes <input type="checkbox"/> No		
If so who do you think it was?			
Was the caller familiar with the area?	<input type="checkbox"/> Yes <input type="checkbox"/> No		
<b>Threat Language</b>			
<input type="checkbox"/> Well spoken	<input type="checkbox"/> Irrational	<input type="checkbox"/> Message read by caller	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Incoherent	<input type="checkbox"/> Taped	<input type="checkbox"/> Abusive	
<b>Any background noises?</b>			
<input type="checkbox"/> Street noise	<input type="checkbox"/> Aircraft	<input type="checkbox"/> Music	<input type="checkbox"/> Vehicle
<input type="checkbox"/> House noise	<input type="checkbox"/> Voices	<input type="checkbox"/> Machinery	<input type="checkbox"/> Other: _____
<b>Call taken</b>			
Date: ___/___/___	Time:	Length of call:	Number called:

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

## Trespasser on the school grounds

Only follow this process if it is clear that the trespasser does not come under the category of Violent Intruder (for this process, see following page).

Trespassing is where a person enters an ECE or school and either:

- does not have permission to be there, or
- their behaviour is such that the ECE/school would not give permission for them to be there.

Incident type	Response actions (as appropriate)
<b>Become aware that there is a trespasser on the property.</b>	<input type="checkbox"/> Notify the principal or other staff member of the description, location and activity of the trespasser.
	<input type="checkbox"/> Assess the nature of the trespasser: benign or aggressive (if aggressive – follow the violent intruder process).
	<input type="checkbox"/> Ensure the classrooms are kept secure.
	<input type="checkbox"/> Greet the trespasser, advise them who you are, and ask them why they are there. Whenever possible, ensure that you have a colleague with you.
	<input type="checkbox"/> If the reason for the visit appears legitimate, take the person to the office where the reasons for the visit can be dealt with.
	<input type="checkbox"/> If the reason for the visit is not legitimate, explain that they have to leave the premises.
	<i>If the person leaves when requested they are no longer considered a trespasser.</i>
<b>If the trespasser refuses to leave when requested</b>	<input type="checkbox"/> Explain that staff will have to call the police.
	<input type="checkbox"/> If the trespasser still refuses to leave ask colleague to call the police.
	<input type="checkbox"/> If it is safe, stay with the trespasser until the police arrive.
	<input type="checkbox"/> If the trespasser gives any indication of violence walk away (if possible keep the trespasser under observation from a safe distance until police arrive).
	<input type="checkbox"/> When police arrive update them on the situation.
<b>Follow-up actions</b>	<input type="checkbox"/> Ensure the incident is documented and filed (including providing a report to police).
	<input type="checkbox"/> Advise the Ministry of Education regional office (which can help you access the Traumatic Incident team if required).
	<input type="checkbox"/> Consider: <ul style="list-style-type: none"> <li>• debriefing staff on the incident and assess if your Emergency Management process worked correctly or needs amendments.</li> <li>• debriefing students if the incident was a public one to prevent rumours and speculation.</li> </ul>

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

*As well as the process under the Trespass Act, the Education Act 1989, section 139C makes it an offence to intentionally insult, abuse, or intimidate a teacher or other member of staff on school premises.*

## Violent intruder

This checklist provides a very basic guide to managing a Violent Intruder incident.

The aftermath of a Violent Intruder incident will require careful management as even in the 'best case' scenario of no one being killed or injured there will be traumatised staff and pupils, concerned parents, chaos and confusion, disruption and media interest.

