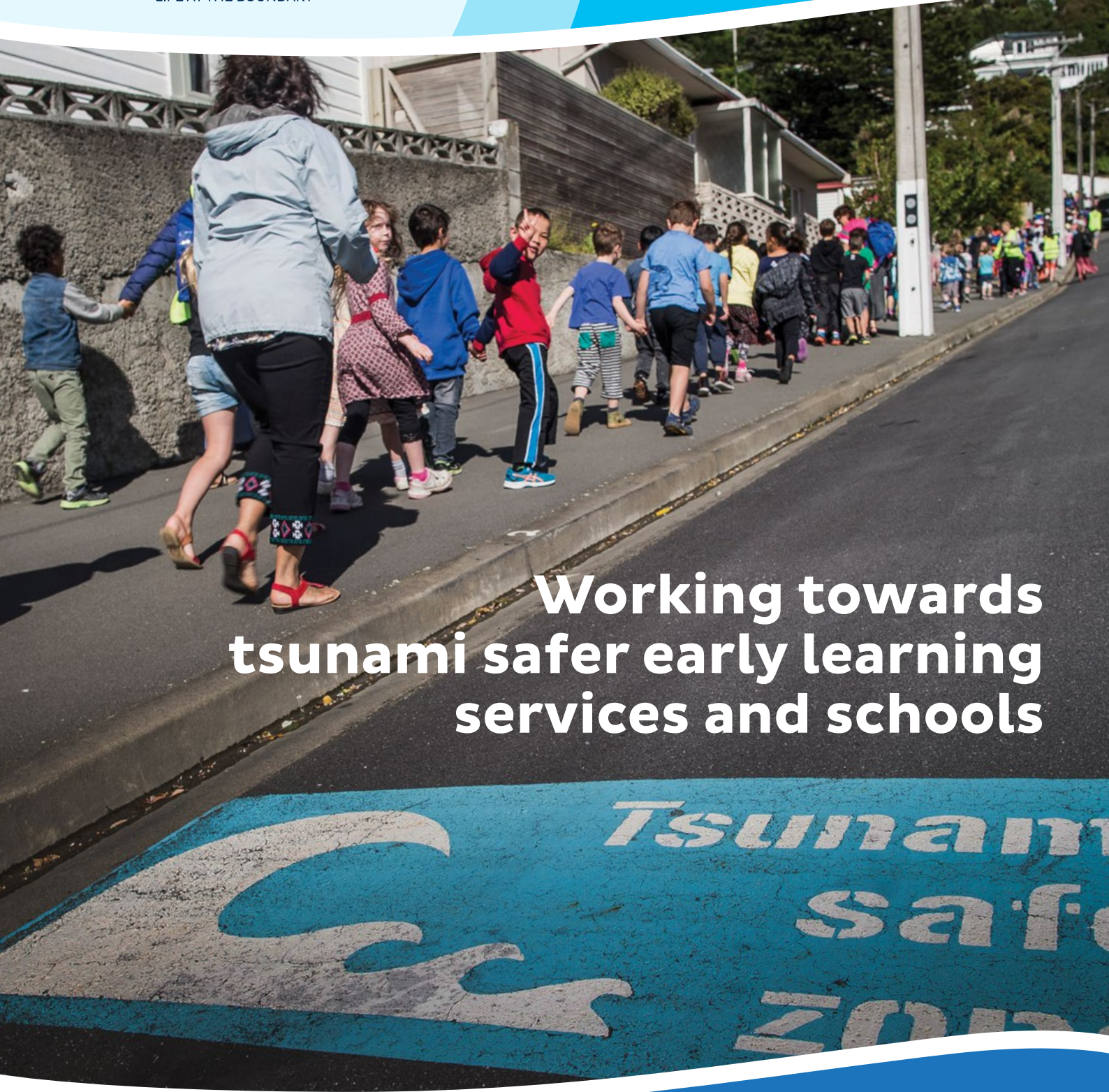




EAST COAST LAB
LIFE AT THE BOUNDARY



Working towards tsunami safer early learning services and schools

**A Toolbox for Civil Defence
Emergency Management Groups**

Ngā mihi

Acknowledgement

This guide has been developed by East Coast LAB (Life at the Boundary) together with Ministry of Civil Defence & Emergency Management, Ministry of Education, Tairāwhiti Civil Defence Emergency Management Group, Hawke's Bay Civil Defence Emergency Management Group, Wellington Region Emergency Management Office, GNS Science and Massey University.

Front Cover image: Stuff/Dominion Post

Lyllall Bay School practice a Tsunami evacuation drill in Wellington.

Rārangi Upoko

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Kupu rāpoto Whakamārama

Acronyms and definitions



Some of the **acronyms** and **terms** commonly used throughout the document are explained below

Kupu rāpoto Acronyms

CDEM Group	Civil Defence Emergency Management Group
MoE	Ministry of Education
WCG	Welfare Coordination Group
MCDEM	Ministry of Civil Defence & Emergency Management
BoT	Board of Trustees
CDC	Civil Defence Centre

Whakamārama Definitions

Child or young person (student)

Child, or young person under the age of 18

Early learning services

There are a number of different types of early learning service. These include:

- Centre-based early learning services have a variety of different operating structures, philosophies and affiliations, and are known by many different names - Playcentres, Early learning centres, Montessori centres, Childcare centres, Kindergartens, Crèches, Preschools, Aoga amata, Rudolf Steiner kindergartens, Reggio Emilia services etc.
- Te Kōhanga Reo (affiliated with Te Kōhanga Reo National Trust) provide a total immersion te reo Māori whānau (family) programme for mokopuna (young children) from birth to six years of age to be raised within its whānau Māori, where the language of communication is Māori.

- Home-based early learning services arrange for education and care to be provided to children in private homes.
- Hospital-based early learning services operate from hospital premises and provide education and care only to children who are patients of that hospital.
- Playgroups are groups of parents meeting regularly with their children to facilitate play. They include Puna Kōhungahunga, Pacific Islands early childhood education groups, and community language playgroups.

Hazard

A hazard is something that may cause, or contribute substantially to the cause of an emergency

Parent Service provider

Includes caregiver or guardian or whānau

- In relation to a centre-based early learning service, kōhanga reo, or hospital-based early learning service, the body, agency, or person that operates the service.
- In relation to a home-based early learning service, the body, agency, or person that arranges, or offers to arrange, that education or care.
- In relation to a playgroup, the person or persons who operate the playgroup.

Te kaupapa o te keteparaha

Purpose of this Toolbox



WHAKATAUKĪ

I ōrea te tuātara ka patu ki waho

A problem is solved by continuing to find solutions

The purpose of this guide is to provide consistent advice and resources for a Civil Defence Emergency Management (CDEM) Group to use when providing technical guidance and support to early learning services and schools to become tsunami safer.

