

Hauraki Primary School

Policy Document

Crisis Management

Rationale

It is a primary objective of the Hauraki School Board (the Board) to provide a physically and emotionally safe place for all students and staff. The Board is committed to taking all reasonably practicable steps to ensure the health and safety of all students, staff, and other visitors to the school.

Purpose

The Board has a framework to cope with the aftermath of any critical or traumatic incident and to restore day-to-day functioning of the school while meeting the physical and psychological wellbeing of students, staff, parents, caregivers, and whanau. The framework allows the Board to:

- respond appropriately in a crisis by following the appropriate procedures;
- reduce confusion, stress, and the likelihood of risk to other students and staff; and
- provide appropriate support for those involved in a crisis.

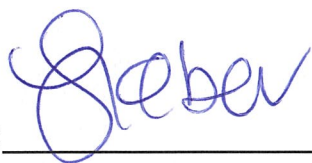
Guidelines

1. A crisis or traumatic incident may involve students, staff, members of the Board or school community, or a visitor to the school. An incident does not have to occur on site or during school hours and may occur during education outside the classroom or at sporting events. Examples may include a serious injury, illness, abuse, violence, death, and natural disasters. The Ministry of Education broadly defines traumatic incidents as events that:
 - cause unexpected or sudden disruption to school operations;
 - adversely impact a large number of students, staff, and/or parents/caregivers in the community;
 - create major dangers or risks to the physical and emotional wellbeing of any individual;
 - attract negative or intense public attention.
2. We respond to crisis incidents with care and caution. The principal is delegated the day-to-day management of the school and will respond to any crisis in the first instance.
3. When alerted to a crisis, the principal will verify the information received is correct and then follow the procedures outlined as appendixes to this policy.
4. The principal will appoint a Crisis Management Team (CMT) drawing on the appropriate experience, skills, and relationships with those involved. The CMT will be

appointed as soon as reasonably practicable and will be assigned areas of responsibilities.

5. Full records of the crisis and actions taken will be kept by the CMT.
6. The CMT will respect the wishes, feelings and cultural considerations of the family involved in a crisis and consult the family on any decisions that may affect them.
7. The school's communication after an emergency, disaster, or crisis is designed to inform and reassure our school community, and minimise any rumours, speculation, and misinformation.
8. The school will generally continue to operate as normally as possible to provide a sense of security in a time of shock. The nature of the event, the safety of the school, and the health and wellbeing of staff and students will be considered in deciding to close the school for instruction.
9. Staff need to be aware that individuals in the school community, including students, parents, caregivers, and whanau, will cope differently and be sensitive to resulting behaviours.
10. Only the Principal or Presiding Member are authorised to respond to media requests. Unless delegated to do so, no other staff or Board member will respond to any media request.
11. Following a crisis response, the Board will review and update this policy to ensure effective and appropriate future responses.

