



# Health and Safety Policy

## General Policy Statement

The principle of this policy is to ensure the health and safety of Tall Poppies Drama School tutors and students in our care during tuition time. As an organisation we are committed to providing quality product delivery and health and safety are an integral part of this offer.

## 1 Legislation

The Principal should be familiar with the provisions of all the relevant legislation. The current legislation that relates to this policy is:

- Health and Safety in Employment Act 1993
- Civil Defence Act 1983
- Contents of evacuation schemes (Fire Safety and Evacuation of Buildings Regulations 1992)
- Building Act 1991
- Assess to and facilities within buildings (Disabled Persons Community Welfare Act 1975)
- Cooking, storing or selling food (Food and Hygiene Regulations 1974)
- Human Rights Act 1993
- Bill of Rights Act 1990
- Children, Young Persons and their Families Act 1989
- State Sector Act
- Crimes Act 1961.
- Health Act 1956
- Disabled Persons Community Welfare Act 1975
- Electricity Act 1992
- Gas Act 1992
- Hazardous Substances & New Organisms Act 1996
- Resource Management Act 1991
- Smoke Free Environment Act 1990
- Smoke Free Environment Amendment Act 2003
- Regulations refer p40 code
- NZS3000 Electrical Installations
- NZS3760 In service safety inspection and testing of electrical equipment

## 2 Goals and Objectives

### 2.1 Safety and Health Policy Statement

The Principal shall make a clear statement of its commitment to promoting and maintaining a safe and healthy environment for all employees, children and others at the drama school. This policy statement will be signed by the Principal.

The policy should be known to all staff, and shall be displayed in a prominent place for all staff to see.

### 2.2 Safety and Health Management Responsibilities

Safety is everyone's responsibility. All staff, parents and students at the drama school are to act safely at all times for their own welfare and with consideration for the safety of others.

The Principal is responsible for ensuring that the Safety Policy and its associated Procedures are developed and implemented. The Principal will be proactive by endeavouring to provide a safe and healthy environment by:

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- (a) assigning responsibilities for safety management
  - (b) involving employees in the development of health and safety procedures
  - (c) providing systems for:
    - regularly and systematically identifying all hazards in the workplace
    - assessing the “significance “of hazards
    - eliminating hazards where possible
    - isolating remaining hazards where possible
    - minimising the likelihood of harm occurring where hazards cannot be eliminated or isolated
  - (d) ensuring employees are informed and trained in health and safety procedures
  - (e) ensuring employees have relevant knowledge and skills in first aid
  - (f) maintaining a system of recording and reporting accidents
  - (g) reviewing the policy and procedures at least once every two years to ensure that they are still appropriate and are being implemented
  - (h) ensuring non employees on site with consent of Principal are warned of potential significant hazards (Refer p8 Health & Safety Code of Practice)

The Principal is responsible for the daily implementation of the Policy and the Procedures. The officially appointed Health and Safety representative on the site is the Principal (or their delegated authority if absent). The Principal will ensure that staff, parents and students are aware of their responsibilities.

Employees are:

- (a) to understand the legislative requirements for health and safety in the workplace
- (b) to be consulted during the preparation of the school’s safety policy and procedures
- (c) to accept that they are responsible for safety in their work area
- (d) to identify their training needs so that they can perform their work as safely as practicable
- (e) to discuss safety issues with the children and encourage children to report any problems to their teacher
- (f) to comment on health and safety issues whenever the need arises
- (g) to report all new hazards to the Principal
- (h) to report all accidents and / or incidents
- (i) to prepare, distribute and file all records, inspection reports, accident reports, etc as required by this policy

## 2.3 Inspections

All staff have an on-going responsibility to check for hazards every day, and to report unresolved problems to the Principal.

The Principal is responsible for arranging:

- (a) an inspection at the beginning of each term. The Term Inspection Checklist shall be used to record the details of the inspection. Each item on the checklist shall be **thoroughly inspected**, and any shortcomings noted and corrected. Major deficiencies are to be reported.

All inspection checklists will be stored on file - Safety Inspections

Each teacher will perform a daily inspection before classes commence to ensure that:

- (a) corridors and passageways are clear of all forms of obstruction
- (b) that outside doors are unlocked
- (c) that all exit doors can be opened freely
- (d) there is no combustible material close to heaters and lights.

