

# **HAWKE'S BAY & GISBORNE CARE FACILITIES EMERGENCY PLANNING GUIDE**



**A Workbook for Emergency Planning at Early  
Childhood Centres, Schools and Rest Homes**

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## Introduction

### Purpose of this guide

On-going requests to Hawke's Bay and Gisborne Civil Defence and Emergency Management Officers for comprehensive emergency planning material have led to the development of this guide. Whether you are running an Early Childhood Centre, a school, or a rest home, this planning guide aims to help you through the minefield of legal and contractual requirements for emergency planning.

Developing an emergency plan based on the tasks described in this Guide will help you meet the typical requirements of funding and auditing agencies. You will, of course, need to check whether additional requirements apply in your case.

### Hazards in Hawke's Bay and the East Coast

History and research confirm that both Hawke's Bay and Gisborne are exposed to a number of significant hazards. We live in one of New Zealand's most earthquake-prone regions, with 22 known active faults and folds criss-crossing the land. We are exposed to large subduction thrust earthquakes on the Australian and Pacific tectonic plates. As the plates move, this can generate high levels of shaking and cause significant changes in ground levels.

We are at risk from volcanic ash from eruptions on the Central Plateau and from tsunamis generated by either earthquakes or submarine landslides. Flooding has been a cause of significant community disruption and economic loss in the past and, despite flood control systems and warning system, extreme weather conditions could cause problems again.

And there are the day-to-day risks associated with living a technologically advanced society - failures in the supply of electricity, gas, water, communication networks, hazardous chemical spills, and so on.

In these circumstances, it makes sense to plan for emergencies and such planning is a statutory requirement for many organisations – especially those with day-to-day responsibility for the lives of the young, the elderly or the infirm.

An emergency plan serves a specific purpose – ensuring an organisation can cope with emergency situations and respond in a way that keeps people safe and protects them from harm. But there is also another important purpose - protecting your organisations' assets and business continuance long term. Long after the immediate risks have been satisfactorily overcome, you still want to be in business and offer a high quality of safe service to your clients.

### Legal requirements

In addition to the statutory responsibilities, which are included in the Appendix to this document, contractual obligations will dictate the level of emergency planning you must undertake. Please refer to the Appendix for the relevant legislation governing your institution.

### Request for Feedback

This is a generic planning tool for specific types of organisations. We welcome your feedback on the contents and advice on any areas which require more work, or details which you consider necessary but are missing. This guide can be updated from time to time so feedback is useful. Contact the Civil Defence Officer at your local council.



## Planning Steps

This section takes you through the basic steps to developing a plan. There is also a checklist at the end of this section (*page 35*) to help you write an emergency plan and develop procedures. When you have read the steps and are putting a plan together, use this checklist to make sure you have covered all sections. Display the checklist so that all staff and helpers can see it. Fill it in and date the completion of each task. Some of the steps may be worked through simultaneously.

### 1. Getting started...

Everyone wants to survive the next disaster. They also want to know how they can have some control over their safety. You can use that self-interest and allow everyone in your organisation to contribute to the process of developing and implementing your site's emergency plan. Not everyone can be involved in the planning team but extra people should be used throughout the drafting, review and long-term maintenance activities.

Everyone **must** be involved in training, regular drills and briefings on safety procedures in an emergency. By including others, the ownership and responsibilities can be shared ensuring more people contribute to making sure that your plan will work when needed.

#### Rest Homes

There is a planning template available especially for Rest Homes, which will be useful to obtain before you start your planning. **See details on Page 28.**

#### 1.1 Appointing a planning team

First things first! The number of people needed on the planning team will vary depending on the size of your organisation. It is best to have at least two people but in many cases up to five may be necessary. If you get more than five, it may become a rather unwieldy, with the team losing focus. The planning team should comprise a mix of levels of management and areas of responsibility. This way you get the best spread of input to the plan.

One suggestion is to call for volunteers to join the planning team. Be sure that you can give people an indication of the possible time commitment and that they have their managers' approval. It is better, were possible, to get people who want to do the job.

#### 1.2 Appointing the project co-ordinator

Ideally the project co-ordinator will be a person who is accountable under legislation. At the very least it should be a manager who can cut across any red tape and get the job done. Some aspects of the planning process may be complex and carry financial implications. The project co-ordinator must be able to explain issues to senior management and win their support and commitment. This person will be responsible for establishing milestones and keeping the project on track.

#### 1.3 Appointing a lead writer

It is important to appoint one person to lead the writing of the plan. That is not to say that everyone can't have his or her say on the wording, but one person needs to make sure it gets done. It helps if this person is used to writing documents but in a lot of cases they just won't exist in the organisation. Consider roping someone in to do the job. You may have a parent or family member who is good at this kind of thing. If this is the case, the planning team will gather most of the material together and the writer will compile it into a user-friendly format. **See page 28 for possible formats for your emergency plan.**

## 1.4 Identifying core functions

Emergency planning requires you to go back to the basics in identifying your organisation's core functions and responsibilities. Your responsibility is to plan to overcome emergency situations and keep the organisation on track in delivering its primary service, even though initially that may be on a somewhat reduced level from normal.

In the care industry you may offer educational, social, sporting or entertainment programmes – all of which help differentiate your service from that of your competitors and make the daily life of those in care more rewarding. During an emergency, however, you must concentrate on your organisation's core responsibilities. If you don't succeed, you run the risk of your business not surviving the emergency. If your planning proves inadequate and/or your organisation takes too long recovering, your reputation will suffer and your business may fold.

What are your core functions? Decide on these. Review legal and contractual obligations. Check whether your core business is already described or defined in your charter.

## 1.5 Reviewing existing material

Gather together all the emergency plans, procedures, planning guides, evacuation information and other related bits and pieces you have accumulated over the years. Spread this material out on a table in front of the planning team and have a good look through it all. Decide what will be useful to you in working through the rest of the planning process. Set the good information to one side. Put the rest of it in a box and tape it up - write on it "obsolete emergency planning files" – and set aside.

Go through the 'good' information – the material you believe is relevant - attaching *Post-it* notes flagging the useful sections, and noting the part of the process you think it relates to, together with a one or two word description of the content on the note.

## 1.6 Understanding Emergency Management

The aim of civil defence and emergency management in New Zealand is to ensure we have **resilient** communities. These are communities that are better prepared to deal with, respond to and recover from disasters when they occur.

There are 4 R's to **Resilience**:

1. **Reduction** - Identifying and analysing long-term risks to human life and property from natural or man-made hazards; taking steps to eliminate these risks where practicable and, where not, reducing the likelihood and the magnitude of their impact.
2. **Readiness** - Developing operations systems and capabilities before an emergency happens.
3. **Response** - Actions taken immediately before, during or directly after an emergency, to save lives and property, as well as help communities to recover.
4. **Recovery** - Activities beginning after initial impact has been stabilised and extending until the community's capacity for self-help has been restored.

These are elements you need to cover in your emergency planning . This guide will walk your organisation through what you need to be prepared.

## 2. What needs to be done about hazards?

A hazard can be defined as any activity, arrangement, event, occurrence, process, situation or substance (whether arising or caused outside or within a place of work) which is an actual or potential cause or source of harm.

Ideally, this section would cover all the steps associated with a hazard management programme. That however is a project in its own right! You should seek advice on developing systematic hazard identification and management programmes for your organisation if one isn't already in place. It should be the cornerstone of ensuring yours is a safe workplace. If you need further assistance OSH will provide guidance on this process.

We suggest you look at the first four pages of the Basic Steps in Hazard Management available through the OSH website: <http://www.osh.govt.nz/order/catalogue/167.shtml>. A Hazard Identification sheet is included which you should use as part of ongoing hazard identification.

### **As a result of a systematic hazard management programme you should have:**

- A list of the hazards in the outside environment and in the workplace in each work area
- Evidence of elimination, isolation or minimisation of the hazards
- A plan of action to address identified hazards
- An understanding of the Health and Safety requirements.

And remember when you are reviewing your organisation's physical hazards – don't overlook the neighbourhood in which you are situated! Consider:

- Other buildings, equipment, installations
- Sites up to two kilometres away (factories, airports, ports etc)
- Venues you use regularly but which are away from your main site
- Underground hazards (drains, tunnels, cables)
- Ground-level hazards (buildings, installations, roadways)
- Above ground hazards (flight paths, airborne fumes)
- Your grounds and immediate surroundings
- Seasonal hazards (horticultural spraying)
- Residential and industrial hazards
- Transport hazards (road, rail, air and marine)

Websites which can help identify some of the major hazards are:

<http://www.hbrc.govt.nz>

<http://www.gdc.govt.nz/civil/civil.html>

<http://www.civildefence.govt.nz>

## **2.1 The consequences of hazards**

As you review the hazard assessment process already undertaken, take time to re-run some “what if” scenarios.

