



Canterbury Schools/Early Learning Services 15 March 2019 Lockdown Review

Final report

12 July 2019

kpmg.com/nz





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Ministry of Education
Attention: Coralanne Child
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48 Hereford Street
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12 July 2019

Dear Coralanne,

Canterbury Schools/Early Learning Services 15 March 2019 Lockdown Review

Pursuant to the All of Government Consultancy Services Order dated 4 April 2019, please find enclosed KPMG's review into the Lockdown of Canterbury schools and early learning services that occurred on 15 March 2019.

Set out on the following pages are our key findings and proposed recommendations in order to ensure greater future preparedness.

We would like to specifically acknowledge the input and support from the Steering Group, Ministry of Education and the New Zealand Police, as well as the numerous other stakeholders from schools and early learning services who provided open and honest feedback during this review process.

If you have any further questions regarding this report, please feel free to contact us.

Kind regards,

Peter Chew
Director

Benjamin Badger
Partner

Disclaimers

Inherent Limitations

This report has been prepared in accordance with the All of Government Consultancy Service Order dated 4 April 2019. Unless stated otherwise in the Order, this report is not to be shared with third parties. However, we are aware that you may wish to disclose to central agencies and/or relevant Ministers' offices, elements of any report we provide to you under the terms of this engagement. In this event, we will not require central agencies and/or relevant Ministers' offices to sign any separate waivers.

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Executive summary

Background, scope and approach overview

Background

Following the tragic events that occurred in Christchurch on 15 March 2019, KPMG was engaged by the Ministry of Education ('the Ministry') to complete a comprehensive review of how Canterbury schools' and early learning services' responded to the Lockdown, their Lockdown policies and procedures and to identify any opportunities for future national preparedness.

Scope

The following 7 areas were in scope for this review:

- 1) The communication that occurred and the communication mechanisms used.
- 2) The physical logistics of a Lockdown.
- 3) The effectiveness of current Lockdown guidance.
- 4) The effectiveness of each school's or service's Lockdown policy and procedures.
- 5) If and how Lockdown procedures change for different scenarios.
- 6) What improvements can be made to ensure parents/Whānau are more familiar with a Lockdown.
- 7) Whether a co-constructed guide from the New Zealand Police ('the NZ Police') and the Ministry would be useful and appropriate.

A number of areas were also specifically listed as outside the scope of this review:

- 1) An individual review of each school's or service's specific policies and procedures.
- 2) The Ministry's internal Lockdown policies and procedures.
- 3) Operational aspects relating to the involvement of the NZ Police.
- 4) The educational response post 15 March 2019.

Scope (continued)

- 5) Reviewing international procedures and protocols used in Lockdown situations.
- 6) Implementing any of the findings or recommendations identified during the course of this review.
- 7) The psychological and social impacts of the events of 15 March 2019.
- 8) The tertiary sector's response to the Lockdown.

While the scope of this review relates primarily to the Lockdown events of 15 March, the findings are still entirely applicable to all schools and early learning services nationwide.

Approach

The approach for the review was co-created with the Steering Group, which comprised representatives from the Ministry, the NZ Police and various sector groups, to ensure the process had sufficient sector representation.

In order to source a breadth of perspective and voice, we engaged with stakeholders using a variety of mechanisms including:

- The design and completion of a survey.
- Running consultation sessions and focus groups with senior leadership members/service providers, staff, Board Chairs, PTAs, children and young people.
- Reviewing feedback received by the Ministry and running a focus group with a selection of respondents.
- Meeting with the NZ Police to understand the response on the day and any learnings.
- Meeting with a number of Ministry staff to understand what occurred on the day, policy considerations, legal perspectives and current work plans.

Approach (continued)

- Reviewing the Ministry's current emergency management guidance.
- Reviewing the communications between the Ministry and schools/early learning services and the Ministry's internal communications.

Critical to the review's approach was the key principle that child safety was paramount, resulting in all children and young people, who were at school or an early learning service on 15 March 2019, going home safely. However, should a similar event occur in the future, this review seeks to identify learnings to strengthen any future response.

