

EMERGENCY PROCEDURES

Guidelines for Early Childhood Services

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Introduction

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ORIGINS

This publication arises from work on school safety and the 1992 handbook **Emergency Procedures: Guidelines for Schools**. It has been prepared by the Ministry of Civil Defence, in consultation with the Ministry of Education, the Early Childhood Development Unit, the New Zealand Fire Service and New Zealand Police. A full list of contributors is found at the end of this section.

PURPOSE

This handbook has been compiled to help those involved in the care of young children to produce and put into practice an Emergency Plan covering the different types of emergencies which could occur. It is designed to be of assistance to the wide variety of early childhood services, but will also help parents, families and caregivers to provide for the protection of children at home.

The handbook takes into account that early childhood education and care takes place in many different premises, such as homes, school classrooms, community halls, marae, purpose-built facilities, and modified facilities in industrial, commercial and multi-storey buildings.

SCOPE

The handbook provides information to help in producing an Emergency Plan which covers:

- emergencies affecting the wider community, such as earthquakes, storms and volcanic activity
- emergencies which may be confined to the premises, such as fire, leaking gas pipes, and potential industrial hazards nearby
- the kinds of preparation needed, and the procedures to be followed before, during and after an emergency
- the ongoing management and review of the Emergency Plan
- the procedures to be followed when children are believed to be missing
- the procedures to be followed in the event of criminal acts, such as assault, kidnapping, and bomb threats.

This handbook does not cover procedures for an outbreak of disease, illness or injury resulting from accidents on the premises.

This handbook contains:

- statutory material to help centres conform with legal requirements
- core material in sequence in the four stages of emergency preparedness – mitigation, preparedness, response, recovery
- checklists at the end of most sections to measure the input into each section
- appendices of resource material and specimen forms
- a checklist for staff of procedures and responsibilities.

THANKS

This handbook would not have been possible without the work of John Pledger, ANZIA, consultant to the Ministry of Civil Defence. The ministry thanks John for his expertise and diligence.

In May 1994 a first draft of this handbook was circulated to over 300 early childhood groups and civil defence organisations. The ministry thanks those who contributed to its revision, in particular:

- Barnados – National Office, Porirua, Te Puke, Waitakere, Wellington City North, and Wellington City South
- New Zealand Free Kindergarten Association Inc. – National Office, Balclutha, Geraldine, Northland, Southland and South Taranaki
- New Zealand Playcentre Federation Inc. – National Office, Brooklyn and Wellington South, Nelson, Otago and Wanganui
- Civil defence officers of Auckland city, Dunedin, Gisborne, Hastings, Invercargill, Lower Hutt, Manawatu, Manawatu/Wanganui region, Manukau, North Shore, Palmerston North, Ruapehu, Southland region, South Waikato, Taranaki, Tararua, Upper Hutt, Waikato district, Wanganui and Whakatane
- Early Childhood Development Unit
- Early Childhood Council, Otago and Southland
- Emergency Consultancy Ltd, Palmerston North
- Ministry of Education
- Adrian Muller, Edgumbe College
- New Zealand Building Industry Authority
- New Zealand Educational Institute
- New Zealand Fire Service
- New Zealand Police
- Occupational Safety and Health, Department of Labour
- Te Tari Puna o Aotearoa, NZ Childcare Association, Dunedin.

Explanation of terms

EDUCATION AGENCIES

There are three government agencies which have direct responsibilities for ensuring compliance with the statutory requirements for emergency preparedness in **early childhood services**: those for children from birth to five years of age.

The **Ministry of Education (MoE)** administers the Education (Early Childhood Centres) Regulations 1990 and the Education (Home-based Care) Order 1992. The MoE is also the licensing and funding agency for chartered early childhood services.

The **Education Review Office (ERO)** reviews (audits) licensed and chartered early childhood services to ensure compliance with all statutory requirements affecting those services, including emergency preparedness.

The **Early Childhood Development Unit (ECDU)** is responsible for the promotion of quality early childhood. It assists organisations, groups and individuals in the establishment of early childhood centres, including developing and maintaining policies for emergency preparedness.

The New Zealand Fire Service

Under the Fire Safety and Evacuation of Buildings Regulations 1992 (see Section 3) the fire service may require a register of persons with disabilities which lists children and adults with disabilities and identifies the form of assistance required in each case. The assistance register identifies the person assigned to help the disabled person in an evacuation.

EMERGENCY SERVICES

Civil Defence

Each territorial authority (the city or district council) has a civil defence organisation with responsibilities for planning to deal with emergencies, and to educate the community in emergency preparedness.

The civil defence officer/manager is the person who co-ordinates the planning of civil defence in a particular area.

The civil defence controller is the person who controls the response effort once a civil defence emergency is declared.

Each civil defence organisation may have a number of local civil defence centres. The local defence centres are often located at state schools, although other facilities may also be designated.

EARLY CHILDHOOD SERVICES

There are three types of early childhood services.

Chartered and licensed centres

These include kindergartens, playcentres and childcare centres. Childcare includes specialist centres such as Kohanga Reo, licensed Pacific Island language groups and Montessori. Chartered centres receive bulk funding from MoE for operational support, and are required to conform with the Education (Early Childhood Centres) Regulations 1990.

Playgroups and Pacific Island language groups

These groups offer community-based, not-for-profit services, which are operated by parents for children and have funding support from ECDU. They are required to meet criteria set by ECDU and are exempt from licensing regulations.

Home-based centres

Home-based centres provide care of children in private family homes. They are required to meet the Education (Home-based Care) Order 1992.

Centre, Building, Premises

In this handbook, centre refers to all types of early childhood services. **Building** refers to the centre's accommodation excluding the grounds, and **premises** to the centre's combined buildings and grounds.

CENTRE MANAGEMENT

The **licensee** is an individual or organisation holding a licence issued by MoE to provide early childhood education in a specific centre. The licensee may or may not be present at a centre to which the licence applies.

The **person responsible** is a qualified staff member (who may also be a parent) named on the licence as being directly involved in, and primarily responsible for, the day-to-day management of the centre, staff and care, education and safety of the children.

The **staff** are usually qualified people (who may also be parents) who assist the person responsible or the licensee in the day-to-day care, education and safety of the children at the centre.

A **visitor** is a person visiting a centre who is not staff.

The **centre management** is the governing body of the centre which may, or may not, include the person responsible. (This structure is found in play centres and kindergartens).

In this text, **parent** includes caregiver or guardian.

Statutory responsibilities

EDUCATION ACT 1989

The **Education (Early Childhood Centres) Regulations 1990** require that:

- “The licensee of a licensed centre shall ensure that there exists for that centre an operative evacuation scheme for public safety which meets the requirements of section 21A of the Fire Services Act 1975 and Part II of the Fire Safety and Evacuation of Buildings Regulations 1992”
- provision is made for protection against earthquake damage, and for dealing with the consequences of an earthquake
- equipment and materials are safely stored
- a plan for the evacuation and care of the children in emergencies is prominently displayed
- the local civil defence organisation is notified of the centre’s location
- all staff are trained in fire and earthquake drill, and in other emergency procedures, and that regular evacuation drills are carried out
- hazards to the safety of the children are corrected, repaired, removed or made inaccessible.

The **Education (Home-based Care) Order 1992** requires that:

- there are safeguards against earthquake damage and the consequences of an earthquake
- there is a written plan for the evacuation and care of children in emergencies
- hazards must be corrected.

These regulations are administered by the Ministry of Education, and audited by the Education Review Office.

Under the **Building Act 1991** centres which contain certain installations for the safety or health of the users are required to have a Compliance Schedule. The Compliance Schedule is issued by the territorial authority and lists the inspection, maintenance and reporting procedures to ensure that the installations are kept in good working order.

BUILDING ACT 1991

These centres are required each year to supply to the territorial authority a Building Warrant of Fitness certifying that the building and its specific features have been inspected and maintained and comply with the Compliance Schedule. The Building Warrant of Fitness must also be publicly displayed in the building.