This may mean ensuring you have procedures that address:

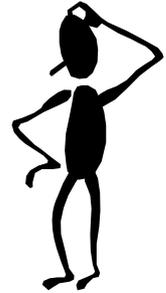
- Temporary closure of the facility - is it safe/appropriate to send students/staff home?
- Relocation and on-going care for your charges – the very young, elderly, infirm
- Extended or increased occupation of your site – what are the implications of keeping your charges beyond normal hours; or the use of your site as either a Civil Defence or welfare centre, if your site is designated?
- Loss of services – what will be the on-going effects of losing all or some services - electricity, water, sewerage, telephones?
- Communication - with emergency services, families, staff, etc
- Media issues - has a single spokesperson been identified for your organisation? Are they able to be well-informed and are they comfortable with their role?
- Post-event issues – what physical and psychological health effects might you have to prepare for?

### 3. Collecting the data for your plan

Before you start writing your emergency plan, think first about the information you will need and the manner in which you will need to organise it. A computer-based system is the most practical long-term. Also think about the software that you will use to gather and record information. Make sure that the project's end result is not going to be hampered by incompatible software.

#### 3.1 Detailed information about people

Collecting information about people can be a major task. However provided the systems are in place to record and make updates as necessary, it should be quite straightforward.



1. Decide what information you need to collect. Section 6 of the Privacy Act 1993 states that:

*Personal information shall not be collected by any agency unless--*

- (a) *The information is collected for a lawful purpose connected with a function or activity of the agency; and*
- (b) *The collection of the information is necessary for that purpose*

This guide cannot fully describe what sort of information you should collect about people, but from an emergency management perspective, there is some information that will be necessary to have recorded for people in your care -

- Full name (and any AKA's - pseudonyms or pet names they may answer to)
- Normal residential address (if they do not reside at your organisation)
- Next of kin name and contact details including work and home phone numbers and addresses
- List of people authorised to collect the person from your facility
- Special needs - any medical conditions, medications
- Age/date of birth
- Physical description - height, eye colour, hair colour, skin tone, identifying marks, scars, tattoos etc.
- Ethnicity.

2. Have recent photos on file where possible. Pictures stored on computer are easily transmitted to emergency services or printed if required for a missing person search.

3. Custody and non-molestation orders held against a parent or caregiver should be attached to the personal file of the person they concern. These should be able to be produced for Police if necessary.

4. When storing this type of information, you need to be sure that you will be able to get it out of your system in a form that will be useful during an emergency. Consider a situation where one of your charges goes missing. How easily could you provide Police with a description of the person they will be looking for?

Note that you are responsible for the secure storage of such information and you must not to allow it to be used for a purpose other than that for which it has been collected. Decide on an appropriate location for holding a hard copy of this information – so that it is easy to pick up when an evacuation is called, but where it is protected from unauthorised access.

### 3.2 Contact information

Contact information is needed for the people and organisations you deal with on a regular basis and that you may need to call upon in an emergency. Make up a list that includes contact name, organisation, and all 24-hour contact details (phone, mobiles, home phone).

Your list may include:

- Manager/owner/principal
- Staff
- Health professionals - public health officer, doctor, coroner etc
- Tradespeople - builder, plumber, electrician, glassier etc
- Insurance company
- Emergency services (for non-emergency calls), Fire, Police, Ambulance
- Security firm
- Contacts for outside venues you regularly use – recreation centres, clubs – and transport providers you use to get people there.
- Neighbours who have offered to help in an emergency.

### 3.3 Visitor information

In an emergency when you have to evacuate a building you need to know what visitors are on the premises – relatives of your charges, tradespeople. Consider ways you can track this depending on the size and extent of your buildings. A visitor's book at the front desk or visitors' permits can be a solution particularly in larger buildings.

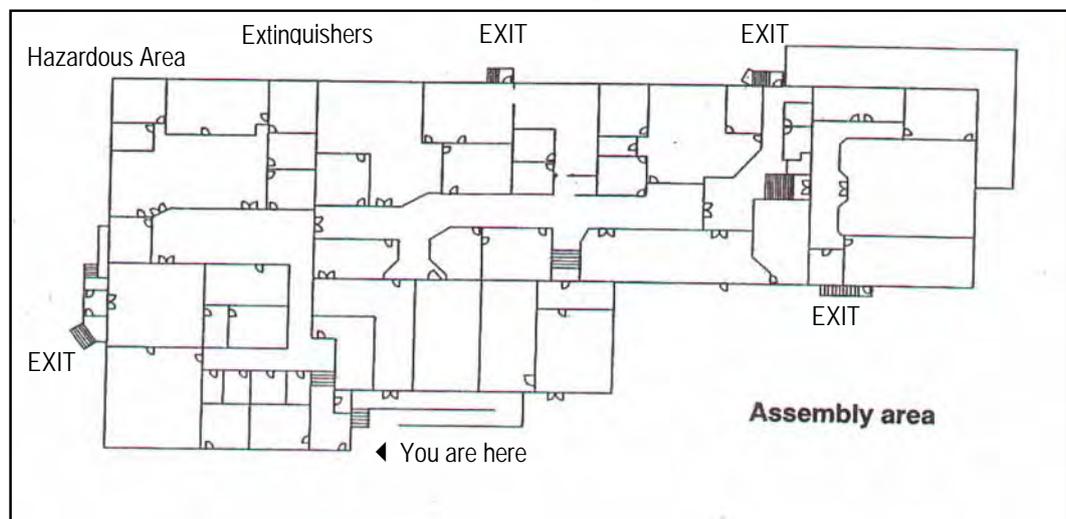
Staff also need to be aware that they will need to give guidance to these visitor on safety in an earthquake or evacuation in a fire or other emergency.

### 3.4 Site plans

A good site plan makes it easy for everyone to find exits, services, and assembly areas. Wherever possible, site plans should be drawn up professionally. There is nothing worse than spending valuable time trying to make sense of a poorly sketched plan layout. And, depending on the size of your organisation, several plans may be required for different floors, different buildings or different services.

The floor plan below shows the basics only so would serve as the **base plan** for other information required by your emergency planning process.

*Sample site plan*



Make sure the basic site plan:

- Is clear and legible at A4 size – as you will want to include it in your emergency plan.
- Will photocopy – and will remain fully comprehensible in black and white.
- Only shows very basic information - you will want to show the location of alarm call points, smoke alarms and extinguishers on one plan, but it shouldn't be on the same one that shows underground sewerage lines, water mains and other utilities.
- Is clear and simple –especially when it is going to be displayed in public. Typically displayed plans will show emergency exits, evacuation routes and assembly areas. Don't forget the “YOU ARE HERE” tag. You may use colours to assist the reader.
- Is clearly labelled - buildings and rooms are clearly identified and hazardous areas that should be avoided are clearly marked.

Also consider the usefulness of other site plans that show the layout of all the facility's buildings, the location of streets, a compass indicating north, and outside assembly areas.

### **Information on a site plan**

When deciding which plans you require consider what information you need to show, according to who will use it, and whether /where it will be displayed. There's a lot of information you can include but not everyone needs to know all of it -

- Buildings and physical features
- Water mains (indicating those which supply fire fighting equipment)
- Gas mains
- Sewer pipes
- Overhead and underground power lines
- Telephone lines
- Shut-off valves for water services
- Shut-off valves for gas
- Mains switches for electricity
- Mains switches/valves for heating system
- Outside water taps and hoses
- Static water supplies, e.g., water tanks and swimming pools
- Fire alarms and manual call points
- Security alarms and controls
- Smoke alarms
- Emergency lighting units
- Outside lighting
- Fire hose reels
- Fire extinguishers
- Fire hydrants
- Fire brigade inlets and sprinkler valve
- Fire alarm indicator panel
- Building fire breaks
- Fire and smoke stop doors
- Exit ways
- Egress escape routes - primary and secondary
- Egress/access ramps
- Lifts
- Boiler room
- Chemical and dangerous goods stores
- Location and description of hazardous items such as gas bottles
- Laboratories
- Workshops
- Open areas
- Vehicle parking
- Access ways for emergency services and vehicles
- Assembly areas
- Keys
- Telephones
- First aid equipment
- Emergency resources - torches, radio etc
- Rescue equipment
- Likely location of people with disabilities
- Nearest emergency shelter

### 3.5 Developing a register of safety equipment

A register of safety equipment is useful both for emergency planning (so you can be sure you have everything you need and that servicing is up to date) and as an asset management tool.

- On that basis, can your emergency list be integrated with your asset management programmes and software?
- Do you want to include a list of emergency resources in your emergency plan? If you do, can you easily extract the emergency equipment from the list of assets for inclusion in a text document?
- Also consider how readily you will be able to update the list and the plan. If you enter the data into two or three different places, chances are that during updates, something will be overlooked.
- Many organisations will have independent companies contracted to test fire alarms, smoke alarms, fire extinguishers, hose reels etc. Can you integrate their system into your emergency plan? Do you have other emergency equipment that is not checked by contractors?

If no other system is in place use a simple table such as that below. Enter the data into your emergency plan and then copy the page to put on the wall. As inspections are undertaken, update the plan (you can sort the table by the next inspection date) and then re-print it. Keep an updated copy of the list in your plan. When making it up on computer, include an automatic date somewhere on the page so that you can verify when it was last printed. Also include the computer file name so you know where to look to update it.