The resources within are designed to be used by the CDEM Group in partnership with early learning services and schools as they conduct their planning.

This toolbox focuses on tsunami, a significant hazard for much of New Zealand.

Given the level of risk associated with tsunami, it is important that early learning services and schools know how to prepare and respond, especially to natural warning signs, to ensure the protection of children and students in their care.

CDEM Groups are often asked for advice and information from early learning services and schools relating to their emergency management plans and procedures. Topics that CDEM Groups have been asked questions on in the past, are covered in this toolbox as follows:

- ✓ **Planning**
- ✓ **Hazards**
- ✓ **Warnings**
- ✓ **Impacts**
- ✓ **Evacuations**
- ✓ **Practice drills**
- ✓ **Communication**
- ✓ **Family reunification**
- ✓ **Duty of Care**
- ✓ **Recovery**

There is no one-size-fits-all solution that can address every problem that early learning services and schools might face and some locations have more challenges than others.

Te whakamahi i te Keteparaha

How to use this Toolbox



Each information sheet provides a guide for the CDEM Group to use in partnership with an early learning service or school

They can be used singularly or collectively as appropriate to support early learning services and schools to undertake comprehensive planning for tsunami.

Before work begins using these information sheets, the following should occur:

- The CDEM Group should discuss with the early learning service or school what their issues and challenges are with regards to tsunami risk management
- The CDEM Group and early learning service or school should undertake a stocktake or review of the current planning, resources and information in use at the early learning service or school for tsunami risk management

- The CDEM Group and early learning service or school should review the resources available from the Ministry of Education and Ministry of Civil Defence & Emergency Management regarding emergency planning for early learning services and schools and information-for-school-leaders/ align or incorporate this guidance into their tsunami planning. The key resources are in the following locations:

www.education.govt.nz/school/student-support/emergencies/

www.whatstheplanstan.govt.nz/information-for-school-leaders/

Following this, the CDEM Group can select the appropriate information sheets and provide advice and guidance to the early learning service or school.

Ngā tūranga me ngā haepapa

Roles and responsibilities



A number of different bodies and people have a role to play in ensuring early learning services and schools have comprehensive, up-to-date and flexible emergency management plans. This includes:

GROUP	ROLE	RESPONSIBILITY
Ministry of Education (MoE)	MoE is the Government's lead advisor on the education system, shaping direction for education agencies and providers and contributing to the Government's goals for education. It ensures that education providers have the resources and support they need to deliver services to young children and students. There are ten regions across New Zealand.	<p>MoE regional staff are able to help facilitate CDEM Groups' engagement and communication with early learning services and schools.</p> <p>MoE is responsible for ensuring that early learning services have appropriate procedures and supplies for dealing with emergencies. This is a requirement under the licensing and certification criteria.</p> <p>MoE has produced a range of guidance to support schools and early learning services to develop and review their emergency management plans. See the Ministry of Education's Emergency Planning Guidance for further information.</p>
Education Review Office (ERO)	ERO evaluates and reports on the education and care of children and students in early learning services and schools.	ERO is responsible for checking that schools and licensed early learning services have emergency management plans. Early learning services and schools self-report their completion of an emergency management plan to ERO prior to review.
Ministry of Civil Defence & Emergency Management (MCDEM)	MCDEM acts as an advocate for a comprehensive approach to emergency management including risk reduction, readiness, response and recovery activities that are undertaken at national, regional, and community levels.	<p>MCDEM oversees the national Tsunami Risk Management program, to ensure comprehensive and coordinated planning for tsunami risk across the 4Rs of reduction, readiness, response and recovery.</p> <p>MCDEM is also responsible for issuing National Warnings and Advisories for tsunami.</p> <p>It provides national guidance & public education resources for early learning services and schools to use such as What's the Plan, Stan?</p>

Ngā tūranga me ngā haepapa

Roles & responsibilities

GROUP	ROLE	RESPONSIBILITY
Civil Defence Emergency Management (CDEM) Groups	<p>There are sixteen regional CDEM Groups in New Zealand.</p> <p>CDEM Groups provide education around risks and risk reduction; promote readiness for an emergency; coordinate the response to an emergency; ensure there is transition into recovery.</p>	<p>CDEM Groups must identify, assess and manage their hazards and risks (including tsunami risk).</p> <p>CDEM Group can be contacted by early learning services and schools for technical expertise and advice on their emergency management plans. They may also provide resources and/or deliver emergency management education programmes to early learning service providers, BOT, staff or students.</p> <p>The CDEM Group will lead the local response to a tsunami threat.</p>
Board of Trustees (BOT)	<p>The BOT's job is to see that everything that needs to be done gets done - legally, ethically, and as well as possible in the best interests of its students and staff. It is also the employer of all staff, including the principal, and sets the overall strategic direction for the school. The principal is the board's 'chief executive' and manages the school or kura in line with the board's direction and policies.</p>	<p>The Board of Trustees is legally required to provide effective emergency procedures and planning to ensure the safety of all students and staff. The Health and Safety at Work Act 2015 is a comprehensive document that sets out requirements to ensure the safety of everyone in the workplace.</p> <p>National Administration Guideline 5 states that each Board of Trustees is required to:</p> <ol style="list-style-type: none"> 1. provide a safe physical and emotional environment for students 2. comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees. <p>Schools self-report their completion of an emergency management plan to ERO.</p>
Principal	<p>Principals are responsible for meeting legislative and procedural requirements of a school as well as ensuring the wellbeing of both staff and students.</p>	<p>Principals and management teams lead their school in preparing for emergency events by:</p> <ul style="list-style-type: none"> • Developing, practising and reviewing emergency management plans and associated policies • Ensuring staff training is in line with the school's emergency management plans • Supporting staff to implement and review curriculum-based emergency event education • Arranging for the purchase, storage, and maintenance of emergency supplies and equipment.

Ngā tūranga me ngā haepapa

Roles & responsibilities

GROUP	ROLE	RESPONSIBILITY
Early Learning Service providers		<p>Early learning services have legislative requirements to ensure the safety and well-being of children and staff at early learning services.</p> <p>The early learning service provider is legally required to meet regulatory requirements such as ensuring there is an emergency plan for the early learning service that they are responsible for.</p> <p>Licensed early learning services self-report their completion of an emergency management plan to ERO.</p>
Staff e.g. administration and teaching staff		<p>Staff have a duty of care for their children/students until such time as they can no longer continue to provide that care.</p>
Before or After School programme providers		<p>Must have an emergency management plan to ensure the safety and well-being of children and staff under the Health and Safety at Work Act 2015. If the programme is school based then the emergency management plan should align with the school's plan. Providers should have a list of the children's or students' emergency contacts.</p>

Everyone has personal responsibility to be prepared:

- **Staff** have a personal and professional responsibility to know and follow their early learning service's or school's emergency management plan and their personal emergency management plan. In the event of an emergency, staff action is guided by their early learning service's or school's policy and procedures.
- **Children and students** (who are old enough to understand) have a personal responsibility to follow instructions of staff to ensure their safety. Appropriately aged children and students should know how to drop cover hold during an earthquake and what to do following a tsunami warning.
- **Parents and caregivers** have a responsibility to know and follow their children's or student's early learning service or school emergency management plan and have a family plan. Parents need to ensure emergency contact details held by the early learning service or school are up to date.