The Building Act is not retrospective so existing centres do not need to be upgraded to comply with New Zealand Building Code. If any alterations are made to an existing centre however, the building will then need to comply with those aspects of the Code which relate to means of escape from fire and access for the disabled, as nearly as is reasonably practicable.

FIRE SERVICE ACT 1975

Under the **Fire Safety and Evacuation of Buildings Regulation 1992**, centres are required to provide and display a fire evacuation scheme approved by the New Zealand Fire Service. The scheme includes establishing procedures, appointing of supervisors, management of escape routes, procedures to avoid panic, display of notices showing procedures and escape routes, determining assembly points, maintaining a register of persons with disabilities and an assistance register identifying people able to assist those with disabilities in an evacuation, and holding trial evacuations – at least once every term.

DISABLED PERSONS COMMUNITY WELFARE ACT 1975

Under this Act, access both to and within the building or premises must ensure that reasonable and adequate provision is made for disabled persons.

The Act is administered by the Department of Social Welfare.

HEALTH & SAFETY IN EMPLOYMENT ACT 1992

Under this Act, centres are responsible for:

- safety of employees
- identification and elimination or isolation of hazards and hazardous materials
- establishment of health and safety procedures

This Act is administered by the Occupational Safety and Health Service of the Department of Labour.

CIVIL DEFENCE ACT 1983

Under the National Civil Defence Plan, individuals are expected to be responsible for the welfare of themselves, their families, and those in their care in the event of an emergency. Households and workplaces should develop rescue and survival skills and plans, and be ready to survive for up to 72 hours without outside help.

The plan is administered by the Ministry of Civil Defence, and the civil defence section of territorial authorities.

WHO IS RESPONSIBLE

Within early childhood centres the statutory responsibility to prepare for emergencies and to provide an Emergency Plan lies with the following:

- at licensed centres – the licensee
- at centres exempt from licensing: home-based services – the care arranger
community play groups – the management committee
- at other services – the parent or caregiver

These people are responsible for:

- effective planning and implementation of safety procedures before, during and after an emergency
- ensuring that all adults and children are trained in the procedures to be followed in an emergency, and that regular emergency and evacuation drills are held
- establishing and monitoring effective administration procedures for emergency preparedness
- maintaining liaison with emergency services and others
- decisions regarding the evacuations of the premises, or release of children to parents of emergency custodians
- the protection of property
- ensuring the safety of the premises both before and after an emergency.

In licensed centres the licensee may delegate some of these responsibilities to the “person responsible”.

The emergency plan

GETTING STARTED

Reasons For Emergency Planning

Emergency planning and regular drills ensure that, in any emergency, all involved are well prepared and practised; everyone knows what to do; the chance of injury, anxiety and trauma is minimised; damage to property is lessened; and the centre able to return to normal operation quickly (which also contributes to the community's return to normal).

To ensure that emergency planning is implemented, and that centres are as self-sufficient as possible, centres should produce their Emergency Plan themselves with outside help only in specialist areas.

What is an Emergency Plan?

This is a plan of action, developed, agreed upon, and documented in consultation with the licensee and staff. It is developed with help of emergency services and government agencies, and should have the support of parents and the local community. The plan comprises maps; written procedures; written drills to be practised; and written administrative details of responsibilities and relationships with organisations and services, checklists, and forms to be completed.

When completed, the Emergency Plan should be placed in a clearly labelled folder along with copies of the premises and locality maps, contact lists, the emergency procedures checklist, and civil defence details. A pencil, ball-point or felt tip pen should also be included. The Emergency Plan folder should be kept in a safe but easily accessible place, close to the emergency survival kit and centre registers.

The Emergency Plan should be updated annually.

Plan Co-ordinator

It is helpful to appoint an Emergency Plan co-ordinator. The co-ordinator should later be responsible for monitoring, reviewing and updating the centre's emergency preparedness and the completed plan as required.

Where possible, the co-ordinator should be the person responsible or a staff member. This makes it likely that, in an emergency, the co-ordinator will be on the premises.

Where centres are required to have a New Zealand Fire Service fire evacuation scheme, the co-ordinator should be the scheme supervisor also.

KNOWLEDGE OF THREATS

As a first step in producing the plan, centres should be aware of the threats which could affect them and the effect these could have. Emergencies might be major and affect the wider community, such as floods, tsunamis and volcanic eruption; or they might be local and affect only the centre and its immediate surroundings.

All centres must prepare for some emergencies, such as fire and earthquake. Other emergencies may affect centres in particular areas only. Civil defence, the police, the fire service and staff at the territorial authority or regional council will be able to provide guidance on likely emergencies in a specific area. Local knowledge among residents will also provide insights.

An important step in planning for emergencies is to prepare two sketch maps (they could be copied back to back). These will assist in developing evacuation procedures and become part of the Emergency Plan.

Premises map

This shows the buildings and their rooms, and the grounds, with the location of all services, equipment and supplies, and any other information of use in an emergency, clearly marked. It is recommended that the centre's Emergency Plan co-ordinator (with assistance where needed) "walks through" the buildings and site to identify the items to be included on the map.

Locality map

This shows the centre's site and its relationship to its surroundings and community features. The location of off-site emergency shelter and emergency accommodation, roads, distances and direction to emergency services, hazards beyond the premises, direction and distances to emergency services and location of pre-arranged community assistance.

In developing their Emergency Plan, centres will need to establish and maintain relationships with various emergency services, other useful people in the wider community, and members of their own early childhood services.

A list of contact people, together with their business telephone, after-hours telephone and cell phone numbers, should be displayed in a prominent place in the centre, probably near the telephone. A copy should also be kept in the Emergency Plan folder. All emergency contacts should be regularly updated, at least once a year.

Emergency contacts may include:

- civil defence
- fire service
- police
- ambulance
- doctor
- hospital
- licensee
- centre chairperson
- pre-arranged community assistance
- centre's Emergency Plan co-ordinator
- centre's security firm or contractor.

PREMISES AND LOCALITY MAPS

EMERGENCY CONTACTS

There are some regular management tasks which should be done so that people know what is required of them in an emergency.

Advice to parents

When parents first enrol a child, centres should, as part of their information programme, inform and involve parents as follows.

Inform them:

- that the centre has an Emergency Plan
- of the basic details and procedures to be followed in an emergency.

Involve them by:

- requesting parents to provide details of contacts and custodians to be used in an emergency
- inviting contributions to the centre emergency survival kit
- recommending that parents contribute further to the centre's emergency preparedness and their child's security by establishing their own home emergency plan.

Parents should be encouraged to nominate more than one emergency custodian to collect the children, and wherever possible nominate people who live or work near the centre.

See Appendix 4.1 **Emergency Preparedness – Advice to Parents.**

Family responsibilities of staff

In an emergency, the first priority of the person responsible and staff is the care and well-being of the children at the centre. This responsibility remains until parents or emergency custodians have taken over responsibility for all the children.

In a serious emergency, where staff may have to care for children for a longer time, the centre should seek assistance from a local civil defence centre. If staff have responsibilities for their own families beyond the centre, it is essential that their own family emergency plan recognises their responsibility for the children at the centre. In such cases, "back-up" provisions for their own family are essential. Staff family arrangements should be included in the Emergency Plan and be reviewed regularly.

Centre registers

Centres must keep a current register of:

- staff
- children
- contact list of parents or caregivers
- emergency custodians authorised to collect children
- people forbidden to collect children
- staff and children with disabilities
- staff and children with medical and dietary conditions.

The registers should be kept in an easily accessible yet safe place, close to the Emergency Plan folder and the emergency survival kit.

First aid training

While it is important that at least one staff member has a current first aid certificate, all staff or caregivers should be encouraged to do first aid training and obtain a current certificate. Opportunities for training and refresher courses should be made available.