	Response actions (as appropriate)
<b>Shots are heard or a violent intruder is seen on the premises</b>	<input type="checkbox"/> Call 111 <ul style="list-style-type: none"> <li>• Identify yourself and your school/ECE, including address</li> <li>• Details of situation</li> <li>• Details of any casualties</li> <li>• Description of weapons, number of shots etc</li> <li>• Description and location and identity of offender if known</li> <li>• Identify the 'target' of aggression if known</li> </ul>
	<input type="checkbox"/> If safe, move to predetermined safe position to await Police arrival
	<input type="checkbox"/> Alert staff/students (avoid using the fire alarm). <div style="border: 1px solid black; padding: 5px; margin-top: 5px;">             Our alert system: Internal phone system           </div>
	<input type="checkbox"/> Move everyone out of hallways and into rooms.
	<input type="checkbox"/> Lock and/or barricade, or cover if possible, doors/windows.
	<input type="checkbox"/> Keep quiet and do not leave the classroom unless it is safe to do so.
	<input type="checkbox"/> Should the event occur while students are outside in playing fields: instruct students to move to nearest secure room, or to a safe-predetermined, assembly area (which may include an off-site area close to the school/ECE).
<b>Following the incident</b>	<input type="checkbox"/> Once police arrive, liaise with them to secure crime scene(s)
	<input type="checkbox"/> The Trauma Incident Teams will provide support (see contact list for phone number).
	<input type="checkbox"/> Liaise with the media
	<input type="checkbox"/> Consider whether to temporarily close, or continue operating. (The Trauma Incident Teams will provide guidance on suitable responses)
	<input type="checkbox"/> Continue to monitor the wellbeing of students and staff

For detailed resources on traumatic incidents, please visit:

[www.minedu.govt.nz/EmergenciesTraumaticIncidents](http://www.minedu.govt.nz/EmergenciesTraumaticIncidents)

## Serious injury or death

All ECE services and schools need to be prepared and know how to manage a traumatic incident involving death or serious injury. The sudden death (or serious injury) of a child, young person, staff member or family/whānau member has the potential to create significant dangers or risks to the physical and emotional wellbeing of children, young people and people within a community.

The event also has the potential to cause sudden and/or significant disruption to the effective operation of an ECE service or a school and their community. If the aftermath is poorly or insensitively handled, it can impact on those affected and attract adverse media or public comment.

	Response actions (as appropriate)
<b>Death / serious injury occurs at school or ECE</b>	<input type="checkbox"/> Ensure your own safety. Assess area for danger (eg: live wires, poisonous substances etc)
	<input type="checkbox"/> <b>Do not assume death has occurred – give immediate first aid</b>
	<input type="checkbox"/> Call emergency services
	<input type="checkbox"/> Notify Manager/Principal; isolate and contain the area.
<b>Action after medical personnel have taken over</b>	<input type="checkbox"/> Manager/Principal to advise (as soon as possible): <ul style="list-style-type: none"> <li>• ECE / school management team and staff</li> <li>• board and chair</li> </ul>
	<input type="checkbox"/> Consider accompanying police to advise parents.
	<input type="checkbox"/> Advise the Ministry of Education Trauma Incident Team on 0800 84 83 26. This team will help guide you on managing the response (including how to advise students, arrange counselling etc)
	<input type="checkbox"/> Complete incident form with all known details
	<input type="checkbox"/> Ensure the designated media person for the school is fully briefed

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

### Online resources

Visit the Ministry of Education website to assist in managing this type of response: [www.minedu.govt.nz/EmergenciesTraumaticIncidents](http://www.minedu.govt.nz/EmergenciesTraumaticIncidents)

### Traumatic Incident Team

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

## Missing child or student

---

All instances of a child or student going missing from a school or ECE centre have to be treated urgently and steps taken to find the missing person or confirm their safe whereabouts.

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

- the proximity of dangerous hazards to the school/ECE
- the possibility of an abduction
- the possibility that the child or student has been picked up by a parent or caregiver
- the child or student has decided to leave school for the day
- the child or student has felt unwell and simply gone home.

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

	Response actions (as appropriate)
<b>Information or notification that a child / student is missing</b>	<input type="checkbox"/> Confirm: <ul style="list-style-type: none"> <li>• that the person had been present at ECE / school at some time during the day, and if so;</li> <li>• when they were last seen</li> </ul>
	<input type="checkbox"/> Notify Manager / Principal and staff
	<input type="checkbox"/> Search the school / ECE.
<b>If child or student is found</b>	<input type="checkbox"/> If child/student found injured or ill, call for medical assistance if required.
	<input type="checkbox"/> Notify manager / principal and other searchers.
	<input type="checkbox"/> Establish what happened and complete incident report
	<input type="checkbox"/> Arrange for the child / student's parents or caregivers to be advised
<b>If child or student is not found</b>	<input type="checkbox"/> Notify the police immediately
	<input type="checkbox"/> Notify the parents / caregivers immediately