Te Rākau Whakamarumarū Whanaungatanga

CDEM engagement



This section describes how and who the CDEM Group should engage with in regards to emergency management planning for early learning services and schools.

Ministry of Education

CDEM Groups provide local emergency management advice and technical expertise to early learning services and schools. Regional MoE staff will be able to help facilitate CDEM Groups' engagement and communication with early learning services and schools. **It is therefore important for the CDEM Group to, ideally:**

1. Build relationships with the regional MoE staff. The regional MoE office should have someone appointed to the Welfare Coordination Group (WCG) so the Group Welfare Manager will be able to make introductions.
2. Develop and offer an emergency management workshop for MoE staff on the region's hazards and how to manage or mitigate potential impacts - education advisors have a working relationship with early learning services and schools and will be able to refer any enquiries to the relevant group or resources.
3. Promote the **What's the Plan, Stan?** curriculum resource to schools and encourage MoE advisors to promote the resource to schools.

Early learning services and schools

CDEM Groups around the country may be approached by early learning services and schools for advice on their emergency management planning.

The CDEM Group could:

- Direct schools and early learning services to regional and national resources for further information:
 - MCDEM's What's the Plan, Stan?
 - MoE's Emergency Management Plan Template
 - MoE's Traumatic Incident Guidance
 - MoE's Emergency Planning Guidance.
- Remind early learning services and schools to review and practice their emergency management plan on a regular basis. A list of schools and ECEs in each region can be downloaded from the Education Counts website.
- Plan workshops to provide emergency planning advice to early learning services and schools. This could be a workshop based on territorial area, to Principal Associations or Communities of Learning/ Kāhui Ako. The local MoE staff may be able to assist you with this.

Pārongo 1 Whakamahere

Information Sheet 1: Planning



Key messages

for CDEM Groups to discuss with early learning services and schools:

- Early learning services and schools need to develop emergency management plans in line with MoE's Emergency Planning Guidance that are clear and simple, flexible and well understood and practised.
- Early learning services and schools need to plan for scenarios where children, students or staff are not within an early learning service or school grounds e.g. Offsite trips.

The following information can provide the basis for conversations CDEM Groups have with early learning services and schools about planning. Ensure the key messages are covered in any discussion or correspondence with early learning services and schools about tsunami planning.

Introduction

An emergency management plan is always a work-in-progress. The plan should be well-known, practised, and updated every year. The school's BOTs and early learning service's management are responsible for developing the plan.

They should involve the staff during its development and review, as staff will have a significant implementation role.

1. Emergency plans need to be simple with clear advice.

Early learning services and schools should keep the emergency plan simple, as the more people that understand each part of the plan and the reasoning behind a decision, then the more likely they will follow the plan.

For example: After a large earthquake, the school evacuates "up the hill". If students understand the key action is to go "up the hill" to their designated safe location, and they are not able to get to that location, they can adjust their plan and find other high ground.

2. Emergencies are uncertain events, so plans need to be flexible and dynamic.

All plans must be flexible, dynamic and designed to be adaptable as an emergency can involve an uncertain and rapidly changing environment. Natural hazards can occur simultaneously and plans must consider these possibilities even if they seem unlikely. Also, early learning services and schools are dynamic environments and variable on a daily basis.

For example: An earthquake or a tsunami could occur during a period of bad weather when normal evacuation routes are affected by flooding, or there may be a visiting school or sports team, increasing the number of people needing to be looked after.

Pārongo 1 Whakamahere

Information Sheet 1: Planning

3. Emergency plans need to be well understood and practised

The best plans are those that become familiar through regular practice and review, and can be implemented without a lot of direction. Practising ensures that muscle memory will kick in when an event occurs, even if it is an extremely stressful situation. Plans need to be readily available and accessible as well as practised and reviewed by:

- **Board of Trustees/Early learning service providers**
- **Principal/Early learning service Manager**
- **Early learning service/School staff**
- **Parents and caregivers**
- **Students**
- **Early learning service' and school' neighbours**

Early learning services and schools should have plans for excursions and education outside of the classroom (EOTC) activities. An emergency may happen when children, students and staff are outside of the early learning service or school grounds and it is important that there are plans in place for these scenarios. Hazards such as tsunami should be included in RAMs (Risk Assessment Management) forms that are filled out by staff members before taking the children and students outside the classroom or early learning service.

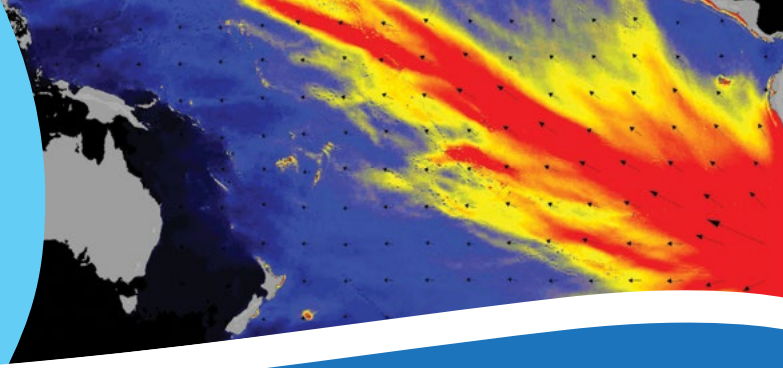
All early learning services and schools need to consider planning to care for students for an extended period of time as parents and caregivers may be affected by the event. They may be unable to travel through evacuation and/or inundation areas, and may not be able to reach their child or student.

Early learning services and schools not in tsunami evacuation zone should also plan (alongside affected early learning services and schools) on how they might assist other early learning services and schools in the tsunami evacuation zone that may evacuate to their location.

Pārongo 2

Ngā whakatūpato

Information Sheet 2: Hazards, warnings and impacts



Key messages

for CDEM Groups to discuss with early learning services and schools:

- Early learning services and schools that are near the coast and feel a long earthquake (longer than a minute) or strong earthquake (hard to stand up) should immediately evacuate all zones.
- Emergency management plans should cover all hazards and impacts.
- Early learning services and schools need to understand the different types of warnings they may receive e.g. natural warnings of a tsunami (see next page).

The following information can provide the basis for conversations CDEM Groups to have with early learning services and schools about hazards, warnings and impacts. Ensure the key messages are covered in any discussion or correspondence with early learning services and schools about hazards, warnings and impacts.