Trauma counselling and emotional support

Emergencies can affect children and adults in various ways. Emergencies (and also drills, if not regularly practised) can engender fear which may be expressed in many ways and for quite some time later. Consideration and support, and consultation with everyone affected, are essential. Counselling may help to reduce emotional stress for all involved. Centres should provide for trauma counselling in their Emergency Plan.

Pre-arranged community assistance

Centres should also arrange beforehand for the assistance of neighbours, local businesses, shops and community groups who are willing to provide extra help in emergencies. For example, a garage might provide extra physical assistance and strength, or a shop, extra food. These arrangements should be regularly updated.

Emergency shelter and emergency accommodation

Centres should identify and arrange for places which could be used as emergency shelter, and as emergency accommodation, in the event of different types of emergencies. The emergency shelter and emergency accommodation may be in separate locations, and each should be large enough to hold everyone. It is important to note that:

- the local civil defence centre may not be able to provide emergency accommodation
- the location of the shelter or accommodation should be shown on the centre's emergency maps

if permission is required to use this shelter or accommodation, it should be regularly updated.

Some centres may decide to have separate or partial emergency survival kits at these locations.

Liaison with Fire Service

Centres should contact the local chief fire officer of the New Zealand Fire Service.

The information about the centre required by the fire service is:

- whether the centre has an operative fire safety and evacuation scheme
- centre's name, address and telephone number
- name of person responsible and contact person
- number of children usually present
- number of staff
- any children or staff with disabilities usually present

- days of operation each week
- hours of operation each week
- whether the centre has an operative Emergency Plan.

Information useful to the centre is:

- any procedures the fire service may require the centre to follow
- advice on a required fire safety and evacuation scheme
- advice on fire-fighting equipment.

Centres which are required to have a fire evacuation scheme approved by the fire service should review the scheme each year. Note that that scheme is a part of a centre's Emergency Plan.

Liaison with civil defence

Each territorial authority has a local civil defence plan which co-ordinates the use of resources in an emergency. Centres should liaise with the local civil defence staff.

Information useful to civil defence is:

- centre's name, address and telephone number
- name of person responsible and contact person
- number of children usually present
- number of staff
- any children or staff with disabilities usually present
- days of operation each week
- hours of operation each day
- whether the centre has an operative Emergency Plan.

Information useful to the centre is:

- location and contact telephone number of the civil defence headquarters
- locations and contact telephone numbers of the local civil defence centres
- how to co-ordinate with civil defence in emergencies
- any procedures civil defence may want the centre to follow.

This information and any procedures should be included in the centre's Emergency Plan.

For emergencies where relocation of children and staff to a local civil defence centre is necessary, realistic procedures should be established. Possible procedures are:

- using the centre's pre-arranged community assistance groups
- pre-arranging with a nearby school for suitable staff and pupils to assist in moving children and babies to the local civil defence centre.

Liaison with territorial authority

Centres should discover from the territorial authority whether a Compliance Schedule and an annual Building Warrant of Fitness are required. If they are, centres must ensure that the required inspections, maintenance, certification and display of the Building warrant of Fitness are carried out each year.

Security provisions

Daily inspections

An inspection should be made before a session starts to ensure that all escape routes are clear of obstructions, that doors on escape routes are unlocked, that all exit doors can be opened freely, and that the centre is free of any other obvious hazard.

Keys

Centre keys should be kept in a secure place, but must be readily accessible in an emergency.

Security checks

After sessions are finished for the day, all doors and windows must be closed and exterior doors locked.

Centre records

Records such as register, inventories, insurance policies and property occupancy documents should be kept in an easily accessible yet safe place, close to the Emergency Plan folder and emergency survival kit.

A copy of such records (except for the attendance registers, which are constantly changing) should be kept off site.

Vandalism and arson

Where there is a risk of vandalism and arson, additional security measures, such as the installation of outside lighting should be considered.

Public use of centre

If centres allow their premises to be used for purposes other than early childhood education, meetings and social gatherings, they must ensure that the facilities comply with the appropriate territorial authority safety requirements, including fire protection.

Modifications to centre

Licensed centres should ensure that any additional facilities or modifications to existing premises comply with the statutory requirements.

Reviews

After any drill or emergency it is important to review the emergency drill and procedures, and update the Emergency Plan if necessary.

EMERGENCY PLAN – Getting started

CHECKLIST

Have you:

- created an Emergency Plan folder?
- appointed a co-ordinator?

Knowledge of threats

Have you identified the range of threats which could affect your centre?

Premises and locality map

Have you:

- drawn up a premises map showing all relevant information?
- drawn up a locality map identifying relevant off-site information?

Emergency contacts

Have you:

- compiled an emergency services contacts lists?
- placed the list beside the telephone?
- contacted the local chief fire officer?
- contacted local civil defence staff?
- contacted the territorial authority?
- identified the local civil defence centres?

General management

Have you:

- informed all parents of the Emergency Plan, and invited them to contribute to it?
- organised pre-arranged community assistance for the centre?
- identified emergency shelter and emergency accommodation?
- obtained approval for the centre's fire evacuation scheme?

Do the centre buildings comply with statutory obligations?

Is an emergency preparedness inspection carried out each day?

Does the centre have procedures covering all aspects of security?

Emergency preparations – advice to parents

Name of centre: _____
Address: _____

Telephone: () _____
Person responsible: _____

This centre has an Emergency Plan for the protection and care of children and staff in the event of emergencies which could affect the centre, such as fire, earthquake, flood or missing child.

Drills for the various types of emergencies are practised at least once in a term and all children are taught how to protect themselves.

New Zealand’s National Civil Defence Plan recommends that individuals, households and workplaces be self-sufficient for up to 72 hours in emergencies.

The centre has emergency supplies of first aid, food, water, and other resources necessary for the care and support of children and staff for a limited time.

In the event of a major emergency, it is possible that parents would not be able to get to the centre immediately to collect their child.

The staff of this centre accept responsibility for the care and welfare of your child until collected by you, or your nominated emergency custodian.

To support our centre during an emergency we have established a working relationship with the emergency services – police, fire service, and civil defence – and other support groups in the community.

You can assist by providing the following information and supplies that will be useful in an emergency.

Parents/caregivers

Family name: _____
First name: _____
Home address: _____
Home telephone no: _____
Work address: _____

Work telephone no: _____

**INFORMATION
REQUIRED**

Emergency custodians

List those nominated to collect your child in an emergency – preferably several people with one or more living or working close to the centre.

Family name	_____	Family name	_____
First name	_____	First name	_____
Home address	_____	Home address	_____
	_____		_____
Home tel. no	_____	Home tel no	_____
Work address	_____	Work address	_____
	_____		_____
Work tel no	_____	Work tel no	_____

Supplies

Preferred items of food, clothing or equipment for inclusion in the centre's emergency supplies.

(Preferred items to be indicated by centre)

Medical supplies

A supply of specialist medicines and dosages if required by your child.

Name of family doctor _____

Telephone Number _____

(Include name of condition and specialist medicine.)

Name and designation of person signing this letter):

Safety Installations

Safety installations are the fixed items of the centre's premises which are intended to ensure the safety of the occupants and the protection of property. It is important that they are checked regularly, that equipment is kept in good working condition, and that signs are always in place.

Electric

For centres with an electric alarm system, the location of manual call-points must be clearly identified and all staff should know how to activate the alarm or call for help. The alarm must be instantly recognisable by staff and clearly audible throughout the premises.

As the wires of an electric alarm system can be damaged in an emergency, it is advisable to have a back-up signal.

Centres must check whether the alarm is connected directly to the fire service. If it is not, centres must contact the fire service as well as operating the fire alarm during a fire. Even if the alarm is connected to the fire service it is advisable to use the 111 system in case the connection is damaged.

Manual

For centres with no electric alarm, staff must have an instantly recognisable and clearly audible signal.

