EMERGENCY MANAGEMENT

February 2024

What are we talking about?

- **Legal framework around requirements for Emergency Management**

- **Role's and responsibilities for school leadership (PCBU implications)**

- **Emergency Management Plan's (4R's Reduction, Readiness, Response, Recovery)**

- **Risk awareness (Developing event or crisis)**

- **Sources of information. Where to go to help make informed decisions.**

- **What is an emergency and framework for response**

- **Decision making and Leadership in Emergencies**

- **Training**

- **Communication plan's**

- **Community engagement**

Introduction

- Wade Harrison
- Director Harrison Tew
- Former member of NZ Police
- Armed Offenders Squad Special Tactics Group
- Deployments overseas
- Private security Operations in NZ and overseas
- Manager of Emergency Management for Manukau Council/Civil Defence Controller
- Working alongside NZ schools and organisations for the past 11years in Emergency Management
- Operational current with recent and ongoing overseas work

- ***Focus on peoples safety - Risk is Risk just the environment may change.***

HARRISON TEW

EMERGENCY PLANNING SPECIALISTS

'Aggressive adult' leads to Auckland school lockdown

Tue, Feb 7

A man's been arrested over a firearms scare that sent Taupo schools into lockdown last week

State of emergency declared as flooding hits Auckland

Auckland reporters · 17:05, May 09 2023

Armed man who forced schools into lockdown arrested after more than 10-hour standoff with police in Lower Hutt

WAIKATO

Several North Island schools plunged into lockdown, evacuated by police after threat made

School's out in Ōpōtiki over gang tensions

Jo Lines-MacKenzie · 07:12, Jun 13 2023

Bomb threats and concerning emails: Full list of schools closed across Auckland

Six schools forced to evacuate students or go into lockdown after phone threats
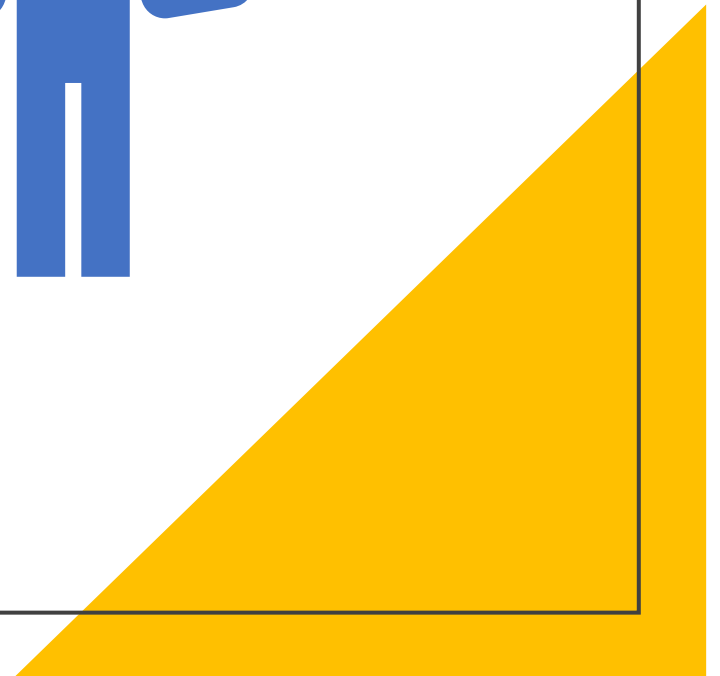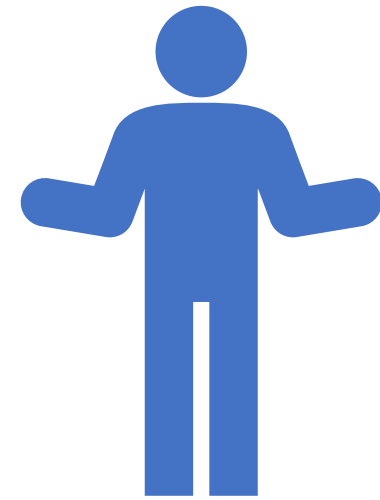
NZ Herald

26 Jul, 2022 05:05 PM · 6 mins to read

Save   Share

Inside the comms 'mess' of school closures during the Auckland floods

Gabrielle McCulloch · 05:00, Mar 26 2023

30 January 2023

The Secretary for Education has directed that schools, kura, early learning services and Tertiary Organisations in the Auckland region (Wellsford to Pukekohe) to close for physical onsite attendance and instruction until Friday, opening after Waitangi weekend.

⌄ School, Kura, and Early Learning and Kōhanga Reo Service closures
⌄ National Emergency Management Agency (NEMA) updates
⌄ Civil Defence Centres (as of 29 January 2023)
⌄ Ministry of Social Development (MSD) contact numbers

School, Kura, and Early Learning and Kōhanga Reo Service closures

The Auckland Emergency Management (AEM) asked us to take action to help minimise traffic movement on Auckland roads while vital infrastructure is urgently repaired.

With the possibility of further weather damage leading to more disruption, the Secretary for Education has directed that schools, kura, early learning services and Tertiary Organisations in the Auckland region (Wellsford to Pukekohe) to close for physical onsite attendance and instruction until Friday, opening after Waitangi weekend.

What would you like to take away from today?

WHAT IS EMERGENCY MANAGEMENT

EMERGENCIES

- Imminent Threat
- Safety of any person onsite
- Requires an immediate response
- No time……………

CRISIS

- Post Incident
- Where a coordinated response is required
- Developing incident
- School closure
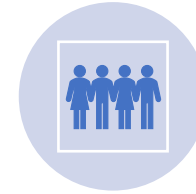- Key factors are the level of risk and time

Emergency Management is all about managing people

Their behaviour

Their expectations

Providing leadership and guidance for people in critical moments

No such thing as a perfect plan. Best or better option

Where is the safest place to be right now?

