



RAPHAEL HOUSE
RUDOLF STEINER SCHOOL

CIVIL DEFENCE EMERGENCY RESPONSE

STAFF INFORMATION BOOKLET

Last reviewed: Term 1 2016

Table of Contents

	Page
Designated Roles/Personnel	3
Instructional Staff	4
Kindergarten	4
Lower School	4
Upper School	4
Specialist Teachers	4
Part 1: Introduction	5
Part 2: Procedures	6
Signals / Alarms	6
Fire – Actions to Take	7
Alarms / False Alarms	8
Earthquake	9
Internal Alert	10
Hazard Reduction	10
Mustering On-Site	11
Evacuation Routes and Assembly Areas	13
• Kindergarten / Office / Heide Werth Room	13
• Lower School Area	13
• Eurythmy Building	14
• Technology Building	14
• Upper School	15
General Emergency Procedures	16
Part 3: Practice Drills	17
Part 4: Designated Roles – Tiers of Organisation (Chart)	18
1. Civil Defence Manager	19
2. Wardens	20
3. Instructional Staff / Staff and Students with NO Task / Pool of Extras	21
4. First Aid Team	22
5. Communications Team	23
6. The Student Release Team	24
7. The Resource Team	25
8. The Search and Rescue Team	26
9. Messengers	26
10. Security	26
Part 5: Training and Staff Preparation	27
Part 6: Resources	28
Contents of a Civil Defence Bag	28
Contents of a Civil Emergency Bin	28
Other Resources	29
Part 7: Site Map	30
Part 8: Lockdown / Reverse Evacuation Plan	31 - 32

Notes:

- Pandemic Plan – staff in charge of preparing.
- Trauma Counsellors: For students who experience (eg) a very traumatic scene / death.

Designated Roles/Personnel

Wardens / Teams	Responsibility	Task / Location
Manager Deputy	Caroline Gray David Stephenson	
CD Plan Coordinator CD Liaison Teacher	David Stephenson Stefan Fricke	
Kindergarten Warden Deputy	Fabiana Tato-Ermenyi Trudi Orme	
Lower School Wardens Deputy	Geoff Heath Amanda Bradley	Classes 1-4, Handwork, Staff Room And Pole Room Classes 5-7, Library, Tech Rooms, Raphael Class and Eurythmy Room
Upper School Warden Deputy	Stefan Fricke Grant Rossiter	
First Aid Team Lower Upper School Kindergarten	(Lower school) (Upper School) Lyn Vigrass Tim Angus Chris Vanisselroy Yuko Oshika Claudia Schwalm Ray Shore Gabrielle Edmonds Trained Staff: Megan McCarthy Julia Sherriff, Fabiana Tato-Ermenyi	Set up in Class 6 Room (<i>review location</i>):
Communication Deputy	Nicola Hare, Clare Goodman Lesley Waite Comply with the CD Manager	Radio Control
Student Release Team & Parent Liaison	Clare Goodman, Lindy Peters, Katie Musk Assisted by assigned students	
Infrastructure and Health and Safety	Brett Whincup	Ensure all services to the site are off and secure. Secure the top water tank and check buildings for structural damage in liaison with Search and Rescue team
Resource Team Assistants	Emerald Clark Rangı Halbert Norbert Mulholland Mario Gude Sarah Grandison Grant Rossiter Lyn Vigrass Each will have students assigned to help	
Search & Rescue Team:	Ken Isaac Gail Claridge Verena Smykatz-Kloss Chris Vannisselroy Julie Schultz Authur Trousdell Nigel Edgecombe Assisted by selected students and staff	
Message Running	Class 12 students, guided by the CD Manager	
Security	Brett Whincup, Mario Gude and Sue Peglar at gate, assisted by students	

Instructional Staff

<p>Instructional staff – Kindergarten</p>	<p>K1: Trudi Orme and Assistant K2: Julia Sherriff and Assistant K3: Fabiana Tato-Ermenyi and Assistant Eva Schaller</p> <p>Must be released for First Aid if necessary.</p>
<p>Instructional staff – Lower School</p>	<p>CI 1: Purdy Biddle CI 2: Ashley Gibbs CI 3: Diana Marsh CI 4: Katie Brackenridge CI 5: Tana Lyons CI 6: Ardis O'Connor CI 7: Deirdre Reid RC: Mira Hasenfuss and Assistants</p> <p>All classes will be assisted by Upper School students – names to be forwarded to each Class Teacher</p> <p>Initially, if class is with specialist teacher the specialist is in charge until formal hand-over to Class Teacher is possible.</p>
<p>Instructional staff – Upper School</p>	<p>Initially, Class Sponsors or specialist will take charge of the group they are with.</p> <p>If an emergency is declared and the CD plan is implemented (eg after a severe earthquake), Upper School students will go to the functions or classes they have been assigned to. This will leave the Upper School teachers free to fulfil their own role.</p>
<p>Specialist Teachers</p>	<p>Initially, if a specialist is with the class at the time of emergency, he/she takes the class outside and takes the roll. The Specialist stays with the class until relieved by the Class Teacher.</p> <p>Specialists then go to their assigned roles, or to the pool of extras) until a task is assigned to them.</p>

PART 1: INTRODUCTION

A natural disaster could occur at any time. We have a statutory requirement to be ready for such an event, but apart from this, preparing to be ready for a natural disaster is common sense.

Thinking, planning and regular practising of procedures may save lives in the event of a major civil emergency. The purpose of the plan is to minimise damage and injury and to ensure orderly procedures are understood and followed.

Please read this handbook carefully and if you have any questions ask Civil Defence Liaison Teacher, Stefan Fricke . Please do this now rather than wait for an emergency when there may not be time to answer your questions.

Please take a moment to think of the likely consequences of a major civil emergency that could occur during school time.

After a severe earthquake or heavy flooding in the valley, Raphael House may have to rely on its own resources for several days without assistance from an outside agency. We can expect to have to deal with trauma and shock as well as with injuries and possibly loss of life. Young children may be separated from parents for a number of days and it is likely that communication will be limited, if not impossible. Cell phone towers are expected to topple during an earthquake so we cannot rely on communication by cell phone. In addition, we may have to look after neighbours – however, the first duty of Raphael House is to look after our own students and staff.

Be prepared to have to remain on site to care for children.

It is important that all staff make themselves familiar with this Civil Defence plan and procedures, and follow these in an emergency situation.

The purpose of this booklet is to give an overview of the plan and the procedures.

The purpose of the Civil Defence plan itself is:

- To centralise all decision making during an emergency
- To co-ordinate available resources to the best advantage
- To provide for all needs including effective communication
- To minimise injury and damage
- To avoid confusion and panic

Please note that all decision making will be centralised. The Civil Defence Manager becomes the person whose instructions and directions are to be followed. Discretion is not allowed. For instance, no one will be allowed to enter or leave the site without the express permission of the Civil Defence manager or his/her deputy.