Smoke Alarms

Smoke alarms must be regularly tested and maintained. If they are battery-operated, the batteries must be replaced regularly.

Other safety alarms

Centres with intruder alarms, or sprinklers and heat detectors which also activate the fire alarm, must ensure that this equipment and the associated control systems are regularly checked and maintained.

Where hose reels and portable fire extinguishers are provided, professional advice should be sought on maintaining and using this equipment correctly. Portable fire extinguishers should be easy to manage and fixed to the wall with a quick release strap.

Fire and smoke-stop/control doors

Where special fire and smoke-stop doors are provided, they must be free to close at all times and must not be obstructed. Using wedges, hooks, locks or similar devices to keep these doors open or closed negates their purpose. Automatic closers on these doors must be kept in good working order.

FIRE ALARMS

FIRE-FIGHTING EQUIPMENT

EXIT DOORS AND SIGNS

EVACUATION PROCEDURE NOTICES

Exit doors and signs

All exit doors, including fire doors, doors on escape routes and doors between adjoining rooms, must open outwards from the inside without requiring keys electronic swipe cards, or other tools. All exits which could be used as escape routes should be regularly checked to ensure that they are kept clear.

All exits should be clearly marked.

Notices detailing evacuation procedures, and showing escape routes, the position of the nearest exit and the location of safe assembly areas, should be prominently displayed in all rooms and corridors.

EMERGENCY LIGHTING

Any emergency lighting system, for use during a power failure or when the fire alarm operates, should be tested regularly.

TELEPHONES

During an emergency the telephone (if still available) should be used only for emergency communications. This list of emergency contacts should be prominently displayed near each telephone.

BUILDING ACT REQUIREMENTS

Most of the items listed here are also listed in section 44 of the Building Act as requiring the building to have a compliance Schedule and an Annual Warrant of Fitness.

In the New Zealand Building Code Handbook there is a section on Compliance Schedules. It outlines what is required and gives examples of inspections and maintenance required, checklists and the person responsible for inspecting each system.

**SAFETY
INSTALLATIONS -
CHECKLIST**

Do all staff know:

- where the fire alarm is and how to use it?
- how to call for help?
- where the fire-fighting equipment is and how to use it?
- the proper use of fire and smoke-stop/control doors?
- the location of all exit doors and escape routes?

Can all staff:

- recognise the smoke alarm?
- recognise the centre's fire alarm?

Can all exit doors be opened without keys or other devices?

Are all exit or escape routes clearly labelled?

Are all exit or escape routes free from obstruction?

Have you:

- checked and maintained the
 - fire alarms
 - smoke alarms
 - sprinkler system
 - security system
 - emergency lighting?
- fixed evacuation procedure signs?

Hazards and precautions

To reduce the risk of personal injury, centres need to be aware of potential hazards within their premises. Where these cannot be fixed, the Emergency Plan must aim to minimise their effects. Any hazards beyond the centre's control should be indicated in the Emergency Plan.

HAZARD IDENTIFICATION

A proven method of identifying hazards is to walk through all the rooms and other interior spaces, around the outside of the building and all parts of the site. The aim is to identify hazards which can be eliminated, and also hazards which cannot be fixed but must be avoided in an emergency.

The hazard identification survey should be done each year, when the Emergency Plan is updated. The assistance of a consultant, such as a registered structural engineer or architect may be needed. It is important to take time, consider the movement of adults and children in and around the premises, and try to imagine the problems which could be encountered in a variety of emergencies.

FIRE PRECAUTIONS

To minimise the risk of fire, centres should check:

Chimneys and flues

Chimneys in regular use should be cleaned each year to avoid the risk of fire. Danger signs include unusual warmth from the brick or concrete surrounding the chimney or steel flue, and smoke escaping from the side of the chimney. If these conditions are evident, the fireplace should not be used until the fault has been identified and corrected.

Open fires and heating appliances

All heating appliances, whether fuelled by coal, wood, electricity, gas, kerosene or oil, should be provided with a close-mesh fireguard securely fixed to the front. Hot ashes are best left to cool in a metal container with a lid, well clear of the premises. Electric heaters must be secured to the wall in a safe position. Portable heaters using flammable liquids or bottled gas should not be used.

Airing of clothing

It is dangerous to air clothing in front of an open fire, in a boiler room, or on an electric heater, night-store heater or radiator. The only safe methods are natural drying or the use of a specially designed drying room or clothes drier.

Electrical installations and appliances

Hazardous practices which may cause fire include the use of incorrect fuse wire; the connection of heaters, jugs or irons to lighting sockets instead of power points; the use of defective electrical equipment; tampering with electrical wiring and fittings; and overloading electrical outlets with appliances. Above-sink electric water heaters should be turned off at the wall switch at the end of the day. Electric switchboard rooms should not be used for storage, and unauthorised access should be prevented.

A fire resistant stand should be provided for small appliances such as irons and pie makers. Power points for appliances should have an indicator showing when the switch is on. Do not wind the power lead around the appliance while it is still hot.

Flammable materials

Flammable goods should be properly sorted. Discarded cleaning rags containing flammable materials should be kept away from other rubbish and disposed of separately. Spontaneous combustion can occur when flammable products are mixed or when cleaning rags containing linseed oil (often used to oil wooden blocks and toys) or turpentine are stored or discarded.

Rubbish

Rubbish should not be allowed to accumulate.

Temporary decorations, costumes

Paper and other flimsy materials used for decorations and costumes can easily catch fire. Keep them well clear of lights and heaters. Paper, plastic or celluloid decorations suspended from walls and ceilings can also be a serious fire risk.

Fireworks

Fireworks events, such as Guy Fawkes displays and the use of fireworks for special effects in stage shows, are hazardous. Special precautions must be taken.

Cigarette butts and matches

Cigarette butts and matches are a fire hazard. Centres are required to have a clear policy on smoking.

To minimise the risk of injury from earthquake, the centre should check the common hazards listed below.

Buildings

Many centres are in converted houses where internal walls may have been removed. The guidance of a registered structural engineer may be necessary to certify the structural strength and bracing of the building. To prevent the chimney falling through the ceiling, a protecting platform should be installed above the ceiling. Free-standing chimneys should be secured to the structure at regular intervals over their height. The bracing and fixing of ceilings should be checked. All suspended ceiling panel safety clips must be in place.

Water tanks at roof level should be securely fixed and braced both to any support platform and to the building structure. Hot water cylinders and ceiling water header tanks should be adequately secured and braced to the building structure.

Free-standing heating appliances and boilers must be adequately restrained and secured to the building structure. Light fittings should be checked for adequate fixing.

Heavy roofing materials such as concrete or clay tiles or slates must be securely tied to the supporting structure.

Large glazed areas, overhead glazing and parapets on masonry buildings are potential hazards to be avoided when determining escape routes.

EARTHQUAKE PRECAUTIONS

Furniture and equipment

In even a moderate earthquake, any item of unsecured furniture and equipment – as well as any item they contain – can become a projectile causing injury and damage.

All storage units, including wall cabinets, bookshelves (wall or free-standing), screens, shelving, cupboards, and other heavy furniture must be restrained and/or securely fixed to the building.

Pianos and other furniture on castors must be adequately fixed to the building, restrained by a chain, strap or rope, or placed in a secure fenced-off area within the room. Putting plastic or rubber cups under the castors, or fitting locking castors, is not enough, as furniture will slide in an earthquake.

All open shelving should have adjustable restraints on the face of the shelving to prevent objects being dislodged. Lips at the front edge of shelves are inadequate. Open shelving should not extend above door height. Where fittings are adjustable the shelf supports must prevent the shelves from sliding out of the fitting. Heavy books and items in shelving and cabinets should be stored at the bottom and securely restrained.

Cupboard doors should be fitted with substantial mechanical catches, which should be regularly checked to ensure they are correctly adjusted. Magnetic catches and some ball catches on cupboard doors are inadequate.