Hazards – Tsunami

Early learning services and schools should have an emergency management plan for all hazards they may face, especially for sudden impact hazards where children, students and staff have to act quickly e.g. earthquake, tsunami, fire, violent threat.

This factsheet focuses on tsunami, a significant threat to low lying areas along the entire coastline of New Zealand. New Zealand sits at the convergent boundary of the Pacific and Australian Tectonic Plates. This tectonic setting puts New Zealand's entire coastline at risk of tsunami from local, regional and distant sources.

A tsunami is a series of powerful waves with strong currents. Large tsunami waves can contain considerable amounts of energy enabling them to travel a long way inland over low lying areas of land and up estuaries and rivers. They are mostly caused by underwater or coastal earthquakes, and sometimes by underwater landslides or volcanic eruptions.

There are three sources of tsunami:

- 1. Local:** Generated less than an hour travel time away from the New Zealand coast. There may only be a few minutes warning between initial earthquake shaking and when the first wave arrives e.g. Hikurangi subduction zone.
- 2. Regional:** Generated 1–3 hours travel time away from the New Zealand coast e.g. the Kermadec Trench to the north of New Zealand.
- 3. Distant:** Generated more than three hours travel time away from the New Zealand coast e.g. off the coast of South America

Most (but not all) tsunami evacuation maps in New Zealand will have three zones – red, orange and yellow. The coloured zones are primarily used for regional and distant source warnings. They are used by CDEM Groups to manage official evacuations when there is time. Therefore, it is important to know the colour of the tsunami hazard zone that the early learning service or school are in.

Tsunami evacuation maps are available on the relevant CDEM Group or regional (or unitary) council websites: www.civildefence.govt.nz/get-tsunami-ready/

Early learning services and schools prior to excursions, school trips and Education Outside the Classroom (EOTC) activities need to check whether they are going into a tsunami evacuation zone.

The most important message for all early learning services and schools is that if they are near the coast and feel a long or strong earthquake they drop, cover hold and then immediately self-evacuate all zones.

Pārongo 2 Ngā whakatūpato here

Information Sheet 2: Hazards, warnings & impacts

Warnings

It is important that early learning services and schools understand the three types of tsunami warnings that may be received and what public notification channels systems that each CDEM Group has in place.

All staff, children and students should be taught to recognise the natural warning signs of a tsunami and what actions to take. For example, if they feel an earthquake that is LONG (longer than a minute) or STRONG (hard to stand up) GET GONE then they need to move immediately to the pre-arranged safe location or alternatively the nearest high ground, or as far inland as they can.

Early learning services and schools should not wait for an official warning, as it may not be possible to issue warnings in sufficient time and/or accuracy in the case of local source tsunami. Even if evacuations ultimately prove unnecessary, consider them a good practice opportunity.



Impacts

If an emergency occurs, early learning services and schools may have to respond to a range of impacts. For example, a large local earthquake, in addition to generating tsunami waves that can arrive within minutes, may damage bridges and create liquefaction and landslides along the pre-planned evacuation route. This may leave early learning services or schools with no power, phone, internet, or water or useable toilets, with students unable to get home, and parents unable to collect children or students. Emergency management plans must take these possibilities into consideration. Early learning services and schools should run “what-if” scenarios based on potential hazards or other possible secondary impacts, while planning for earthquake and tsunami.

The three types tsunami warnings:

NATURAL WARNING - This may be the only warning in a local source tsunami



A long (more than a minute) or strong (makes it hard to walk or stand up) earthquake



A sudden rise or fall in sea level



Unusual noises from the sea (noises like jet planes or trains)

OFFICIAL WARNING - Will only occur for a regional or distant source tsunami.

There are different warning systems used in different regions. Ways to warn people include: Social media and websites, TV, Apps, Radio, Emergency mobile alert Text Alerts, Sirens and PA systems, Door to door evacuation by emergency services



INFORMAL WARNING - Warnings may come from friends, neighbours, wider community or international media.

After reaching safety or while in transit, early learning services and schools can check the validity of warnings via TV/radio broadcasts, CDEM Group official websites and social media sites.



Pārongo 3

Ngā tikanga whakawātea

Information Sheet 3: Evacuations



Key messages

for CDEM Groups to discuss with early learning services and schools:

- Early learning services and schools need to pre determine their safe location and communicate this well to the wider school community.
- Early learning services and schools should not evacuate to a Civil Defence Centre unless this was advised prior by the CDEM Group.
- Early learning services and schools should practise tsunami evacuation drills at least once a year.

The following information can provide the basis for conversations CDEM Groups to have with early learning services and schools about evacuation. Ensure the key messages are covered in any discussion or correspondence with early learning services and schools about evacuation.

Early learning services and schools should have pre-determined evacuation procedures in place and practice them at least once a year. This will help ensure that everyone evacuates safely, is accounted for, and is reunited with their family as soon as possible.

An emergency management plan should have procedures that include information about:

- Different types of tsunami warnings
- What staff and students need to take with them when they leave (e.g. Class roll, personal belongings and medical supplies)
- How children/ students or staff with special needs are taken care of
- Location of tsunami safe location(s) and how to get there
- Transportation procedures, if applicable



- Procedures for contacting parents/caretakers and releasing children and students to their families,
- How often evacuation exercises are done

Tsunami Hazard Zones:

Tsunami Hazard Zones: It is important to know if the school or early learning service is in an evacuation zone. Most (but not all) tsunami evacuation maps in New Zealand will have three zones – red, orange and yellow. Tsunami evacuation maps are available on the relevant CDEM Group or regional (or unitary) council websites: www.civildefence.govt.nz/get-tsunami-ready/

Early learning services and schools in any tsunami hazard zone should evacuate following ANY natural tsunami warning. The coloured zones are primarily used for regional and distant source warning. They are used by CDEM Groups to manage official evacuations if there is time.

**MĒNĀ HE
ROA,
HE
KAHA
RĀNEI TĒTAHI RŪ WHENUA**

ME WEHE TONU

PIKI TONU ATU KI TE WHENUA TINO TEITEI RAWA KA TAEA,
HAERE RĀNEI KI UTA RAWA ATU. KAUA E TATARI MŌ
TĒTAHI WHAKATŪPATO NGARU TAITOKO ŌKAWA.



Pārongo 3 Ngā tikanga whakawātea

Information Sheet 3: Evacuations

Tsunami evacuation safe zone: This should be a location outside of all tsunami evacuation zones. If possible, a location with shelter is best.

Early learning services and schools could consider evacuating to a partner early learning service or school outside the tsunami zone. A community centre, church or marae are other locations that could be considered. It is important that early learning service and schools engage with those that manage these facilities during the planning process, and discuss what resources the early learning service and school might require and the expectations and responsibilities of both parties.

Where possible, early learning services and schools should document the arrangements they have made and make sure these are regularly checked and updated. They may even want to consider having a written agreement with the organisation concerned.