A copy of this booklet is included in the Civil Defence kit, kept in every classroom. The content of the CD kit is not to be used for any other purpose; regular checks will be made. In addition, each staff member will be given a CD handbook for his/her personal use, and a copy is included in the Teachers' Handbook in every staff room.

PART 2: PROCEDURES

“The first priority is protection of life and the prevention of injury.

The second priority is the protection of property”

Note: An emergency evacuation plan is displayed on the wall (by the door) in every room. Area wardens should ensure that all spaces in their area have notices.

SIGNALS / ALARMS:

Evacuate immediately on these signals

Kindergarten	Continuous sounding of alarm
Heide Werth Community Room	Verbal instructions
Office	Verbal instructions
Classes 1, 2, 3, 4	Continuous sounding of alarm, or verbal instructions
Handwork Room	verbal instructions; also evacuate when an adjacent building's alarm sounds
Eurythmy Building	Continuous sounding of alarm
Learning Support	verbal instructions or continuous sounding of alarm
Raphael Room	Continuous sounding of alarm, or verbal instructions
Class 5, 6	Continuous ringing of alarm
Pole / Small Meeting Room	verbal instructions or continuous sounding of alarm upstairs
Class 7	Verbal instructions; alert Learning Support
Library	Verbal instructions; alert Class 7
Woodwork and Sculpture Room	Alarm and verbal instructions
Class 8 and Craft Room	continuous ringing of fire alarm, or verbal instructions
Petone West	Continuous ringing of fire alarm, or verbal instructions
Class 9 and 11	Continuous ringing of fire alarm, or verbal instructions
Upper School	Continuous ringing of fire alarm, or verbal instructions
Portacom	Continuous ringing of fire alarm, or verbal instructions
Remedial Class	Continuous ringing of fire alarm, or verbal instructions

FIRE – ACTIONS TO TAKE

1. Where a fire cannot be easily extinguished the first priority is to evacuate
2. Immediately, a call to 1-111 needs to be made.
3. Activate building alarm if possible; for buildings/rooms without alarm, alert other classes/rooms immediately after you have left the room in which the fire burns
4. If time permits :
 - Take clothing if it is handy. Leave all other personal possessions
 - Turn off appliances and services if possible
 - Close doors and windows
 - Ensure adjoining classes are evacuating
 - If unsure where of the location of the fire, feel the door with the back of your hand – if it's warm, there may be fire behind the door. You must find another way out.
 - Reassure students and evacuate in a quiet and orderly manner, using the fire exit or, if that is blocked, the safest and quickest route
 - Walk - don't run
 - No talking or pushing
5. **Take the attendance register/roll book and Civil Defence bag with you**
6. Building Warden must check that all rooms are cleared including toilets
7. Move to designated assembly area. (see D: assembly areas)
8. Call the class roll. A person nominated by the warden will pick up the roll. Advise this person of any children unaccounted for.
9. Attend to any minor first aid required. Major first aid will be centralised. Injured people will be treated in-situ if necessary. Use the whistle (from the Civil Defence kit) to indicate that first aid or other assistance is required.
10. **Do not re-enter the building until authorised to do so by the warden.**

Note:

- Students should be made familiar with the “stop, drop, and roll” technique.
- Students should be made familiar with the “crawl technique” to be used in smoke filled spaces.

Teachers should practise these techniques and evacuation procedures regularly of their own volition and irrespective of school-wide drills.

If Class 6 is damaged, the First Aid Station could be set up in the Library.

ALARMS

(If you use the school's telephones, dial '1' before 111; otherwise dial 111.

Kindergarten	Manually activated. Ring 1-111 'fire'
Heide Werth Community Room	No alarm. Ring 1-111 'fire'
Office	No alarm. Ring 1-111 'fire'
Classes 1, 2, 3, 4	Activated manually, or by heat detection. Monitored alarm
Handwork Room	No alarm. Ring 1-111 'fire'
Eurythmy Building Raphael Room	Activated manually, or by heat detection. Ring 1-111 'fire'
Learning-Support	Activate manually
Class 5, 6	Activated manually. Ring 1-111 'fire'
Pole / Small Meeting Room	No alarm
Class 7	No alarm. Ring 1-111 'fire'
Library	No alarm. Ring 1-111 'fire'
Woodwork and Sculpture Room	Activated manually. Ring 1-111 'fire'
Class 8 and Craft Room	Activated manually, or by heat detection. Ring 1-111 'fire'
Petone West	Activated manually. Ring 1-111 'fire'
Class 9 and 11	Activated manually. Ring 1-111 'fire'
Upper School	Activated manually, or by heat detection. Monitored alarm
Portacom	No alarm
Remedial Room	No alarm. Ring 1-111 'fire'

False Alarms:

If there's a false alarm (say, a student has set off the alarm), in monitored buildings, ring AFA Monitoring on 03 358-7910 immediately after alarm starts.

The fire service charges us heavily (\$500 a time) for unnecessary call-outs.

EARTHQUAKE

1. In a closed space - '**drop to the floor, take cover and hold on**' ie under a desk.
Note: Be aware that desks are likely to move and instruct students to hold on to the desk's legs
In an open space - crouch, keep knees together, head low between arms and hands, eyes closed. If possible move away from buildings, power lines, banks and trees.
Stay put until shaking stops.
2. If the quake is a minor one there is no need to evacuate unless the warden gives the evacuation signal. This does not prevent any class evacuating at the discretion of the teacher.
3. In the event of a major earthquake, once the movement has stopped determine the safest route (beware of live power lines) and evacuate without delay regardless of any signal. Be prepared for aftershocks.
4. Ensure adequate clothing is taken if possible (particularly shoes). Leave personal possessions.
5. Reassure students and evacuate in a quiet and orderly manner
 - Walk - don't run
 - No talking or pushing
 - Stay close together so that all children can hear a command, for instance to assemble in an area different from the one used in drills
6. **Take the Civil Defence bag and the register/roll book with you.**
7. Move to the designated assembly area
8. Call the class roll. The roll will be picked up by the warden or a person nominated by the warden. Advise this person of any children unaccounted for.
9. A decision will be made whether to close the school and parents and caregivers will be informed.
10. Attend to any minor first aid if necessary. Major first aid will be centralised. Injured people will be treated in situ if required. Use the whistle (from the Civil Defence kit) to indicate that first aid or other assistance is required.
11. Follow instructions given by the area warden. **DO NOT RE-ENTER A BUILDING UNTIL AUTHORISED TO DO SO.**
12. When evacuating, try to be aware of adjoining classes and check if urgent help is needed.
13. If a fire breaks out, take immediate action to extinguish or contain it, **provided** this does not hinder evacuation, which has the highest priority.
14. Report damage, injury, fire etc to warden
15. Turn off appliances, gas, power (not water) if possible.