Background to quantitative analysis

The following pages summarise our key findings, recommendations and the Ministry's work plans. The quantitative analysis supporting these findings comes from the survey.

In order to better understand this analysis, key points regarding the survey and its respondents include:

- The survey was sent to all schools and early learning services in Canterbury (approximately 750). After removing duplicate and blank responses, 301 valid submissions were received.
- Of the 301 respondents, 221 (73%) went into Lockdown on 15 March 2019. (*see figure 5*)
- Of those 221 respondents, 67% were in Lockdown for 3 hours or more. (*see figure 6*)

More detailed information regarding the background to the quantitative analysis can be found on pages 16 and 17.

Key findings

The following table comprises our key findings by scope area, summary quantitative analysis, key learnings and opportunities and the Ministry's actions to date/intended actions:

Scope area	Key findings	Summary quantitative analysis	Key learnings and opportunities	Actions to date/ recommended next steps:
1) Communication and the communication mechanisms used. (See page 19)	<p>The communication from the Ministry to the sector on 15 March was largely effective. Opportunities for improvement include the use of technology to ensure efficient and timely communication to schools and early learning services.</p> <p>There was variability in the quality, clarity and regularity of communication between schools/early learning services and parents/caregivers.</p>	<ul style="list-style-type: none"> — 70% of respondents viewed the quality of information provided by the Ministry as good or very good. <i>(see figure 7)</i> — 58% of respondents thought the communication mechanisms used by the Ministry were effective or very effective. <i>(see figure 8)</i> — 87% of respondents believe that the communication mechanisms they used for communicating with their parent/Whānau community were effective or very effective. <i>(see figure 13)</i> 	<ul style="list-style-type: none"> — Technology is key for circulating timely information to large numbers of people efficiently and effectively in an emergency. — Multiple communication methods should be used in an emergency and the messaging on these platforms needs to be consistent. — Regular, clear communication which states who it is from, when it was sent and when the next update would be communicated, is key for reducing stress and managing expectations. — Provide parents/caregivers with reassurance that their child/children is/are safe. 	<p>The Ministry has made a number of changes to date including:</p> <ul style="list-style-type: none"> — setting up a dedicated email address with the NZ Police in Canterbury, — implementing an interim emergency text system, — fast-tracking the development and rollout of Mataara (an emergency management system), and — reviewing their FIRST contact database for accuracy. <p>Schools/early learning services should determine the optimal mechanism for communicating with their parent/Whānau community and advise what these communication channels will be.</p>
2) The physical logistics of a Lockdown. (See page 24)	<p>The physical logistics of schools and early learning services largely supported an effective Lockdown, however, a number of areas need to be considered to ensure future Lockdowns are more effective. These include:</p> <ul style="list-style-type: none"> — access to toileting, — alarm systems, — flexible learning environments, — food and water provision, — medication, — blinds and curtains, and — doors and gates. 	<ul style="list-style-type: none"> — 47% of respondents experienced logistical challenges that impeded their Lockdown. <i>(see figure 15)</i> — 95% of respondents were able to position their children and young people comfortably during the Lockdown. <i>(see figure 17)</i> 	<ul style="list-style-type: none"> — The Ministry should review and consider the findings of this review in relation to the current education infrastructure portfolio, relative to the perceived risks. — The Ministry should consider physical logistics for future building design and implementation which optimise the safety and wellbeing of children and young people in a potential future Lockdown situation. — Schools and early learning services should review their current emergency supplies and consider whether they are sufficient for a prolonged and/or a range of emergency events and the appropriateness of where they are stored, to ensure accessibility. 	<p>The Ministry will consider the findings from this review and make any adjustments to policy as required.</p> <p>Schools and early learning services need to give consideration to their own unique context and what each building or block needs to have in place in the event of a future Lockdown or other emergency event.</p>

Key findings

(continued)