Early learning services and schools should not plan to evacuate to a Civil Defence Centre (CDC) unless this was advised prior by the CDEM Group. CDCs may not be opened until after a tsunami event has passed. In any emergency, it takes time to work out the locations and then open a CDC(s).

Route: Early learning services and schools should plan an evacuation route and an alternate route bearing in mind a worst-case scenario. For example, a large local earthquake, in addition to generating tsunami waves that can arrive within minutes, may damage bridges and create liquefaction and landslides. These possibilities need to be considered during the planning process.

Drills: Early learning services and schools should practise their “drop, cover, hold” and then evacuate using the primary route, and an alternate route. Occasionally, there should also be an unannounced practice to gauge staff’ and students’ unprompted response.

Transportation: Early learning services and schools should evacuate on foot, bikes or scooter if at all possible. All staff and students should avoid using cars or vans for evacuation whenever possible (unless there are large numbers of special needs children, students or staff needing assistance).

Evacuation via cars and vans can lead to congestion and vehicles being trapped within evacuation zones. Roads and bridges may be damaged following a large local earthquake and this may be more difficult to see from inside a vehicle than on foot.

Special assistance: It is important that plans are made for children, students and staff with special needs in order to be able to evacuate them safely to high ground or inland.

Supplies: The priority in a tsunami evacuation is to get to higher ground or inland as quickly as possible. When early learning services and schools evacuate they should consider having the following items as a minimum: class rolls, phone, emergency contacts, first aid bag, and personal medical supplies.

In some circumstances, staff at early learning services and schools may have to keep children and students in their care for an extended period of time as parents may not be able to reach them, and/or emergency services may also not be able to reach them with additional supplies.

One of the most frequently asked questions received by CDEM staff around New Zealand is – how much is enough? Early learning services and schools should think about what they will need in their specific situation – again, not every early learning service or school is the same, and will need different resources. Each early learning service and school know their own requirements best.

Self-sufficiency: Do not rely on emergency services to assist with evacuation during a local source tsunami. They may be evacuating to safety themselves, be unable to reach you, or be involved in other priority responses.

Pārongo 4 Ngā āheinga

Information Sheet 4: Practice drills



Key messages

for CDEM Groups to discuss with early learning services and schools:

- Early learning services and schools should conduct drills to test their plans as this will enable teachers and staff to act confidently quickly and knowledgeably during an emergency incident.
- Early learning services and schools should trial different evacuation routes and assess which one is most practical.
- Earthquake and tsunami drills should be practised at least yearly.

The following information can provide the basis for conversations CDEM Groups to have with early learning services and schools about practice drills. Ensure the key messages are covered in any discussion or correspondence with early learning services and schools about practise drills.

Good earthquake and tsunami drills are a learning process.

They begin with advance preparation by staff, providing an opportunity to teach children and students and practice procedures. The simulation itself is an experiential learning opportunity.

Early learning services and schools in tsunami evacuation zones should undertake a combined earthquake and tsunami drill at least once a year so that children, students and staff are well practised. The more often staff and students practise what to do in an emergency, the quicker and more automatic their response will become, and the less reliant they will be on the written plan.

While fire drills are mandatory and must be practised in accordance with building and fire regulations, it is recommended that other scenarios such as earthquake “Drop, cover, hold” and tsunami “Long or strong, get gone” drills are held at least annually.

Tips and tricks for practicing your earthquake and tsunami evacuation

Early learning services and schools should:

- Practise the different possible routes identified in the evacuation plan. It is best to trial different tsunami evacuation routes and assess which one is most practical (the destination should be outside

of all tsunami hazard zones, preferably not across bridges or main roads, and where possible avoiding power lines, or potential landslide and pre-identified liquefaction areas).

- If you have a long distance to evacuate, consider doing a partial evacuation. Children learning the direction they will be evacuating is important, even if it is difficult to practice reaching the final destination. Trial an unannounced practice to gauge staff’ and students’ unprompted response.
- Collaborate with neighbouring early learning services, schools, businesses and others in the community when practising evacuation drills. In an actual event, everyone in the neighbourhood will be trying to evacuate at the same time. It is helpful for everyone to get as clear a picture as possible of what an actual evacuation of the entire community will be like.
- Take the opportunity to link drills with World Tsunami Day or national drills, such as NZ Shake Out & Tsunami Hīkoi week.
- Consider holding a drill at the end of the school day and asking parents to arrange for their child to be collected from the evacuation destination. This is an opportunity for parents to practise their household plan and for early learning services and schools to practise their family reunification procedure.
- Hold a debrief after the drill to discuss ways to improve. The entire community, including students, should be encouraged to suggest ways to improve their evacuation drill.

The most important part of any drill is the discussion and the updated action plan that comes from the experience.

Pārongo 4 Ngā āheinga

Information Sheet 4: Practice drills

The most important part of any drill is the discussion and the updated action plan that comes from the experience.



The Civil Defence Minister and Seatoun school children practicing tsunami evacuation on November 2017.

Pārongo 5

Te whakawhitiwhiti kōrero

Information Sheet 5: Communication



Key messages

for CDEM Groups to discuss with early learning services and schools:

- Everyone needs to know the early learning service's and school's emergency management plan. This includes: Board of Trustees/Early learning service provider, Principal/Early learning service manager, School/Early learning service staff . Parents/caregivers, Students, Early learning service' and school' neighbours.
- Parents and caregivers should also know the early learning service or school tsunami evacuation safe location including when the early learning service or school is at an offsite location.

The following information can provide the basis for conversations CDEM Groups to have with early learning services and schools about communication regarding tsunami planning and response. Ensure the key messages are covered in any discussion or correspondence about communication.

All staff, students, parents and the regional level MoE need to know what the early learning service or school emergency management plan is, in order for it to work effectively.

It is advised that early learning services provide and regularly up their emergency contact numbers with the regional level MoE.

It is important that early learning services and schools communicate their plan in as many ways as possible and remind students, staff and parents regularly throughout the year through assemblies, school website, newsletters, parent meetings etc.

Information about evacuation routes and the emergency assembly area/s should be displayed in prominent places. Ideas for the placement of evacuation signage include:

- near emergency equipment – such as extinguishers
- near light switches
- canteen/tea room
- backs of toilet doors
- foyer
- paint a map of the school and the neighbourhood that shows evacuation routes as a wall mural in a prominent location

It is essential that parents and caregivers know and trust that their children and students will be safe and cared for by the early learning service and school during an emergency. Parents and caregivers need to know, in advance, all emergency procedures especially the tsunami evacuation safe zone and family reunification procedures.

Parents should be regularly informed NOT to come to the early learning service and school in tsunami evacuation zones, as their children will NOT be there. Parents trying to collect their children from schools during an emergency has led to added confusion, needless traffic congestion, and even loss of life during tsunami events overseas.