## 2.4 Hazard Register

The Principal will maintain a Hazard Register which will identify the hazards found at the school and in school activities (e.g. transportation).

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The Hazard Register will be stored on file: Safety - Hazard Register.

The Hazard Register will contain the following:

1. Record of Reviews

The register will be reviewed at least once every year.

All employees are to review the Hazard Register on at least an annual basis, and are to sign the Hazard Register Review form to indicate that they have reviewed the Hazard Register and that they are aware of the risks and the preventative measures to be taken.

2. Hazard Categories Identification Sheet. This identifies the various categories under which we have hazards.

3. Hazard Sources Lists. These list all the hazards that have been found. Each hazard is assigned a priority rating by multiplying a "probable frequency" rating and a "potential severity" rating. Compiling hazard priority ratings like this clearly indicate which hazards are rated as more serious than the others.

The Probable Frequency Rating scale is:

- 1 A highly improbable occurrence
- 2 A remotely possible but known occurrence
- 3 An occasional occurrence
- 4 A fairly frequent occurrence
- 5 A frequent and regular occurrence
- 6 Likely to always occur.

The Potential Severity Rating scale is:

- 1 Negligible injuries / damage / cost
- 2 Minor injuries / damages / costs
- 3 Major injuries / damages / costs
- 4 Single fatality / damage / costs (on site)
- 5 Multiple fatalities / damage / costs (on site)
- 6 Multiple fatalities (including ones off site).

4. Risk Assessments and Control Options.

A risk assessment is done on all the significant hazards (indicated by a \* in the left column) recording the type of injuries that can occur, under what circumstances they can occur, and what is in place to control the hazard.

5. Hazardous Substance Register. This lists all the hazardous substances found around the school site.

## 2.5 Accident Reporting, Recording and Investigation

**All injuries** treated at the drama school, or at a place of work controlled by the drama school, must be recorded in the Accident Register. This is kept on file: Safety - Accident Reports.

All work related illnesses and accidents, where a person has received **serious harm**, must be notified to OSH immediately, followed by an accident report on the approved form within 7 days. Serious harm is defined as:

- (a) Any of the following conditions that amounts to or results in permanent loss of bodily function, or temporary severe loss of bodily function:
- respiratory disease
  - neurological disease
  - dermatological disease
  - musculoskeletal disease
  - decompression sickness
  - vision impairment
  - noise induced hearing loss
  - cancer
  - communicable disease
  - illness caused by exposure to infected material
  - poisoning
  - chemical or hot metal burn to eye

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- penetration wound to eye
  - laceration
  - (b) amputation of body part
  - (c) burns requiring referral to a specialist registered medical practitioner or specialist outpatient clinic.
  - (d) loss of consciousness from lack of oxygen
  - (e) loss of consciousness, or acute illness requiring treatment by a registered medical practitioner, from absorption, inhalation, or ingestion, of any substance.
  - (f) Any harm that causes the person harmed to be hospitalised for a period of 48 hours or more, commencing within 7 days of the incident.
- bone fracture
  - crushing

**All accidents (except minor cuts and scrapes)** will be investigated in order to prevent a recurrence. The intention is to find a solution for the problem, not somebody to blame. The attached Accident Investigation Form will be completed in such cases. For serious harm accidents the investigation team will consist of at least two adults. The investigation must be commenced no later than 24 hours after the reported accident and is to be completed as soon as possible, and within 7 days of the accident.

A summary of all serious harm accidents is to be reported to the Principal each month.

Where a person is seriously harmed at the drama school, no person shall remove or disturb any wreckage or anything related to the incident unless it is necessary to:

- Save the life of, prevent harm to, or relieve the suffering of any person
- Maintain access to an essential service
- Prevent serious damage to or serious loss of property

If OSH requires an inspection, permission must be given by an Inspector before the accident scene may be disturbed.

## **2.6 First Aid Facilities**

The Principal shall ensure that adequate medical supplies are maintained in the first aid cabinet, and that the person in charge is adequately trained.

## **2.7 Administration of Medication**

It is desirable that medication is administered at home. However, in the case that it needs to be administered during drama school hours, the following precautions will be taken:

- (a) Parents / Caregivers will send written notification requesting staff to administer medication.
- (b) Medication will be brought to drama school by parent/caregiver and handed to the Principal or Teacher.
- (c) All medication will be clearly named with the child's name and prescription instructions.
- (d) Medication will be kept in a safe, secure place.
- (e) Medication will be administered by the Teacher in charge. Children will sign the appropriate notebook on receipt of medication.