Managing the movement of hundreds of the most vulnerable to a place of safety

What's the most acceptable compromise to make

Concealment over physical security, Time over movement and noise

ISSUES TO FACE

There are requirements around having Emergency Plans

- **Ministry of Education outlines that all schools and Early Childhood Education Centres must have an Emergency Response Plan**

- **Fire and Emergency New Zealand (Fire Safety, Evacuation Procedures, and Evacuation Schemes) Regulations 2018**

- **Health and Safety at Work act 2015**
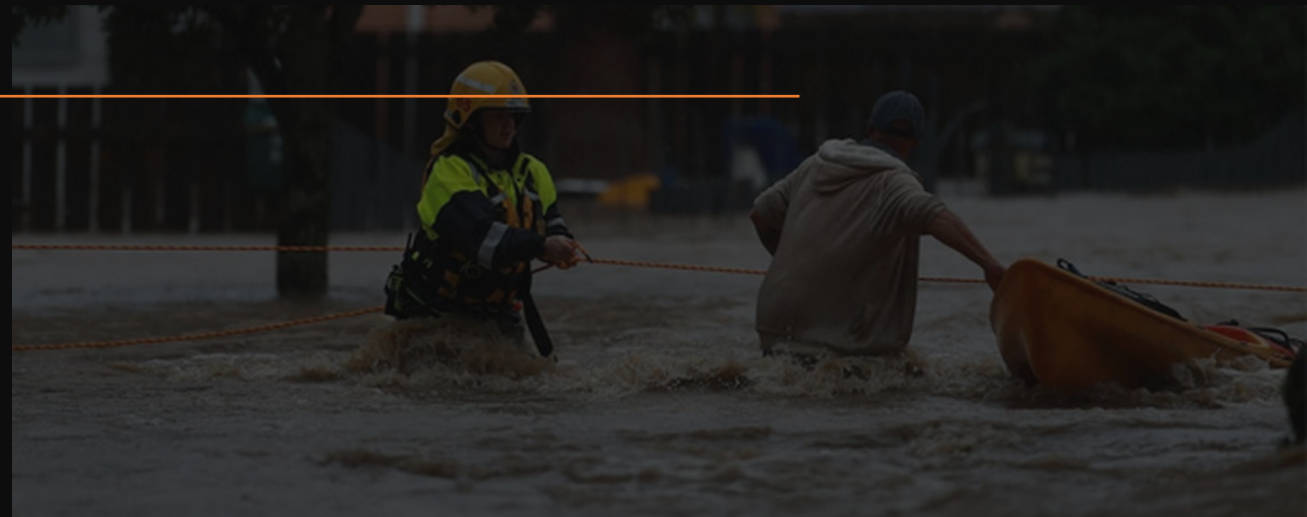
Health and Safety at Work Act 2015

- **Section 17 Meaning of PCBU**

- (1)In this Act, unless the context otherwise requires, a person conducting a business or undertaking or PCBU—

- (a)means a person conducting a business or undertaking—

- (i)whether the person conducts a business or undertaking alone or with others; and

- (ii)whether or not the business or undertaking is conducted for profit or gain;

- **Section 37 Duty of PCBU who manages or controls workplace**

- (1)A PCBU who manages or controls a workplace must ensure, so far as is reasonably practicable, that the workplace, the means of entering and exiting the workplace, and anything arising from the workplace are without risks to the health and safety of any person.

- **Section 22 Meaning of reasonably practicable**

- In this Act, unless the context otherwise requires, reasonably practicable, in relation to a duty of a PCBU set out in subpart 2 of Part 2, means that which is, or was, at a particular time, reasonably able to be done in relation to ensuring health and safety, taking into account and weighing up all relevant matters, including—

- (a)the likelihood of the hazard or the risk concerned occurring; and

- (b)the degree of harm that might result from the hazard or risk; and

- (c)what the person concerned knows, or ought reasonably to know, about—

- (i)the hazard or risk; and

- (ii)ways of eliminating or minimising the risk; and

- (d)the availability and suitability of ways to eliminate or minimise the risk; and

- (e)after assessing the extent of the risk and the available ways of eliminating or minimising the risk, the cost associated with available ways of eliminating or minimising the risk, including whether the cost is grossly disp

PCBU

- Person conducting a business or undertaking. The PCBU is usually a legal or corporate entity. In a school setting this is the board of trustees and the school leadership

Primary duty of care

- The primary duty of care requires, so far as is reasonably practicable, the PCBU to:

- providing and maintaining a work environment, plant and systems of work that are without risks to health and safety

- ensuring the safe use, handling and storage of plant, structures and substances

- providing adequate facilities at work for the welfare of workers, including ensuring access to those facilities

- providing the information, training, instruction or supervision necessary to protect workers and others from risks to their health and safety

- monitoring the health of workers and the conditions at the workplace for the purpose of preventing illness or injury

WHO'S RESPONSIBLE?
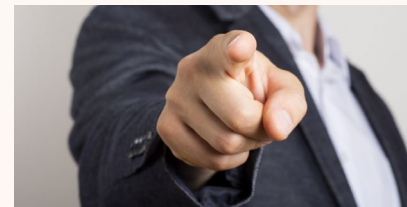
YOU ARE!!!!!!
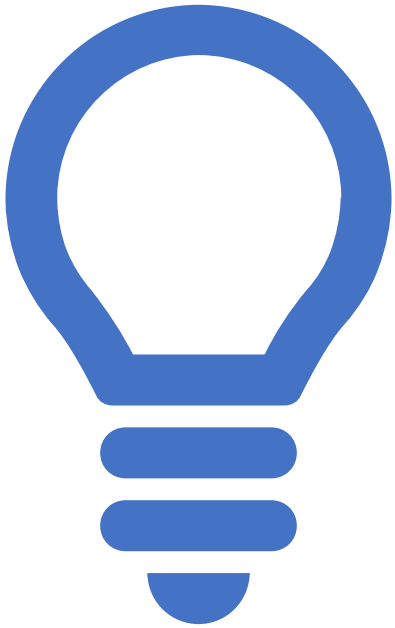
WHAT'S THE SOLUTION

Reasonable steps include having your emergency management plan with responses which you can justify, are tested, and have sought specialist advise over.

