



Health & Safety Manual and Emergency Evacuation Procedures

STATEMENT OF AUTHORISATION

This Plan had been prepared to meet the requirements of Sections 58 and 59 of the Civil Defence Emergency Management Act 2002 and to assist those who may become responsible for persons at the school in the event of an emergency resulting from a natural disaster or any other cause.

This Plan has been prepared in consultation with the Nelson City Council's Civil Defence Organisation and a copy has been supplied to the Civil Defence Manager of that Territorial Authority.

The Board of Trustees of Nayland College recognise that in the event of a major emergency in the district, there could be a delay in obtaining assistance from emergency services or Civil Defence and there may be a need for those persons at the school to be self-sufficient for some time.

The Board of Trustees also acknowledges that in the interests of the wider community the premises and resources of the school will be made available to Civil Defence Authorities in the event of a declared Civil Defence or National Emergency if they are required.

This Plan acknowledges the Fire Plan for the school and procedures relating to other safety issues which ensure that safe and practicable plans are in place to deal with emergencies which may arise.

This Plan will be reviewed annually and any amendments once authorised by the Board of Trustees will be notified to Nelson District Civil Defence Organisation.

Signed _____ Date _____

Chairperson
Nayland College Board of Trustees

THREAT ANALYSIS

To determine what actions may be necessary to ensure safety at the school, a threat analysis should always be carried out.

The basic checklist below will be of assistance in identifying potential threats:

Threats to Nayland College	Definite Risk	Possible Risk	Minor Risk
Is the school vulnerable to earthquake?	✓		
Is the school vulnerable to volcanic eruption?			✓
Is the school on a flood plain or adjacent to a watercourse which may flood?		✓	
Is there a major reservoir or storage dam near the school?			✓
Do high voltage power lines cross the school grounds?			✓
Is the school exposed to the wind if a windstorm occurs?	✓		
Is there history/risk of land movement near the school?			✓
Is the school close to the coast and at risk from tsunami?	✓		
Is there an LPG or other bulk fuel installation near the school?			✓
Is there a high risk industry near the school?			✓
Is the school near a major road (particularly near intersections) or the railway?		✓	
Is the school adjacent to an airport or beneath an approach/departure flight path?	✓		
Is the school likely to be affected by heavy snowfall?			✓
Is the school in a location vulnerable to fire from any cause (e.g. Bush or scrub)			✓
Is the school at risk from being physically isolated by loss of road access			✓
Any other hazards? Specify:			

NAYLAND COLLEGE PROCEDURES: EMERGENCY PROCEDURE

Policy Reference: HEALTH AND SAFETY - NAG 5 / S.D. 16

PURPOSE

The purpose of this Emergency and Evacuation Plan is to have an effective response to a major emergency that ensures that the safety and health of students and staff are assured.

GUIDELINES

1. In the event of a major emergency there will be the continuous sounding of the electronic fire alarm. In the event of power failure, the use of air horns, situated in Reception, will replace this.
2. At the sounding of the alarms key personnel should begin their duties as outlined below.
3. The Receptionist (ext; 0) or Deputy Principal (ext; 803) will contact the appropriate authority i.e. Fire Service/Ambulance/Civil Defence. In the event of notification of emergency by an outside authority i.e. Tsunami, Chemical Alert affecting the College, this should be verified before proceeding with the evacuation plan.
4. The relevant details of this plan will be in staff handbooks and posted in all rooms.

PROCEDURES

The following outlines the procedure for:

1. Fire
2. Earthquakes
3. Intruders in the School
4. Post Emergency and Recovery Action

1. FIRE

A fire will be detected by the automatic detectors throughout the College or by an individual activating a manual call point. On hearing the continuous siren, the following actions should take place.

1.1 Evacuation of Buildings

- i) Movement from the Classrooms
 - Those next to windows are to check that they are firmly closed.
 - Books and bags are to be left in the room and no student is permitted to go to his/her locker or the toilet.
 - The class is to file out in an orderly manner, beginning with the row nearest to the door.

- Students with disabilities are to leave the room last with 4 “buddies” allocated who have practised assisting them.
 - The teacher is to leave last and close the door.
 - If upstairs, students are to move down the stairs in pairs, keeping close together and to the left.
 - The last person through smoke doors must ensure that they are closed.
- ii) Exiting From Buildings
- Rooms on the ground floor use the nearest practicable exit.
 - Rooms upstairs exit via the doors at the foot of the stairwell.
- iii) ALL students and staff are to proceed to the Tennis Courts by the nearest driveway as shown on the emergency exit information in every room unless diverted to another route by a SLT member.
- iv) Assembly Hall
- If an emergency requires the school to be evacuated from the Assembly Hall, the school will file out in rows using all exits as directed by staff. Students will then make their way directly to the tennis courts.
- v) Evacuation During Interval or Lunchtime
- All students are to make their way immediately to the tennis courts and line up in their form class at their form room indicator. Block supervisors proceed quickly to their areas to make sure the buildings have been evacuated. All staff report to the tennis courts to carry out their required duties.