## **2.8 Training and Supervision**

The Principal, together with each employee shall:

- (a) identify the training needs of the staff, ensuring that all employees know the hazards in their place of work, and how to deal with those hazards
- (b) ensure that every employee is adequately trained in the use of all equipment and situations (e.g. EOTC activities) that they are expected to manage.

At all times at the drama school, and on drama school trips, there shall be at least one person qualified to administer first aid.

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## 2.9 Crisis Management Policy and Emergency Procedures

The Principal will maintain a Crisis Management Policy and associated procedures which deal with crisis management, evacuation and Civil Defence emergencies.

### General Policy Statement

The Principal recognises the need to provide a safe environment. Should there be an unexpected or shocking event, the drama school will be in crisis. This would result from the hazardscape confronting schools which includes, but is not limited to; climatic change, natural disaster, chemical incident on site or nearby, a range of human threats or accident.

The management of a crisis will be directed by the Crisis Management Plan, which will assist to lessen the impact and accelerate the recovery process.

In the event of a crisis:

- Verify that the information about the crisis is accurate.
- If necessary, relevant emergency services will be informed and the immediate safety of all occupants ensured as outlined in NAG 5 - 5.12 Emergency Evacuation Procedures.
- The Principal will determine the level and extent of the response in accordance with the scope of the presenting crisis.
- The Principal and other teachers will assemble the Crisis Management Team. This team should include:
  - The Principal (or nominated delegate)
  - Staff Representative
  - BOT Chairperson
  - Proprietor Representative (or their nominated delegate)
  - Relevant specialist services e.g. S.E.S., Victim Support, Counsellor, Pastor, Police
  - Family representative (if appropriate), Kaumatua
- The Crisis Management Team will be lead by the Crisis Manager and will implement the Crisis Management Plan.

(a) Roles of the Crisis Management team:

<b>Title</b>	<b>Responsible for</b>
Crisis Manager (usually the Principal)	Ensuring the procedures of the Crisis Management Plan are carried out and liaise with relevant agencies.
Communications, Media Spokesperson (usually the Crisis Manager)	Ensuring sensitivity, accuracy & appropriateness of communication. Preparing / releasing written statements to media where applicable. Keep record of all media statement releases & interviews taken Ensuring all aspects of the Privacy Act are adhered to.
Counselling / Support Coordinator	Liaise with staff to identify/monitor behavioural changes of students Arranging for counselling and support as deemed necessary.
Administrative support	Arranging a front desk person to give out written statements and direct inquiries to the appropriate people. Keep accurate records of the situation and the actions taken.
Family liaison person	Maintaining contact with the family/ies Visiting family/ies as appropriate. Ascertaining the family's/ies wishes.

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## 2.10 Emergency Contacts

The Principal shall maintain in an "Emergency Procedures Manual" up to date phone lists of:

- (a) emergency services
- (b) parent phone numbers and addresses
- (c) emergency contact numbers if parents are not available. These will be recorded on each child's personal file.

## 2.11 Smoking Policy

The BOT will maintain the following Smoking Policy which will be annually reviewed by staff.

(a) Purpose

The Smoke-free Environments Act 1990 requires that each school prepares and implements a written policy on smoking.

At Tall Poppies Drama School, we recognise the importance of providing a clean, smoke-free environment for children, parents, employees and visitors. We also acknowledge the importance of teachers and parents as role models, and the need to provide a consistent and coherent message to our drama school community.

(b) Smoke free Areas

The School Principal and staff will ensure that Tall Poppies Drama School complies with the Smokefree Environments Act 1990 and the Smokefree Environments (Enhanced Protection) Act 2003 at all times.

In summary, this act prohibits smoking, at all times, on all Tall Poppies Drama School rooms, including:

- Any other facilities, under school control, used by the students, including transport or vehicles.

A written copy of this policy will be provided to employees and prospective employees when requested.

All future employees will be advised that the school is a smoke-free zone.

(c) Compliance

The Principal will ensure:

- (a) That all staff comply with the Act.
- (b) That parents/caregivers are regularly reminded of the Smokefree Act through the school newsletter.
- (c) That all visitors, contractors, etc entering the drama school rooms are aware of the law.