Note: the first priority is to keep as many people safe as possible. Severely injured children may have to be left, but their presence must be reported immediately to the area warden, who will assign assistance.

In the event of injury, blocked exit or fire preventing evacuation use the whistle from your CD bag to attract help. "short, short, long..."

The students release team will:

- Where possible send a text out using the school system
- Where possible send an email out and the school website updated with information
- Use Newstalk ZB for announcements (89.4FM and 1035AM)
- Establish a collection point where parents / caregivers will wait. Visitors will not be allowed to wander around the site looking for students in their care; the students will be released to parents and caregivers names on the civil defence forms. This is for everyone's safety, both in terms of negotiating potential hazards and managing people in a disaster situation.

INTERNAL ALERT

(This procedure is to be followed when, for instance, some person shoots at the school from the surrounding hills or the Armed Offenders Squad chases someone on the school grounds)

Teachers are warned:

- By ongoing sound of an air horn, verbally, or by megaphone

Students should immediately

- sit on the floor, out of sight of the windows and stay there until the all clear is given
- the Class Teacher waits for further instructions from Wardens or Co-ordinators
- If it's necessary for a class to leave the room (ie shots are fired towards that room), the students must move along the floor towards the door into the corridors, and stay there until further instruction is given

HAZARD REDUCTION

Most injuries in an earthquake are caused by furniture and equipment becoming missiles, not through buildings collapsing. Teachers must regularly inspect their spaces from a safety point of view to ensure that:

- Furniture and equipment (bookcases, shelving, wall cabinets, screens, heavy furniture, pianos etc) are retained and fixed to the building.
- Shelving has lips and high shelving is minimised, and only light items are put on high shelves.
- Cupboards have sturdy catches and any material stored above hip level is restrained.

Dangerous goods (ie in the laboratory) must be stored in the (locked) dangerous goods cupboard.

Hazards must be reported to the Health & Safety Manager preferably in writing.

MUSTERING ON-SITE

Class Teachers/Sponsors are to practise this drill so that students know what to do if an earthquake strikes while they are not inside buildings. This procedure is also necessary in case of danger, ie should a chemical cloud blow in our direction, or if a dangerous person is on site.

- CD Manager and Area Wardens assess the situation
- Signal: Sounding of continuous air horn or calling by megaphone
- Class Teachers/Sponsors immediately get their roll register and go to their muster points on the playground so that they can direct the students. Upper School Warden must collect sign-out book from the Office.
- When mustering after an earthquake: after shaking stops, students immediately proceed to their class's assembly point on the playground (Lower School students) or lower court (Upper School students) on driveway
- When mustering for other reasons: students go immediately to their mustering stations (see page 13) and await further instructions from the Teacher or Sponsor
- Class Teachers/Sponsors take roll call – be aware of students who are with music, extra lesson or remedial teachers
- Wardens collect the roll, compares with sign-out book and arranges a search for anyone missing or, in case of earthquake, advice to Search and Rescue Team
- Teachers are advised of next steps by the CD Manager or Warden

EVACUATION ROUTES AND ASSEMBLY AREAS

General Instruction: The safest route should be taken, bearing in mind that general circulation areas (corridors and in particular stairs) should be avoided if possible. Teachers must keep egress routes clear at all times and doors (unless fitted with quick release mechanisms) must be unlocked at the start of each teaching period.

In case a fire starts in your room, before evacuating the class set off the alarm (fitted in most rooms and buildings) so that the adjacent classes evacuate the building as well.

Kindergarten / Office / Heide Werth Room

Kindergarten 1

Leave through balcony door. Proceed through back gate to assemble far side of council playground. Do not use hall, stairs or front door unless exit is blocked.

Kindergarten 2

Leave through back door. Proceed through back gate to assemble far side of council playground. Do not use hall, stairs or front door unless exit is blocked.

Kindergarten 3

Use back door. Proceed through back gate to assemble far side of council playground. Do not use foyer or front door unless exit is blocked.

Heide Werth Community Room

Exit through main door. Assemble on driveway near Office for roll call.

Office

Use appropriate exit. Assemble on driveway near office for roll call.

Lower School Area

After initial evacuation and first roll call, proceed calmly to the Lower School court and call roll again. Await instructions.

Lower School Handwork

Use main door and assemble on Lower School court area for roll call. USE BACK DOOR ONLY IF MAIN DOOR IS BLOCKED.

Classrooms 1, 2, 3 and 4

Determine the safest egress. For Class 1, this is the main entry (if this is unsafe, go through the reading room and Class 2), Classes 2, 3 and 4 use the side exits doors. The main doors should only be used if other exits are unsafe. Assemble on the Lower School playground.

Pole / Small Office

Evacuate through main door and assemble in front of Eurythmy stairs. Note that this room does not have a manually-operated alarm and if a fire starts in this room, all other occupants of this building must be alerted (set off one of the alarms in the foyer).

Library

Evacuate through the emergency exit; do quick roll call or check that all who were with you are present, wait for the warden and report, and then join own class at the usual muster point.

Class 5

Evacuate through emergency exit door. Assemble on Lower School playground near the kitchen.

Class 6

Evacuate using emergency exit door. Assemble on Lower School playground in front of the fence near the freestanding storage shed

Class 7 Room

Evacuate using emergency exit door. Assemble on Lower School playground in front of the fence near the top of the driveway. In case of fire, alert the Learning Support teacher located under the building.

Remedial/Learning Support Room (underneath Class 7)

Evacuate via emergency exit and assemble on Lower School playground. In case of fire, alert Class 7.

Eurythmy Building

Foyer and Kitchen: Use main door and move quickly to Lower School playground area for roll call.

Eurythmy Room: Use emergency exit and assemble on Lower School playground area.

Raphael Class

Use side door on south side or, if this way out is unsafe, your room's emergency exit. Move quickly to Lower School playground area for roll call.

Staffroom and Workspaces. Use south door and assemble on Lower School playground area.

Technology Building

Woodwork Room: Use emergency exit door and assemble on the **Lower School** for roll call.

Sculpture Room: Use emergency exit and assemble on the **Lower School** for roll call.

Upper School

Petone West – Computer Room: Use the emergency exit if this is safe, and assemble on the drive way for roll call.

Petone West – Art Room: Use the main exit and assemble on the drive way for roll call. If main door is not safe, go through the Computer Room and assemble on the drive way for roll call.

Petone West – Gym: Use the main emergency exit near toilets (use escape route through girl's changing room only if other exit is blocked) and assemble on drive way for roll call.

Remedial Room: Use main exit if safe; assemble on lower court. Be aware of falling trees or branches.

Upper School Classes 9 and 11: Use 'exit' / fire doors. Assemble on the drive way

Upper School Class 8 and Handwork Room: Use 'exit' / fire doors. Assemble on the drive way.