#### **Sample equipment register**

| <b><i>Equipment</i></b> | <b><i>Location</i></b> | <b><i>Last Inspected</i></b> | <b><i>Next Inspection</i></b> | <b><i>Completed by</i></b> |
|-------------------------|------------------------|------------------------------|-------------------------------|----------------------------|
| Extinguisher            | Hall foyer             | 12 May 02                    | 12 July 02                    | Chubb                      |
| Fire call point         | Staff room             | 24 May 02                    | 24 July 02                    | Fred                       |

### 3.6 Identifying other emergency resources

It is not usually practical or economical to set aside considerable resources specifically for an emergency event. However it can be a good idea to take an inventory of supplies or resources that are currently on hand that could be put to use in an emergency.

Either incorporate these into your safety equipment register or attach to the register as a reminder of their existence and use. Many are everyday objects that would take on an alternative use in an emergency.

#### **Specialist:**

- First aid kits
- Battery operated radio
- Water-purifying tablets
- Alternative water supplies

#### **General:**

- Mobile phones
- Caretaker's equipment such as spades, crowbars, hoses, ropes
- Cleaning & sanitation supplies, rubbish bags, buckets, etc

**Schools**

- Sickbay equipment:
  - blankets
- Canteen:
  - food & drink
  - cooking equipment
- Loud hailers
- PE Equipment:
  - gym mats
- Water – from swimming pool

**3.7 Developing an assistance register**

A register of people who may require assistance in an emergency should be prepared and updated regularly, maybe even weekly when you have new people coming in for care. In a facility responsible for caring for the very young, the sick or the infirm, or with resident students, this means addressing the issue of coping with an evacuation of residents during both daylight and night time hours. It must also include people who are “regular users of the building” who are likely to require assistance.

The register should be kept in a pre-determined place and should identify who is responsible for assisting people with disabilities. A table in your plan may be sufficient to meet this need. A copy of the register must accompany your application for an evacuation scheme under the Fire Safety and Evacuation of Buildings Regulations 1992.

**Sample assistance register**

| <b>Name</b>          | <b>Normal Location</b> | <b>Secondary location(s)</b>  | <b>Who will assist in an emergency</b> | <b>Comment</b>             |
|----------------------|------------------------|-------------------------------|--|----------------------------|
| <i>George Smyth</i>  | <i>Reception</i>       | <i>Administration wing</i>    | <i>Admin floor warden</i>              | <i>Manual wheelchair</i>   |
| <i>Theresa Green</i> | <i>Room 27</i>         | <i>North wing common room</i> | <i>A block floor warden</i>            | <i>Electric wheelchair</i> |

**3.8 Business Continuanace Planning**

It is estimated that 50% of small businesses were permanently disabled following the 1989 San Francisco Bay Earthquake, which resulted in loss of jobs and directly impacted the economy. The recovery of your business is therefore crucial, not only to you but also the people who rely on the existence of your business. Use the planning checklist on the next page to plan for the survival of your business following an emergency.

**Schools**

Although schools are not businesses, planning for how to return to the core function of teaching and learning is important for both students and staff. Consider the alternatives to your current site if it becomes unsafe to return. Procedures for offering professional counselling support should be in place for children and staff if needed.

**Rest Homes and Early Childhood Centres**

After you have dealt with personal safety concerns and initial damage assessments, resume normal business as soon as possible.

## Business Recovery Plan



|   | To do | Done |
|---|-------|------|
| Does your business emergency plan include business resumption?  |       |      |
| Does your business have an alternative location from which to operate?  |       |      |
| Have you identified the critical functions of each department that must remain operating, and the staff needed to perform them?   |       |      |
| Does your business have a staff succession plan in place? Could other staff replace essential staff that may be injured or unavailable?   |       |      |
| Has your business planned a debriefing procedure, and professional guidance for distressed employees?   |       |      |
| Has your business assessed employee availability?   |       |      |
| Does your business have a plan for keeping essential employees at work and for the orderly departure of non-essential employees?  |       |      |
| Does your business have a plan for helping essential employees get back to work?  |       |      |
| Does your business have sufficient food and other necessary provisions to sustain essential employees who must stay at work or return after a disaster to get computer and other vital systems operating? |       |      |
| Is there a plan for the orderly return of various employee groups?  |       |      |
| Have liaison people been designated to report injuries, deaths, damage and needed resources to the appropriate authorities, including the Emergency Services and employees' families?                     |       |      |
| Does your business have in place a priority list for the replacement and/or repair of facilities and equipment?   |       |      |
| Does your business have a plan or prearranged agreement with suppliers from outside the impact zone to provide critical parts for equipment that may have been damaged?                                   |       |      |
| Do you have arrangements with suppliers etc. to ensure business can continue – and are you aware of suppliers' plans & priorities?  |       |      |
| Are essential business vehicles parked in seismically secured locations rather than unreinforced structures that could collapse?  |       |      |
| Does your plan include a provision for transportation of employees and/or work crews within a disaster area?  |       |      |
| Does your business have an auxiliary communication system, such as a radio transmitter and receiver that can operate independently of normal power supplies?  |       |      |
| Have arrangements been made to provide portable radio units in business vehicles if required to do business?  |       |      |
| Have provisions been made for a communication system other than telephone so employees can contact their families about their condition and vice versa?   |       |      |
| Do you have sufficient cash credit immediately available to purchase meals and supplies?  |       |      |
| Has security been arranged to control access to facilities if this is necessary if your building is damaged?  |       |      |
| Does your business recovery plan include periodic evacuation rehearsals?  |       |      |

## 4. Deciding what to do when an emergency threatens

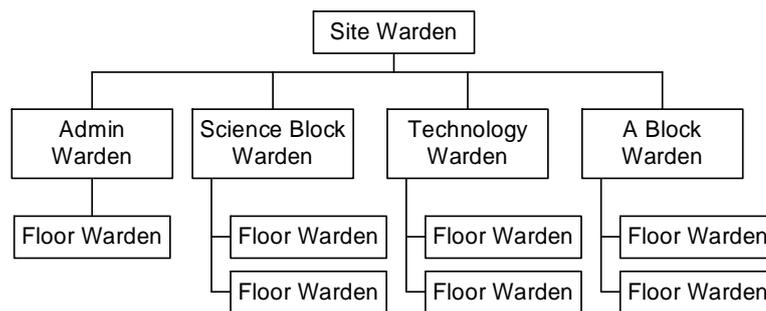
### 4.1 Emergency management structure

You need to determine what kind of emergency management structure you need for your organisation. Typically, the structure will not cut across day-to-day levels of management but will clarify who is responsible for what, when an emergency threatens.

A 'warden' system may sound archaic ... but it works, and it is required under the Fire Safety and Building Evacuation Regulations.

The 'site warden' needs to be clearly identifiable to incoming emergency services. A hardhat or fluorescent jerkin can be used. The site warden will have other wardens reporting to them. Depending on the make up of your organisation, they could be divided by floors, buildings, departments, etc. It is best if the most senior person in each area is named as warden with two alternatives also identified in the plan. If the area is large, you should appoint 'floor wardens' to assist in making sure that all the emergency procedures are undertaken in a timely manner.

#### *Sample warden structure*



### 4.2 Appointing staff to emergency roles

When implementing the warden system remember:

- Senior people should be appointed to warden positions
- Duties are assigned to each person designated a Warden
- Deputies or alternates must also be appointed
- Training must be undertaken
- Staff are advised who the wardens are
- Some tasks may have to be assigned to someone other than the wardens – e.g. turning off services

This kind of information can be displayed with the evacuation plan on the wall. It will also be documented in the emergency plan. A section of the plan will include appointments and training.

Again this can be done as a table.

**Sample emergency roles and training record**

| <b>Name</b>        | <b>Role</b>               | <b>Training</b>           | <b>Date</b>        | <b>Comment</b>                      |
|--------------------|---------------------------|---------------------------|--------------------|-------------------------------------|
| <i>Tomas Burns</i> | <i>Admin floor warden</i> | <i>Trial evacuation</i>   | <i>21 May 02</i>   | <i>Responsible for George Smyth</i> |
| <i>Fred Winter</i> | <i>'A' block warden</i>   | <i>CPR</i>                | <i>3 March 02-</i> | <i>Needs to carry Theresa</i>       |
| <i>Fred Winter</i> | <i>A' block warden</i>    | <i>Lifting techniques</i> | <i>27 March 02</i> | <i>Expires 3 March 04</i>           |
|                    |                           | <i>Trial evacuation</i>   | <i>21 May 02</i>   |                                     |

Other columns may be added to the table depending on your specific information needs. After each training session the table should be updated. After a period of time the table may need to be edited to ensure that only current information is retained in the plan. For example, Fred's CPR certificate will expire after a few years, and when he does his refresher course the records will show the new dates, but if he doesn't do a refresher, it will be removed from the record.

**Wardens** responsibilities may include:

**Site Warden**

- Brings the emergency plan and personal data file
- Collates reports from all Building Wardens to ensure that the facilities have been completely evacuated
- Liaises with emergency services
- Provides emergency services with numbers missing (if any) and their possible locations
- Provides emergency services with any detail from the emergency plan

**Building Warden**

- Checks all areas of the facility for which he/she has responsibility
- Reports to the assembly area and collates reports from all Floor Wardens
- Reports to the Site Warden with reports of any missing people

**Floor Warden**

- Systematically evacuates all people from his/her area
- Physically checks all storerooms, cupboards, toilets and places where people may hide
- If it is safe to do so, closes all doors and windows. Collects any tally boards/markers etc on leaving area checked. Reports to the Building Warden.