Fish tanks, storage bins, pet cages, etc. must be adequately restrained and/or fixed to the structure. Wall pictures and hangings should be fixed to the wall by screws rather than hanging from hooks. Plant pots, trays and hanging plants should be restrained to prevent sliding, swinging or falling. Ornaments and displays should be kept at low levels and securely restrained or fixed. Cots should also be adequately restrained or fixed to the structure.

All equipment such as a stove, refrigerator, dishwasher, television, filing cabinet, office desks, computer and wall-mounted heaters should be restrained and/or fixed to prevent saucepans and other cooking vessels falling off. Wall-mounted heaters must be fixed to walls by screws or bolts (hooks only are not adequate). Wall-mounted fire extinguishers must be on brackets with a removable strap or restraint (hooks are not adequate).

Storage

Any material stored above floor level, which could fall, and cause injury or block exits must be restrained – especially material stored above head level. Chemicals and cleaning equipment, whether at floor level or on shelves, must be restrained to prevent spillage.

Outside areas

All play structures, such as swings, slides and wendy houses, should be regularly checked to ensure they are securely restrained. Climbing blocks and frames, tyres and other moveable items should be placed where they cannot be thrown by earthquake force into escape routes and safe assembly areas.

Centres need to be aware of any potential hazards in the local area surrounding them which could affect the safety and escape routes from the centre in an emergency. Although it may not be possible to eliminate these hazards, they should be identified on the locality map and in the centre's Emergency Plan, along with procedures to minimise their effects.

Local hazards to look for are:

- busy roads nearby
- accidents involving motor vehicles
- nearby environmental hazards, including industrial areas; gas and fuel lines; petrol stations; floodways, streams, open drains and pools; large trees, poisonous plants; inadequate fencing; scrub and bush areas; toxic areas eg, previous timber treatment areas); aircraft flight paths
- areas prone to land movement or slips.

Centres close to industrial areas must be able to recognise and act upon local industry alarm signals.

Resources to be used specifically for emergencies should be assembled and stored in individual containers which are easy to carry (eg, backpacks). Resources should be stored in a safe place, readily accessible in an emergency, and be regularly checked. One person should be responsible for the initial and ongoing checking of these resources.

Emergency first aid

This comprises medical equipment and supplies appropriate to any emergency the centre is likely to encounter, and should include specialist medicines required by individual children and staff. This emergency first aid kit may include the centre's normal first aid supplies.

Emergency food

It is helpful if the centre can hold sufficient food to meet the needs of the children and staff at the centre for up to three days. The perishable contents should be replaced each term, perhaps distributing the old items to families or using in an end of term party. The food should include:

- canned foods – luncheon meat, ham, fish, fruits, fruit juices, vegetables
- dry foods – cereals, dehydrated vegetables, tea, coffee powder, milk powder, powdered fruit juice mixes, powdered soup mixes, salt, sugar, candy, biscuits
- cooking and eating equipment – can openers (manual), knives, pots, serving utensils, plastic eating utensils, cups, plates, bowls, serving trays, napkins, towels, camp stoves and fuel, matches or fire-lighters.

Emergency water

It is desirable for the centre to hold sufficient water for drinking and food preparation for up to three days. Additional water may be required for washing. Two-litre plastic bottles filled to the top with fresh water, with several drops of chlorine disinfectant added, should last for 12 months. Three litres all-purpose water per person per day, plus 2 litres drinking water per person per day is desirable.

Emergency equipment

The centre should include provision for emergency lighting, communication, child identification, hygiene and warmth. This could include:

- lighting – heavy-duty torches and lanterns with spare batteries, candles, matches, light sticks
- communication – battery-powered radios with spare batteries (car radios may also be operable), handbell or whistle, loud hailer
- child identification – indelible marking pen, pencil and paper
- hygiene – soap, toilet paper, paper towels, sanitary napkins, black plastic sheeting for screening sanitary facilities
- warmth – blankets, inflatable mattresses, foam rubber, plastic rubbish bags for rain protection
- equipment useful in an emergency (especially if the centre has outdoor facilities) – eg, tools, ropes, ladders, axes, spades, shovels, hoses, tarpaulins, window poles for stretchers and screen holders.

A key item is a battery-powered radio. This enables you to obtain information even when the centre has been evacuated. (A car radio could be an appropriate alternative).

**HAZARDS AND
PRECAUTIONS -
CHECKLIST**

Fire

Have you checked the list of common fire hazards and found solutions?

Earthquake

Have you:

- checked the list of common earthquake building hazards and found solutions?
- secured furniture and equipment against earthquake?
- restrained all stored items to prevent their breaking, spilling or falling in an earthquake?
- made all outside structures safe against an earthquake?

Other hazards

Have you identified on the premises map the hazards which cannot be fixed but must be avoided?

Have you identified potential hazards outside the centre's boundaries?

Have you taken steps to minimise the effect of these hazards?

**EMERGENCY
SURVIVAL KIT**

Emergency survival kit

Have you compiled your emergency first aid resource?

Are the survival resources readily accessible and easily carried in an emergency?

Have you included a battery powered radio?

Have you shown the location of the kit on the premises map?

Do all staff know where the kit is?

Have you designated a person to be responsible for the initial and ongoing checking of the contents of the kit?

Emergency drills

This section lists the procedures and drills for an emergency. There should be no major difference between the procedures followed in a practice drill and an actual emergency. The text therefore includes actions required in a real event.

When planning procedures and practising drills, bear in mind the staff/children ratio available. The postures, drills and actions must be realistic for the age and strength of the children. During all drills and actual emergencies, the person responsible and staff must be able to reassure children and each other so as to avoid fear and confusion.

Drills are a real part of a centre's education programme. If they are not practised, an actual emergency may cause unnecessary fear and stress.

EXPLANATIONS

Children, parents and staff should be informed about what may happen in a fire, earthquake or other emergency, and the likely effects on the centre. As many emergencies occur without warning, the person responsible should explain the importance of emergency drills.

Children need to be taught what to do when instructed to evacuate the building, and how to take cover if an earthquake occurs while they are inside the building. They should also be taught what to do if they are outside the building, or in a bus or car, when an emergency occurs.

COMMON DRILLS

The first part of this section describes actions which are common to most of the different types of emergencies.

Preparation

All staff, parents and visitors must be made familiar with the centre's emergency and evacuation procedures and drills. Drills for all the different types of emergencies must be practised at least once a term.

Drills log-book

A log-book should be kept which lists the dates and types of all drills, and the time taken to complete each evacuation. The log-book should also record any problems encountered, the remedial action to be taken, and when the remedial action was completed. If necessary, the Emergency Plan should be modified.

Emergency signals

The emergency signal should be instantly recognisable, such as an electronic siren, the continuous ringing of a handbell, three blasts on a whistle or calling by staff, "FIRE" or "EARTHQUAKE".

Know and be able to recognise the local civil defence emergency signals or how civil defence warnings are issued in the area. It is essential that, when the signal sounds or a warning is received, staff immediately tune into their local radio station and follow the civil defence advice given.

Telephone and radio

Practise using the telephone to reach the appropriate emergency contacts and emergency support organisations. Practise tuning the radio to local stations for advice from the civil defence, police and other emergency services.

Escape routes

All staff, other adults and, where practicable, children should be familiar with all the escape routes available to them, and should be made aware of any routes which could become unsafe in an emergency. Lifts should not be used during an evacuation, as they may be inoperable during a power failure, damaged in an earthquake or required by emergency services. If time permits, staff should ensure that children are adequately clothed and have shoes on before evacuation – particularly during cold or wet weather and after an earthquake.

The main escape route should be the shortest and safest route to a safe assembly area. Alternative escape routes should be included in the regular evacuation drill from time to time. Check at regular intervals that alternative escape routes are not blocked.