Signed: _____



Date: _____

4/11/2024

Presiding Member of the Board

Review Date: _____

Term 4 2027

Related policies

- Health and Safety
- EOTC

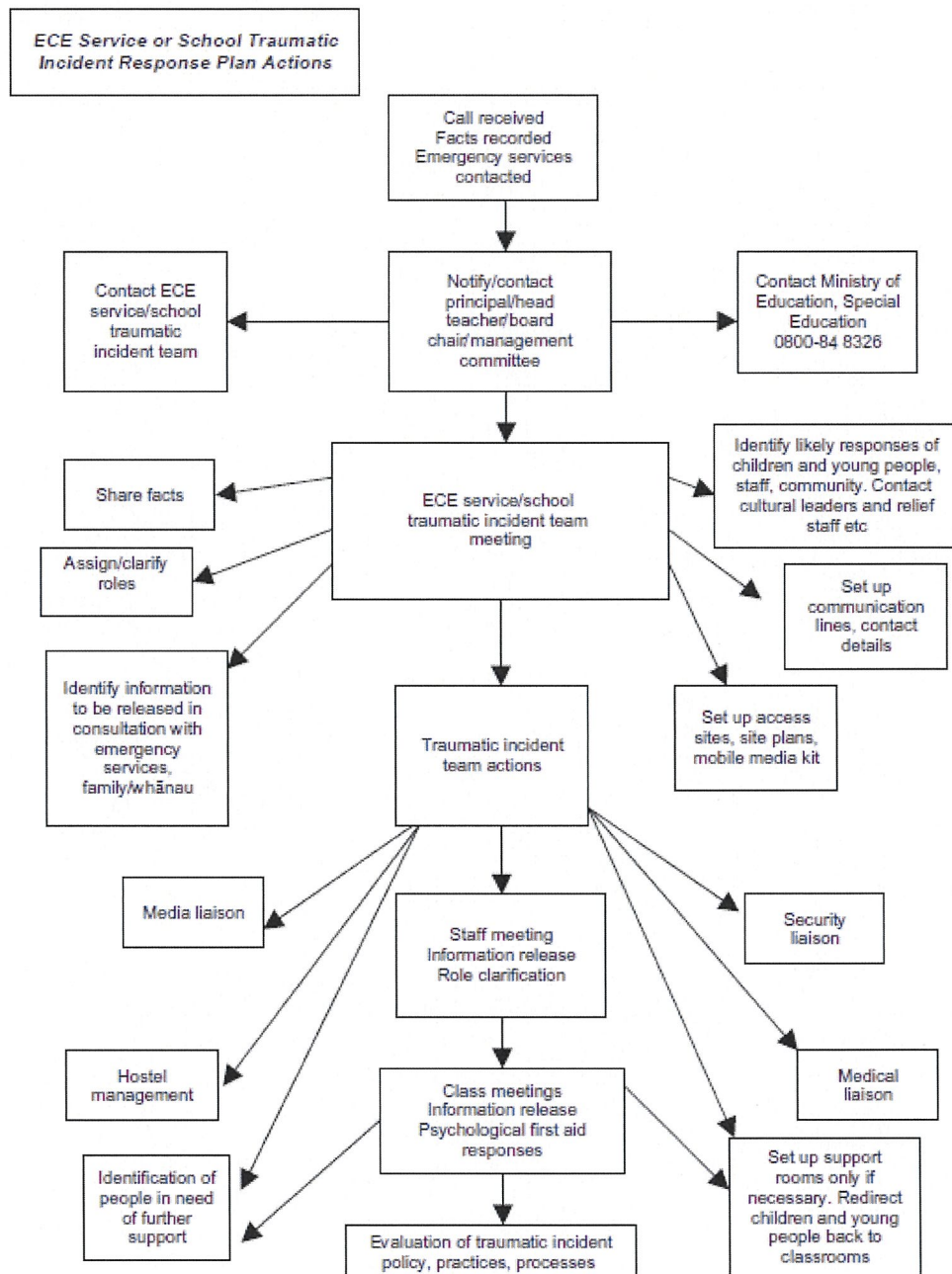
Appendix 1

Crisis Management Procedures

1. The following procedures provide a framework for coping with a crisis and may be adapted according to the nature of the crisis. As necessary, the Emergency Response Checklists should be referred to:
 - Death (Appendix 3),
 - Missing Child (Appendix 4),
 - Lockdown Response (Appendix 5), and
 - Responding to Digital Harm (Appendix 6).
2. The principal will appoint a Crisis Management Team (CMT) that includes the Deputy and Associate Principal, Senior Management, Classroom teacher(s) of the victim(s), office staff, and the Presiding Member of the Board.
3. The principal may also call on others to join the CMT, including the Ministry of Education Traumatic Incident Team, Group Special Education, Board member(s), local counselling agency, Resource Teacher Learning Behaviour, Social Worker, local kaumatua, minister.
4. Members of the CMT are assigned areas of responsibility with set timeframes for response:
 - a. Consultation and communication with family/families/whanau.
 - b. Counselling for students/staff.
 - c. Principal and/or appropriate designator and counsellor visit family.
 - d. Arrange information sessions for staff to update incoming information.
 - e. Using a staff phone tree to contact staff may be appropriate.
 - f. Call an emergency staff meeting including support staff to provide details of the situations and outline proposed course of action. Keep staff up to date with the situation.
 - g. Instruct the office staff as to how to respond to enquiries.
 - h. Decide how the students will be notified. A suggested method is to prepare a statement for teachers to read and discuss with their classes. This should be clear, reasonably brief, delivered as soon as possible to pre-empt the spread of rumours and include information about support services that are available. Students may be encouraged to send messages of support to the family.
 - i. Allocate a crisis room for that day and decide how it will be staffed. If students are particularly distressed, parents should be called, and students concerned allowed to go home.
 - j. Communicate with parents to inform and reassure, and minimise any rumours, speculation, and misinformation. A letter may be appropriate.
 - k. Maintain respectful contact with the family, whanau involved with the crisis.
 - l. If a funeral is involved and depending on the wishes of the family, students and teachers should be able to attend if they wish. It may be necessary to provide a bus. A memorial service may be held at the school later.
 - m. A review of events and procedures will take place at an appropriate time to ensure that all outstanding issues are dealt with.

Appendix two

The following flow chart gives a visual outline of the first steps and an order in which they might be carried out.



Appendix 3

Death emergency response – checklist

Incident	Actions
Death occurs at school	<i>Do not assume death has occurred – give immediate first aid</i>
	Call emergency services
	Call first aider give first aid until qualified first aider and / or ambulance arrives
	Call for assistance from other staff
	Notify principal
	Isolate and contain the area
Action after medical personnel have taken over and before police arrive	Establish what happened
	Complete incident form with all known details
	Principal advises school management team and staff as soon as possible.
	Principal advises the Board through the Presiding Member
	Liaise with police on their arrival
	Consider accompanying police to advise parents.
	Advise the local Ministry of Education Trauma Incident Team. (contact details will be in the emergency management plan external contact list)
	Discuss with and be guided by the Trauma Incident Team on the best way to advise the school of the death.
	Discuss, and be guided on counselling issues with the Trauma Incident Team.
	Ensure the designated media person for the school is fully briefed
	Designate staff to attend funeral, if required.
Death takes place outside of the school.	Principal advises school management team as soon as possible.
	Principal advises the Board through the Presiding Member
	Principal advises school staff before school.
	Advise Ministry of Education Trauma Incident Team. (contact details will be in the emergency management plan external contact list)
	Discuss with and be guided by the Trauma Incident Team and school management team on the best way to advise the school of the death.
	Discuss with and be guided on counselling issues with the Trauma Incident Team.
	Set up rooms suitable for counselling as advised by the TI team.
	Ensure the designated media person for the school is fully briefed.
	Designate staff to attend funeral, if required.