NB If the Tennis Courts are an unsafe evacuation area, staff and students will be directed to the field beyond the Horticulture Unit by the Evacuation Area Supervisor (Deputy Principal or Assistant Principal – identified by fluoro-coloured jacket)

- vi) Dismissal
- Students will be dismissed in groups from the tennis courts when they receive a verbal signal to move.
 - Only return to the buildings when you hear the air horn or are verbally dismissed from the tennis courts.

1.2 Staff Duties

Block Supervisors

- Before proceeding to the evacuation area (tennis courts) do a sweep through the toilets, locker bays, etc to check for stragglers.
- Check in with the Deputy Principal or Assistant Principal to report your block has been cleared and with any information that needs to be relayed to the Evacuation Manager (Principal).
- You must work in pairs if there is any sign of fire or fumes.

BLOCK SUPERVISORS	AREA
1. Rob Ikink, Nigel Lineham, Linda McDougall, Suzi Keepa	Rooms 4-5, BSR, Counselling/Deans
2. Gavin Millar, Andrea Adair, Karen Barks, Max Riley	Block 1
3. Leisa McCauley, Margaret McCorkindale, Glenn Cheyne, Nathan Gargiulo	Block 2
4. Duncan McKinlay, Ruth Dixon, Braden Faavae, Gaye Bloomfield	Block 3
5. Billy MacDougall, Chanel Ngaruhe	Block 4, RTLB, OED, Whanau
6. Mike Friend, Diana Maskill, Jodie Freeman, Nigel Weeks	Art, Music, PAC
7. Athol Webster, Dennis Kale	Gyms, GT1/2, Canteen
8. Leo Barrer, Tim Parker	LSC
9. Michaela Nicholas, Natasha Cardwell, Andrew Riordan	Technology
10. Bev Williams, Andrea Hawkes	Admin Block, Staffroom, Hall
11. Pauline Smith, Tracey Winslade	Library
12. Damian Roughan, Jeff Bryant	Automotive Shed/Horticulture

i) Teacher Duties

- If the alarm occurs during class time, accompany your class to the tennis courts where the tennis course and proceed to your room indicator.
- If you are a form teacher, proceed to your form room markers. Ensure your class is seated and remains quiet and orderly while awaiting further instructions.
- At all times students go to their form room indicator and are met and supervised by their form teacher.
- Relief teachers: Receptionist to supply teacher responsibilities information to relief teachers.

ii) All Other Staff who are not form teachers

- Report to the top of the tennis courts behind the Languages/Whanau Room
- Await further instructions/allocation to other duties by SLT (usually this will be to assist keeping students orderly and seated)

iii) Student Centre Staff

- Take sign out book, master list of caregivers and emergency kit to the tennis courts
- Ensure the emergency kit is up-to-date

iv) Evacuation Manager (Principal or Deputy Principal)

- Identify the fire activation point and proceed directly to that area to assess the source of the fire
- Establish the need for emergency services.
- Contact the Receptionist ext.: 0 or by radio to call 111.
- If the building is on fire divert students to an alternative route to the tennis courts. If the Tennis Courts are unsafe direct students to the field beyond the Automotive Shed.
- If more than one evacuation manager is available, proceed to the tennis courts as quickly as possible. Allocate spare staff to tasks as required
- Liaise with fire staff
- Inform the Evacuation Area Supervisor when the "ALL CLEAR" has been given by the attending fire officers
- Wear the required identification gear

v) Evacuation Area Supervisor (Assistant Principal or Deputy Principal - Identified by fluoro-coloured jacket)

- Take a walkie talkie, evacuation area checklist and air horn to the evacuation area
- Maintain contact with Evacuation Manager
- Give instructions to first aid team if required
- Inform the staff and students of what is happening
- On instruction from Evacuation Manager of "ALL CLEAR", dismiss staff and students progressively.

vi) Receptionist

- Contact Fire Brigade or appropriate emergency services (if required)
- The Gyms, the Library and the Hall are automatically connected to NZFS. All other areas require summons from the school.
- Patrol the front of the school to warn off the public and keep driveways free

vii) Caretakers

- Check that the walkie talkies and air horns are in going order once a month
- Ensure all assembly points on the tennis courts are clearly marked and updated as required
- Ensure all checks on emergency equipment are carried out as required by the regulations

viii) *Business Centre Manager*

- Ensure procedures are in place to inform all staff (including relievers and staff new to the school) and all visitors (including contractors) are familiar with the evacuation plan so as to carry out the procedures as outlined
- Ensure that staff familiarize their students with the evacuation procedures
- Ensure that an evaluation of each evacuation is carried out
- Ensure all evacuation signs are displayed in all rooms in the school
- Ensure a trial evacuation is carried out once per term
- Review the emergency procedures at Health and Safety Meetings annually