Upper School Laboratory and Music Room: Use 'exit' / fire doors. Do not use balcony, stairs or lobby unless absolutely necessary. Assemble on the lower court.

Upper Area Classes 10 and 12 and Staff Room: Use main doors and move outside and away from the area as soon as possible. Assemble on the drive way. Do not use the top court in the event of an earthquake (power lines).

GENERAL EMERGENCY PROCEDURES

PLEASE READ CAREFULLY

1. Teacher in charge of a Class or Group must take care of the initial evacuation and roll call.
2. Specialist Teachers must maintain a roll book for each teaching spell as this becomes the reference used for roll call.
3. The Attendance Register or Specialist's roll book (whichever was used to check the roll at the start of the lesson) must be brought out when evacuating a group.
4. The CD bag must be brought with the roll book.
5. If an earthquake occurs during a break period all students must proceed to their designated class assembly area as quickly as possible. All to be aware of persons who may need assistance. Staff must immediately go to the assembly areas.
6. Do not enter buildings to search for children. This is the responsibility of the wardens.
7. As soon as is practical after evacuation, assembly and roll call, staff are to assume their instructional and other Civil Defence roles (see Management Plan and Role Descriptions)
8. Upper School students must also be released and assume their assigned duties immediately after roll call
9. **Instructional Staff:** those whose designated role is to remain with and supervise a class.
10. If your designated role is instructional and you are teaching another class when an emergency occurs, you should first ensure the safety and roll call of the class you are teaching, and proceed to your own class after the group's designated teacher arrives to relieve you.
11. If you are not with a class when the emergency occurs or when you are designated as support instructional staff then you should proceed to your designated class/area.
Note: Other back up personnel will be available and will be delegated by the Civil Defence Manager via the wardens. If you have a need please communicate it to the Warden.
12. If your designated role is other than instructional: You should first take charge of any class you are with and carry out the evacuation, assembly and roll call procedures. You assume your designated Civil Defence role after being relieved by the designated instructional/backup personnel for that class. If the CD manager has given you permission to leave, please pass on any relevant information before leaving.
13. No building is to be re-entered without clearance from the warden.

PART 3: PRACTICE DRILLS

To ensure that Raphael House is well prepared for emergencies and that staff and students know what to do, regular school-wide drills will be held. These will occur at least once a term and will cover both fire and earthquake procedures.

All staff are responsible for familiarising themselves with the contents of this information booklet, for practising techniques with their students and for ensuring that their classrooms are safe.

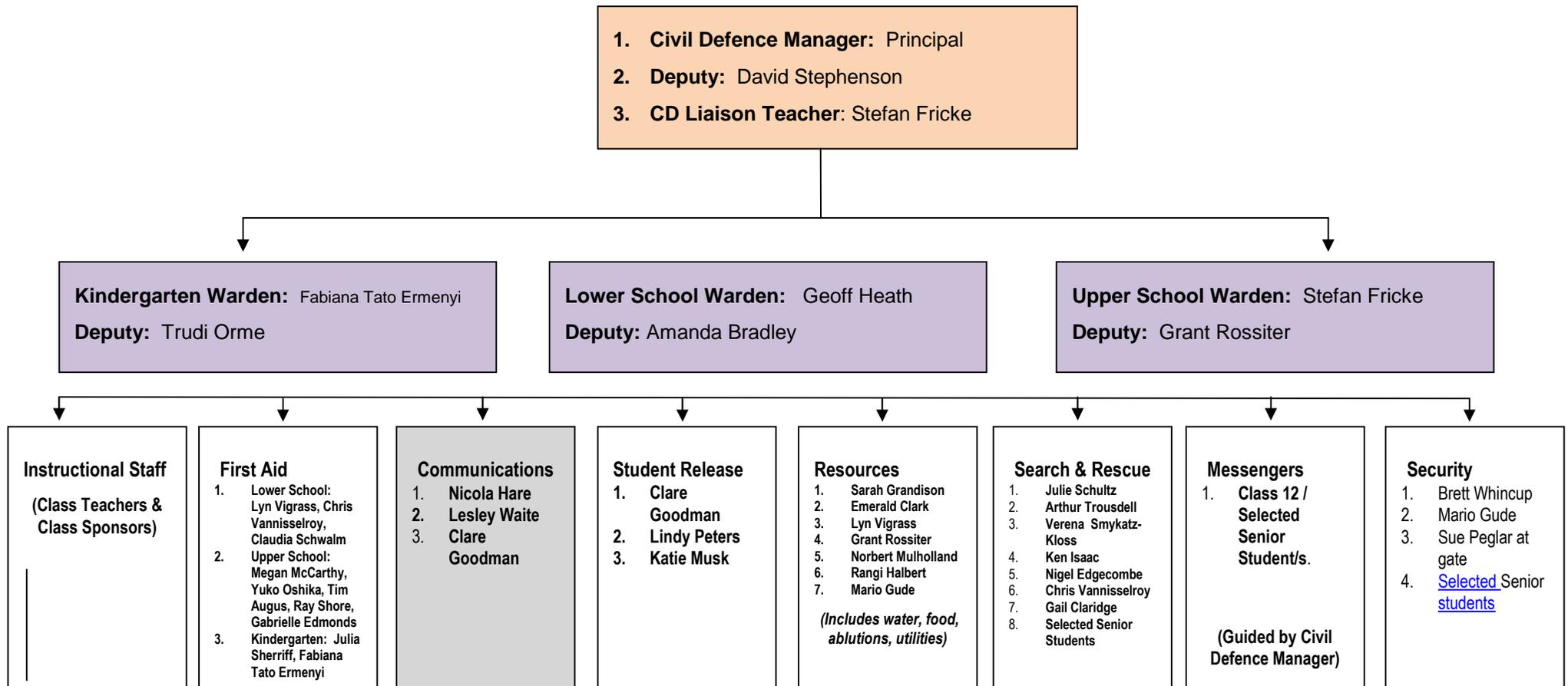
Drills will be conducted using various scenarios:

1. Evacuation, assembly and roll call after following the safety guidelines for either fire or earthquake
2. Practise for 'internal evacuation' (to remain inside as protection e.g. against sniper)
3. Exercise for an emergency situation whilst most students are outside
4. Search and rescue, persons trapped in buildings etc.
5. First aid, student release.
6. Resource allocation including food and shelter.

Drills will occur at various times including during breaks and occasionally an unannounced drill will take place.

The Civil Defence Coordinator and CD Liaison Teacher will instigate the drills.

PART 4: DESIGNATED ROLES - TIERS OF ORGANISATION



1. CIVIL DEFENCE MANAGER

All decisions will be centralised in the event of an emergency and be under the overall control of the Civil Defence Manager. In the event of a declared Civil Emergency, the Civil Defence Manager has the statutory (legal) right to command resources and assistance.