Scope area	Key findings	Summary quantitative analysis	Learnings and opportunities	Actions to date/ recommended next steps:
3) The effectiveness of existing Lockdown guidance. (see page 28)	<p>There are multiple sources of emergency management guidance which schools and early learning services rely on.</p> <p>Not all schools/services were aware or had used the Ministry's guidance. While this guidance is largely appropriate and provides non-prescriptive guidelines, schools/services often sought out additional guidance due to a number of perceived limitations.</p> <p>There is an opportunity to improve the consistency of Lockdown guidance provided by external emergency management organisations regarding:</p> <ul style="list-style-type: none"> — allowing for adaptive leadership, — being principles-driven, — having child wellbeing at the heart, and — not being unduly prescriptive. <p>There are a number of legal questions which should be considered for potential future Lockdown situations. <i>(see page 30)</i></p>	<ul style="list-style-type: none"> — 62% of respondents had accessed the Ministry's guidance on Lockdown policies and procedures when formulating their policy and procedures. <i>(see figure 20)</i> — Of the respondents who had accessed the guidance, 92% found it to be helpful or very helpful. <i>(see figure 21)</i> 	<ul style="list-style-type: none"> — The Ministry's current Lockdown and broader external emergency management guidance should be reviewed to address the feedback received from schools and early learning services. — It is crucial that emergency management guidance provided by external parties to schools and early learning services is consistent and that this guidance takes into account the age, mental health and wellbeing of children and young people. — The Ministry should consider the extent to which legal clarification and communication is required relating to the key legal questions raised. 	<p>The Ministry will consider the findings of this review and, where appropriate, will strengthen their guidance to schools and early learning services.</p> <p>Schools and early learning services should review the Ministry's emergency management guidance and identify any opportunities to strengthen their emergency management policies and procedures.</p>
4) The effectiveness of schools' and early learning services' current Lockdown policies and procedures. (see page 31)	<p>There is an opportunity for schools and early learning services to review their current Lockdown policies and procedures to ensure they are:</p> <ul style="list-style-type: none"> — pragmatic, — support adaptive leadership, and — ensure that child wellbeing is central to all planning and preparation. 	<ul style="list-style-type: none"> — 86% of respondents thought that their Lockdown policies and procedures were effective or very effective on 15 March 2019. <i>(see figure 23)</i> — 43% of senior staff have not been trained in or practised the management of a Lockdown. <i>(see figure 29)</i> — 75% of respondents intend to make changes to their Lockdown policies and procedures following 15 March 2019. <i>(see figure 30)</i> 	<ul style="list-style-type: none"> — Schools and early learning services should consider the findings of this review and update their emergency management policies and procedures if required. — As educators are not traditionally trained in emergency management, there is an opportunity to evaluate whether it would be beneficial for key staff to undertake leadership training on: how to respond to a critical incident, how to undertake a dynamic assessment of the situation, and the importance of adaptive leadership during an event. 	<p>The Ministry will continue to strengthen their emergency management guidance and will encourage schools and early learning services to strengthen their own policies and procedures in line with that guidance.</p> <p>Consideration will be given as to how the Ministry could best support the NZ Police to develop and deliver training for school/service staff in terms of managing traumatic or emergency incidents.</p> <p>Schools and early learning services need to ensure that their emergency management policies and procedures are appropriate for their local context.</p>

Key findings

(continued)