**4.3 Emergency warning systems**

Emergency warning systems include both automatic and manual alarms, public address systems or any other method of alerting people to the fact that there is an emergency.

An audible alarm should not be used in a gas leak or power cut, as alarms can spark off fires, so plan an alternative means of giving evacuation notice without an alarm.

### **Rest homes, Early Childhood Centres**

Decide on an appropriate alarm system/method for your organisation and clearly decide which will be used for warning information and evacuation signals. The alarm must be distinct from any other kind of bell or alarm in use. In some facilities, verbal communication between staff may be preferable to a warning bell or siren.

### **Schools**

Use the typical school bell because of the tight schedule that the bell is operated on. All teachers (including relievers) should be aware that when the bell sounds off-schedule that an emergency evacuation is required.

### **Audible alarms:**

- Should be loud enough to be audible through closed doors and over TV's, stereos etc
- Should be loud enough to wake a sleeping person
- Should have several easily accessible activation points (including public areas)
- Should operate without mains power
- Should be checked and tested by a qualified person on a regular basis
- Manual fire alarms must meet the requirements of NZS 4561
- Automatic fire detectors must meet the requirements of NZS 4512.

## **4.4 Escape routes and assembly areas**

Getting staff and people in your care out of the building needs to be done quickly and efficiently, to reduce stress and panic. Escape routes therefore must be clearly marked and lead to the nearest safe exit and then to the assembly area. All exit doors, including smoke stop doors, doors on escape routes and doors between adjoining rooms, must open from the inside in the direction of outward travel without the use of keys. All exits and escape routes must be regularly checked to ensure that they are kept clear.

### **Consider the following when planning escape routes and assembly areas:**

- Number of potential users
- Disabilities of potential users
- Away from the access used by emergency services
- Lighting the route when evacuating at night
- Under shelter, especially for night evacuations (be aware of post-earthquake risks)
- Away from overhead power lines and other potential dangers
- 20m away from single storey buildings (add an additional 20m for every additional storey)
- Up wind of the typical wind pattern for your area (to avoid smoke inhalation).

### **Schools**

Escape routes should be sufficiently wide to enable the evacuation of staff, children, and wheelchairs. Paths to an assembly area should be kept clear and clean. Escape routes should be kept clear of rubbish tins, or other obstacles. The main escape route should be the normal daily exit route. A secondary escape route should be identified if for any reason the primary one is blocked.

### **Rest Homes**

Escape routes should be sufficiently wide to enable the evacuation of people, wheelchairs, and beds (if this is the intended evacuation requirement).

## 4.5 Turning off services

One of the necessary responses during an emergency may be to turn off services - electricity, water and gas. It is important that a number of people in your organisation know how to do this. Include in your emergency plan very clear instructions on how to isolate the services and identify their location on the site plan. There also needs to be a checking system so that you can be sure the task is done and that it is safe to continue (and not put further lives/property at risk).



**Electricity**      Emergency lighting (torch & batteries) is available at the fuse box  
Emergency lighting is available throughout the rest of the facility  
Spare fuses and fuse wire (if wire is used) are located in the fuse box  
Fuses are clearly labelled  
Mains switches are clearly labelled



**Water**            The water toby is easily identified  
The toby is checked regularly to keep it clear of dirt and easy to turn  
Tools required to turn the toby are readily on hand  
Water mains that are used for fire fighting are clearly labelled and are not turned off



**Gas**                The gas main is easy to find and access  
Tools required to turn the gas off are readily on hand  
All pilot lights are re-lit when the gas is turned back on

## 4.6 Evacuations and temporary relocation

An evacuation will be necessary when it is **unsafe** to remain in your premises. In most cases the event will be sudden and evacuation will be an immediate, urgent need (fire, chemical spill or gas leak).

You are required to prepare an evacuation plan for the approval of the NZ Fire Service. It will summarise all the arrangements you have just put in place and address issues associated with clearing your premises and accounting for the people on site.

Your evacuation plan will include:

- Emergency warning mechanism – sirens, bells, word of mouth.
- Evacuation management structure:
  - Warden appointments & training, identification
- Display of notices
  - Procedures and routes
  - Assembly points
  - Evacuation points
- Timetable for drills
- Attendance register.

Also have a plan for a more serious evacuation - one that does not allow re-entry of your premises or a planned one which requires you to move because a hazard such as flooding is posing an imminent threat.

Plan for arrangements you can put in place now to make such a move easier:

- How you will notify families of the whereabouts of their family members – noticeboard, answerphone message, emails.
- Checklists of what you must take with you - documents, first aid, medical equipment/supplies, contact lists.
- Transport – how you will get everyone away to safety, who will be your priorities.

Assign any extra duties that arise from this process and ensure that staff know what to do.

#### **Rest Homes, and Early Childhood Centres**

In addition to the above considerations you will need to

- Develop a Business Recovery Plan setting out the procedures for continuing business after the emergency threat is over (*see page 14*)
- Identify an alternative site if you intend to continue functioning. Enter an agreement with a similar institution or organisation willing to provide temporary shelter
- Set out procedures for notifying family and other interested parties

### **4.7 Specific emergency actions**

Consider emergency actions in *all* situations – not just at your normal residence. This will include outdoor activities which your organisation may participate in, including swimming, camps, trips away, e.g. if your organisation took a trip to the beach, those responsible need to know about tsunami procedures; or if its out in the bush or mountains the NZ Mountain Safety Council website is useful on safety procedures outdoors [www.mountainsafety.org.nz](http://www.mountainsafety.org.nz)

Remember in all emergency situations, personal safety comes first.

**A flip chart may be made of the following actions. They represent your decisions on what action to take in the event of an emergency.**

### **4.8 Earthquake**

#### **PRACTICE DRILLS REGULARLY.**

Earthquakes are very common along the East Coast which is situated above major fault lines.

**Everyone in your organisation – staff, patients, children, helpers - should be taught the basic earthquake drill so they know what to do.**

- Take shelter in a safe part of the building, and “drop, cover and hold” - this means get under a desk, table or bench, and hold on to the legs and protect your face *as shown in the picture.*
- Where no furniture is nearby, sit down against an interior wall and cover your face – pick a safe place where things will not fall on you, away from windows, bookcases or tall, heavy furniture.
- Do not attempt to run outside – many injuries occur close to the entrance to building as glass, bricks, roofing and other materials can fall from buildings.
- If you're in a lift, stop it at the nearest floor and get out to take shelter.



- Wait in your safe place until the shaking stops, then check to see if you are hurt. Evacuate if instructed to do so, or it is unsafe to remain inside. Look out for things that have fallen, and be ready for additional earthquakes, called 'aftershocks'.
- If you are outside in an earthquake, stay outside. Move away from buildings, large trees, high banks, power poles, overhead power lines and other potential hazards. Crouch down and cover your head.
- If you are driving a vehicle, slow down and drive to a clear place (as above). Stay in the car until the shaking stops.
- If patients are in bed, tell them to hold on and stay there, and protect their head and body with a pillow and blankets.

### Earthquake Warden Responsibilities

|                   |   |
|-------------------|---|
| <b>Inside</b>     | call out "earthquake" and instruct everyone to take cover<br>reassure everyone around you.<br>evacuate the building as for fire if instructed to do so, or if it is unsafe to remain inside.  |
| <b>Outside</b>    | instruct everyone to move clear of buildings, large trees, high banks, power poles, overhead power lines and other potential hazards.   |
| <b>Evacuating</b> | ensure everyone has a safe route to the assembly area<br>ensure that people have safe footwear and warm clothes<br>ensure that all rooms have been evacuated<br>turn off all appliances and services<br>supervise the evacuation to the assembly area<br>take the roll and deal with anyone requiring first aid<br>advise the Site Warden of any missing students, residents, staff, contractors or known visitors. |

### The Site Warden should:

- undertake the activities associated with fire evacuation
- listen to a local radio station for reports and advice
- advise staff and charges to be prepared for aftershocks.

Your building may be damaged but the priority is for saving life. Be aware of the number of emergency calls that will be made after an earthquake. First think: Do you really need emergency assistance to rescue people or provide critical medical aid? If not, manage your situation so you can free up emergency services to deal with people in critical need. In the meantime, keep people out of harm's way.

## 4.9 Flood

Floods are the most common causes of Civil Defence emergencies in Hawke's Bay and Gisborne.

### Before a flood occurs:

- Plan an evacuation route and practice it.
- Make sure your hazard management plan includes information on the safest routes to shelters.
- Have a contact register as you may need to use it to notify your charges' families of their location if you evacuate.



- Ensure staff know how and when to turn off gas, electricity, and water, and when to call 1-1-1, police, fire department, and which radio station to tune to for emergency information.