We can't eliminate all risk and as a school you don't have control of event's occurring outside the school boundary which may impact on you quickly, the key is to be prepared and Plan….Plan…Plan

Training

Communication

Policy

Procedures

Consider all the what if's

But you are not alone!!!!!!!!!!!!! Your response is designed to put people in the safest place right now. If you need help call

Response (impact period)

Management

Recovery

EMERGENCY CHAIN OF EVENTS

PREPARATION / PLANNING

Don't go down the rabbit hole of focusing on one singular event.

Too often you can read a response plan like a book, with a very descriptive narrative about how one particular event may unfold, based on a scenario recently in the news or from another school

Nothing ever happens like we planned, there will always be some variable and events often are resolved with them being completely different to what was first alerted.

4 R'S OF EMERGENCY MANAGEMENT

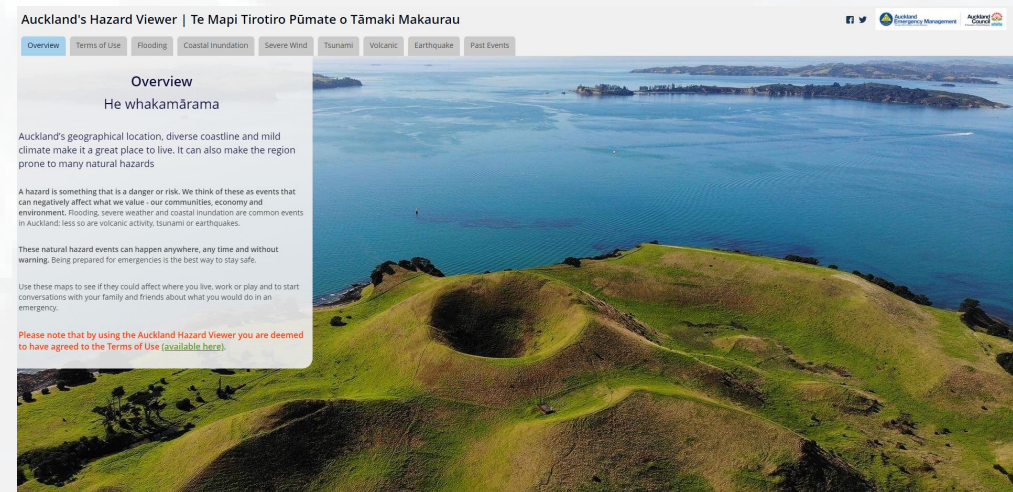Crisis and Emergency Management

SOURCES OF INFORMATION/INTELLIGENCE

- Auckland Council Emergency Management- Hazard Viewer

  www.aucklandemergencymanagement.org.nz/

Specifi
Wind Z

Very H
Zone

High W

Medium
Zone

Low W

Yellow land threat
zone
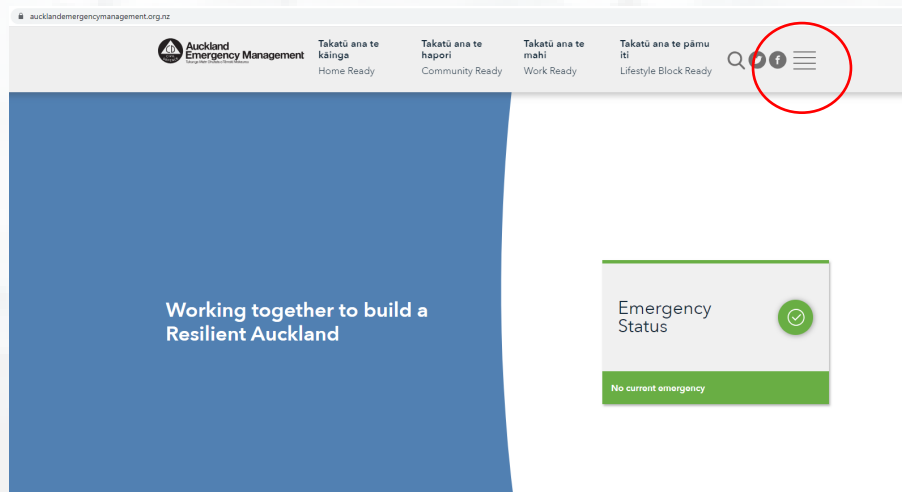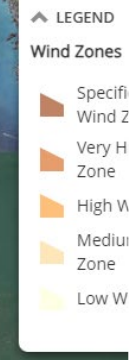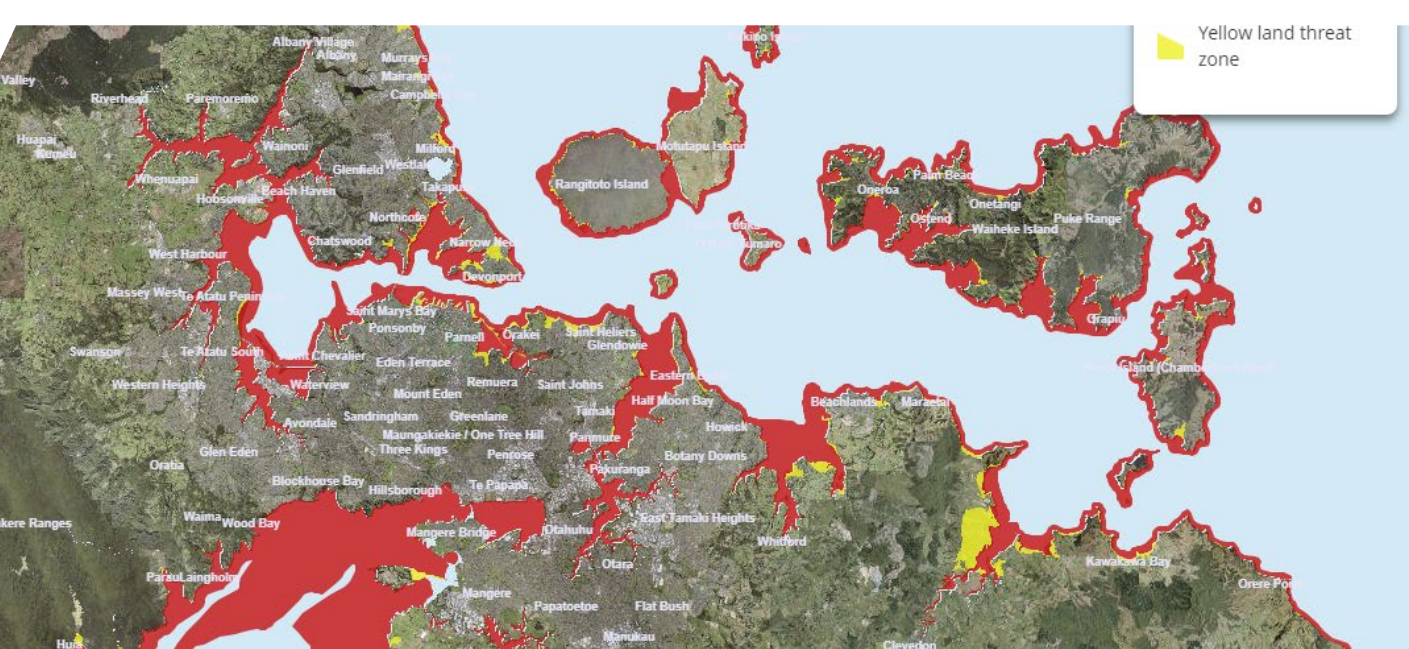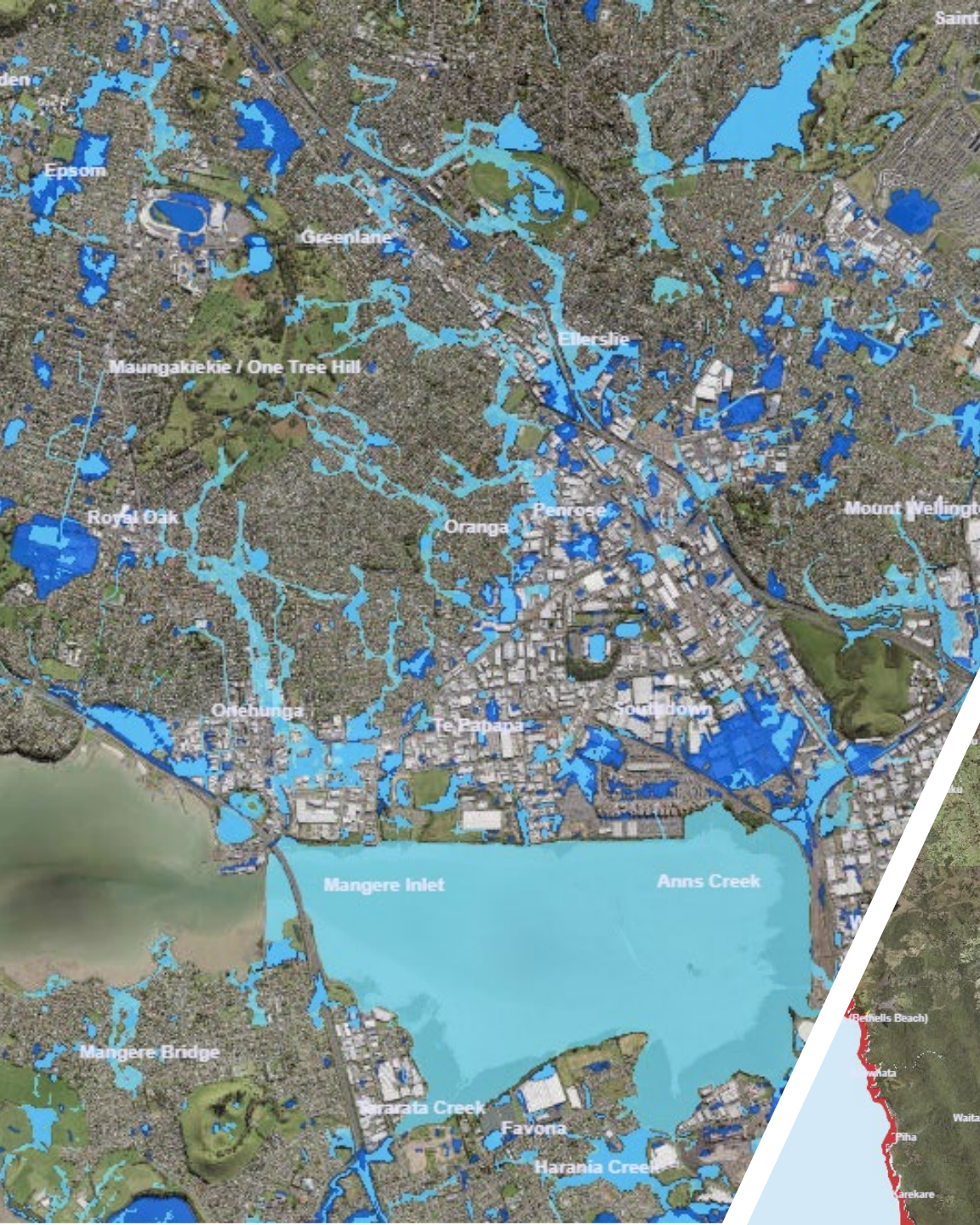
SOURCES OF INFORMATION/INTELLIGENCE

- Metservice
  - www.metservice.com/towns-cities/locations/auckland
  - Check the long range forecast as well as the rain radar
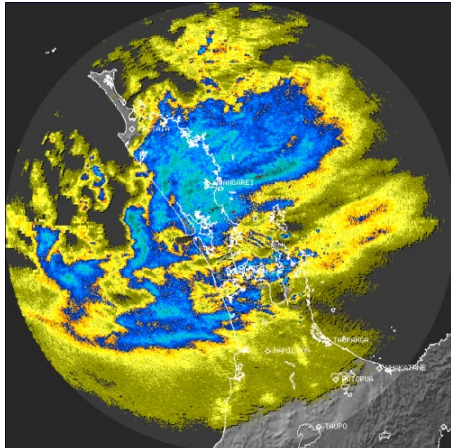
- Metvuw
  - www.metvuw.com