Scope area	Key findings	Summary quantitative analysis	Learnings and opportunities	Actions to date/ recommended next steps:
5) How Lockdown policies and procedures change in different scenarios. (see page 36)	Schools and early learning services typically have one generic Lockdown policy.	N/A	— The Ministry should ensure their Lockdown guidance raises questions about the application of policies and procedures in different scenarios but promotes flexibility, whilst not advocating for multiple policies, or trying to pre-empt every potential scenario.	The Ministry's current emergency management template (<i>see appendix 5</i>) prompts practical considerations for schools and early learning services to develop plans to manage a range of potential emergency management scenarios.
6) Parent/Whānau familiarity with emergency management protocols. (see page 37)	There is an opportunity to improve parents'/caregivers' understanding of, and familiarity with, Lockdown policies and procedures.	N/A	— Parents and caregivers were often not aware of what a 'Lockdown' was or what their role in a Lockdown situation should be. There is therefore a need to improve parents'/caregivers' familiarity with Lockdown policies and procedures.	The Ministry will work with the NZ Police to develop an emergency management guidance document for parents/caregivers.
7) Whether it would be useful and appropriate for the NZ Police and the Ministry to prepare a guide for parents/caregivers regarding Lockdown management procedures. (see page 38)	A co-constructed Lockdown guide for parents/caregivers is appropriate and would be beneficial.	— 97% of respondents think it would be beneficial if the Ministry and the NZ Police created a Lockdown guide for parents. (<i>see figure 32</i>)	— A guide should be co-constructed with the NZ Police explaining what a Lockdown is and what parents/caregivers should or should not do during a Lockdown. This guide needs to be suitable for cross-sector use (infants through to teenagers).	The Ministry will work with the NZ Police to develop guidance on how parents/Whānau should respond in a Lockdown or emergency management situation.

Suggested next steps

The project plan below outlines our recommended next steps by quarter. These steps are not a comprehensive list of all of our recommended actions but are those which are considered most critical to address.

		2019		2020			
		Q3	Q4	Q1	Q2	Q3	Q4
Ministry of Education	Conclude the development of Mataara. <i>(page 20)</i>						
	Review the FIRST database. <i>(page 21)</i>						
	Understand the mixed levels of uptake of the Ministry's emergency guidance in schools/services. <i>(page 28)</i>						
	Consider review findings and update guidance and policy as required. <i>(page 28)</i>						
	Review logistical findings against current education infrastructure portfolio. <i>(page 27)</i>						
	Consider legal questions raised and assess impact on guidance provided. <i>(page 30)</i>						
Schools/early learning services	For those without existing policies and procedures in line with Ministry guidance, review and consider the Ministry's current guidance. <i>(page 29)</i>						
	For those with existing policies and procedures in line with Ministry guidance, review and consider the Ministry's updated guidance. <i>(page 29)</i>						
	Review current policies and procedures and update to address feedback. <i>(page 33)</i>						
	Determine the optimal communication mechanism for communicating with parents/caregivers and communicate. <i>(page 22)</i>						
	Review current emergency supplies and consider appropriateness. <i>(page 27)</i>						
New Zealand Police	Consider undertaking national or regional training for key school/service staff in critical event leadership and management, and determine an appropriate timeframe. <i>(page 35)</i>						
Ministry of Education and New Zealand Police	Co-create emergency management guidance for parents/caregivers nationally. <i>(page 38)</i>						

2

Scope and approach

Background and scope

Background

On Friday 15 March 2019, a tragic event in Christchurch resulted in the unprecedented Lockdown of schools and early learning services throughout Canterbury, affecting thousands of children in all schooling types and from all year levels. During this extremely challenging and rapidly evolving situation, schools and early learning services activated their emergency management plans, resulting in all children and young people returning home safely to their families.

In the aftermath of such a traumatic and unparalleled event for New Zealand, it was the opportune time to step back and reflect, to ensure any future Lockdown activations are run as effectively as possible. With this in mind, the Ministry engaged KPMG to work with the sector and the NZ Police to review all aspects of how Canterbury schools and early learning services responded to this event and to identify any areas for improvement.

In parallel with this review, the Ministry has formed sub-groups to focus on legal and property considerations which arose from this event.

While the scope of this review is focused specifically on the response to the 15 March event in Canterbury, which was unique in terms of the scale, length of time and number of schools/services involved, both on a national and international scale, we recognise that the recommendations from this review are applicable and will be considered in terms of their broader national implications for potential future Lockdown events.