**When a flood threatens:**

- Listen to the radio for advice and information
- Follow Civil Defence advice and instructions
- Disconnect electrical appliances and move valuables, clothing, food, medicines and chemicals above the likely reach of floodwater.
- Be aware that you may need to evacuate. You may be asked to evacuate by the emergency services or you may make this decision on your own. The well-being and welfare of your charges is your priority (*See Evacuation section on Page 18*)
- Turn electricity and gas off at the mains
- Take emergency kit if you evacuate
- Don't walk through flooded areas or allow others to
- Stay away from downed power lines and electrical wires.

In an evacuation, stay together as a group. If Hawke's Bay or Gisborne District Civil Defence Emergency Management officials are involved in the evacuation, then emergency welfare centres will be established to receive evacuees.

**After the flood:**

- Listen to a radio or television and don't return to your premises until authorities say it is safe to do so.
- Before entering a building, inspect foundations for cracks or other damage. Don't go in if there is any chance of the building collapsing. Look for electrical system damage - if you see sparks or broken or frayed wires, or smell hot insulation, turn off the electricity at the main fuse box or circuit breaker. If you have to step in water to get to the fuse box or circuit breaker, don't - call an electrician for advice. Keep power off until an electrician has inspected your system for safety.
- Check for gas leaks--If you smell gas or hear a blowing or hissing noise, open a window and quickly leave the building. Turn off the gas at the outside main valve if you can and call the gas company from another property. If you turn off the gas for any reason, it must be turned back on by a professional.
- Until local authorities proclaim your water supply to be safe, boil water for drinking and food preparation vigorously for five minutes before using.
- Upon entering the building, don't use matches, cigarette lighters or any other open flames, since gas may be trapped inside. Instead, use a torch if necessary to light your way.
- Be careful walking around. After a flood, steps and floors are often slippery with mud and covered with debris, including nails and broken glass.
- Check for sewage and water line damage.
- If your premises have suffered damage, call the insurance company or agent who handles your flood insurance policy right away to file a claim.

#### 4.10 Tsunami or Storm Surge



**NEVER go to the coast to sightsee.**

Tsunami are a serious hazard for Hawke's Bay and the East Coast . They have affected our coastal areas over many hundreds of years. We are highly exposed to tsunami from far sources such as earthquakes off the coast of Chile, and from near sources such as earthquakes in the Hikurangi Trough off the East Coast. These are not "tidal waves" but fast-moving and often huge surges of water that will sweep up gravel and debris and wreck buildings near the coast. You should never go

sightseeing at a beach or river mouth - you cannot outrun the waves and the surge back out to sea could sweep you out with the debris.

**Check:**

Find out if your facility is in a tsunami or storm surge impact area – your local Civil Defence Officer should be able to help with this. If you are within 1km of the coast, especially on flat land, you may be at risk.

**If you are in an impact area:**

- Find out how you will get a warning – city sirens, fire station sirens?
- Find out how much time you have to evacuate and alternative routes. If you live on the coast your signal may be a severe earthquake and you are likely to be required to move inland (at least 1 km) or up a hill.
- Develop an evacuation plan with your local Civil Defence Officer.

**4.11 Volcanic Fallout**

The volcanic impact to the Hawke's Bay and Gisborne District areas is significant. An eruption can affect water supplies, power, transport and health issues. Duration will also be a major factor with larger eruptions carrying on for months to years. Fortunately any event that is going to have a major impact will be able to be predicted by the Institute of Geological and Nuclear Sciences so there will be time to prepare.



Plan for:

- long periods without power
- restriction on water use
- protection of water tank supplies
- disruption to normal travel and access to food supplies
- non-use of air conditioners
- living in a sealed environment.

**4.12 Wind Storms**

High winds and violent storms happen relatively frequently, especially in some exposed areas. The Met Office issues wind and storm warnings via radio and television so take note when these are predicted for your area. These can bring heavy rain, hail and snow.



Plan for

- short term power loss
- protection of at risk windows – such as large picture windows – keep rolls of tape ready to tape them up. Move people inside away from the threat of flying glass.
- opening a window on the sheltered side of a building to help protect the roof and other windows from blowing out.
- cancelling scheduled outdoor activities
- securing outdoor equipment, toys, furniture and bolting gates, shed doors etc to eliminate damage from flying debris.
- associated weather conditions and the problems they may bring, eg heavy rain and surface flooding.

#### 4.13 Fire



If a hazardous fire is discovered...

**R**emove yourself and anyone else from danger

**A**lert other occupants by setting off FIRE ALARM and alert the Fire Service on 111 (**Note:** you may have to change this to suit your organisation's telephone system to access an outside line, e.g. 1-111)

**C**onfine the fire, shut doors

**E**xtinguish the fire if it is safe to do so.

**E**vacuate.

All occupants must be accounted for when everyone has been evacuated to the assembly area. The Site Warden should report to emergency services to advise on the success of the evacuation. If people are missing, the Site Warden should report this to the first responding fire officer. Leave lights on as you evacuate - it can get quite dark in a smoke filled room.

##### **Schools**

After children and staff are assembled in a secure area, then if circumstances permit take all reasonable efforts to secure property and to limit damage by containment of the fire.

When evacuation is needed, teachers need to assemble their class in the emergency assembly area as quickly and orderly as possible and immediately make a roll call to establish the presence or otherwise of all children. The results of this check are to be conveyed to the Fire Warden, and any children unaccounted for to be located by the Building Warden. Teachers then need to render any first aid necessary (including treatment for shock).

#### 4.14 Gas leak



- If a gas leak is found **DO NOT SET OFF THE ALARM.**
- **DO NOT USE ANY ELECTRICAL DEVICES**
- **LEAVE ALL LIGHTS AS THEY ARE**
- Advise the Fire Service immediately (using a telephone well away from the gas leak)
- Advise the Site Warden immediately
- Shut off the gas if you can do so safely
- Initiate an evacuation by word of mouth
- Turn off any gas heaters.

#### 4.15 Bomb threat

Terrorism is a modern threat and is unpredictable. If you find a package or bag left unattended that looks suspicious, first call the Police for advice. A bomb threat action card is available from the Police. A copy should be kept with your emergency information and next to each phone where incoming calls are answered.



When a bomb threat is notified **DO NOT SET OFF THE ALARM OR USE PHONES in the area. Electrical surges in alarms and cellphones could set the bomb off.**

The Police recommend that if you receive a threatening phone call saying there's a bomb, you try to ask some questions.

1. When is the bomb going to explode?
2. Where did you put the bomb?
3. What does the bomb look like?
4. What will make the bomb explode?
5. Did you place the bomb?
6. Why did you place the bomb?
7. What is your name?
8. Where are you?
9. What is your address?

Contact the Police as soon as possible - dial 111.

Begin an evacuation by word of mouth. Advise people to take their personal belongings with them. This will minimise the property that needs to be searched by Police or the bomb squad. As with all evacuations, take a roll call and account for everyone that was on the premises.

#### 4.16 Chemical Incident

Caution needs to be taken with all emergencies involving chemicals. The incident may result from a spill or accident on your premises or away from your premises (nearby industry or truck accident) where fumes or poison in waterways affect you.

##### On your premises

When a moderate size spill occurs at your premises:

- Secure the immediate area
- Evacuate if necessary
- Contact the Fire Service if necessary - dial 111
- Wear appropriate personal protective equipment
- Begin a clean up following the manufacturer's recommendations.



##### Away from your premises

Spills that occur away from your premises may also require a response by you as fumes or contaminants in water may affect you. Emergency services will advise you what action to take.

There are two options:

- a) In-place protection** - is often used for toxic chemical spills. In-place protection allows you to shelter inside until a toxic cloud passes. Close all the doors and windows and shut down air conditioning units. Move everyone into the centre of a building if you can. Once the cloud has passed, and on the advice of the emergency services, you can leave your buildings and allow fresh air into the building.
- b) Evacuation** - is used during a spill of potentially explosive chemicals. Emergency services will advise you if you need to evacuate. Listen to a local radio station for information during an emergency. It is the easiest way for emergency services to pass on advice.

### Health issues

If anyone appears to have been affected by fumes or chemicals – often breathing difficulties, skin rashes result - get them to Emergency Medical care straight away. Often Emergency services will have planned for this to happen and may have a centre set up to handle casualties.

### Schools

When an emergency is announced, teachers should immediately close all doors and windows, and instruct all children to place a cloth, (towel, jersey, tee shirt) over their face to breathe through. Everyone is to remain indoors until asked to leave by the Principal or Civil Defence Officer.

Should evacuation be necessary then children will need to be moved as a group to an area of safety, remaining in the direct care of their teacher, under the control of the Principal. See below for further information on evacuations.

### 4.17 Medical emergency

A medical emergency can occur at any time, and can be prompted by the crisis of another emergency situation. Call for the assistance of a first aider if you are not qualified and phone for an ambulance if necessary.



Remember the ABC's of first aid

**A**irways

**B**reathing

**C**irculation

If the person's personal record is readily available, provide it to ambulance officers to help with understanding medication or allergies.

### 4.18 Missing person

This could also happen at any time and be prompted by the crisis of another emergency situation. If someone goes missing, contact the Police. Then:

- Make a thorough search of the premises, including every space into which a person could crawl, even if it seems illogical.
- Ask every person present (including staff, children, parents, and visitors) if they have seen the person. Have a recent photo to show people if possible.
- Contact the family of the missing person - just in case they collected them without your knowledge.