Allocated Areas on Tennis Courts for Evacuations

A10							
A9		P9	D9	Ph9			
A8		P8	D8	Ph8			
A7		P7	D7	Ph7			
A6	AQUILA	PEGASUS	P6	D6	DRACO	Ph6	PHOENIX
A5		P5	D5	Ph5			
A4		P4	D4	Ph4			
A3		P3	D3	Ph3			
A2		P2	D2	Ph2			
A1		P1	D1	Ph1			

Languages/
Whanau Room

2. EARTHQUAKE

(Reference Earthquake and Emergency Precautions in Education Building, Department Ed. 1983)

Staff and students should be made aware that during past major earthquakes:

- Heavy items of furniture (pianos etc) moved and created hazards and obstructions.
- Desks did not stay still and students had to hold onto them.
- Heavy objects fell or flew around rooms (aquariums, cupboards, shelves, guillotines etc)
- Walking was impossible.

Teachers should endeavour to see that their rooms are as "safe" as possible from falling and flying objects.

Procedure:

- 2.1 Students should remain indoors and should take cover beneath some part of the structure which is reinforced - a desk, table or doorway if they are near. Students should hold onto their desk or table to stop it moving away. If not under cover, students should drop to their knees away from windows, keeping knees together, clasp both hands firmly behind the head bowing the neck, burying in arms protecting the head, closing eyes tightly and staying in this position until it is safe to move. If students cannot get away from the windows, they should have their backs towards the glass.
- 2.2 Students who are outside should move clear of all buildings and potentially dangerous structures (a safe distance for a single story building is 20 metres - 20 strides). Students should keep well clear of all broken or overhead power lines.

Earthquake drills must thoroughly instil in the minds of students the correct procedures to be followed so that in an emergency there is no panic.

The decision to evacuate the buildings in a severe earthquake rests with the Principal and until this directive is given, classes should remain protected inside. Evacuation procedures will then be as for a fire, unless the designated route is unsafe. The teacher is to use their discretion and direct students to the safest route or place.

Special Duties in the event of EARTHQUAKE

Subsequent to the decision to evacuate, made by the Principal or his Deputy, and the continuous sounding of the air horn, procedures for designated area supervisors will be similar to FIRE. In the event of an earthquake between periods the designated Block Supervisors should proceed as quickly as possible to inspect those areas under their control. Attempts should be made to identify damage, injury, hazards and report to the Evacuation Area Supervisor.

3. INTRUDERS IN THE SCHOOL

Sheltering in place (SIP) is the term used to describe keeping students and staff inside the school buildings.

Some situations require the school to be secured, and staff and students to remain in classrooms or go indoors immediately. This is the opposite of an evacuation and is signalled by a different alarm sound.

The SIP signal can be used when an intruder is on the site, if there is a chemical accident, if police request it in an armed offender situation, or if there is a terrorist/armed attack on the school.

- Not all intruders are dangerous but anyone not following procedures for visitors should be reported to Reception as soon as sighted.
- A staff member should politely assist the visitor to Reception to sign in and get a visitor's badge.
- If the intruder is dangerous, for example, threatens a student or staff member, displays a weapon, acts in a crazed manner, the 'shelter in place' alarm should be sounded.
- Once the SIP signal has sounded the classroom door should be closed and made secure.
- Students need to sit in silence in a place where they cannot be seen. Students sit on the floor, their backs against the wall on the same side of the room as the entrance door. If there is an interior office this may be a better location to shelter.
- If in a glass-walled room, go to the nearest alternative room.
- Cover the door window from the inside so no-one can see in from the corridor.
- Close curtains or blinds.
- Maintain silence. Turn off and collect all cell phones and BYOD devices (to lessen hype and keep the teacher in control of the situation). ALL cell phones must be switched off; a ringing cell phone may attract the intruder.
- Ignore any knocks on the door or requests to open it.
- Students outside the room after the SIP signal has been given must go immediately to the nearest safe place. Staff in classrooms nearest to external doors should lock the external door if safe to do so.
- Check laptops (if available) for messages, instructions or updates from the Principal.
- Do not leave the room until SLT or the Police direct you.

***Checklist if you encounter an intruder
(not in a specific order):***

- Ensure class is safe
- Activate '*shelter in place*' alarm (or ring reception to do this for you)
- Notify Di at Reception promptly with details, i.e. nature of incident. The alarm monitoring company will contact the school for details. Be specific eg person with baseball bat, knife, gun as this information will determine the level of Police response.
- If you cannot contact Reception (0) try the Business Centre (856) or SLT (801, 803, 831).
- Do not ring Reception to find out what is happening. An email message will be sent as soon as practicable to inform staff.