Evacuation

All evacuation procedures must be planned so that people spend as little time as possible in potential danger spots (these may vary according to the hazard – fire, earthquake, flood, tsunami etc). Staff and children should evacuate the building in an orderly manner by the shortest and safest escape route, moving singly or in small groups.

For the evacuation of babies, centres with nurseries must establish procedures which are realistic in relation to staff/child ratios. Blankets may be used to wrap and carry two or more babies.

During drills, staff should practise carrying injured people to the safe assembly area, practise the evacuation of children and adults with disabilities, and the collection and use of any special rescue equipment.

All nurseries, toilets and other spaces which could be occupied, especially by a child, must be checked to ensure that no one remains in the building. Except in the case of bomb drills all doors should be closed after rooms and other spaces have been checked and evacuated.

Procedures for taking care of centre pets should be determined and practised.

Appliances and services

Staff should know where and how to turn off (or on) all appliances and electricity, gas, fuel and water supplies. If time permits, staff should turn these off before leaving the premises.

Do not turn off water mains which supply fire-fighting equipment.

Emergency survival kit

Staff should know the location of the emergency survival kit. During drills, staff should take the kit to the safe assembly area.

Registers and roll call

Staff are responsible for collecting the centre's attendance registers, which must record the day's absentees, and for taking them to the safe assembly area.

At the safe assembly area, children should be checked against the attendance register. A check should also be made to ensure that all staff, and others such as parents and visitors are present. The person responsible should establish how many children, staff and others, if any, are still in the building.

Each child at the assembly area should be given an identification showing his or her name, address and age. (Use tie-on rather than sticky labels, which come off easily.)

Related drills

Establish and practise drills for other emergency situations, such as:

- when children and staff are outside the centre's building
- moving to emergency shelter or emergency accommodation
- moving to the local civil defence centre
- the re-occupation of buildings
- contacting parents and emergency custodians
- when travelling in a bus or car
- locating missing children
- emergencies arising from local hazards outside the premises.

Emergency contacts

Practise contacting the:

- civil defence staff
- local civil defence centre
- police
- fire service
- hospital
- licensee
- other tenants or neighbours
- centre's pre-arranged community assistance.

Plan review

All drills and procedures must be monitored during the practice and reviewed afterwards. The centre's Emergency Plan should be revised if necessary.

UNIQUE DRILLS

This part describes features of extra drills unique to a particular type of emergency.

Fire

With any fire in a centre, the first priority is to evacuate the building.

Where a centre is required to have a fire evacuation scheme approved by the fire service, centres are required to advise the local fire service when doing a fire evacuation drill.

Emergency Signal

Staff should give the agreed alarm signal (e.g. call “FIRE”; blow a whistle; or activate the fire alarm).

If a centre’s electric fire alarm is not connected directly to the fire service then, in the event of a fire, centres must contact the fire service as well as operating the centre’s fire alarm.

If a fire alarm connected to the local fire service (as in a school, hospital or commercial building) is used in a fire drill, the fire service should be notified in advance of the drill. The fire alarm maintenance contractor should also be notified in advance.

Evacuation

When the instruction to evacuate is given, everyone must leave the building as quickly as possible by the safest route and proceed to the agreed safe assembly area.

Major fire

Centres in urban or industrial areas, where major fires could occur nearby, must be prepared to follow the advice of the fire service or police. The centre’s Emergency Plan should provide for this possibility. Provisions could include evacuating the centre to emergency shelter or emergency accommodation, or contacting parents or emergency custodians to collect children.

Earthquake

During an earthquake, the best option is to take cover within the building.

Emergency signal

Staff should call “EARTHQUAKE” to signal the beginning of an earthquake drill.

After the signal

If a sturdy desk or table is near and available, children should take cover under it and hold onto its legs. If the desk or table moves, move with it. If cover is not available children should drop to their knees, away from windows and preferably in a marked area. They should adopt the “turtle position”: keep knees together; clasp both hands firmly behind their heads; bury their faces in their arms, protecting their heads; close their eyes tightly; and stay in this position until it is safe to move. In an earthquake this may be several minutes (and may seem far longer).

If children and staff cannot move away from windows, they should turn away from the glass to minimise injuries from broken glass.

Staff should brace themselves in an open doorway. This way they can observe two separate areas and supervise the children.

Remain in place

Everyone should remain in the building until the shaking has stopped and the “All Clear” is given by the person responsible. Staff and children should resist the urge to escape from the building. Falling debris is responsible for most earthquake casualties. Usually, less debris and glass will fall inside the building than outside.

Evacuation of building

If the drill includes the signal to evacuate the building, everyone should go by the safest escape route to the agreed safe assembly area. Keep well clear of overhead power lines, banks, or other objects or structures which may fall.

If outside the building

In a drill simulating an earthquake when staff and children are outside the building, staff should give the alarm "EARTHQUAKE". If all children are clear of the building and of other hazards which might fall on them, the drill should have them sit down at once. If they are in a potential hazard area, staff should assist children and others to the safe assembly area. They should then sit down until the "All Clear" is given.

Earthquake/fire

When planning and practising drills, staff should bear in mind that there is a risk of fire during and after an earthquake. This could result from breaking of gas pipes, electrical wiring, or dislodged heaters, stoves, open fires, chimneys, etc.

Earthquake/tsunami

Centres near the beach should practise combined earthquake/tsunami drills.

Tsunami

Give the alarm "TSUNAMI", evacuate the centre and move to high ground (35 metres above sea level, or one kilometre inland). Avoid beaches, streams and rivers that flow into the sea. Identify escape routes and safe assembly areas in advance.

Storm

Give the alarm "STORM". Keep everyone indoors and away from the windows or outside doors. Move to the strongest part of the building. To reduce the chance of the roof lifting, open windows on the side that is sheltered from the wind.

In this drill, identify loose items, such as rubbish bins, outdoor furniture, play equipment, or anything else that could be carried by the wind. In an actual emergency these items should be stored or secured if there is time. Tape should be stuck across large windows to prevent glass scattering if the windows are broken. Drawing curtains across the windows will also reduce damage and danger of the windows that do fail.

If storm-force winds or cyclones are forecast, it is important to follow any warning and instructions given on the local radio station.

In an electrical storm, note the location of metal and electrical fixtures, and TV and radio aerials, as these may act as lightning conductors. If outside, keep clear of trees and power lines.

Flood

If the centre is located in an area where flooding could occur (from heavy rain, local streams or a major river), be prepared to act on any warning and to follow instructions given on the local radio station.

All valuables and any chemicals and other possible pollutants should be stored as high as possible above the floor level.

Give the alarm "FLOOD". If it becomes necessary to leave the building, follow the evacuation drill.

Landslip

If there have been signs of land movement on or near the premises, the person responsible may decide to hold landslip drills. In the event of a spontaneous landslip, eg, after heavy rain, there will be little or no warning.

Give the alarm "LANDSLIP". Staff and children should take cover beneath solid furniture, such as a table, which will protect them from falling debris and provide and air supply if the room is buried under soil, clay or rubble. Do not move outside the building until the person responsible has given the signal.

If outside, move out of the likely path of the slip. Keep clear of banks, trees, power poles and overhead power lines.

Volcanic activity

It is unlikely that a volcanic eruption will occur without extended warning. Centres in volcanic regions should consult local civil defence staff on appropriate drills for this hazard. If there are signs of a volcanic eruption, the centre should follow any warning and instructions given on the local radio station.

Chemical spillage and industrial accident

The transportation, use and storage of chemicals present a hazard which could easily create an emergency.

The appropriate action to be taken in an industrial accident will depend on the kinds of industry in the area. Centres near industrial sites should liaise with these industries. Learn the local industry alarm signals by contacting the industry or civil defence for advice on suitable actions and drills. Centres should establish an alarm signal appropriate to the type of emergency that could occur in their area, eg, "INDUSTRY ACCIDENT", and follow the advice obtained. Some of these procedures may need to be established and practised as drills.