After contacting the Police:

- Keep someone by the phone to liaise with 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 person beyond the premises



The Police are likely to require information on when and where the person was last seen, the person's emotional state, and whether there was a custody dispute over the person.

## 4.19 Dangerous Persons

Dealing with a dangerous person is a frightening situation. They may be an intruder or armed offender who has deliberately come onto your property for their own purposes – or it may be an otherwise reasonable person known to you or your staff who has flared up in a violent or threatening way.

Attempt to separate your charges from the person who is being aggressive - if you can do so safely. Try to keep them calm. If the offender is armed and is clearly a danger to others, follow their instructions without hesitation.

Phone for the Police as soon as you can. The Police recommend that, while you are in the situation, you should try to remember as much as you can about the offender:

- Height
- Ethnicity
- Skin and eye colour
- Hair colour and style
- Scars, tattoos, piercings etc
- Clothes - style, colour, brand
- Jewellery
- Accent

Try to remember as much as possible about any weapon the offender may have:

- Size
- Shape
- Colour
- Firearm/knife/other
- Was it held in one hand or two?
- Was the barrel/blade long or short?
- Was it fired?
- Do you know the make of weapon?

### Key Questions that Police will ask:

#### *Event information, including*

- what has, is happening (threats, shots, etc.)
- persons injured, hostages taken
- medical assistance required, who you called.

#### *Suspect information, including*

- description (name, age, clothing, etc.)
- present location (street, park, area, building, etc.)
- direction of travel
- vehicle description
- psychiatric history (recent drugs or alcohol consumption)
- firearms, other weapons, ammunition.

#### *Scene information, including*

- premises sheltering suspect (colour, construction, features, etc.)
- if floor plans available, location of nearby telephone (contact suspect without risk)
- safe approach and safe forward point (approaching police, etc)
- caller's relationship to suspect and/or event
- where an informed person can be contacted by responding Police.

### **Schools**

Everyone inside buildings should drop to the floor immediately when threat is noticed. Lock all doors as soon as you can, stay away from all doors and windows and out of sight where possible. Stay where you are until instructed otherwise. Teachers need to check their students whereabouts by doing a roll check.

## 4.20 Traumatic Incidents

Whether it's related to the emergency situation or is the outcome of another event, staff, children or people in your care can be deeply affected by traumatic incidents. So plan for this as well, as it will affect the well-being of your people and the operation of your organisation.

Consider:

- Medical care that may be immediately needed – asthma for example can result from stress.
- Counselling or spiritual care that may be needed.
- Family conferences that may involve you or your staff
- Staff leave and temporary replacements
- Training for staff in dealing appropriately with the aftermath and preparing for such an event in future.

### **Schools**

Schools should already have protocols that plan for incidents such as vehicle accidents (involving students or teachers) and the impact on their classes, teams and the school as a whole. This includes planning for closing the school, contacting caregivers/relatives and allowing the children to go home. Planning for such events outside the school where teachers will need to protect children, provide rescue assistance, or give first aid.

Plan for training, drills, counselling services and/or school memorials after the event.

## 5. Writing your plan

By now you will have worked out how to minimise the effects of an emergency and what to do when an emergency occurs.

The next step is to write your plan to document your decisions. This is done for a number of reasons:

- To provide a reference for staff on the agreed emergency response
- To provide a basis for emergency training
- To provide a basis for checking emergency response equipment and systems
- To allow you to be accountable for your decisions and actions
- To provide evidence of emergency preparedness for legal or audit purposes.

### 5.1 Determining the structure of your plan

The structure of the plan is almost as important as the content.

The plan should be set out in a logical manner and

- Indexed – a list of contents headings, with page numbers, at the front or back
- Outline numbered – number sections and headings so they are easy to refer to.
- Cross-referenced – within sections refer to the numbers of other sections that have relevant information.

Put the plan in a solid, strong, easily recognisable ringbinder. Keep it where all staff know about it and can use it.

If there is supporting material for the plan that is too large to include in the body of the plan, keep it next to the plan in a separate folder.

### 5.2 Rest Homes Emergency Planning.

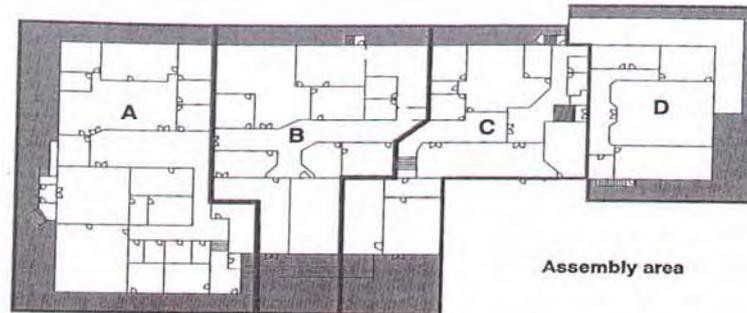
A planning template is available for Rest Homes has been put together based on a current working model by Leigh White, Manager at Taradale Masonic Residential Home and Hospital, and Sandra Bee, Emergency Response Advisor, Hawke's Bay District Health Board. For an electronic copy, contact Sandra Bee at the Hawke's Bay District Health Board, Hastings, phone: (06) 878 8109 or [sandra.bee@hawkesbaydhb.govt.nz](mailto:sandra.bee@hawkesbaydhb.govt.nz).

### 5.3 Schools and Early Childhood facilities planning

A suggested layout for your emergency plan is to divide your plan into two parts – *Part 1* Emergency Procedures and *Part 2* Management of the Plan.

#### *Part 1*

**Emergency procedures.** Document the procedures decided on Pages 15-27 of this guide and keep this right at the front so it's the first thing you see when you open the plan. Specify who has the emergency warden roles and their deputies. Include a structure diagram and each position's area of responsibility.



The floor plan above shows the building divided up for warden responsibilities.

**Register of people requiring assistance.** Use the information from page 13.

**Emergency contacts.** Include the contact list of people you decided on page 10 (tradespeople etc). The personal information collected may also be included here if that is considered appropriate (check privacy considerations). Otherwise, print out a hard copy of the information and keep it secured from unauthorised access but ready to pick up when the alarm is sounded.

#### *Part 2*

**Introduction.** Outline the purpose of the plan - who and what the plan is for. Outline any policies that have been developed that may affect an emergency response (such as student release policy).

**Hazard management.** A description of the process and findings of the hazard analysis. This part of the plan should include the Action Plan for Hazard Management. The rest of the paper generated during the exercise supports the outcome but should not be included in the emergency plan. Retain and file separately for audit purposes

**Emergency roles and responsibilities.** Document job descriptions and the names of people who have been appointed to the positions – plus their alternates or deputies. The 'roles and training record' table also on page 16 is a suggested method of recording the names of the people and the training they have received.

**Register of safety equipment and emergency resources.** Use the information you gathered as detailed on page 12-13.

**Site plans.** Keep copies of overall site plans followed by appropriate break downs of buildings, utilities, emergency equipment, evacuation routes etc. The plans should fit neatly into the folder

**Business Continuance Plan.** Outline the steps you will take to quickly return your business to normal and what you will now put into place with the lessons the emergency has taught you.

## **5.2 Completing the detail of the plan**

Completing the detail is really the simple part of preparing a plan. You have already done the hard work.

Work through the structure of the plan and pull together all the threads you have been working on. Make sure that it is laid out in logical order, is well cross-referenced, and has a table of contents so everyone can find the information they need.

Make sure it's easy to read. Remember who will be reading it – and often referring to it in a hurry!

It shouldn't be formally written with impressive jargon as that simply confuses readers, nor so colloquial it's not accurate. Set out basic headings and write in simple short sentences, even bullet points. Ask someone in the organisation to read it for you and tell you if there's anything they don't understand.

An option for checking readability if you are using MSWord is to use the reading ease tool. On the Toolbar click onto Tools then Options then click the Spelling and grammar tab. Select Check grammar with spelling check box, select Show readability statistics check box, and then click OK. Click Spelling and Grammar on the Standard toolbar. When Word finishes checking spelling and grammar, it displays information about the reading level of the document including the Flesch Reading Ease score - aim for 70 - 80, the higher the score, the easier it is to read.

If you are into technology, consider publishing your emergency plan and procedures on an Intranet. It is another way to get the information out to those who need to know.

## **5.3 Material for public display**

Any material on public display about your emergency procedures must be clearly presented, simply written, and well thought out so there are no confusing statements.

If possible seek professional advice about how to present the material going on public display. It will have to compete with all sorts of notices and other information so it must be easily seen and recognised for what it is. Keep to one or two font styles – such as Arial – and large print sizes to keep it clean and simple.

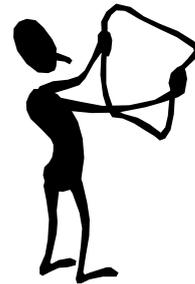
Develop a theme for your emergency information – using a set of colours and a standard layout. People will get used to it and recognise it immediately. Black type on a white background is easiest for reading and red is a well recognised Alert colour. Make it eye catching and clear. Have it laminated for durability.