4. POST EMERGENCY AND RECOVERY ACTION

The Principal (or his Deputy) will use all means at his disposal to establish the severity of the incident or emergency and should take the decision as to which of the following options is appropriate.

- a. Major Disaster - Move to Post Disaster/Rescue and Relief
- b. Minor Episode - Isolate area, assess damage and remedial action - cease emergency
- c. Emergency Drill/False Alarm - cease emergency, reinstate normal activities

Reinstating of normal activities is indicated by sounding of the air horns or a signal from a SLT member. This may require a clearance from fire, CD or other emergency staff.

Provision for Post Disaster Rescue and Relief

Student Dispersal to Parents/Caregivers following Civil Emergency: Continuation of essential functions during and after a civil emergency.

These procedures are to cover the following hypothetical situations.

1. Fire
2. Earthquake
3. General Evacuation

In these situations, it may not be possible to deliver students to their homes because of road closure or general damage.

Communications

Where possible communications will be by telephone to radio stations who will broadcast instructions to households. Exclusive Brethren families do not have radios; these students will have to be held until we are contacted by the families if it is not possible for us to contact them.

It is possible that we will have no communications to the homes of students in the event of general blanket power failure.

If both telephones and radio stations are out of action, we will hold students until collected by parents/caregivers.

Police and Local Civil Defence Headquarters (Nelson City) will also be contacted for direction, instruction and information.

1. **Fire in the School**

In the event of fire students will be evacuated from classrooms in the manner laid down in the classroom evacuation procedures.

Rescue of Trapped Persons

The Class teacher's first responsibility is to the students in their class.

No rescues will be attempted unless there is no danger to the teacher, or any risk imposed on other students in the class.

Generally, rescues will be left to the Fire Service.

Treatment of Casualties

Casualties if any are likely to be burns, smoke inhalation and panic induced injuries from falls. It is hoped that the latter types of injuries will be avoided because of trial evacuation procedures being followed.

The school has staff assigned to render First Aid. First Aid kits will be taken to the assembly area.

Contact with Local Police

Local police will be contacted immediately and asked to provide advice and assistance.

Non- Bus Students

The radio station will be contacted to broadcast a request to parents/caregivers to collect students from school.

Students may contact parents by cell phone.

Bus Students

By radio we will advise parents that all students are being sent home early. We would issue approximate times the buses are expected to leave school.

Bus contractors will be contacted and asked to begin transporting students home as soon as possible.

Students Not Collected/Transported by Bus

Staff will be responsible for students who were not collected by parents or sent by bus. These students will be moved to a safe location in the school or adjacent (Broadgreen Hall).

Return to School

Alternative accommodation or closure arrangements will be notified to parents by the website, radio and newspaper as soon as this can be organised.

2. Earthquake

There are two possible eventualities here.

- Roads and access open
- Roads and access closed

Rescue of Endangered Persons

The teacher's first responsibility is towards the students in their care.

Rescues should not be attempted where the teacher or the remainder of the class are at risk.

Trapped individuals can be reported once the classes are all evacuated, or students are accounted for and under supervision. Then a rescue team of designated personnel will be sent to attempt a rescue.

Rescues will not be attempted where the rescuer is at risk of serious injury or death.

Treatment of Injured Persons

Injuries are likely to involve crushing and blows caused by falling objects.

Immediate first aid will be rendered by the designated staff.

Injuries requiring further treatment will be notified as soon as possible to emergency services (hospitals, ambulances)

Roads and Access Open

The procedures to be followed will be the same as those followed in the event of fire. Buildings will be examined and determined to be safe before the school is reopened.

Road and Access Closed

If the Emergency is area-wide then all students will be our responsibility until collected by parents/caregivers or until a general clearance is issued by Civil Defence.

If our buildings are still "safe" these students may assemble inside.

In the event of an earthquake and if aftershocks continue, then it may be that tents will have to be used for accommodation although buildings that withstand the main quake should withstand aftershocks.

Resources available for emergency accommodation:

- Hospitality and LSC have cooking facilities, and a limited supply of food items
- Canteen has small additional supplies of food and drinks
- Gymnasium could accommodate a large number
- Staff room has an additional stove and microwave
- If water supplies are unaffected there are sufficient toilets for our student numbers
- If water supplies are out there is no water storage. Water in hot water cylinders and toilets will be rationed. Water from the school heating system may be available for drinking/toilet flushing purposes.
- A limited supply of blankets is available in the school
- If electricity is out, there will be no heating source in the school
- If electricity is not available there is one full BBQ stored in the Caretakers' shed, if needed. 2 Extra LPG cylinders are located outside the technology workshops and there are gas cookers in Hospitality Rooms.