EMERGENCY DRILLS – CHECKLIST

Have you designed emergency drill procedures for each type of emergency that may occur at you centre?

Common Drills

Have you planned for drills, each term, for each of the different types of emergencies that may occur at your centre?

Do you have a drills logbook, and know how to use it?

Do you have an emergency signal for each of the main types of emergency?

Are all staff familiar with all the escape routes?

Do all staff know where and how to turn off appliances and services?

Do all staff know where the emergency survival kit is?

Have you established a procedure for the prompt evacuation of babies, the youngest children and people with disabilities?

Unique Drills

Have you confirmed the need for a fire evacuation scheme for your centre?

Do all staff and children know the signal for and what to do in an earthquake?

If tsunami is a potential threat to your centre have you identified a safe path to high ground?

If flood is a hazard to your centre have you identified a safe evacuation route?

Have you checked out any local industrial hazards?

Have you taken appropriate steps concerning drills in the event of other local hazards (eg, landslip, volcano)?

Recovery procedures

Recovery begins at the same time as response. This section covers procedures to be followed after the building or site have been evacuated in an emergency, and which lead on to the resumption of the centre's work. To assist a centre to recover as quickly and smoothly as possible, it is important that the licensee advise the centre of the recovery procedures to be followed after an emergency. This section describes a recovery process which may be used as the basis for the centre's recovery procedures, which should be included in the Emergency Plan.

The actions to be taken after an evacuation, in order of priority, are:

- meet at a safe assembly area
- roll call to determine who is present or missing
- administer first aid to any injured person
- rescue missing or trapped people if possible
- reassure children and staff
- listen to radio for advice
- contact the centre's pre-arranged community assistance
- decide whether to
 - re-occupy the buildings or site
 - move to emergency shelter or emergency accommodation
 - contact civil defence.

Reoccupation of Building?

The person responsible should assess the damage to buildings by checking the exterior of the building. If the evacuation was in response to an earthquake, check for the following potential hazards:

- obvious cracks in walls
- dislodged furniture or fittings which could fall in after-shocks
- leaks in gas and water pipes
- breaks and/or blockages in sewerage drains and fittings
- breaks in electrical wires (which can cause fires)
- spillage or insecure storage of hazardous goods, such as cleaning chemicals
- areas of shattered glass
- fires which have not been completely extinguished.

Where a building is obviously badly damaged it should not be re-entered.

Before the centre's premises are re-occupied the structural safety of the buildings for re-occupation should be certified by a qualified professional, such as a registered engineer or architect. In a major emergency this certification would be organised by civil defence or the territorial authority. However, the licensee may also require certification by their own engineer or consultant. The procedure and funding arrangements for this should be pre-arranged with the licensee and included in the Emergency Plan.

If the evacuation was in response to flooding, the premises should not be re-occupied until they have been inspected by the territorial authority and certified as safe for re-occupation. Where floods are a danger, the licensee should make prior arrangements for hygiene inspections following a flood, and this information should be included in the Emergency Plan.

In deciding whether to re-occupy the buildings or move to emergency shelter or emergency accommodation, the following advantages of the centre should be considered:

- familiarity and security of the centre to staff and children
- purpose-built facilities
- less physical exertion in relocating
- readily available emergency survival kit
- community support
- known address for parents or emergency custodians to collect children.

Move to emergency shelter or emergency accommodation?

If the person responsible decides to move the staff and children to the emergency shelter or emergency accommodation, the actions to be taken, in order of priority, are:

- assemble and identify the children
- ensure all children and staff are adequately clothed and have footwear
- collect from the centre the
 - registers of personnel
 - emergency plan folder
 - emergency survival kit
- if possible turn off appliances and services (if not already done), and secure the building
- place a clear note in a window close to the entrance, advising of the centre's destination for any parents or emergency custodians arriving later
- if not done already, contact the centre's pre-arranged community assistance.

Contact civil defence?

If the person responsible decides that the centre's needs cannot be met from its own resources or by its pre-arranged community assistance, the local civil defence centre should be contacted for help.

Water

Water is precious in an emergency and should be conserved. Sources of water in a centre include:

- emergency water kit
- tanks of roof water
- header tanks, eg, in ceiling spaces
- hot water cylinders
- toilet cisterns (if not contaminated by additives).

Water mains should be turned off to prevent water loss from damaged pipes. But never turn off the water mains which supply fire-fighting equipment.

Toilets, wash-basins, sinks, baths and showers should not be used or flushed as sewage drains may be blocked, causing sewage to overflow back through the gully traps or toilet pans.

Releasing children

The person responsible or the staff remain responsible for the children, until they are collected by a parent or emergency custodian. Keep accurate records of each child's names and the name of the authorised person who collects them. Children must never be left to find their own way home, even if it is close by.

Advice as to whether it is safe to travel on certain roads will be given by civil defence or police on the local radio station.

Any emergency places extra stresses on those immediately affected. It is in the interests of the licensee to provide all necessary support, which might take the form of additional staff, authorisation to purchase cleaning services and additional resources, or trauma counselling and emotional support for staff, children and parents.

The licensee should also ensure that staff, parents and the community (particularly those involved with the centre) are invited to participate in the recovery process. This could include consultation and involvement in the decision-making, cleaning up and decisions on the repair or replacement of accommodation.

A committee bringing together the licensee, person responsible, staff, parents and the community may be helpful:

- for consultation and decision-making;
- to delegate tasks and share the workload;
- to liaise with the centre's pre-arranged community support;
- to ensure the administrative tasks are carried out, ie.
 - filling in forms
 - notifying the licensing and funding agency
 - paying bills
 - arranging meetings
 - liaising with the media.

Emergency contacts who should be notified after the immediate danger has passed, may include the:

- licensee
- centre's management or chairperson
- owner of the premises
- fire service
- civil defence
- police

IMMEDIATE ACTIONS

- centre's security firm
- centre's insurers or loss adjusters
- licensee's structural engineer, architect or health inspector
- centre's pre-arranged community support
- centre's tradespeople eg, builder, glazier, plumber, electrician
- centre's trauma counsellor
- the early childhood licensing and funding agency (MoE)
- the territorial authority.

The licensee or person responsible should liaise with the above about re-entry of centre personnel to the premises.

EMOTIONAL SUPPORT

It is important to be aware of the symptoms of anxiety, and to be sensitive to the emotional needs of the staff, children and parents, resulting from the emergency. It will have to be decided whether trauma counselling is necessary, who needs it and when it is to be provided.

KEEPING PEOPLE INFORMED

The licensee, person responsible or emergency recovery committee should ensure that everyone affected by the emergency is kept fully informed of the progress being made in recovery. Information could include whether the existing premises are to be re-opened, alternative accommodation provided, or the centre closed, the centre's recovery programme; and if, when and where sessions will re-commence. This information could be conveyed by newsletter, telephone, local newspaper, local radio stations, community noticeboard and/or community meeting.

A community meeting could be useful to thank the centre's pre-arranged community assistance, the wider community and the emergency services for their help during the emergency; to keep the community informed of progress; and to request assistance for cleaning up, donations of money, furniture, equipment and other resources, and voluntary labour for repairs and re-building.

CLEANING UP

After investigations have been completed but before incurring costs in cleaning up, it is necessary to establish who will fund the work. Volunteers, local community groups and parents may be able to assist the centre and staff in the cleaning up.

RESOURCE REPLACEMENT

The centre's inventory of furniture and equipment (a copy should be kept off-site) should be used to determine the items destroyed or damaged. If the centre's inventory has been destroyed, a visit to another centre of similar size and type may help to establish lists for insurance claims and for replacement of items.

Decisions may have to be made about the furniture, equipment and other resources required to replace those lost in the emergency. This is an opportunity for the centre to re-assess its needs and purchase similar or different items. In this situation, centres should seek professional advice from ECDU, the licensee or consultants.

