



ELLERSLIE SCHOOL

EMERGENCY MANAGEMENT

PLAN JULY 2023

Prepared by



Free call 0800 111 277

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 Ellerslie School.

The plan recognises the uniqueness of Ellerslie School 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 Ellerslie School. 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.

Ellerslie School 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 Auckland Emergency Management.

<https://www.aucklandemergencymanagement.org.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 into an electronic sign-in called VisTab and visitors will then be provided a sticker.

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 there are a 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.

There is also a course of action to be taken during any emergency, and 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. This will include a preformatted media release and information on how the website can be updated.

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 business 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 Ellerslie School 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 Ellerslie School

ASK FOR POLICE, FIRE OR AMBULANCE

<p>EVACUATION IS ADVISED BY</p> <p>DURING SCHOOL HOURS A LOCKDOWN IS ADVISED BY</p>	<p>The fire siren OR constant sounding of the school bell OR a verbal directive from a member of the senior leadership team</p> <p>The lockdown alarm is indicated by manually activating the school lockdown alarm intermittently for approximately 60 seconds (Bell Minder – “Crazy Man”)</p>
<p>LOCATION OF BELLS/ALARMS</p>	<p><u>Evacuation Alarms</u> The evacuation alarms are located throughout the school in the form of break glass panels.</p>

	<p><u>Lockdown alarm</u> Located inside the reception area on the wall.</p>
<p>EVACUATION POINT</p>	<p>The evacuation point for the school is the Grass <u>RUGBY FIELD</u> up on the main field by the back gate.</p>

<p>SECONDARY EVACUATION POINT</p>	<p>St Mary's School, located on the main highway, which is approximately 400 metres from the school by road.</p> <p>The issue with that is that there are only single pedestrian gates leading from the rear of the school, so if the decision must be made that, it may be that both of the gates are used, but students are then led some distance towards Great South Road, then up through the service lane, back towards Main</p>
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	<p>Highway, or if time permitting, that they still use the singular pedestrian gate and it will just take some time and management to get everybody through and on to the Main Highway and onto St Mary's School</p>
<p>INCIDENT CONTROLLER</p> <p>ALTERNATE CONTROLLERS</p>	<p>Principal: Nick Butler</p> <p>Deputy Principal: Jillian Mitchell Deputy Principal: Kate Giebel Deputy Principal: Fiona Bilsborough</p>

<p>SCHOOL LOCATION ADDRESS</p>	<p>12 Kalmia Street Ellerslie <u>AUCKLAND 1051</u></p>
<p>SCHOOL CONTACT DETAILS</p>	<p>Phone: (09) 579 5477 Email: office@ellerslie.school.nz</p>

<p>SCHOOL LOCATION</p>	<p>The school is on the north-western side of Kalmia Street, Ellerslie, approximately 140 metres to the north-east of the intersection of Great South Road and Kalmia Street.</p> <p>The school is bordered on the western side by industrial and office buildings, of note is the Visa office for the Peoples Republic of China which borders the south-western boundary of the school. <i>NB – There is potentially an elevated level of risk of the nature of this building.</i></p> <p>On the western and northern boundaries on the school, which is fully fenced are other business and light industry and on the northern and eastern boundary of the school again is light industry with the Ellerslie Train Station, located approximately 100 metres away from the main entrance to the school, and behind that the southern motorway (SH1).</p>
<p>PRIMARY ENTRY POINT</p>	<p>The primary entry point into the school is from Kalmia Street. The school has a large sign at the front to identify the school, but this runs flat to the road, so does not stand out as a landmark.</p>