Scope

The following areas are in scope for this review:

- Understand the communication that occurred, and the communication mechanisms used, pre, during and post the Lockdown on 15 March 2019 between the NZ Police, the Ministry, Canterbury schools (primary, intermediate and secondary), kura, early learning services and parents/caregivers.
- Review the physical logistics of a Lockdown, for example: building design, toileting considerations, food and water availability and positioning of children and young people.
- Determine the effectiveness of existing guidance provided to schools and early learning services regarding Lockdown procedures and make recommendations for change.
- Determine the effectiveness of schools', kuras' and early learning services' policies and procedures for Lockdown situations and make recommendations for change.
- Review how Lockdown procedures and processes change in different scenarios, for example, when a Lockdown is requested at one school or service versus a request for multiple schools and services.
- Determine whether improvements can be made in assisting schools, kura and early learning services to ensure their parent communities are familiar with their emergency management protocols.
- Determine whether it would be useful and appropriate for the NZ Police and the Ministry to prepare a guide for parents regarding Lockdown management procedures.

Out of scope

The following areas are explicitly outside of the scope of this review:

- Given all schools and early learning services are statutorily required to have emergency management policies and procedures in place, including for a Lockdown, which are required to be self-reviewed regularly, an individual review of each school's or service's specific policies and procedures will not be covered.
- The Ministry's internal Lockdown policies and procedures.
- Operational aspects relating to the involvement of the NZ Police.
- How the educational response post 15 March 2019 has been managed.
- Reviewing international procedures and protocols used in Lockdown situations.
- Implementing any of the findings or recommendations identified during the course of this review.
- The psychological and social impacts of the events of 15 March 2019.
- The tertiary sector's response to the Lockdown, as tertiary providers were not contacted by the Ministry on 15 March, instead notified of the events by the NZ Police or through the media (the Ministry does not have any formal responsibility to contact tertiary providers in the event of an emergency as the key relationship holder is the Tertiary Education Commission).

Note that a number of providers are currently conducting their own review into their management of the Lockdown.

Review principles

In order to ensure a comprehensive review that provided a meaningful outcome, the following principles were agreed upon with the Steering Group and used to guide this engagement:

Positive approach focused on opportunity

Child safety was absolutely paramount to how schools and early learning services responded to the events on 15 March 2019. This review was not designed to critique what occurred, but rather to understand any potential opportunities for improvement and to ensure enhanced future preparedness.

Co-creation of approach with the sector

The review needed to be a sector-led engagement to ensure sufficient buy-in from stakeholders, therefore, the approach needed to be designed with the sector.

Breadth of perspective

To ensure a diverse range of views were sourced, the review needed to engage with schools and early learning services who were within the immediate proximity of the event and those further afield, as well as a range of school types, kura and early learning services.

Breadth of voice

To ensure a diverse range of views were sourced, the review needed to engage with a broad range of stakeholders including: children and young people, parents/caregivers, early learning services, the Ministry, teachers, principals, School Boards and the NZ Police.

Independent and objective

It was crucial that this review was completed in an independent and objective manner, ensuring no preconceived views impacted the findings and recommendations.