STEPS TO BE TAKEN TO RE-OPEN THE SCHOOL

These procedures cover the stages by which a school is able to return to a near normal condition following an emergency. The recovery process includes:

- keeping people informed
- recommencing classes
- cleaning up the premises
- replacing resources
- protecting the property
- planning for replacement accommodation
- administrative arrangements

Re-occupation of buildings

After an evacuation, students and staff must not re-enter the buildings until all rooms have been checked and the principal is satisfied that the buildings are safe for re-occupation.

The following should be checked for:

- obvious cracks in walls
- dislodged bookcases or fittings which could fall in any aftershocks
- leaks in water or gas pipes
- breaks and/or blockages in sewerage drains and fittings
- breaks in electric wires
- spillage or insecure storage of hazardous goods
- any fires which have not been completely extinguished

If necessary, the Principal should call in appropriate tradesmen to check for electrical and plumbing faults, or an engineer if there appears to be structural damage to buildings.

In the event of an emergency where recovery procedures are required, a special sub-committee of the Board of Trustees will be convened to plan and oversee the work involved. This committee will include the Principal, a Finance and Property Committee representative, the Business Centre Manager and the Property Consultant.

Liaison with the Ministry of Education (Nelson Office) will be an important aspect of the committee's work.

Further suggestions on recovery procedures are included in the Ministry of Education Civil Defence publication: ***Emergency Procedures: Guidelines for Schools.***

HAZARD IDENTIFICATION AND RISK ASSESSMENT REPORTING

Process for Managing Risk



To report an identified hazard please complete the hazard identification and risk assessment report form as follows:

- Staff – form located on the Health and Safety Culture page of the Staff Handbook.
- Students, relievers, visitors to the school – form located in staff workroom and at Reception, Student Centre and Business Centre.

Once the online form is completed it will flow through to the hazard identification and risk assessment register which you can view and track progress.

Risk Identification, assessment and management (Part one):



November 2015

Health and Safety at Work Act 2015

Health and Safety at Work Act 2015: Information for the Education sector

The Health and Safety at Work Act comes into effect on 4 April 2016. It makes the health and safety of workers and workplaces a priority. This series of guides provides general information for the Education sector about the different elements of an effective health and safety system.

In these guides, “Boards/ECEs” refers to school Boards of Trustees, early childhood education (ECE) services and kōhanga reo as entities that meet the definition of Person Conducting a Business or Undertaking (PCBU) under the Act.

These guides draw on information published by WorkSafe New Zealand and the Ministry of Business, Innovation and Employment. To keep fully informed about your health and safety obligations, visit WorkSafe’s website: <http://www.business.govt.nz/worksafe/about/reform/>

Topic 4: Risk identification, assessment and management (Part 1)

This factsheet provides general guidance on identifying hazards arising from work activities and managing the associated risks to ensure work health and safety.

What is the difference between a hazard and a risk?

A **hazard** arising from a work activity can be defined as a situation or thing that has the potential to cause death, injury or illness to a person.

The Act states that hazards also include a person’s behaviour where that behaviour has the potential to cause death, injury or illness to a person (whether or not that behaviour results from physical or mental fatigue, drugs, alcohol, traumatic shock, or another temporary condition that affects a person’s behaviour).

Hazards at work may include: hazardous substances, vehicles, plant and equipment, falling objects, repetitive movements, fatigue, bullying and violence at the workplace, and falls, slips and trips.

Risk is the likelihood that death, injury or illness might occur when a person is exposed to a hazard. Risks must be managed by taking action to eliminate them, and if that is not reasonably practicable, minimising them. Eliminating a hazard will also eliminate any risks associated with that hazard.

HAZARD
A situation or thing with the potential to cause death, injury or illness

RISK
The likelihood that death, injury or illness might occur when exposed to a hazard

Risk identification, assessment and management

PART 1

Risk Identification, assessment and management (Part two)

? How you control risks continued

If the risk still exists after implementing administrative controls, then it must be minimised by using suitable **personal protective equipment** (PPE). Examples of PPE include ear muffs, dust masks, hard hats, gloves, aprons and protective eyewear. PPE limits exposure to the harmful effects of a hazard, but only if workers and other people (e.g. students, visitors, etc) wear and use the PPE correctly.

A combination of controls should be used if a single control is not sufficient for the purpose.

The Board/ECE must also ensure the control measure is and continues to be:

- ❖ **fit for purpose**
- ❖ **suitable for the nature and duration of the work, and**
- ❖ **installed, set up, and used correctly**

? How do you review control measures?