  - Check the forecast charts
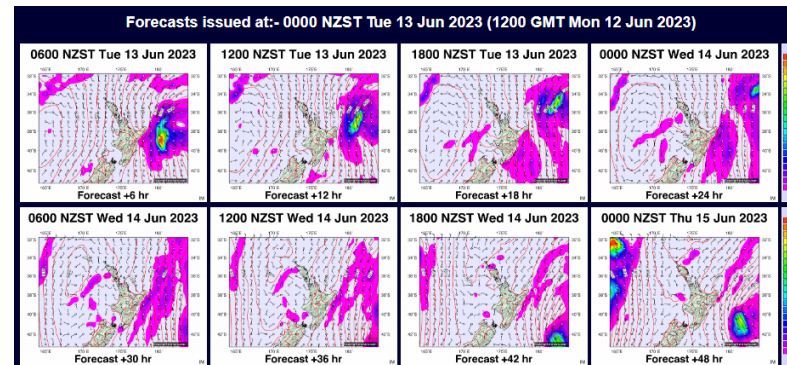
SOURCES OF INFORMATION/ INTELLIGENCE

- NZ Transport Agency – Waka Kotahi NZ Transport

- www.nzta.govt.nz/traffic-and-travel-information/
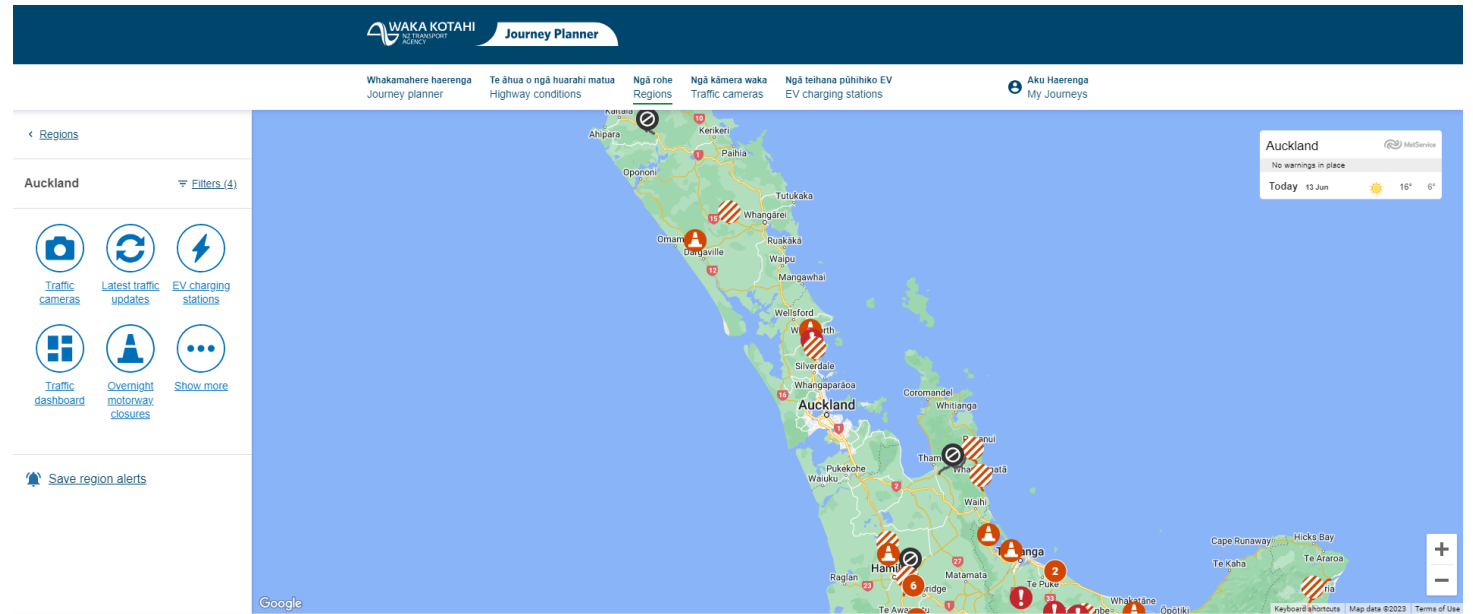
SOURCES OF INFORMATION/ INTELLIGENCE

- Auckland Transport

- www.at.govt.nz

SOURCES OF INFORMATION/INTELLIGENCE

- ***Emergency Management information and communication is a two-way street.***
- Neighbouring schools
- Ministry of education
- Bus companies
- School community
- Police
- Civil Defence (Auckland Emergency Management)
- General media
- Social Media
- Harrison Tew
- Be as creative as you can

RISK AWARENESS RISK PROFILE

GREEN	YELLOW	ORANGE	RED
Normal operations No indication of any events likely to impact on the school	Severe weather warnings Nearby Police incident Visiting dignitary Internal/external threat Custody issue	Incident occurring with the potential to escalate Domestic or international terror "threat" Bomb threat; threatening message (social media/letter); suspicious mail	Incident impacting on your school Domestic or international terrorist "event"

Crisis Management Framework

KAMO HIGH SCHOOL SLT LOCKDOWN CHECKLIST

	TASK	✔
	Information received by school – and lockdown authorised by senior leadership/management team	
1	Lock all office doors and windows, turn lights off.	
2	Put lockdown sign up.	
3	Activate lockdown alarm.	
4	Move into the designated Incident Control Room **(ICR)**, close the blinds and lights off (including call taker or person receiving initial information).	
	<u>TAKE A MOMENT AND GATHER CONTROL WITH PERSONNEL IN INCIDENT CONTROL ROOM</u>	
5	Assign the role of Incident Controller *(Refer to Incident Controller Tasking Sheet).*	
6	Incident Controller to designate <u>Administration/Log Taker</u> to start making notes in the Lockdown Emergency Log *(Refer to Administration/Log Taker Tasking Sheet).*	
7	Incident Controller to designate <u>External Communications</u> to contact any groups off site or where alarm cannot be heard. *(Refer to Communications Tasking Sheet – External Communications)*	
8	Incident Controller to designate <u>Operations</u> to call 111 confirming you have gone into lockdown (if applicable) and obtain a reference (event) number. • Obtain as much information as possible from lead agency of lockdown *(police, fire, animal management, etc)* • Call 111 intermittently as often as required *(ONLY FOR A GENUINE EMERGENCY <u>NOT</u> A PRACTICE)* – this will depend on the gravity of the incident and seriousness to safety of staff and students *(Refer to Operations Tasking Sheet)*	