Early learning services and schools should remind parents of the requirement to provide Emergency contact information (refer to MoE Emergency Plan template). This will ensure children and students are reunited with parents or caregivers at the earliest possible time from the tsunami evacuation safe zone.

It is good practice to suggest parents provide multiple pre-approved emergency contacts. Be sure that parent and emergency contact information is updated at the beginning of each year as a minimum, and that parents notify the early learning service and/or school of any changes during the year.

Clearly explain student release procedures to parents, students and community members emphasising students will be released only to parent/caregiver or other pre-approved emergency contacts (who should bring photo identification with them).

Pārongo 5 Te whakawhitiwhiti kōrero

Information Sheet 5: Communication



It is essential that parents and caregivers know and trust that their children and students will be safe and cared for by the early learning service and school during an emergency.

Pārongo 6

Ngā whānau pāhekoheko

Information Sheet 6: Family reunification

Key messages

for CDEM Groups to discuss with early learning services and schools:

- Early learning services and schools need to have a detailed family reunification process in their emergency plan.
- Early learning services and schools should practice the family reunification process at least once a year.

The following information can provide the basis for conversations CDEM Groups to have with early learning services and schools about family reunification. Ensure the key messages are covered in any discussion or correspondence about family reunification.

One of the most important responsibilities for early learning services and schools following an emergency is reuniting children and students with their parents or caregivers.

The best way to deal effectively with this situation is to plan ahead.

A good reunification process can alleviate stress for students, family, and staff. The following principles underpin the delivery and coordination of services to children and students separated from their parents, legal guardians, or usual caregivers in an emergency:

1. Children and students are kept safe and cared for.
2. Children and students should be reunited with their parent, legal guardian or usual caregiver as soon as possible.
3. All reasonable steps are taken to reunite children and students with their parent, legal guardian or usual caregiver before referring to Police.

Early learning services and school staff have a duty of care for children and students, however this duty of care becomes more significant during an emergency. Staff should continue to care for children and students until they are collected by an approved person (a person who has been authorised by the child's or student's parent or caregiver to uplift the child and student).

If, after a period of time the child or student has not been collected and the early learning services and school can no longer continue to provide for their care,

there is an agreed process to be followed which requires engagement with the New Zealand Police and Oranga Tamariki, Ministry for Children. (Page 8, Section 9.4.1, Welfare Services in an Emergency Director's Guideline). During a large emergency event, it will likely be some time before these two agencies will be able to do this.

Emergency plans should detail arrangements for caring for children and students including information to help reunite them with their parents, legal guardians, or approved alternate caregiver in a safe and timely manner. Consider including information on:

- policies and procedures for reuniting children with parents and caregivers
- how parents will obtain information about their children during an emergency
- contact information for parents and caregivers (home and work phone numbers) OR descriptions of where this information can be found
- who is allowed to collect the child or student and what the back-up arrangements are
- where required, who is NOT allowed to collect the child or student
- where the collection point will be located (designate both an on-site and off-site collection location), this could include maps
- what the arrangements are if children and students cannot be collected.

Early learning services and schools should include in their service enrolment pack, a reminder that children and students will only be released to those pre-designated adults that have been listed on the emergency information contacts form and that adults must have proper identification when collecting the child/student.

Pārongo 6 Ngā whānau pāhekoheko

Information Sheet 6: Family reunification



One of the most important responsibilities for early learning services and schools following an emergency is reuniting children and students with their parents or caregivers.

Pārongo 7 Te whakaora

Information Sheet 7: Recovery



Key messages

for CDEM Groups to discuss with early learning services and schools:

- Following a tsunami the ongoing operation of an early learning service or school is vital to the recovery of the wider community.
- Community-wide, post-tsunami recovery coordination is the responsibility of CDEM Groups. Early learning service providers and BOTs are responsible for the recovery of their early learning service or school.

The following information can provide the basis for conversations CDEM Groups to have with early learning services and schools about recovery following tsunami emergencies. Ensure the key messages are covered in any discussion or correspondence about recovery.

Early learning services and schools are a vital part of the community. They provide important and ongoing support for children and parents during difficult transitions and changes. Ongoing operation is important to the recovery of the wider community, allowing family members to return to work, children to return to normal routines and providing access to support and information.

By considering recovery issues ahead of time, early learning services and schools will be better placed to fulfil their important role in the community's return to functionality. Early learning service providers, boards of trustees and school management need to consider:

- Support for staff including psychosocial, and flexible working hours for staff
- Psychosocial support for children and students following the earthquake and tsunami
- Support for children and students following the tsunami
- How to involve children and students in the recovery
- Buildings/temporary locations – having a planned timeframe for getting early learning services and schools operational post-earthquake and tsunami
- Availability of lifeline utilities – toilets, water, electricity, internet

The Ministry of Health has a range of information and resources to assist in alleviating stress and anxiety in

children and students. It is important that in planning for the delivery of psychosocial support there is clarity on how services work together to meet the needs of children and students. This support is coordinated through DHBs, and often delivered with primary health organisations.

The resources below are available on the Ministry of Health website www.health.govt.nz (search for 'managing stress in an emergency')