Controlling health and safety risks in the workplace is an **ongoing process** that needs to take into account changes in the workplace. This is why procedures and risk **controls must be reviewed regularly** to ensure they are still effective.

The Board/ECE must review and, if necessary, revise the control measures in the following circumstances:

- when the control measure is not effective in controlling the risk, e.g. when the results of monitoring show the control measure does not control the risk or a notifiable incident occurs because of the risk
- when a change at the workplace is likely to give rise to new or different health and safety risks
- if a new hazard or risk is identified
- if the results of consultation with workers indicate a review is necessary
- if a health and safety representative requests a review

? What is a risk register?

Keeping a risk register is not required under the Act. However it is good practice to keep a **risk register** where you record information from the risk management process.

For each identified hazard the following information should be recorded:

- the harm the hazard could cause
- the likelihood the harm would occur
- the level of risk
- the effectiveness of current controls
- what further controls are needed
- how the controls will be implemented – by whom and by when
- review date

WorkSafe will be releasing an example risk register in early 2016

<http://www.business.govt.nz/worksafe>



Appendices

- Appendix 1 Advising Parents of Procedures
- Appendix 2 Hazard Survey - Nayland College
- Appendix 3 Safety Installations
- Appendix 4 Public Use of Premises
- Appendix 5 Block Checklist (Annual)

ADVISING PARENTS

- At the beginning of each year, parents should be advised of the School's emergency plans and safety procedures.
- The procedures and guidelines we expect parents to follow need to be clearly stated at meetings and in frequent newsletters to parents.
- Information to parents should include the following
 - ⇒ "In a major emergency no student will be released from the school unless a parent (or person designated or authorised by the parent) collects them.
 - ⇒ "In the event of an emergency occurring, we will initially be able to care for your children if you are unable to reach the school".
 - ⇒ "Please ensure you have made your own arrangements for the ongoing care of your child, if it is likely that you will be unable to collect them within the first two to three hours following an emergency".
 - ⇒ "In order to provide the necessary support to those children and staff remaining after a (three) hour period, it may be necessary to close the school and report with the remaining children to our nearest Civil Defence Sector Headquarters. If we do so, we will leave a sign on the front door of the school and notify parents over the local radio station.

THE LOCATION OF OUR LOCAL CIVIL DEFENCE SECTOR HEADQUARTERS IS:

- Group Emergency Operations Centre - Nelson City Council
(<http://nelsontasmancivildefence.co.nz/>)
- Alternate Group Emergency Operations Centre - Tasman District Council, Richmond
- Nelson Tasman Civil Defence Emergency Management Key Numbers:
 - In an emergency dial 111
 - Nelson Tasman Emergency Management Office, Nelson phone 03 543 7290
 - After hours: 03 546 0200

NB: If for any reason it is necessary to move to another location, a notice MUST be left on the front door advising the new location.

NAYLAND COLLEGE HAZARD SUMMARY

Nayland College is a large educational institute covering an area of over 8 hectares and comprising a large variety of structures, both single and 2 storey, of varying construction and age. Generally, it is considered that the school would sustain minimal damage in anything other than a major earthquake because of its type of construction. Because of layout it is also unlikely that a fire would progress beyond specific blocks. However, this does not remove the need to observe all sensible and standard emergency procedures.

Specific areas of hazard are:

- Boiler House: it is the responsibility of the Caretaker to ensure that proper maintenance and cleaning is carried out regularly. Special care should be taken with the disposal of hot ashes.

In the event of an earthquake the boiler house chimney becomes a serious hazard.

- Electric heaters: all staff are to take special care that heaters are turned off when leaving a room. Special care should be taken to ensure portable heaters are not used close to inflammable materials, clothing, etc.

Note: Portable heaters are to be of the 'fan' variety and are NOT to be left on when unattended.

- Airing of clothing: Clothing is not to be dried in front or on top of any type of heater.
- Misuse of electrical installations; Hazardous practices which may cause fires include the use of incorrect fuse wire; the connection of heaters, jugs or irons to lighting sockets instead of to power points; the use of defective electrical equipment; tampering with electrical wiring and electrical fittings; and the overloading of electrical outlets with appliances.

Any suspected defects should be reported urgently to the Caretaker.

- Electrical appliances: all appliances should be turned off at the wall when you are not in attendance. Please report any suspected faults to the teacher in charge of the equipment immediately you notice it.
- Fixed appliances (heaters, water heaters, sanitary incinerators) should be regularly checked by the Caretaker and once a year by an electrician.
- Lighting (including fluorescent fittings): all light fittings should be kept well away from soft board ceilings to reduce the risk of fire.
- Flammable goods and cleaning materials: Flammable goods such as petrol, methylated spirits, paints and solvents, should be properly stored and kept away from any area where they could start or support a fire.