9	<u>Text</u> Wade Harrison 0274 29 0018 and/or Tammy Claughton-Deere 021 822 553 and/or Jaimee McDonald 027 437 8101 if you require any assistance and/or advice.	
10	Incident Controller to designate <u>Welfare</u> to send email to staff. *(Refer to Welfare Tasking Sheet – Internal Communications)*	
11	Incident Controller to designate <u>Communications</u> to place message on the <u>school website.</u> *(Refer to Communications Tasking Sheet – External Communications)*	
12	When website message is confirmed as <u>live;</u> Incident Controller to designate <u>Communications</u> to send message through Student Management System and any other communication platforms to student families. *(Refer to Communications Tasking Sheet – External Communications)*	
13	Call Police on 111 if required for an update (How long has it been since you had an update from Police?).	
14	Incident Controller to designate <u>Welfare</u> to send text message/additional email to persons on site not heard from (ie Relievers etc).	
15	If possible, send message to Staff Next of Kin. *(Refer to Communications Tasking Sheet – External Communications)*	
16	Incident Controller to direct update via email to be sent to staff as regularly as need be *(if there's no new information, still update staff).* This is to be done by *Welfare – Internal Communications* only.	
17	Update website as regularly as need be *(if there's no new information – website can be updated, not as often as staff updates).*	

18	Incident Controller to designate <u>Communications</u> to phone neighbouring schools/ECE if able *(not compulsory)*. • Kamo Kohanga Reo (09) 435 3379 • Kamo Primary School (09) 435 1482 • Kamo Intermediate School (09) 435 0343 • Kamo Kindergarten (09) 435 0378 • Hurupaki School (09) 435 0733 • Step Ahead – Whangarei Childcare (09) 435 2825 • Totara Grove School (09) 435 0019 • Whangarei Boys' High School (09) 430 4170 • Whangarei Girls' High School (09) 430 4400 *(Refer to Communications Tasking Sheet – External Communications)*
19	Incident Controller to designate <u>Intelligence</u> Role to person in control room. *(Refer to Intelligence Tasking Sheet)*
20	**Management of Welfare Phase** Consideration to be given to the welfare needs of students and staff (medication/toilets/well-being etc) and whether appropriate for movement to occur in consultation with the Police.
21	Call Police on 111 if required for an update (How long has it been since you had an update from Police?).
	DO NOT send out any electronic communications <u>prior</u> to releasing the staff and students from all rooms in the school and not until you can confirm that all staff, students, and visitors are safely accounted for. This can only be done after the release to assembly point has been completed.
22	Once it has been determined that the school can be released from lockdown.

	Break floor plan of school into segments and divide into Senior Leadership Team for clearing of rooms. The following are reminders, and these are, but not limited to: • Check every room by entering each room. • Check all toilets. • Are there any external groups using the school that need to be cleared? • Caretaker/Tuck Shop/Library/Dental Clinic/Social Workers Direct Senior Leadership Team members to release designated area of the school (including toilets and resource rooms etc) and assemble at evacuation assembly area to account for all staff, students, and any other person on-site at the time. Tell them to take with them: • master keys • high visibility vest • mobile phone • hand-held radios (if available)
23	Advise every person to meet at the pre-designated assembly point to ensure all staff, students and visitors on-site are accounted for.
24	Once all staff and students are accounted for, return to the Incident Control Room. Update: • Website to advise lockdown is over and a notice will be going to families. • Neighbouring schools *(those that were contacted, if any)* • Prepare notice to send to parents

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LOCKDOWN EMERGENCY LOG	
Event No (from Police if applicable)	P0………….
Date of incident:	
Type of incident:	
Time lockdown initiated:	
Log taker:	
Members in incident room:	

TIME	OCCURRENCE/DETAILS

INCIDENT CONTROLLER

TASK	✔
➤ **Refer to Checklist in Lockdown Pack.**	
➤ Obtain briefing from call taker or person who has received information.	
➤ Check all person(s) in the Incident Control Room (ICR) are safe and well.	

Ensure following roles have been assigned

Task	Action	Name
Admin/Log taker	Start to take a log of actions	
Operations	Contact Police and maintain contact	
Welfare	Send email to staff and begin account of replies	
Communications	Update website and then send messaging to student and staff families	
Intelligence	Monitor external sources of information (General media, social media, websites)	

TASK	✔
➤ Have regular updates on all activities.	
➤ Contact Harrison Tew (0800 111 277).	
➤ **Keep free to make decisions.**	
➤ Monitor impact on staff in incident control room.	
➤ Decide when to de escalate.	
➤ Consider movement during lockdown (Medical, Toileting, Welfare, or proximity to incident).	
➤ Conclusion to Lockdown (Hi Vis vest, Mobile phones, Keys, Maps, staff and student roles, location of evacuation).	
➤ Messaging at conclusion.	
➤ Crisis Management structure and debriefing.	

ADMINISTRATION/LOG TAKER

TASK	✔
➤ Commence log.	
➤ Note date/time and nature of incident.	
➤ Roles of key staff.	
➤ Maintain accurate record of events (Updates and decisions made).	
➤ Assist with accounting for staff when replying to email from Welfare.	
➤ Assist with welfare of staff in Incident Control Room.	
➤ Assist in getting student and staff roll when ready to conclude lockdown.	