Appendix 4

Missing Child/Student Emergency Response Checklist

1. All instances of a child going missing from school must be treated urgently and steps taken to find the missing student or confirm their safe whereabouts.
2. There can be a range of possible reasons and associated dangers for a student going missing including:
 - The possibility that the child or student has been picked up by a parent or caregiver;
 - The child has decided to leave school for the day;
 - The child has felt unwell and simply gone home; and
 - The possibility of an abduction.
3. Until the student has been found or confirmed in a safe location, action must be taken to locate them.

Event or information received	School action
Information or notification that a student is missing.	Confirm that the student had been present at school at some time during the day.
	Determine when the student was last seen in the school and the circumstances at the time.
	Notify the principal.
	Search the school. This should include checking common areas, likely hiding places and surrounding streets if necessary.
	Check with parents/caregivers that the child is not with them.
Child is found alive and well	Notify principal and other searchers.
	Establish what happened.
	Inform child's parents/caregivers
	Complete an Emergency Management incident report
Child is found in an injured or ill condition	Assess the situation and if necessary, call for medical assistance.
	Notify principal and other searchers.
	Establish what happened.
	Arrange for the child's parents to be advised.
	Complete an Emergency Management incident report
Child or student is not found within the school or immediate area (and ascertained not with parents).	Notify the police immediately and follow their advice.
	Complete an Emergency Management incident report.
	Inform other staff and students.
	Board members and person authorised to deal with media notified.
	Follow police advice and provide appropriate support for missing person's family and other students.

Appendix Five

Lockdown Emergency Response Checklist

1. A lockdown will be signalled by:
 - the sounding of 5 short rings, pause, 5 short rings, pause, and so on; or
 - Communication by word of mouth by a staff member.
2. Classes to remain in lockdown until all clear is communicated.
3. **Procedures within Buildings:**
 - Close and lock doors and windows.
 - Pull curtains/blinds.
 - Turn off lights.
 - Turn off any equipment emitting loud noise.
 - Keep any cell phones on silent in case you need to be contacted by Police/Management.
 - All personnel to sit on floor under desks and tables out of sight of windows.
 - Maintain silence.
 - Syndicate leaders should check exterior corridor/cloak bay doors are locked.
 - Teacher aides outside during class time should proceed to the nearest classroom.
4. **Procedures in the Playground:**
 - Proceed to classroom or if there is inherent danger in this (i.e. threat to classroom) proceed instead to the nearest building.
 - Last person in should lock the door and follow steps above.
5. **Special Considerations**
 - Office**
 - Lock front and back doors. Pull down blinds.
 - Sit on floor in back of storage room.
 - Hall**
 - Ensure all doors are locked.
 - All persons to sit quietly on floor in green room and/or behind stage curtains/ wings.
 - Library**
 - Ensure doors are locked.
 - All persons should move quietly to room 0 and lock doors.
 - Mrs Dean/Miss Scavone's rooms**
 - Lock outside door. Sit quietly on floor under benches.
 - Music Room**
 - Lock doors

- Pull down blinds
- Keep low

6. Lock Down Communication

- Alert police immediately.
- Update the school website and send email and/or app message to all parents explaining the school is in lockdown, reason why, and reassure parents by providing other pertinent information, for example, access to school is not available. Indicate that the message will be updated frequently.
- Update message at least every 15 minutes if possible.
- Students on class trips should be informed and wait safely off site until they can return to school.
- Lift lock down when police advise.

Appendix Six

Responding to Digital Harm Checklist

1. Digital incidents vary in their nature and severity, and may involve students, staff, and/or others in the school community. Incidents involving digital technology may negatively affect the learning environment or impact the emotional or physical safety of our school community.
2. We encourage anyone who may have concerns or information about a digital incident to inform the principal. We also respond to concerns and incidents that take place outside school but have an impact on the school community.
3. We recognise that a digital incident can be traumatic for students, staff, and our school community and may require us to activate our Crisis Management plan.
4. When we become aware of a digital incident, we will act to minimise distress and harm, safeguard the safety and wellbeing of those affected, and help to resolve the matter as soon as possible.
5. Appropriate staff will manage digital incidents according to the situation, in consultation with the principal and CMT as appropriate. Communications to the community will depend on the nature of the digital harm and will be consistent with other applicable policies.
6. If students are involved in a digital incident, we will follow our Digital Technology Use and Safety, Bullying, and Discipline policies as appropriate. If students at another school are also involved with the digital incident, we work with the other school to resolve the situation and support our school communities.
7. After the incident is resolved, the school continues to monitor the wellbeing of those affected and provides ongoing support as appropriate.