The Civil Defence Manager will be located in the Lower/Upper School area and the Deputy Manager in the Office / Kindergarten area (as this may become the Communication Centre).

Duties of the Civil Defence Manager:

1. The Civil Defence Manager communicates through the designated wardens who carry the authority of the Manager.
2. The Civil Defence Manager will collate the overall school roll (known absentees) against the roll returns provided by each class and ensure that all staff and students are accounted for.
3. The Civil Defence Manager will determine if evacuation is required and advise the wardens who will sound the alarms.
4. The Civil Defence Manager co-ordinates all emergency activities.
5. The Civil Defence Manager controls all internal and external communication including communication to Lower Hutt's Civil Defence (Emergency Response) headquarters. The Communication Team will follow the instructions of the Civil Defence manager or his / her deputy.
6. The Civil Defence Manager will record all events, decisions and actions.
7. The Civil Defence Manager is the only person designated to deal with the media.
8. The Civil Defence Manager is responsible for site security.
9. The Civil Defence Manager is the only person authorised to release students and ensuring that the master roll is updated so that all persons on site are known and accounted for.
10. The Civil Defence Manager ensures that search and rescue is undertaken
11. The Civil Defence Manager facilitates the Civil Defence management team.
12. The Civil Defence Manager ensures that first aid is available.
13. The Civil Defence Manager ensures that resources are distributed and that this occurs equitably
14. The Civil Defence Manager arranges for buildings to be inspected and certified as safe before they are re-occupied.

Note: The Civil Defence Manager should be protected from the local community so his / her carrying out of the core responsibilities is not being hindered.

2. **WARDENS**

There are four wardens: One for the Kindergarten, two for the Lower School and one for the Upper School.

1. Wardens support and work directly with the Civil Defence Manager via messengers and/or use of 'walkie talkies' or mobile phone.
2. Wardens supervise all procedures within their area of responsibility and are responsible for ensuring CD readiness.
3. It is the Wardens' responsibility to ensure that back up, instructional and role personnel are in place within their area of responsibility and to seek assistance from the manager if required.
4. Wardens are responsible for collecting the assembly rolls and dispatching these to the Civil Defence Manager.
5. Wardens are responsible for prioritising allocation of Search and Rescue and First Aid resources in their area.
6. Wardens are responsible for co-ordinating student release in their area in conjunction with the Civil Defence Manager and Student Release Team.
Note: Instructional staff are not authorised to release students in a civil emergency.
7. Wardens are responsible for ensuring that all the needs of their area of responsibility are met. This includes first aid, search and rescue, building safety, resource distribution, shelter, warmth etc. Meeting these needs should be done in conjunction with the Civil Defence Manager.
8. Wardens need to ensure that buildings are not occupied prior to them being declared safe.

3. INSTRUCTIONAL STAFF

Instructional staff are those who are in charge of designated classes at the time of and after an emergency has occurred. This could be a relief teacher or specialist teacher initially, but the instructional role will be taken over as soon as practicable by the Class Teacher.

Responsibilities of Instructional Staff include:

1. The evacuation of the class / group they are instructing or supervising when an emergency occurs. This includes assembly and roll call
2. Supervision of the class / group they are with until the designated teacher takes over.
Note: Instructional Staff should stay with any class they happen to be with and only proceed to their own class / designated role when relieved.
3. Class Teachers / Instructional Staff supervise and assure their class and maintain as calm an atmosphere as possible.
4. All Instructional Staff are to know the Civil Defence Plan and procedures and how to obtain assistance if required.
5. Instructional Staff stay with the class for the duration of the emergency and / or until all students in their care have been released.
6. Instructional Staff can give basic first aid to the students in their care.
7. Instructional Staff may not to leave the site without clearance from the Civil Defence Manager. It is important that it is known at all times who are on site
8. Instructional Staff are to call the roll of the class they evacuate and to hand this to the messenger who will deliver it to the Warden for the area.

Staff and Students with NO Task / Pool of Extras

Any senior students, staff and visitors on site at the time of an emergency, who do not have a designated role, will be available to provide additional back up and must report to on the Lower School playground.

After assembling on the playground, the group goes to the Eurythmy Room (if available and safe). The Civil Defence Manager and the Wardens may assign tasks to the extras.

4. FIRST AID TEAM

Raphael House endeavours to maintain a number of personnel who have first aid training and a current First Aid Certificate.

In an emergency there are two factors that have to be dealt with. These are treatment in-situ and treatment at a centralised First Aid station. Instructional staff are able to deal with minor cuts and scratches.

The responsibilities of the First Aid team include:

1. Setting up of a central First Aid post in an emergency (class 6 is designated for this)
2. Administering first aid and maintaining records of injuries and treatments given
3. Receiving and giving information regarding first aid from and to the wardens
4. Providing personnel able to move to and treat injured persons in-situ
5. Being aware of students who are receiving special medication and their needs, ie. those with epilepsy, diabetes etc. Information on these students is stored in the Civil Defence classroom kits.
6. Co-ordinating requests for assistance and arranging for this via the wardens
7. Ensuring that the resources to ensure adequate treatment are available at all times

5. COMMUNICATIONS TEAM

In the event of a civil emergency, all internal and external communications are under the control of the Civil Defence Manager or his/her deputy. This includes any communication with the media.

The guidelines for communication include:

1. All communication in the event of a civil emergency is centralised and under the control of the Civil Defence Manager.
2. All communications are to be prioritised and recorded.
3. Internal communication in the event of telephones not working will be by using walkie talkies (under the control of the wardens with one also being allocated to Search and Rescue) and messengers (Upper School students) who will carry information between various points in the school.
4. Walkie talkies are installed in the Upper and Lower School staff rooms and in the office.
5. One of the members of the communications team will be in charge of external communications who will be leasing with the Civil Defence manager.
6. The state of buildings, the condition of students and general needs must be written down and given to the wardens. The wardens then pass this information on to the communications centre, from where it will be passed on to CD Headquarters. Information from CD Headquarters to the school will be passed on to the wardens and CD Manager.
 - a) If mobile phones are still working (and in a big earthquake, the chance is slim) and students begin to make their own arrangements, they *must* report to the Student Release centre and may **NOT** leave the school without being officially released by the release centre. No-one else has the authority to let students go off-site.

NOTES:

- *Where is the release centre*
- *Will there be a walkie-talkie for the First Aid team.*
- *Who is designated to record all communications via the airways. This person can have a notebook to record all communications on the airways.*
- *Perhaps a central communications centre be set up where wardens, first aiders, messengers and instructional staff can report.*

6. THE STUDENT RELEASE TEAM

Release of students will be centralised in the event of a civil emergency. The Civil Defence Manager needs to know at all times who is on site and a central roll will be maintained to achieve this.

No one has the authority to release students after an emergency has been declared except the Manager via his/her delegated team.