If you are going to display floor plans with evacuation routes (a good idea), make sure that the plan is very clear and simple.

## 6. Signing off

### 6.1 Approval of the plan and procedures

The Plan needs to be approved by the owner/manager of the organisation. If a Board of Trustees is involved in your organisation, they should approve the Plan. Provided you have worked through the steps discussed in this guide, you will meet the basic requirements of legislation relating to emergency procedures.



### 6.2 Approval of the evacuation scheme

Submit your evacuation scheme to the New Zealand Fire Service on the appropriate application form. When approved, this will be returned to you. A copy of the approved fire evacuation scheme should be on public display.

## **7. Putting procedures in place**

### **7.1 Displaying evacuation information**

Evacuation information includes routes to take and the emergency assembly area/s. This kind of information should be displayed in prominent places.

Consider:

- Near emergency equipment, such as extinguishers
- In kitchens
- Near light switches
- Canteen/tea room
- Backs of toilet doors
- Above urinals
- Beside main doors into meeting rooms, halls or public areas
- Lobbies etc.

### **7.2 Installing signs and lighting**

Evacuation signs are available from suppliers of safety equipment and are easily installed. Use those designed to meet NZ Standards. International symbols for emergencies are becoming widely accepted in New Zealand. When installing emergency exit or evacuation route signs, be sure to avoid conflicting directions (route pointing downstairs, only to get to the bottom to find a sign pointing upstairs).

Also consider emergency lighting for dark areas and lighting for signs - is the area going to be in total darkness if the power fails? Perhaps a lit or glow-in-the-dark evacuation sign would be better.

### **7.3 Installing warning systems**

Qualified registered experts should install monitored alarms and private fire alarms. The systems need to meet New Zealand Standards specifications and be maintained and tested on a regular basis. Manual alarms should also be checked on a regular basis.

## 8. Training and review

### 8.1 Developing a staff training programme

During the development of the Plan, some training issues are likely to have arisen. Document the issues in the Plan. A simple table of projected training, some dates, who will deliver it and who will be invited will give a clear indication to auditors what your intentions are. Update staff records whenever training is completed. This is particularly important if the training is pertinent to the tasks that have been assigned to them.

#### Example of training and exercise programme

| <b>Training</b>               | <b>When</b>   | <b>Provider</b>                          | <b>Invites</b>                        |
|-------------------------------|---|--|---------------------------------------|
| <i>First aid</i>              | <i>2 yearly</i>   | <i>First Aid provider</i>                | <i>All wardens &amp; first aiders</i> |
| <i>Hazard identification*</i> | <i>between 6 monthly and two yearly*</i>  | <i>OSH</i>                               | <i>All staff</i>                      |
| <i>Natural hazards</i>        | <i>two yearly</i>   | <i>Local Emergency Management Office</i> | <i>All staff</i>                      |
| <i>Evacuation exercise</i>    | <i>Schools - at least once per term, or twice per term if school hostel is part of the establishment</i><br><br><i>Early Childhood Centres at least six monthly</i><br><br><i>Rest Homes at least once per year</i> | <i>NZ Fire Service</i>                   | <i>All staff</i>                      |

*\* Hazard identification training should be undertaken when any new piece of equipment arrives, or up to two yearly if there has been no change in circumstances*

### 8.2 Emergency exercises or drills

Emergency exercises should be scheduled in the same way as training, to meet your statutory requirements each year. Also use tabletop exercises for wardens and management. Involve the NZ Fire Service in your major exercise and arrange this well before the date by contacting your local Fire Station. Remember to update the records of staff who participate in exercises.

#### **Schools**

Evacuation drills should be practised once a term. At schools with hostel accommodation, drills are required at least twice a term to meet statutory requirements. The first unexpected drill should be done in daylight hours, and subsequent ones may be held during the night at unexpected times.

### 8.3 Plan and procedure reviews

The Plan and procedures should be reviewed every year. Any alterations that have been noted through the year should be made and the Plan reissued.

The planning team should get together to begin the review process. Quickly go through the plan and procedures and decide what needs to be updated or re-written. Focus on this material. Produce a draft plan for people to comment on and then publish the revised plan. Add an automated date so that with each version published staff can be sure they have the most recent. The review needs to be to the point yet thorough. Don't make it one of those jobs you put off because it drags out and does not show results.

## **8.4 Hazard management reviews**

Hazard management should become part of the culture of your organisation. Whenever you introduce a new activity or piece of equipment into the organisation, you should be considering the health and safety impacts.

You need to update your hazard management documentation on an on-going basis. Periodically, you may have to undertake the full review again.

## Checklist for Planning Steps completion

### 1. Getting started...

| Task   | Responsibility | Due by | Done | Initial |
|--|----------------|--------|------|---------|
| Appoint a <i>Planning Team</i> (between 2-5 people).<br>Name them here...                                    |                |        |      |         |
| Appoint a person to be in charge of the plan development project.<br>Name <i>Project Coordinator</i> here... |                |        |      |         |
| Appoint a person as lead writer.<br>Name <i>Lead Writer</i> here...  |                |        |      |         |
| Identify your organisation's core functions.   |                |        |      |         |
| Quickly review the emergency material you have available right now.  |                |        |      |         |

### 2. What needs to be done about hazards?

| Task  | Responsibility | Due by | Done | Initial  |
|---|----------------|--------|------|--|
| Review the OSH hazard management worksheet.   |                |        |      | Your hazard management programme should cover this area! |
| Review information for employees, principals and contractors.                           |                |        |      |  |
| Review information on training of employees.  |                |        |      |  |
| Review accident recording, reporting and investigation. Also review 'serious harm'.     |                |        |      |  |
| Review information on emergency procedures.   |                |        |      |  |
| Complete the hazard identification and controls worksheet (see appendix to this Guide). |                |        |      |  |
| Consider the consequences of hazards.   |                |        |      |  |

### 3. Collecting the data for your plan

| Task   | Responsibility | Due by | Done | Initial |
|--|----------------|--------|------|---------|
| Collect the necessary information about each of your charges and staff.                |                |        |      |         |
| Gather together contact details for staff, contractors, emergency assistance etc.      |                |        |      |         |
| Draw up site plans for floor layout, utilities and emergency procedures.               |                |        |      |         |
| Prepare a register of all safety equipment.  |                |        |      |         |
| Identify other emergency resources   |                |        |      |         |
| Prepare a register of people with disabilities who require assistance in an emergency. |                |        |      |         |

#### 4. What to do when an emergency threatens

| Task  | Responsibility | Due by | Done | Initial |
|---|----------------|--------|------|---------|
| As a team, consider all the things that could generate an emergency & decide on evacuation routes and assembly areas. |                |        |      |         |
| Determine the sort of management structure you will use for emergencies - wardens etc.                                |                |        |      |         |
| Appoint staff to be responsible for emergency response.   |                |        |      |         |
| Determine how people will know when an emergency has occurred - sirens, alarms, flashing lights, PA messages etc.     |                |        |      |         |
| Decide on actions to be taken for specific emergency scenarios.   |                |        |      |         |
| Decide how you will know if your buildings are safe to use after an event.  |                |        |      |         |

#### 5. Write your plan

| Task   | Responsibility | Due by | Done | Initial |
|--|----------------|--------|------|---------|
| Determine a structure for your plan.   |                |        |      |         |
| Fill in the detail of the plan.  |                |        |      |         |
| Complete any written or graphic material that needs to be displayed in public. |                |        |      |         |
| Call together the Planning team to review the draft                            |                |        |      |         |

#### 6. Signing off

| Task  | Responsibility | Due by | Done | Initial |
|---|----------------|--------|------|---------|
| Get the emergency plan and procedures approved by those who are accountable (owner, management, board etc). |                |        |      |         |
| Get the NZ Fire Service to approve the evacuation scheme.   |                |        |      |         |
| Advise the Emergency Management Office (at your local Council) of your location.                            |                |        |      |         |
| Advise parents, staff, charges and neighbours of the plan.  |                |        |      |         |

#### 7. Putting procedures in place

| Task   | Responsibility | Due by | Done | Initial |
|--|----------------|--------|------|---------|
| Display your evacuation information.   |                |        |      |         |
| Erect signs for exits, evacuation routes, assembly areas, call points, safety equipment and first aid. |                |        |      |         |
| Install emergency warning systems.   |                |        |      |         |

## 8. Training and Review

| Task  | Responsibility | Due by | Done | Initial |
|---|----------------|--------|------|---------|
| Develop a training programme for staff with responsibilities. |                |        |      |         |
| Conduct an exercise based on the plan.                        |                |        |      |         |
| Review the plan every 12 months (soon after the exercise).    |                |        |      |         |
| Hazard management reviews.                                    |                |        |      |         |

## Appendix

Legislation which governs emergency planning is outlined below.

### **Civil Defence and Emergency Management Act 2002**

The Civil Defence Emergency Management Act 2002 stipulates the responsibilities and roles of key agencies and addresses the general duties of 'others'. The Ministry of Civil Defence and Emergency Management administers the Act.