OPERATIONS (2nd In Charge)	
TASK	✔
➢ Call designated lead agency. If in Lockdown (111) ask for Police.	
➢ Advise school is in lockdown. Give reason why or confirm that as per police request school is in lockdown.	
➢ Get regular updates from Emergency Services and pass this directly to the Incident Controller (IC).	
➢ Update current activities on white board if available to support administration position and Incident controller.	
➢ Use school map to determine location of staff.	
➢ Monitor the school camera systems if able to or receive information from IT and provide updates as required to the Incident Controller.	
➢ Ensure all directions given by the Incident Controller are followed through (Assume the role of Incident Controller in their absence).	
➢ Brief new staff in the Incident Control Room.	
➢ Have white board available to write key points so all staff in the Incident Control Room can see updates..	
➢ Assist Welfare and Communications roles when appropriate.	
➢ Assist in release at the conclusion to Lockdown (Hi Vis vest, Mobile phones Keys, Maps, evacuations, staff and student roles, location of evacuation).	
➢ Assist as part of the Crisis Management Team.	

WELFARE (Internal)	
TASK	✔
➢ On direction from the Incident Controller or Operations Manager send email to staff.	
➢ First email may not have much information but is to look to establish contact with staff. Request they reply directly to the email with name and location.	
➢ Account for staff as they reply.	
➢ Have staff list and ideally map of the school.	
➢ List staff unaccounted for.	
➢ Under direction of the Incident Controller contact any staff unaccounted for.	
➢ Maintain a watch for emails from staff and update Incident Controller on any concerns.	
➢ Provide regular updates to staff through email as directed.	
➢ Assist in release at the conclusion to Lockdown (Hi Vis vest, Mobile phones Keys, Maps, evacuations, staff and student roles, location of evacuation).	
➢ Assist as part of the Crisis Management Team.	

COMMUNICATIONS (External)	✔
TASK	
➢ On direction from the Incident Controller contact any groups off site or where alarm cannot be heard.	
➢ On direction from the Incident Controller update the school website page as per lockdown pack information.	
➢ Send messaging through Student Management Systems and Social Media Platforms to student families directing people to the website.	
➢ On direction from the Incident Controller send messaging to staff families.	
➢ Update website as required by Incident Controller.	
➢ Assist in release at the conclusion to Lockdown (Hi Vis vest, Mobile phones Keys, Maps, evacuations, staff and student roles, location of evacuation).	
➢ Assist as part of the Crisis Management Team.	
➢ Update school website at the conclusion to the incident.	
➢ Send newsletter to student and staff families at the conclusion.	

INTELLIGENCE	✔
TASK	
➢ On direction from the Incident Controller monitor general media.	
➢ Monitor social media and general media for additional information which may be relevant.	
➢ Look to gain additional information from other sources such as websites if possible and update Operations or Incident Controller. *(Need to determine value of all information through this position).*	
➢ Assist Operations in monitoring camera systems and updating map.	
➢ Assist in release at the conclusion to Lockdown (Hi Vis vest, Mobile phones Keys, Maps, evacuations, staff and student roles, location of evacuation).	
➢ Assist as part of the Crisis Management Team.	

BAYFIELD SCHOOL ACTION PLAN

Date: Time: Reference:

Situation: *(Provide a brief overview of what has occurred and developments to date)*

Objectives: *(List the priority areas for this action plan. Look at the short, middle and then long term and review and update regularly Note: keep objectives relevant and have regular updates in the initial stages)*

List of objectives in order of priority	By when (Date)	Achieved Y/N

How will this be achieved: *(To include what resourcing will be required and who will be tasked to ensure these resourcing and other issues are addressed)*

Review of the plan: *(Include when the plan will be reviewed and date and time of next meeting to review)*

This plan will be updated (Date)	Location	By who

Communications: *(Covers how information from this plan will be distributed to all involved to advise of progress and objectives for resolving the Crisis)*

| How was this communicated?	By who and when	Next update due (Date)

Command and Control *(Confirms at what stage the Crisis is and who is running the crisis leadership team and who has authorised the action plan)*

Incident Controller	Authorised

Incident Control Room

- *Can be isolated and secure. Avoid distractions*

- *Wifi, landline*

- *Computers/laptops*

- *White board/ stationery*

- *Access to cameras*

- *Laminated map of the school (Black and white) coloured markers*

- *Staff list (Alphabetical)*

- *Handheld radios*

- *Visitor sign in system*

- *Extra cables for charging*

- *Food/water*

- *Medical supplies*

- *List of relievers*
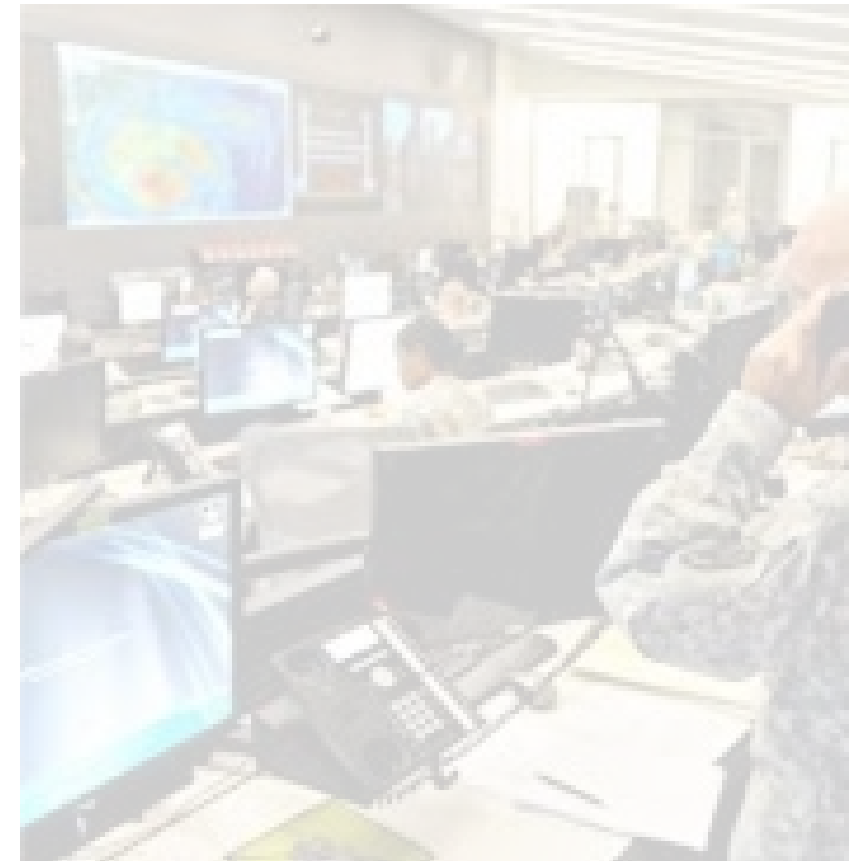
DECISION MAKING

Information is received that there is an immediate threat to the safety of any person on-site. This information is referred to the management team without delay.