Student/students will only be released to parents or to nominated people, as indicated in writing by the parents on the Civil Defence form.

Parents (or caregivers) arriving to pick up students will not be allowed past the student release point.

No student will be allowed to leave the school grounds unless they are collected by a parent or designated caregiver.

The procedure for student release is:

- 6.1 A release point is to be established close to the communication centre (lower office) and clearly marked.
- 6.2 The Student Release Team receives instructions from the communications team where external communication is involved.
- 6.3 Internal communication is via the CD manager. The Student Release Team advises the Communication Team that a student is to be released. The Communication Team advises the appropriate Warden who dispatches a student messenger to the student's location, collects the student and accompanies the student to the Student Release Point.
- 6.4 Parents and caregivers arriving to pick up students are to be kept at the Student Release Point until the student arrives and are not allowed on to the site unless permission has been obtained from the Manager.
- 6.5 A written record is to be kept of all students: what time they were released and to whom they were released.
- 6.6 A duplicate copy of releases is to periodically given to the Manager so that the central roll can be updated.
- 6.7 No student/student is to be released except as above regardless of age or where they live (this includes students/students who live locally).
- 6.8 If students use their mobile phones to make their own arrangements, they still have to report to the Student Release Team who will follow guideline as above.

7. THE RESOURCE TEAM

In the event of an emergency, all resources are centralised and under the control of the Resource Team, as delegated and authorised by the CD manager. The Resource Team includes Upper School students. The scope of resources includes such things as shelter, warmth, food, toileting and means of cooking.

The Resource Team is responsible for:

- 7.1 ensuring that adequate resources are available at all times to meet a civil emergency;
- 7.2 the maintenance of resources needed to meet a civil emergency and to ensure a central resource list is kept;
- 7.3 knowing the location of all needed resources;
- 7.4 preparing and distributing resources in an equitable manner in the event of a civil emergency. The team also has the authority to requisite resources needed;
- 7.5 liaison with Search and Rescue to determine which buildings are safe to re-occupy

Water:

The Resource person in charge of water is responsible for:

- (a) determining how much water is available. Some water is stored in the CD store; there will be water in zips and boilers. The school has a water tank at the top of the property and, unless the pipes are damaged, this will provide us with enough drinking water.
- (b) Ensuring the water is clean and can be used for food and drinking.
- (c) Allotting water for drinking, first aid use, food preparation and personal hygiene

Food:

The Resource person in charge of food is responsible for:

- (a) determining how much food is available – the food is stored in the CD store
- (b) setting up a cooking area
- (c) preparing food for those on site
- (d) cleaning up
- (e) maintaining the highest possible standard of hygiene when dealing with food

Ablutions:

The Resource person in charge of ablutions is responsible for:

- (a) determining whether or not toilets can be used (broken bowls, broken sewage pipes, do we still have running water
- (b) setting up a toilet system with buckets and plastic bags initially if toilets cannot be used.
- (c) ensuring that human waste is contained (if 'proper' toilets cannot be used) in bags and closed containers, for future disposal)
- (d) ensuring that the toilet area is kept very clean, and that facilities for washing/wiping hands are set up

Utilities:

The Resource person in charge of utilities is responsible for:

- (a) switching off Natural Gas supply, power and water at mains if necessary
- (b) checking buildings for electrical safety
- (c) making repairs as much as possible to maintain or retain the utilities.

8. THE SEARCH AND RESCUE TEAM

This team includes specially-trained senior students, and is responsible for:

- 8.1 ensuring that training is given and that the team is ready and prepared for an emergency at all times
- 8.3 ensuring that the equipment is readily available and in good order
- 8.3 searching for people reported missing after the roll has been taken
- 8.4 'search' and if necessary 'rescue' people from buildings. This also includes liaison with the wardens and the First Aid Team where appropriate
- 8.5 on-site fire fighting and for taking preventative action
- 8.6 ensuring that services to buildings are turned off and isolated (liaise with Utilities)
- 8.7 inspecting buildings and authorising their use
- 8.8 identifying any hazards and taking steps to isolate and minimise them
- 8.9 keep written records of their work, and report findings to the CD manager

9. MESSENGERS

Messengers are vital in maintaining communication between the Manager and all other personnel.

Messengers report to the CD manager to receive instructions

The task of a messenger includes:

- 9.1 listening for whistles to get a message, and to verbal instructions
- 9.2 taking notes from one person to another
- 9.3 writing down instructions and relaying them to the intended recipient
- 9.4 relaying messages from the release centre to the Manager
- 9.5 accompanying students from the classrooms to the release centre

10. SECURITY

To safeguard people and property and to ensure that no-one enters or leaves the site without permission, security must be put in place in a CD emergency. All present on site must be accounted for at all times.

The person in charge of security will:

- 10.1 report to the Civil Defence manager at the entrance of the Eurythmy building, and wait for the student helpers to meet him/her;
- 10.2 put security guards at the top exit (near the remedial room) and at the entrance of the School; (AND EXIT VIA TOP COURT TO PINE FOREST)
- 10.3 instruct security guards to direct all parents/visitors to the reception area so they can sign in (and if necessary, ensure that a messenger accompanies the visitor/parent);
- 10.4 instruct security guards to check that all who leave the site have a leaving pass, and direct those without a pass to the Release centre where they can obtain a pass
- 10.5 take steps to prevent looting

PART 5: TRAINING AND STAFF PREPARATION

All staff members are responsible for ensuring that they understand the civil emergency procedures as outlined in this handbook and that they carry out regular inspections of the spaces they work in.

Staff should:

- (a) Know what their role is in an emergency and who they liaise with
- (b) Know the whereabouts and contents of the Civil Defence kits kept in class rooms. These kits should be visible and accessible at all times.
- (c) Ensure that up to date rolls are maintained on a daily basis and that the roll is taken when evacuating a class room. Specialist teachers must maintain a roll of each group they teach, on a spell-by-spell basis.
- (d) Carry out regular emergency practises and evacuation and earthquake drills. Specialist teachers must ensure that all their students know the procedure for the specialist's teaching space.
- (e) Know how to get assistance when required. Know the purpose and the method of using the whistle included in Civil Defence kits – to attract attention and attend the Wardens that assistance is urgently needed. Blow 'short short long – short short long'.
- (f) Know the safety procedures to follow in the event of an emergency in every space they may work in.
- (g) Regularly inspect the 'home' space worked in to determine anything that needs to be done to mitigate likely damage or injury in the event of an emergency, e.g. strapping pianos
- (h) Know the safe egress routes and the evacuation procedures to follow together with the assembly points. An evacuation plan is to be kept in every room.
- (i) Maintain an emergency supply of water and ensuring this is rotated regularly.
- (j) Know the location of services in each room and building and how to turn them off. Where possible when evacuating turn services off.
- (k) Know medical needs of the students/students in their care, how to administer medication, and where an emergency supply is kept
- (l) Talk periodically at parent/teacher meetings about emergency preparations and in particular the importance of what children are to do if they are in transit when an emergency occurs
- (m) Have a repertoire of suitable prayers, verses, songs and stories and activities for children that can be used in the event of an emergency
- (n) Think about and plan for dealing with shock and trauma in young children
- (o) Where possible, attend First Aid and Emergency Response courses. Professional Development funding assistance may be made available for this.
- (p) Keep written records of what's happening and what's needed, who is hurt etc. during an emergency and pass these on to the CD manager.