On-going Steering Group engagement

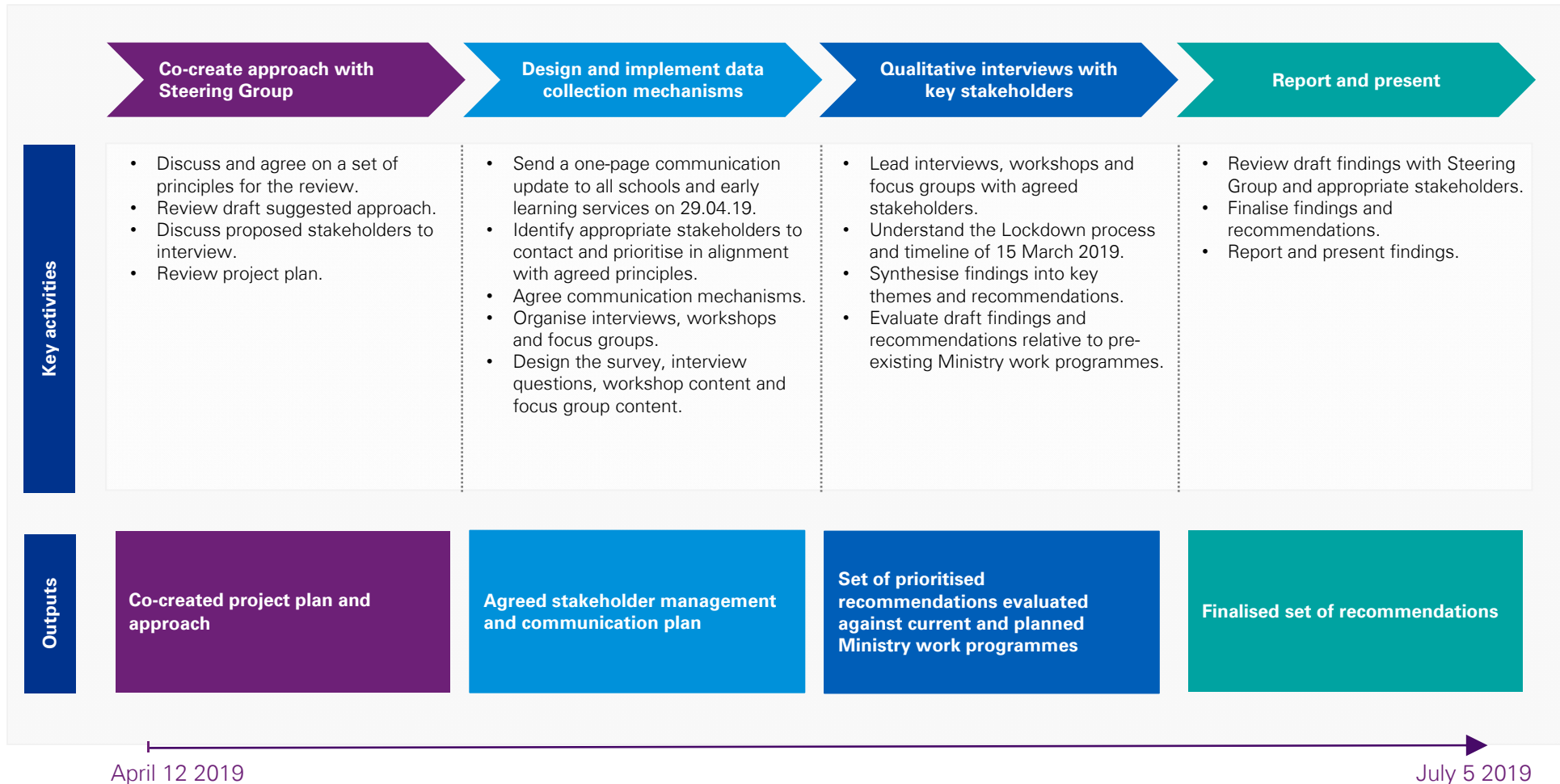
The review required on-going involvement from the Steering Group to ensure it met sector needs.



Approach

KPMG's approach to this review (see figure 1) was co-constructed with the Steering Group and outlines the key activities and outputs from this review.