(d) Non-Compliance

If anyone in the drama school is seen smoking they shall be asked to stop smoking immediately. If they refuse:

- a) Inform them that they are breaking the law, advise them of possible legal consequences ie. \$400 fine, and ask them to leave the drama school rooms
- b) If they won't leave contact the Police.

## 2.12 Non-Custodial Parent Policy

The Principal recognises the need to provide a safe environment. Tall Poppies Drama School will therefore ensure the safety of children from separated families and cooperate with any legal requirements involving those children.

(a) When a parent enrolls a child

It is important for staff enrolling the child to understand the family situation in order to avoid possible confrontations.

If information is volunteered (or known) that the parents are separated:

1. Record the fact and keep the enrolment information in a confidential manner.

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2. Ascertain if the enrolling parent has sole custody, joint custody, or is a non-custodial parent. Sight the court document/custody order.
  3. Elicit and record the custodial arrangements that may affect the child's attendance at the school.
  4. Point out to the enrolling parent that unless a court has ruled otherwise, both parents, as guardians may be entitled to:
  5. See any notes or reports that are kept in the school and shown to parents.
  6. Participate in parent functions.
  7. See official record cards
  8. Record the name and address of the people who have right of access.
  9. Inform all staff. Be sure to keep new staff informed.
- (b) When non-custodial parents approach the school directly seeking access to their child
1. Establish why the non-custodial parent wishes to see their child.
  2. Check arrangement with the custodial parent.
  3. Check the school records for information about access. Ask non-custodial parent for a copy of the court order document if the schools copy of the document cannot be found and/or the schools copy differs from information given by the non-custodial parent.
  4. If access is verified it must be made clear that the school will not supervise the access. The custodial parent must arrange supervision.
- (c) Where the non-custodial parent seeks access to the child in the drama school or it's vicinity, without direct approach to the school
- A non-custodial parent in the drama school.**
1. Approach the parent to ask his/her intent.
  2. Check records for information about access. Check with custodial parent.
  3. Request that the parent see the Principal (or teacher in charge)
  4. If the request is refused, ask the parent to leave the grounds, particularly where the parent does not have access rights.
  5. If the parent refuses to leave the grounds telephone the Police  
NB If the parent insists on taking the child from the school DO NOT attempt to restrain him/her, but phone the Police

## 2.13 Abuse Recognition Policy

The Principal will maintain the following Abuse Recognition Policy.

The physical and emotional safety of each child is paramount. All complaints of abuse will be taken seriously.

- (a) Identification of abuse
- Adults will be receptive and sensitive to children so that the children feel listened to and believed.
  - Not all harm is caused by abuse, but abuse may be identified through:
    - general signs including: moodiness, irritability, excessive crying, loss of appetite, changes in behaviour at school or towards other people, personality changes, withdrawal into themselves, being afraid to go home, running away, inability to concentrate, unexplained fears, nightmares, etc
    - physical signs including: beatings, burns, bites, broken bones, scalds, etc
    - emotional abuse including: threatening, yelling, scaring the child, belittling the child or playing games with the child's emotions
    - sexual abuse
    - neglect including inadequate nourishment, untreated injuries, clothes not warm enough, dirty and at risk of infection, left alone, etc.
    - exposure to pornographic, occultic, blasphemous, unclean material e.g. books, magazines, video, computer games, language, etc.

- Child abuse should be seriously suspected when there is:
  - no explanation of injury
  - varying explanations of injury
  - injury not likely to have happened as stated
  - unreasonable delay in seeking medical attention
  - multiple bruises
  - pain or irritation in the genital area
  - sexually transmitted disease
  - recurrent genital or urinary injury
  - inappropriate sexual play
  - a child states that they are being abused.
  
- Where abuse is suspected or alleged immediate action is necessary to ensure the safety of the student and to prevent any problem from escalating.
  
- (b) Procedures for dealing with abuse
  - Where a teacher is concerned about the safety of a child, the Principal shall be informed immediately. No outside agency will be involved in the school without the prior knowledge of the Principal.
  
  - Keeping in mind that the child's welfare is paramount parents may be consulted about changes in behaviour to try to identify a reason.
  