ALTERNATIVE ACCOMMODATION

Where a centre is not suitable for immediate recommencement of sessions, the licensee's recovery procedures must make provision for suitable alternative accommodation. This may be temporary, in nearby centres or schools, local community or church halls, private houses, or a new centre may have to be built.

Where the transfer to another centre is being considered, it may be necessary to ensure that the influx of extra children and staff do not jeopardise the host centre's health and safety standards.

Where the transfer to accommodation not specifically designed for early childhood use is being considered, the licensee must liaise with the early childhood licensing authority and the territorial authority to ensure compliance with statutory requirements.

After any emergency (large or small), it is essential to assess and review emergency procedures and drills, and update the centre's Emergency Plan where necessary.

REVIEW OF EMERGENCY PLAN

RECOVERY PROCEDURES – CHECKLIST

Immediate Actions

Have you listed:

- the actions required immediately after an emergency?
- criteria for deciding whether to re-occupy the building?
- the potential building hazards to be checked before re-occupation after an earthquake?
- the procedures for moving to emergency shelter or emergency accommodation?

Later Actions

Have you established procedures to be followed and the personnel to be involved in the centre's recovery after an emergency?

Do the procedures provide for the establishment of an emergency recovery committee?

Do the procedures include criteria for determining the need for, and engaging, a trauma counsellor?

Have arrangements been made for tradespeople to be contacted in an emergency?

Do you know the centre's building and contents insurer?

Do you have an up-to-date inventory of the centre's furniture and equipment?

Is a copy kept off-site?

Do the person responsible and staff know their roles in the centre's recovery process?

Other emergency procedures

For most people, whether child or adult, being confronted with violence, and the real possibility of assault on oneself, can be very frightening. This fear is heightened with the added threat of firearms or where there is a bomb threat.

The chances of some of these incidents happening, like other emergencies, is only small, but procedures to protect all concerned should still be established.

The first priority in any incident is the safety of the children, staff and adults present.

The purpose of all the following procedures is to control the situation until the police arrive.

If a child is missing, the following actions are essential.

While contacting the police:

- make a thorough search of the premises, including every space into which a child could have crawled
- ask everyone present (staff, children, parents, visitors) if they have seen the child (as children's perceptions are different from those of adults
- their statements should be treated with caution);and
- contact the parent or caregiver, as they may have collected the missing child without informing the staff.

After contacting the police:

- someone should remain by the telephone to liaise with the police until they arrive
- the police will search the premises again
- the police may ask a staff member to accompany them on an area patrol to search for the child beyond the premises
- information the police are likely to require includes when and where the child was last seen, the child's emotional state (were they upset because of family strife etc?) and whether there is any custody dispute involving the child.

Centre records

Because of the possibility of incidents involving children of estranged parents, the centre records should include not only the names of people authorised to take the child, but also the names of people who are not authorised to take the child.

If there is a custody or non-molestation order against a parent or caregiver:

- the licensee/person responsible should have a copy of the order, and
- if an incident involving a person named on the order occurs, the licensee/person responsible should show it to the police on their arrival.

MISSING CHILD

CRIMINAL ACTS

Actions to be taken

If any person who is not authorised to collect a child comes to take the child, the person responsible should not release the child, and direct the person to the child's parent or caregiver. Do not give a direct "no": if staff members resist an unauthorised person taking a child, violence and assault could result to children, staff or other people. If the person takes the child and forces their way out of the premises, the person responsible should follow the procedures listed under Assault below, whether or not an assault occurs.

Assault

Three situations should be planned for:

If the offender is present:

- separate the offender from the children and staff
- contact the police (offenders, if parents will usually accept calling the police)
- give first aid if necessary.

If the offender holds a child or staff member and threatens staff and children:

- keep children and staff calm
- do what you are told by the offender
- try to remember as much as possible of the incident for the police.

If there has been an assault and the offender has left:

- give first aid if necessary
- contact the police (who will want to know what happened, where, who was involved, and a description of the offender, including what they looked like and the make, colour and registration number of their vehicle)
- wait for the police to arrive
- try to get any witnesses to remain (if they have to leave, write down their name and contact address and telephone number).

Kidnapping

Kidnapping could occur if an unauthorised person forcibly takes a child and/or staff member or parent from the centre. Kidnapping could also occur if a child is lured away from the premises by someone such as a possible child abuser.

The response of the person responsible, staff and parents is as for Assault above.

Firearm threats

Firearm threats could occur in situations like those described in Kidnapping above.

Two situations should be planned for.

If the threat is made at the centre:

- keep children and adults calm
- do what you are told by the person with the firearm
- try to remember as much as possible of the incident for the police.

If the threat is made outside the centre, as in an unarmed incident on the street outside or nearby:

- move everyone to the furthest inside point away from the incident
- shut and lock all windows and doors, taking care not to expose oneself to danger while doing so
- do not expose oneself or anyone else to danger
- contact the police, even if the police can be seen at the incident outside
- information the police are likely to require includes the location of the centre (police may not know of its existence, eg in a commercial building), the numbers of people (children and adults) at the centre; and the situation in the centre
- where people are, their emotional state, the length of time they can remain without outside assistance (eg food, drink, medical aid), and the centre's entry and exit points.

Bomb threats

Most bomb threats turn out to be false and the chances of finding a live bomb are slight. However, any bomb threat must be taken seriously. Again, two situations should be planned for:

- when a parent or caregiver is not allowed to take a child from the centre
- when a person has a grudge against a centre.

For these threats there are specific procedures to follow. The police provide a Bomb Threat Checklist which should be displayed by every telephone.

Action on receiving a bomb threat by telephone

If a bomb threat is made by telephone, the procedures listed below must be followed:

- remain calm
- keep the caller talking, listen and be courteous
- obtain as much information as possible
- fill out the Bomb Threat Checklist with as much detail of the conversation as possible
- immediately inform the person responsible and provide a report on the caller and the conversation.

The person responsible must:

- inform the police
- consider the evacuation of the premises (this decision may be made in consultation with the police)
- make a search of the premises for anything unusual, taking care not to touch anything suspicious
- advise the police of the search result.

Note that:

- the police do not search the premises, as they do not know what the usual contents of the centre are
- the police do not take responsibility for decisions which may affect the centre's premises, or to evacuate or re-occupy the centre, although they will provide guidance in making these decisions
- the police will decide on the next action, which may be to call out explosives experts from the Occupational Safety and Health services of the Department of Labour or from the New Zealand Defence Force, or determining there is no threat
- the person responsible will then decide (in consultation with the police) whether or not to reoccupy the premises, if evacuated.

Evacuation procedures

The evacuation procedures are the same as for evacuation during a fire except when leaving the rooms and buildings:

- do not touch or pick up any item, such as clothing or bags, as bombs may be triggered by movement or time
- do not use cellphones or portable radios which are transmitters (eg, children's walkie/talkie sets), as these could trigger a radio-controlled bomb
- wherever possible leave windows and doors open, to facilitate searching and reduce the effect of any explosion.

Letter or Parcel Bombs

Everyone, but especially those dealing with mail, should know the warning signs of potentially dangerous envelopes and packages from whatever source. They should also know the procedures to follow in dealing with such envelopes and packages.

The New Zealand Police Mail Bomb Recognition Points Sheet on the back of the Bomb Threat Checklist describes how to recognise and deal with potentially dangerous mail.

EXPLOSION

An explosion could be caused by a variety of events, including an electrical fault, ignition of leaking gas or a bomb.

If an explosion occurs:

- remain calm
- where possible move everybody clear of the area where the explosion occurred
- contact the fire service
- contact the police, if it is suspected that the explosion was caused by a bomb
- give first aid (note that an explosion could result in injuries, such as extensive cuts from glass, flash burns and lung injuries from the force of the explosion, which require special first-aid skills)
- evacuate the premises if necessary.