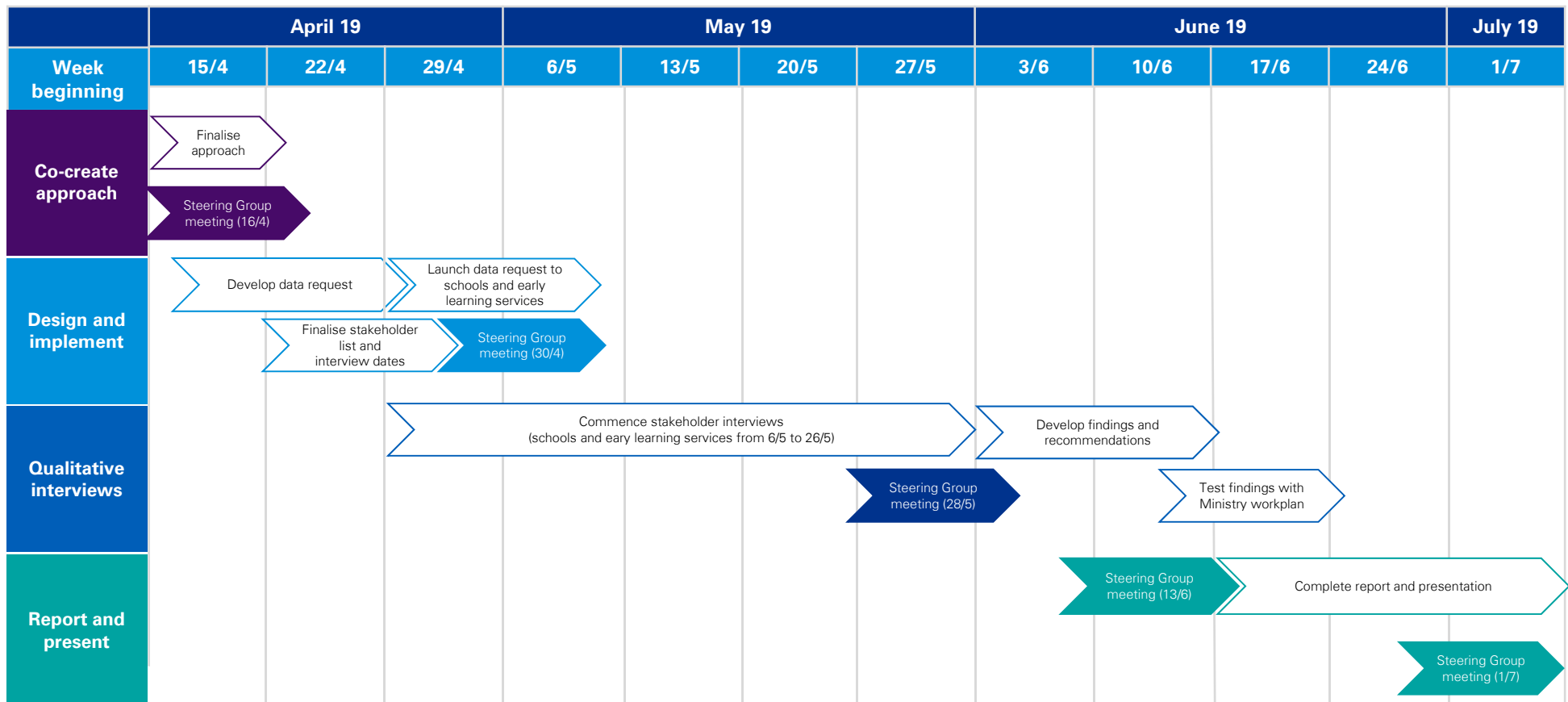
Figure 1: Co-constructed approach to the Lockdown review



Timeline

The project plan in figure 2 outlines the key activities and timeframes to deliver the review.

Figure 2: Lockdown review timeline



3

Background to quantitative results

Background to quantitative results

In order to ensure KPMG sourced feedback from as many schools and early learning services in Canterbury as possible, in consultation with the Steering Group, KPMG created a survey that was sent to all schools and early learning surveys in the Canterbury region. Each school or service was invited to complete the survey once, with a deadline of 24 May 2019. (See Appendix 3 for the survey questions.)

After removing duplicate and blank responses, the survey closed with 301 valid submissions. The analysis of these submissions form the basis of the quantitative results on the following pages.

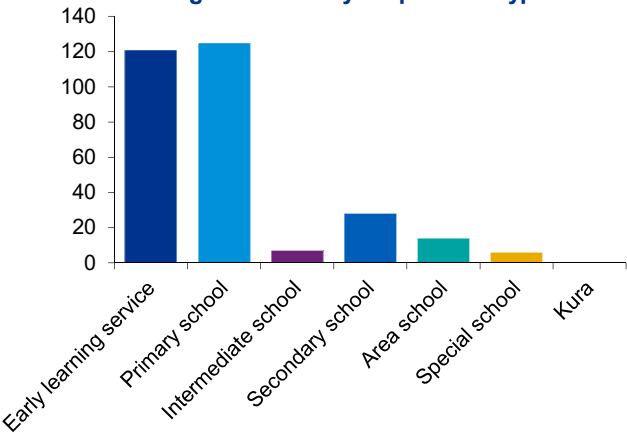
Background to respondents:

The respondents to this survey covered a range of educational types and geographical locations.