**Government departments** (being departments of the public service listed in the Schedule 1 of the State Sector Act 1988) must -

- Be able to function to the fullest possible extent during and after an emergency
- Have plans for being able to function that can be made available to the Director of Civil Defence.

### **Individuals and Businesses**

Individuals and businesses are required to comply with the CDEM Act and perform functions and duties arising from the Act, or a Civil Defence Emergency Management (CDEM) Group Plans made under the Act. A CDEM Group Plan addresses the planning and preparation for emergencies and for response and recovery in the event of an emergency within the region covered by the CDEM Group. Therefore each organisation or group/s of facilities named in the Hawke's Bay or Gisborne CDEM Group plan is expected to:

- assess the impact of an event on its own assets;
- activate its own emergency plan;
- maintain or restore the services it provides; and,
- communicate with the appropriate CDEM authority,

within the constraints that the emergency creates.

### **Health and Safety in Employment Act 1992**

The Health and Safety in Employment Act's principal object is to prevent harm to employees at work. Employers and others are also expected to ensure that their actions at work do not result in harm to other people, including members of the public. Section 5 of the Act sets out the principal object and also lists three means to achieve it:

- The Act promotes excellence in health and safety management;
- It imposes a duty of care on employers and others to protect employees from harm in the workplace; and
- It provides for the making of regulations and approved codes of practice relating to specific hazards.

The Act is wide ranging and to summarise it here would be inappropriate. It is however pertinent to note the following:

- s.6 (e) requires employers to "*develop procedures for dealing with emergencies that may arise while employees are at work*"; and
- s.15 requires employers to "*take all practicable steps to ensure that no action or inaction of any employee while at work harms any other person*".

The Occupational Safety and Health Service have many documents available (including a comprehensive website SafetyNet on [www.osh.govt.nz](http://www.osh.govt.nz)) for those researching the detail of the Health and Safety in Employment Act 1992. The Occupational Safety and Health Service of the Department of Labour administers the Act and associated regulations.

The ACC also has good information on workplace safety on its website, [www.acc.govt.nz](http://www.acc.govt.nz)

## Fire Safety and Evacuation of Buildings Regulations 1992

In line with the Fire Service Act 1975, the Fire Safety and Evacuation of Buildings Regulations 1992 requires the following organisations (among others) to prepare evacuation schemes:

- Centres which provide specialist child care facilities and services
- Hospitals, whether public or private, and other institutions of care
- Educational institutions, including public and private primary, intermediate, and secondary schools, universities, polytechnics, and other tertiary institutions
- Apartment buildings and groups of 3 or more pensioner flats (whether or not in apartment buildings)
- Commercial buildings and premises for business and professional purposes
- Other buildings, premises, or facilities to which the public are to be admitted, whether on payment or otherwise.

*The draft scheme shall:*

*(1) Include provision for -*

- (a) The matters set out in section 21A(8) of the Act; and*
- (b) The matters set out in sub-clause (2) of this regulation.*

*(2) Include provision for -*

- (a) Procedures for safe, expeditious, and efficient evacuation in the event of fire; and*
- (b) The appointment and training of a building warden and floor wardens to supervise such evacuation; and*
- (c) The management of escape routes; and*
- (d) The avoidance of panic, including, where appropriate, measures which conform to the relevant sections of NZ Standard 9232: "Precautions Against Fire and Panic in Cinemas, Theatres and Places of Assembly"; and*
- (e) The identification of wardens during an evacuation; and*
- (f) The display of notices in the building explaining the procedures and routes to be followed in an evacuation; and*
- (g) The holding of trial evacuations -*
  - (i) For buildings other than educational institutions, not more than 6 months after any previous emergency or trial evacuation; or*
  - (ii) For educational institutions, every term, except any term in which an emergency evacuation has taken place – unless otherwise approved; and*
- (h) Predetermined assembly points and evacuation points; and*
- (i) The evacuation of people with disabilities, including an assistance register, which shall -*
  - (i) Be continuously updated by the owner; and*
  - (ii) Be accessible to the building warden and the Fire Service; and*
  - (iii) Be kept in the building in a predetermined location; and*
  - (iv) Identify the likely locations in the building of persons with disabilities who are regular users of the building (whether as a place of work, study, recreation, residence, or otherwise) and the form of assistance required in each case; and*
  - (v) Identify persons assigned to assist, in the event of an evacuation, -*
    - (A) The persons whose likely locations in the building are known and whose locations are on the assistance register; and*
    - (B) Any persons with disabilities whose locations are not on the assistance register because they are visitors to the building at the time of the evacuation or otherwise; and*

- (j) *Where approval is sought for a scheme under regulation 16 of these regulations, the proposed evacuation points and the time to be taken to evacuate to, between, and from those points to a predetermined assembly point or assembly points; and*
- (k) *Where applicable, and subject to regulation 22 of these regulations, the training of staff of institutions of care; and*
- (l) *Where applicable, and subject to regulation 23 of these regulations, special provision for evacuation of persons in lawful detention.*

The New Zealand Fire Service administers the Act and regulations.

### **Early Childhood Centres**

**In addition to the above Acts Early Childhood Centres must abide by the:**

#### **Education Act 1989**

The Education Act 1989 gave rise to the **Education (Early Childhood Centres) Regulations 1999** and the **Education (Home-based Care) Order 1992**, among others.

The **Education (Early Childhood Centres) Regulations 1999** 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 Service 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 stored safely
- 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 drills, and in other emergency procedures, and that regular evacuation drills are carried out, and
- Hazards to the safety of children are corrected, repaired, removed or made inaccessible.

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

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

The Act and regulations are administered by the Ministry of Education and audited by the Education Review Office.

## **Rest Homes**

**In addition to the legislation noted above Rest Homes must abide by:**

### **The Health and Disability Services (Safety) Act 2001**

The Health and Disability Services (Safety) Act 2001 replaces the licensing of hospitals and rest homes and the registration of residential care homes with certification of people or organisations that provide those kinds of services.

Facilities that are currently licensed as a hospital or an old people's home or are registered as a disabled persons community welfare home that wish to continue to operate will be required to meet the requirements of the Health and Disability Services (Safety) Act 2001. Currently licensed or registered providers have until 1 October 2004 to make the transition to certification.

From 1 October 2002 new service providers that have not been licensed or registered prior to this date will need to meet the requirements of the Health and Disability Services (Safety) Act 2001 and be certified before they can provide a service. The purpose of the Health and Disability Services (Safety) Act 2001 is to:

- promote the safe provision of health and disability services to the public;
- enable the establishment of consistent and reasonable standards for the safe provision of health and disability services to the public;
- encourage providers of health and disability services to take responsibility for the safe provision of those services to the public;
- encourage providers of health and disability services to continue to improve the quality of those services;
- promote the safe provision of health and disability services to the public.

### **Hospital Regulations 1993**

PARTICULARS TO BE CONTAINED IN APPLICATION FOR A LICENCE TO KEEP A HOSPITAL

Reg 3(2) [*Editorial Note: These Regulations are to be revoked, as from 1 October 2004 by s 59(3) Health and Disability Services (Safety) Act 2001 (2001 No 93). See s 11 of that Act for transitional provisions.*]

Some of the provisions which are relevant to Emergency Planning are that the following are required:

- A description of the premises including the area and legal description of the site, the number of storeys and type of construction of each of the buildings thereon, the source of water supply, the method of sewerage disposal, details of toilet facilities available to patients and staff respectively, and details of service rooms and their equipment.
- **A copy of an operative evacuation scheme for public safety which meets the requirements of section 21A of the Fire Service Act 1975 and Part 2 of the Fire Safety and Evacuation of Buildings Regulations 1992\*.**
- Evidence that the premises comply with the provisions of the Building Act 1991 in respect of their use.
- A copy of whichever of the following is applicable:
  - (a) A compliance schedule issued pursuant to section 44 of the Building Act 1991; or
  - (b) A current building warrant of fitness issued pursuant to section 45 of the Building Act 1991.

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Ministry of Education, 2000. *Health and safety code of practice for state integrated, primary and secondary schools*. Rivers Design and Communications Ltd., ISBN 0-477-05193-6

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Occupational Safety and Health Service, (undated). *Learn the basic steps to make your workplace safer*. Occupational Safety and Health Service, Department of Labour, Wellington. OSH 4031-4039

Wairoa District Council, *School CD Plan*

## For Further Information

Contact the Civil Defence Emergency Management Office at your local Council, and ask their advice to ensure your plan is consistent with the District Civil Defence Plan. They can also provide information on hazard risks in Hawke's Bay and Gisborne.

The Emergency Management Officer  
Central Hawke's Bay District  
Council  
PO Box 127  
WAIPAWA  
Ph 857 8060

The Emergency Management Officer  
Wairoa District Council  
PO Box 54  
WAIROA  
Ph 838 7309

The Senior Emergency Management  
Officer  
Hastings District Council  
Private Bag 9002  
HASTINGS  
Ph 878 0500

The Civil Defence Manager  
Gisborne District Council  
PO Box 747  
GISBORNE  
Ph 867 2049

The Civil Defence Manager  
Napier City Council  
Private Bag 6010  
NAPIER  
Ph 835 7579

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