  - Where the child is not considered safe the Principal will contact the most appropriate agency in terms of section 15 of the Children Young Persons and their Families Act 1989 (e.g. Police, Open Home Foundation, Dept Child Youth and Family). Where the child is considered safe, but there are still concerns about the child's well-being, the Principal can report the concerns to Dept Child Youth and Family and discuss them with a social worker. If a crime has been committed (e.g. sexual abuse or a serious assault) the Police may decide to prosecute the offender.
  
  - Once an agency has been involved, the school will act on the advice from that agency. Whichever agency is involved in the case will be responsible for informing parents.
  
  - Support for staff and the family concerned will be sought from the agency involved. Precautions for the physical protection of staff may be necessary.
  
  - In the case of a report from a third party to the school, the first course of action will be for the Principal to direct the third party to the appropriate agency.
  
  - All information about the child will be confidential to the staff involved and the Principal. This information will be kept for the duration of the child's enrolment at the school.
  
  - If a complaint is made against a staff member the Principal will then both meet with the staff member, who will be advised to seek legal representation. The staff member will be suspended on full pay once an investigation has begun. At this stage the rest of the staff will be informed.
  
  - Close contact should be kept with Dept Child Youth and Family and the Police so the school does not inadvertently undermine or frustrate investigations.

## 2.14 Education Outside the Drama School Class Policy

- (a) Maintain a Risk Analysis Management System (RAMS)
- To analyse risk and make prudent decisions on how to minimise or eliminate potential dangers.
  - This risk assessment will take into account the context of the programme or activity and the skills and experience of the staff, external providers, volunteers and students.
- (b) Staff responsible for any activities outside of the Drama School are required to:
- plan and document the activities.
  - obtain the approval of the Principal before participating in an activity off the school site.
  - notify parents of all activities off the school site
  - report to Principal significant problems encountered during the activity. The purpose of this is to identify any short-comings in our procedures and to learn lessons for next time.
- (c) Minimum Guidelines
- The ratio of adults to children must be determined based on the potential risk involved in any activity. All school trips shall have a ratio of adults to children of at least the following:

	Year level of pupils	Adult:Children ratio
Day Trips	0 - 3	1:5
Day Trips	4 -8	1:6
Day Trips	9-13	1:7

If children are transported in private vehicles seat belts must be worn.

All children must be seated when on buses.

A basic first aid kit is to be taken on all trips.

Adults accompanying classes must be made aware of the responsibilities expected of them and the restrictions that may be placed upon them during the trip. Teachers must clearly define responsibilities expected of parents.

## 2.15 Policy for HIV/AIDS and Other Blood Borne Viruses

- (a) Purpose
- To ensure that a child's health status will not effect their right to an education.
  - To provide a safe physical and emotional environment for all students.
  - To provide guidelines regarding the management of HIV/AIDS and other blood borne viruses.
  - To ensure compliance with all relevant legislation currently in force.
- (b) Informing the School
- (i) On enrolment of a child with a blood borne virus, the caregivers must inform the Principal of the child's condition in writing.
- It will be to the child's advantage for the caregiver to give the school this information, so that the school can work with the caregiver to provide the best possible support.
  - It is important that those who need to know are informed.

- (ii) If a child is diagnosed with HIV/AIDS or other blood borne viruses in the years following enrolment then the Principal must be informed as in (b) (i).
- (iii) The information obtained will be made available to the Principal and others directly involved with the child.
- (c) Informing Caregivers of Policy
  - (i) On enrolment the Principal must inform the caregivers of its policy regarding HIV/AIDS and other blood borne viruses. Once this is done parent's consent will not be sought when sharing information with those who need it.
  - (ii) The caregivers referred to in (b) (i) and (ii) will receive a copy of the school's policy and procedures.
  - (iii) On developing a new policy or changing on existing HIV/AIDS or other blood borne viruses policy, caregivers of children with the above known conditions will be informed and will be given the opportunity to provide comment throughout the process.
- (d) Safety and Control of Disease.
  - (i) Caregivers of children with HIV/AIDS or other blood borne viruses will be informed about cases of infectious diseases at school e.g. chickenpox
  - (ii) In dealing with any injury all children should be treated as if they have a blood borne virus.
  - (iii) The Principal will inform all staff annually about safety procedures and school policy.
- (e) Incidents involving a child with HIV/ AIDS or other blood borne viruses
  - (i) Inform the Principal of the incident.
  - (ii) Notify the caregivers of the child with the infectious complaint.
  - (iii) Notify the caregivers of the child / children involved on the day of the incident
    - To inform them of the risk of infection to their child
    - To provide them with precautionary information
    - To remind them of the privacy provision.If the caregiver is unable to be contacted the school will seek medical advice.
- (f) Guidelines for Treatment
  - (i) Before treating a child who is bleeding, make sure you cover any cuts or abrasions with a water-proof dressing.
  - (ii) Wear gloves for all procedures.
  - (iii) Don't delay treatment of a child who is bleeding, under any circumstances because gloves are not immediately available. Use an absorbent barrier such as a towel, paper towel, handkerchief, etc. for an actively bleeding child.
  - (iv) Dispose of used gloves, soiled dressings, sanitary towels, tissues, etc, in a place where they will not be handled, e.g. in bags which are burnt or buried.
  - (v) Wipe clean and then sterilise all surfaces and instruments contaminated with blood. Make sure you use an effective disinfectant, e.g. (one volume of household bleach to nine volumes of cold water).