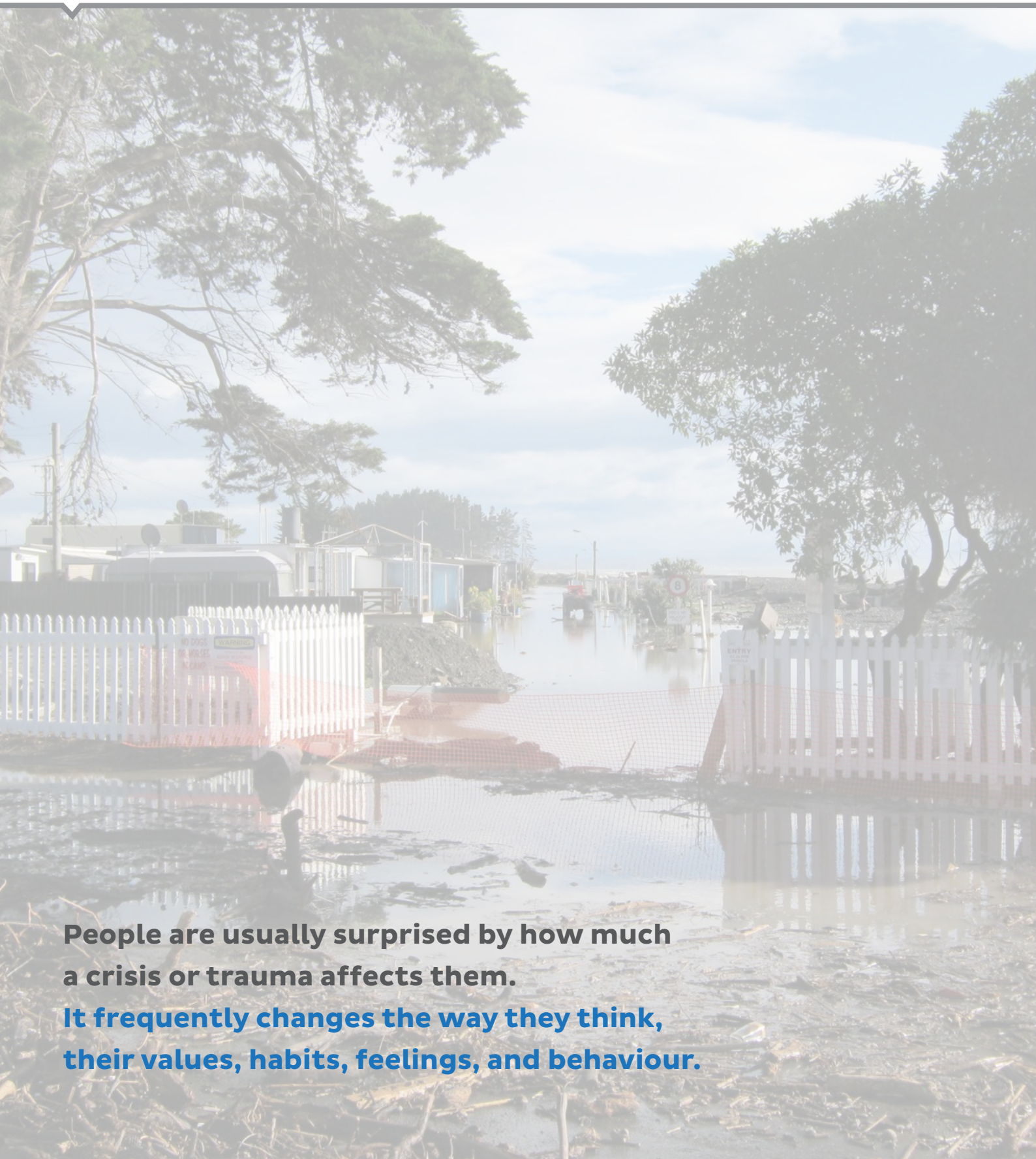
- Helping children: Children have their own ways of dealing with trauma according to their stage of development.
- Helping adolescents: Adolescents involved in crisis and traumatic events may not always show their distress outwardly. As a result, adults may misunderstand adolescents' needs or find them unwilling to accept help.
- Families and disasters: People are usually surprised by how much a crisis or trauma affects them. It frequently changes the way they think, their values, habits, feelings, and behaviour. It influences most aspects of their life.
- When someone you know has been through a traumatic experience: Traumatic experiences are distressing and threatening, and may be so intense as to temporarily disrupt a person's ability to come to terms with them.

Developed following the Canterbury earthquakes, the Ministry of Education also has a range of factsheets containing practical advice for parents and educators to help with supporting young people and colleagues. These can be accessed here:

<http://education.govt.nz/school/student-support/emergencies/tips-and-tools/>

Pārongo 7 Te whakaora

Information Sheet 7: Recovery



People are usually surprised by how much a crisis or trauma affects them.

It frequently changes the way they think, their values, habits, feelings, and behaviour.

He papa pātai Ara manaaki

Frequently Asked Questions: Duty of Care



Key messages

for CDEM Groups to discuss with early learning services and schools:

- Early learning services and school's need to develop policies and procedures that clearly outline staff' responsibilities during an emergency.
- Early learning services and schools need to discuss duty of care in an emergency with staff to ensure staff understand their responsibilities in an emergency.
- Staff should have their own emergency plan and update this prior to the first day of school each year or with any change in their personal situation.

The responses to these questions are for general guidance only and do not take into account the many variables that can impact on an early learning service or school leader's decision-making when dealing with an emergency situation. Early learning services and schools should develop their own policy and procedures for dealing with existing and potential emergency incidents.

While children or students are in the custody of the early learning service or school, staff have a duty of care. Early learning services and schools need to develop their own policies and procedures for dealing with existing and potential emergency incidents including setting out staff responsibilities in an emergency.

Staff need to understand the early learning service's or school's expectations of them. It is important that staff have a personal household emergency plan in place as this may provide some additional support to the school or early learning service by enabling staff to remain at the early learning service or school to provide care for children and students who are unable to be uplifted.

Location:

Q. Where does duty of care take place?

A. An early learning service or school is responsible for children/students whenever they are under its care and at times this extends to outside of the service/school boundary. For example, when students are engaged in an Education Outside of the Classroom (EOTC) activity or programme.

Q. Can teaching staff who have duty of care over a child or student take them off the early learning services or school site following an emergency if they are not collected by a parent/ caregiver?

A. Early learning services and schools need to take a range of considerations into account when making decisions about the safety of children, students and the staff who are caring for them. They should understand their duty of care responsibilities in these situations and know what is set out in the emergency plan.

In most cases it is expected that children and students will be picked up by the parents/caregivers or an approved person. In extreme circumstances, other arrangements may need to be made for children not able to be uplifted, taking into consideration the best interests of the children.

He papa pātai Ara manaaki

Frequently Asked Questions: Duty of Care

Timing

Q. How long are teaching staff expected to look after children and students following an emergency?

A. It is very difficult to specify a time limit for the care of children following an emergency. This will depend on a number of factors like the number of staff/teachers available, the time of day and the facilities available to staff at the early learning service or school. Staff and teachers should always make decisions on the continued care of the child or student taking into consideration what is in the best interest of the child or student.

The National Civil Defence Emergency Management Plan and Guide says that early learning services and schools should look after children and students until they can no longer continue to care for the child or student.

If after a period of time the child or student has not been collected and the early learning services or school service can no longer continue to provide for their care there is an agreed process to be followed which requires engagement with the New Zealand Police and Oranga Tamariki, Ministry for Children (see Page 8, Section 9.4.1, Welfare Services in an Emergency Director's Guideline). During a large emergency event, it will likely be some time before these two agencies will be able to do this.

Q. Who decides when 'care can no longer be maintained' (see Figure 9 page 111 Welfare Services in an Emergency Director's Guideline [DGL 11/15])? E.g. Board of Trustees/Early learning services provider or teaching staff?

A. The principal or teacher/staff in charge will make this decision based on the situation at their early learning service or school and the availability of staff to provide the duty of care and the best interest of children or students.

Evacuation

Q. If teaching staff have a duty of care for their children/students, do they hold the power in deciding when they will evacuate their class following the natural warning signs of a tsunami? If not, who holds this power?

A. Yes. It is advised that all staff, children and students are taught to recognise the natural warning signs of a tsunami and what actions to take as per their emergency procedures.

For example, after a DROP, COVER, HOLD response following a long or strong earthquake everyone should immediately evacuate to their pre identified tsunami safe location.