↓

Based on the information that has been received, a decision is made by the incident management team that this incident requires a coordinated and immediate response.

↓

A member of the incident management team will initiate either a lock down or evacuation.

Responding to an emergency is not complicated, it doesn't need anyone over-thinking the situation. The simpler the response, the more controlled the incident will be.

- **What's the most important thing to do right now?**

- **What if?**

- **What next?**

DECISION MAKING AND LEADERSHIP IN CRISIS

COMMAND DRIVEN APPROACH

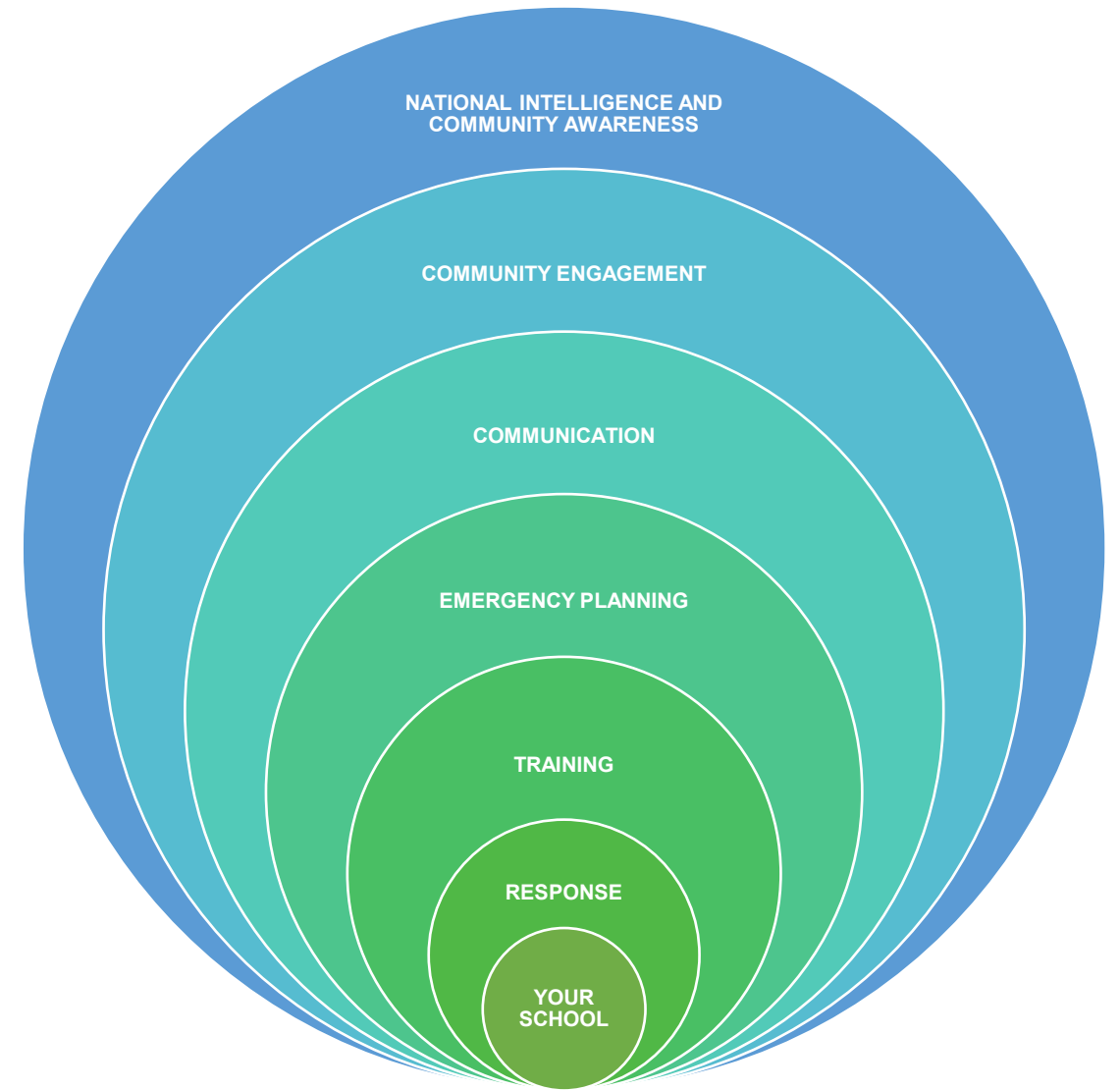**CLEAR AND SIMPLE RESPONSE PLANS**

CLEAR COMMUNICATION

LINES OF COMMUNICATION ESTABLISHED NOW

THE MOST IMPORTANT THING YOU CAN DO IN RESPONSE TO AN EMERGENCY IS WHAT YOU NOW RIGHT NOW....THE PLANNING, THE PREPARATION AND THE TRAINING. BEING READY.

Layering of resilience

TRAINING

• In critical periods people will fall back to highest most recent level of training

• So, train for the worst case but manage how this is delivered.

• *"The only definite things we know about an emergency is what we will initially do in response, because this is what we can train for, this is what we can prepare for, this is what we can advise and provide confidence in our communities about."*

Test and train	Test and train with all aspects of your Emergency plan.
Test	Test how you receive information, what systems are in place within the school to escalate concerns
Test	Test your decision-making process
Test	Test your alerting systems
Test	Test your internal communications
Test	Test your external messaging systems
Test	Test your procedures

COMMUNITY ENGAGEMENT

Let students and staff families know how they will be communicated with.

Ideally use website

Use App's, Facebook, Txt, emails to advise to go to the website

Avoid methods which require joining in an Emergency

You can move to other systems when the risk is reduced

HARRISON TEW ®

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