- (vi) Soak surfaces for 20 minutes and then wipe dry. Prepare a fresh solution immediately before you want to use it.
- (vii) Wash hands thoroughly when you have finished. Hand washing is usually adequate for non-blood secretions, but the above precautions (i.e. gloves, etc) can also be used.
- (viii) Make sure that first-aid kits include disposable gloves, disposable wipes or towels, plastic bags for contaminated waste, a skin disinfectant and a bleach solution (or hypochlorite solution/ or granules) with instructions for use.

## **2.16 Indemnity**

Where a health and safety issue arises that contravenes the *Health and Safety in Employment Act*, the Secretary for Education will offer the school an indemnity against all costs arising from any prosecution, conviction and fines under the Act, provided the requirements to qualify for indemnity are met.

## **2.17 Responsibility for Children Before and After Drama School Policy**

The Principal and staff are responsible for the safety and health of children in the drama school during the time of their normal lesson. This may be altered slightly by prior arrangement between individual parents / caregivers and the Principal. Parents / caregivers are responsible for their children outside these hours. An effort will be made to contact the parents / caregivers of those children who have not been collected within 15 minutes after their lesson.

## **TERM INSPECTION LIST**

- Studio windows secure
- Locks secure
- Props room secure and tidy
- Provision of hand sanitizer, tissues and rubbish bins
- Tall Poppies Van warranted and registered.
- Tall Poppies Van checked for maintenance issues.

## **HAZARDS REGISTER**

- Students reminded not to use the lift unless with an adult.

## **CRISIS MANAGEMENT PLAN**

### **ACCIDENT AND MEDICAL TREATMENT PROCESS**

1. Check out injury. Administer first aid if required.
2. Ascertain if medical assistance is required.
3. Phone guardian or take to emergency room/call emergency services as required.
4. Do not leave other students unattended.
5. Fix the hazard if appropriate.
6. Write up in the incident book.
7. Phone Head Teacher to advice of the incident.

### **EVACUATION/NATURAL DISASTER/FIRE OR MAJOR EVENT**

1. Follow evacuation procedures and ensure the safety of the group.
2. Always take: cell phone, roll and contact details for students, first aid kit.
3. If at all possible, stay in the location/vicinity of the teaching space.
4. Phone all guardians to advice of the situation.
5. Stay with the students until all have been picked up by caregivers.
6. Phone Head Teacher to advise of the incident. Write up in the incident book.

## **Emergency Response Procedures**

### **ACCIDENT AND MEDICAL TREATMENT PROCESS**

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2. Ascertain if medical assistance is required.
3. Phone guardian or take to emergency room/call emergency services as required.
4. Do not leave other students unattended.
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4. Phone all guardians to advice of the situation.
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### **RESPONSE TO AN EARTHQUAKE**

1. Do not evacuate the building while the quake is in action.
2. Drop, cover and hold or move all students to an inner wall, corridor or door frame. Keep the class together at all times. Ensure you are away from windows.
3. Do not rush outside as there is danger in stair wells or from falling debris.
4. Do not use the lift.
5. Turn off electrical switches if possible.
6. Once the quake has stopped, wait for the building warden to clear the building or proceed with evacuation procedures after careful checking and consideration of hazards.
7. Stay with the students until parents arrive to pick them up.