PART 6: RESOURCES

Contents of a Civil Defence Bag

- Whistle
- Class list including medical details
- CD emergency response handbook
- Torch and batteries
- 2 Candles and matches
- Clipboard
- Bar of soap
- Bag of sweets
- 5 Face mask
- 4 Litres of bottled water
- Masking tape
- Pen, pencils, notebook
- Plastic bags
- Thermal survival blankets (silver/silver)
- Toilet paper
- First aid kit

Additional items may include:

- Individual students' emergency medication
- Individual students' medical information
- Any other items deemed necessary by the Class Teacher/ Sponsor

Contents of a Civil Defence Bin

- Whistle
- Air horn
- Torch and spare batteries
- Candles and matches
- CD emergency response handbook
- CD standard operation procedure HCC
- CD forms
- CD maps
- CD plastic bags
- Disposable gloves
- Emergency contact details students
- Paper and pen
- Walkie Talkie radio
- Woollen blanket

Location of Bins:

- Upper School office
- Lower School resource room
- Office –parent library
- Kindergarten upstairs -behind curtain

Other Resources

- Walkie talkie plus battery
- The megaphone is kept in the Lower School resource room (Eurythmy building)
- Food supplies are kept in the CD store on Lower School playground
- Water supplies are kept in CD store and in upper school
- Rescue equipment (helmets, gloves, crowbar, spade, rope, some other tools) in CD store
- Cutlery, paper plates etc. in CD store
- Blankets, large sheets of plastic, plastic bags in CD store
- Cooking utensils and camp stoves are kept in the bus garage; tents in the box in the gym's dressing room
- Communication equipment /resources (ie two-way radio, forms) in main office.
- Six fire blankets – storage cupboard Class 8/Handcraft door entrance way

Emergency Food & Water Supplies

20 litre drums of water and canned food are held in four locations throughout the School:

- Class 8 Cleaners Cupboard
- Eurythmy Room Kitchen
- Garage
- Petone West Building; Gym end.

Each Class has a 4 litre water bottle with their Civil Defence Bag.

First Aid Civil Defence Bins

Locations of Bins:

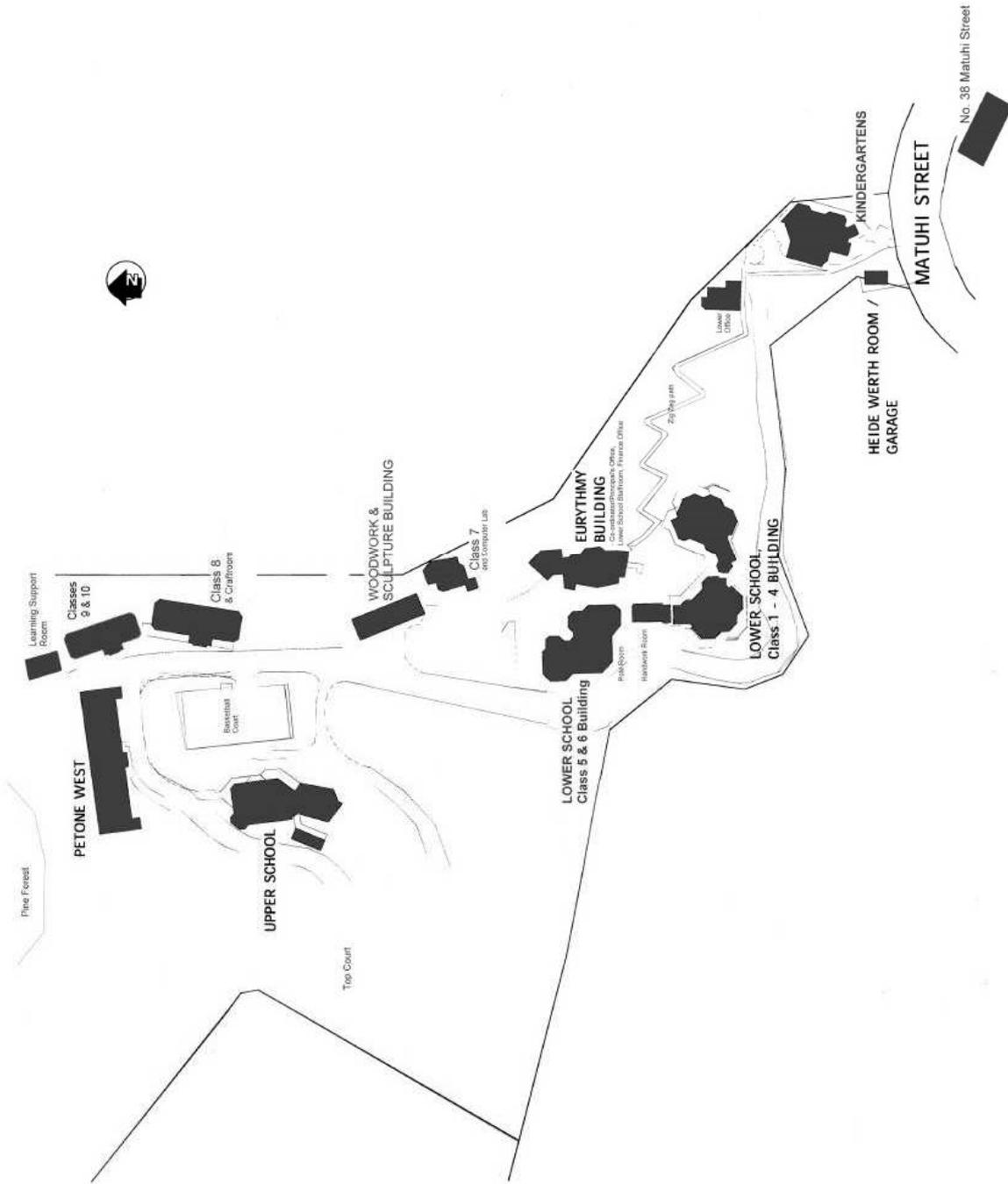
- Upper School office
- Lower School resource room
- Office –parent library

Radio

The following locations/individuals have their own walkie talkies:

- Finance Office (Chloe)
- Principal's office (Caroline)
- Lower Office (Kay)
- Deputy Principal's office (David)
- CD Coordinator US (Stefan)
- CD Coordinator LS (Amanda)
- Kindergarten (Jane)
- Search and Rescue (Brett)
- Communications (Brent)

PART 7: SITE MAP



PART 8: LOCKDOWN / REVERSE EVACUATION PLAN

When to lockdown or run a reverse evacuation

A Lockdown situation is where it is necessary to keep all occupants within school to protect them from an external situation. Examples include: chemical spills, explosions, extreme weather conditions and situations where it is necessary to keep all occupants within the school, to protect them from an armed intruder or dangerous dog.