- Rubbish: Rubbish should not be allowed to accumulate. It is the responsibility of the Caretaker to ensure that all rubbish bins are emptied daily. When teachers have an extra large amount of rubbish (e.g. at the end of term) they should make special arrangement with the Caretaker for the disposal of this. As little rubbish as possible should remain in classrooms overnight.
- Classroom decorations and displays: Excessive quantities of combustible materials such as paper, plastics and celluloid suspended from walls and ceilings may constitute a serious fire risk. Teachers are to consult with the caretaker if in doubt about the risk their displays may cause. It is the responsibility of the Caretaker to report any such risks to the Principal.
- Fireworks: Children are not permitted to bring fireworks to school and fireworks are not to be used in the school grounds.
- Smoking: Cigarette butts and matches are a fire hazard. The whole school is a smoke-free zone. No smoking is permitted inside the school buildings at any time. (See school policy statement).
- Buildings: It is the responsibility of the Board of Trustees' Finance and Property Committee delegated to the Property Consultant to ensure that the following are checked from time to time (e.g. annually):
 - bracing and fixing of ceiling panels
 - fixing of light fittings
 - other high objects
- Furniture and Equipment: Any heavy items of furniture likely to move (e.g. pianos) are to be restrained in some way. Classroom shelving should not be above door level. Items on high shelving in storerooms etc should be stored in such a way that they will not easily fall off the shelves. Items which may move and block escape routes should be relocated.

RESPONSE TO OTHER HAZARDS IDENTIFIED

- TSUNAMI (Tidal wave)
Because of the location of the school, serious consideration must be given to tidal waves as a potential hazard. The evacuation plan in the event of a Tsunami warning will depend on the length of time available.
 1. If there is more than one and a half hours warning a notice will be broadcast over the local radio stations asking parents to collect their children from the school and evacuate them to high ground. Children not collected within the first hour will be walked in to an evacuation point (Stoke Recreation Ground). The radio broadcasts would then advise parents to collect their children from that address as soon as possible, with a sign posted at the front entrance of the school advising the same.
 2. If less than one and a half hour's warning is possible, the children will be immediately walked to the evacuation point at Stoke Recreation Ground and messages broadcast

asking parents to collect their children from there as soon as possible. A sign advising parents where to collect their children would also be posted at the front entrance to the school.

If, in the event of an evacuation in 1 or 2 above, it becomes necessary for some of the children to remain at Nayland College for a prolonged period, local residents will be asked to billet them.

Staff Responsibilities

All staff will evacuate the children, non-teaching staff attaching themselves to junior classes to help the class teachers. Teachers are expected to remain with their classes until all children have been collected, or until advised by the Principal that they may leave.

Class teachers are to mark off children collected from school in the attendance register. The roll should also be called just prior to leaving the school. The registers (and a pencil) will be taken with the class to the evacuation point. Children will be marked off as they are collected from the evacuation point by parents.

- **STORM FORCE WIND AND CYCLONE**

In the event of storm force winds or severe gales, precautions should be taken as time allows e.g.

- store or secure rubbish tins, outdoor furniture, corrugated iron or anything else that could be carried by the wind (Caretaker's responsibilities)
- All staff and pupils are to remain indoors until the danger is over. Because of the likelihood of the prefab block roofs being blown off, consideration should be given to removing those classes to the Library and Gymnasium when conditions allow but access to toilets may be a problem.
- If there is an indication of the roof lifting, the windows on the side of the building that is sheltered from the wind should be opened.

- **CHEMICAL SPILLAGE AND INDUSTRIAL ACCIDENT**

Possible hazards for our school include:

- spillage as a result of accidents on Nayland Road
- LPG leakage or chemical leakage at adjacent industrial sites
- aviation accident related to Nelson Airport
- Gas leakage within College laboratories

Civil Defence advice is to evacuate the children if the accident is within 1km of school. The decision to action such an evacuation would be taken in consultation with the emergency services involved. Evacuation would be as for Tsunami with radio notices broadcast appropriately.

- **PRACTICE DRILLS**

Drills for Fire and Earthquake will be practised at least once per term.

It is the responsibility of each class teacher to ensure the children in their care are familiar with the procedures. Teachers should also incorporate studies of civil emergencies into their programmes as appropriate (e.g. when such events occur elsewhere as part of current events studies). Classes should talk through the likely consequences if such events occurred here, what the effects may be for the school, and what our contingency plans are.

Teachers should also discuss with children how to respond to an alarm when not in the classroom or under the direct supervision of a teacher

SAFETY INSTALLATIONS

Safety installations comprise the fixed components of the school premises which are provided to ensure the safety of the occupants and the protection of property. It is the responsibility of the Caretaker to check these regularly and keep them in good working condition.