Supplies

Q. Does duty of care extend to early learning services and schools having evacuation supplies for staff and children and students in an emergency? E.g. water etc.

A. The priority in local source earthquake and tsunami evacuation is to get to higher ground or inland as quickly as possible. Emergency medication and other supplies should be taken if possible. This decision should be made depending on the situation. For a local source tsunami time is critical and the evacuation should occur immediately. Though it is recommended that teachers and staff have ready access to critical supplies wherever possible.

He papa pātai Ara manaaki

Frequently Asked Questions: Duty of Care

Release of Care

Q. In the event of an emergency situation at what age are students old enough to be allowed to leave school and make their own way home?

What are the triggers for teachers to determine that students should not be allowed to make their own way home?

A. Age is not the only consideration when determining if a student can be sent home alone by themselves. Maturity and the student's response to the event should be considered to assist with the decision making process. Consider the following relevant factors in the decision making process:

- Are there any obvious dangers that could affect the students' ability to get home?
- Is there any damage to roads, bridges, structures in the area, or is this likely?
- Is there any likelihood of ongoing events that could impact on the student or the environment i.e. aftershocks, continuing rain causing flooding?
- Have the parents or caregiver given permission for the student to make their own way home in an emergency event? Consider the specific event you are facing.
- Is the student 14 years or older and confident and competent in the circumstances?
- Is there any reason to believe the students' parents or caregivers may not be able to get home?
- Does the student usually walk home?
- Does the student live within easy walking distance of the school?
- Does the student have other family, neighbours etc. that can support the student once at home?

If the staff at the school have any concerns about student's safety and wellbeing they should err on the side of caution and keep the student at school, or the safe location until they can be re-united with a pre-approved emergency contact.

Q. Can the school release children or a student to other family members or family friends the teaching staff knows, even if they are not an approved emergency contact?

A. Early learning services and schools should encourage parents and caregivers to provide multiple approved emergency caregivers as children should only be released into the care of an approved person.

Q. Can a parent/caregiver sign a form at the beginning of the year to say their child or student can be released to a non-approved adult the child or student knows, as long as the early learning services and school keeps a record of who they went with, what time they went, and where they are going?

A. Children and students must only be released into the care of an approved person. Early learning services and schools should encourage parents and caregivers to provide multiple approved emergency caregivers.

A parent/caregiver should sign a form at the beginning of the year identifying the names of those people who are allowed to pick up the child or student from the early learning service or school. This should be updated whenever the situation of the family changes or when the list needs changes.

Q. Can the parents/caregiver put the teacher as an approved emergency contact so the teacher has more options on what to do?

A. If the parents/caregiver agree, the teacher can be an approved emergency caregiver. This would mean the teacher is an approved person and could take the child/student home.

Q. If children or students evacuate separately from the school does duty of care still stand?

A. If this occurs the school should record that child or student is unaccounted for until they are able to verify the location and safety of that child/student. Children and students should remain in the care of the teacher/staff until they can be released into the care of an approved person, or until an informed decision is made that they are allowed to leave the school grounds unaccompanied.

He papa pātai Ara manaaki

Frequently Asked Questions: Duty of Care

Release of Care (cont)

Q. Can parents say their child can evacuate immediately on recognising the natural warning signs of a tsunami?

A. This is not recommended as each situation needs to be assessed before any decision to evacuate is made. Children and students should be guided and assisted in any such decision by the teachers or staff.

Q. Can children be released into the care of a student that regularly collects said child from the early learning service or school?

A. As good practice a school may ask parents to provide names and contact details of multiple people approved to collect their child, and this may include an older sibling. However, consideration should be given to the environment the child and other student may be encountering.

Q. Can a teaching staff sighting a text message from a parent be enough for a child to have permission to leave the school?

A. Any decision to release a child or student to leave the school needs to be based on the situation and should once again be made considering the environment that the child or student may encounter when leaving the school or arriving home.

Q. What are the minimum details that early learning services and schools need to record when releasing children or students to approved emergency contacts?

A. This will depend on the situation, however the minimum details might be; Date, time, who uplifted the child, where they intended to go, and if relevant the status/health of the child or student.

Health & safety

Q. Do early learning services and schools need to meet a teacher to student ratios following an emergency to maintain duty of care?

A. There are no legislated ratios for schools. There are however for early learning services and it is therefore very important the staff/child ratio is maintained. If this is not possible in extreme circumstances, early learning services will have to respond with the staff that are available and in the best interest of the child. Both schools and early learning services need to take all appropriate steps to keep children and students safe.

Ngā rauemi

Resources



These resources may be useful for CDEM Groups or may be provided to early learning services and schools, as appropriate:

The Ministry of Education

Emergency Management Plan Template can be used and adapted to suit the specific needs of the each early learning service or schools.

The Ministry of Education

Emergency Planning Guidance is for schools and early learning services to use when planning for an emergency or traumatic incident.

Health and Safety at Work Act 2015

A practical guide for Boards of trustees and school leaders clearly outlines the responsibilities of boards of trustees and school leaders. It provides information and tools to support schools to understand the requirements of HSWA and its regulations and implement good health and safety practices.

The Ministry of Education webpage

www.education.govt.nz/early-childhood-running-a-service/emergencies-and-traumatic-incidents/ provides information on emergency and safety requirements for early learning services.

The Ministry of Education's Traumatic Incident service

Provides advice and assistance for preparing and responding to emergency events. They will also respond and support early learning service's and school's after an emergency - **see Traumatic Incident Guidance for further information.**

What's the Plan Stan

Has resources for school leaders on planning, preparing and exercising for emergencies: www.whatstheplanstan.govt.nz/information-for-school-leaders/

The Turtle Safe resource

Designed specifically to teach preschool children what to do if they are inside or outdoors when an earthquake occurs, can also be downloaded from www.getthru.govt.nz

Never Happens? Happens

An online resource that provides information on how families and individuals can be prepared at home and at work: www.happens.nz

Te Hīkoi a Rūaumoko

Te Hīkoi a Rūaumoko/Rūaumoko's Walk is a children's story based on the story of Rūaumoko the atua of earthquakes, tsunami and volcanoes. The story tells children what to do in an earthquake and a subsequent tsunami. There are also other resources for kaiako/teachers, whānau and children, to support their knowledge of planning for hazards. www.civildefence.govt.nz/get-tsunami-ready/tsunami-public-education-resources#ruaumoko

The MCDEM websites

www.civildefence.govt.nz provides information about CDEM in New Zealand, including how to contact CDEM Group offices here. Specific information regarding tsunami preparedness can be found here: www.civildefence.govt.nz/get-tsunami-ready/

Tsunami evacuation maps

Available on the relevant CDEM Group or regional (or unitary) council websites: www.civildefence.govt.nz/get-tsunami-ready/

Research reports, papers and articles

From local, national and international researchers on tsunami hazards and their management.



MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