Responsibility for effective practices - in all cases, good communication where possible is vital.

BoT and Principal -The Principal is responsible for planning with nominated delegates (Coordinators/Caretaker/CD Liaison and Civil Defence Team Wardens). The Principal/Board has overall responsibility for the safety of all occupants on the school site. They are responsible for dealing with media.

Emergency Services- In an actual lockdown (not a drill), the emergency services are responsible for management of the situation.

Staff – School staff have responsibility for the safety and well-being of students and colleagues.

Initiating lockdown

- First indication of a major incident notification, DIAL 0 to get a message to the Principal/ DP/ Caretaker etc.
- Principal or delegate to decide on scale of event and contact emergency services & mobilise Wardens.
- Wardens to alert all staff in their area to initiate a lockdown. All areas and buildings to be contacted.
- As necessary, Admin will set the school answer machine to Civil Defence/ Emergency message.

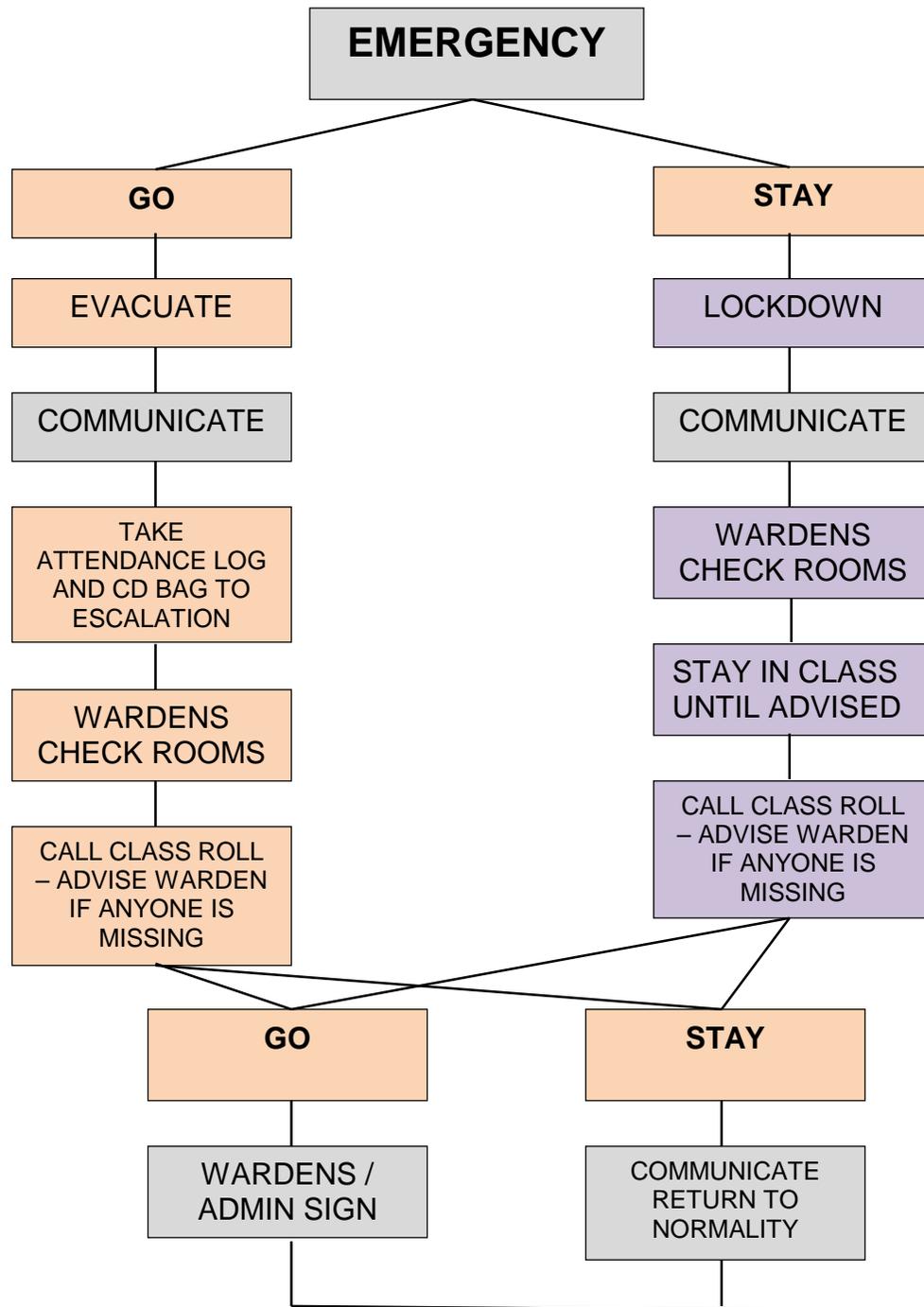
Classroom procedures during lockdown - Before shutting the classroom door, staff should gather everyone in the immediate vicinity into their room or other secure area, but only if it is safe to do so. Once inside:

- stay away from doors and windows, lock doors if possible
- turn off lights
- close curtains/ blinds
- beware of sight lines
- if there is a window in the classroom door, consider covering window
- take cover if available (get behind something solid)
- remain absolutely silent and try to maintain a calm environment
- teacher to take visual/ silent class roll or pass around paper for students to write their names down
- no unnecessary cell phone use unless necessary to communicate regarding the incident. Students to turn off cell phones. Teacher cell phones should be on vibrate only. Teacher to text Admin if possible if student is missing or emergency medication is required

NB – a wastepaper basket with plastic bag can be used as a toilet. CD kit in each class to be used as necessary.

Ending a lockdown

- In all cases where emergency services have responded, the end of a lockdown will only be decided by them
- There is a need to include a level of authenticity to ending a lockdown. Where possible this will be on a room to room visit from police/Principal/ DP/ Warden etc. with some sort of an identification process
- Each classroom/ area will be visited. A group text will also be sent
- Parents will be contacted
- A debriefing will occur in all situations following a lockdown
- In serious situations where injuries or loss of life occurs, the Board's trauma response plan will be initiated



STREAMS:
Manager: Makes decision
Wardens: Implements decisions
Communicators: Communicates decisions

MUSTER POINTS:
Kindergarten: Park
Lower School: LS Playground
Upper School: Basketball Court

AFTER EMERGENCY:
Advise:
<ul style="list-style-type: none"> • Ministry of Education • Board of Trustees