The Alarm System

The school is equipped with a mains electric alarm system with a battery back-up. Fire alarm manual call points are located around the premises.

It is the responsibility of the Principal and staff to ensure all pupils know how to activate the alarm or call for help.

Fire-fighting Equipment

Fire hose reels and portable extinguishers are available at several locations around the school. It is the responsibility of the Caretaker to ensure this equipment is kept in good working order.

All staff must be familiar with the location and correct operating procedures. Instruction will be arranged from time to time with the Stoke Fire Brigade.

Fire-fighting equipment should only be used when the fire is small and easily dealt with. IN CASE OF DOUBT, THE PRIORITY IS ALWAYS TO EVACUATE THE BUILDING.

Water Mains

The water mains which supply fire-fighting equipment must NOT be turned off.

Smoke-stop and Fire Doors

These must be free to close at all times. It is the responsibility of the caretaker to ensure automatic door closers are kept in good working order.

Exit Doors

All exit doors, including fire doors, doors on escape routes, and doors between adjoining rooms, must open from the inside in the direction of outward travel, without the use of keys.

It is the responsibility of all staff to ensure exits which could be used as escape routes are kept clear. It is the responsibility of the Caretaker to check that escape routes are clear each morning as he unlocks the school.

Exit Signs and Evacuation Procedure Notices

Exit signs and Evacuation Notices are provided in areas likely to be used by the general public: staff room, hall gymnasium and library.

Telephones

During an emergency the telephone should only be used for emergency communications.

Mobile telephones are held by the Principal and Assistant Principal.

Please note that in the event of a power failure only the phone in the Principal's office will be operable.

The Security Alarm

In the event of a power failure the security alarm will operate for a limited period only.

EMERGENCY EQUIPMENT

Emergency equipment comprises any portable equipment which has been assembled specifically for emergency situations, together with other equipment from within the school that may also be of use in an emergency.

- | | |
|---------------------------------------------|------------------|
| • 2 heavy duty torches and spare batteries | Storeroom, Foyer |
| • Spare batteries for radio and loud hailer | Storeroom, Foyer |
| • Whistle | |
| • Stick-on labels for use as ID tags (350) | Reception |
| • Candles and matches | Storeroom, Foyer |
| • A copy of this Handbook | Deputy Principal |

The following items are located at other places around the school:

- | | |
|-----------------------------------|-------------------------------|
| • CB radio | Reception |
| • Battery powered radio | Reception |
| • Manual alarm | Reception |
| • Loud hailer | Storeroom, Foyer |
| • Various tools, etc | Caretakers' workroom and shed |
| • Fresh water containers | Caretakers' workroom |
| • Ropes | PE Shed |
| • Blankets | Sick bays |
| • Fixed and portable first aid | Sick bays |
| • First Aid Book | Sick bays |
| • Students' prescribed medication | Sick bays and Chris Baillie |
| • Wheelchair and stretcher | Sick bays |

It is the responsibility of the Caretaker, Student Health Centre staff and Receptionist (as appropriate) to regularly check that supplies of these items are maintained in good condition.

USE OF SCHOOL PREMISES BY THE PUBLIC

See school policy Statement "Use of Grounds and Buildings".

Regular users will be provided with an information sheet outlining evacuation procedures together with relevant safety and security measures with which they are expected to comply as a condition of use. Fire exits to be clearly marked.

Rooms regularly occupied by casual users (e.g. Staffroom) will have a notice advising of evacuation procedures displayed in a prominent place. Fire exits to be clearly marked.

EMERGENCY EVACUATION – CHECKLIST

BLOCK SUPERVISORS	AREA	T1	T2	T3	T4
1. Rob Ikink, Nigel Lineham, Linda McDougall, Suzi Keepa	Rooms 4-5, BSR, Counselling/Deans				
2. Gavin Millar, Andrea Adair, Karen Barks, Max Riley	Block 1				
3. Leisa McCauley, Margaret McCorkindale, Glenn Cheyne, Nathan Gargiulo	Block 2				
4. Duncan McKinlay, Ruth Dixon, Braden Faavae, Gaye Bloomfield	Block 3				
5. Billy MacDougall, Chanel Ngaruhe	Block 4, RTLB, OED, Whanau				
6. Mike Friend, Diana Maskill, Jodie Freeman, Nigel Weeks	Art, Music, PAC				
7. Athol Webster, Dennis Kale	Gyms, GT1/2, Canteen				
8. Leo Barrer, Tim Parker	LSC				
9. Michaela Nicholas, Natasha Cardwell, Andrew Riordan	Technology				
10. Bev Williams, Andrea Hawkes	Admin Block, Staffroom, Hall				
11. Pauline Smith, Tracey Winslade	Library				
12. Damian Roughan, Jeff Bryant	Automotive Shed/Horticulture				