

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.

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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.