Respondent types

As illustrated by figure 3, of the 301 respondents, 60% were schools and 40% were early learning services.

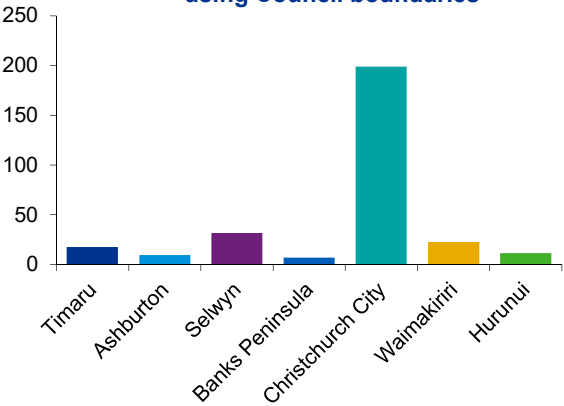
Figure 3: Survey respondent type



Respondent location

As illustrated by figure 4, the majority of respondents (66%) were from within the Christchurch City Council boundaries.

Figure 4: Survey respondent location using Council boundaries



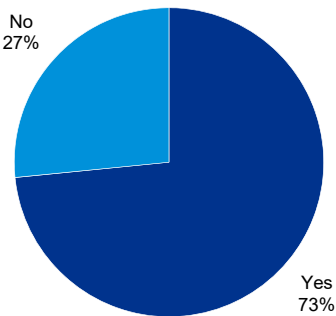
Background to quantitative results

(continued)

Respondents who went into Lockdown

Of the 301 survey respondents, as illustrated by figure 5, 221 (73%) went into Lockdown on 15 March 2019.

Figure 5: Did you go into Lockdown?



The majority of respondents who did not go into Lockdown noted that this was either due to:

- the time of day when they were notified, as all children and young people had been picked up/left for the day or were in the process of being picked up/leaving, or
- forming a view that the messaging did not apply to their geographic location.

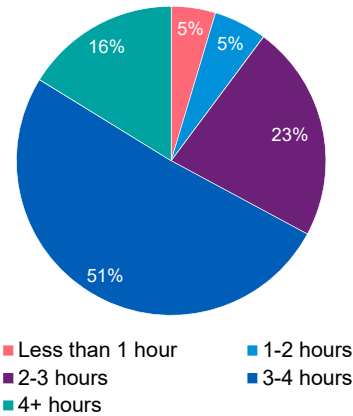
The Lockdown covered a diverse geographic area, with schools and early learning services in Ashburton (2), Banks Peninsula (3), Christchurch City (189), Selwyn (20) and Waimakiriri (7) districts implementing their Lockdown policies and procedures.

The Lockdown affected a range of educational types, as shown in the table below.

Type	Count
Early learning service	103
Primary school	76
Intermediate school	7
Secondary school	20
Area school	9
Special school	6
Kura	-

Once in Lockdown, as illustrated by figure 6, 67% of respondents were in Lockdown for 3 hours or more. 16% of respondents were in Lockdown for 4 hours or more.

Figure 6: Time in Lockdown



Key findings

The following pages summarise our key findings, recommendations and the actions which the Ministry has already undertaken, or will undertake, in response. It also includes proposed recommendations for schools, early learning services and the NZ Police.

It is important to note that while the scope of this review relates primarily to the Lockdown events of 15 March 2019 in Canterbury, which was an unprecedented city-wide Lockdown where the NZ Police could not be present at all schools and early learning services, the findings are still entirely applicable to all schools and early learning services nationwide.

Furthermore, the findings from this review are fully applicable for the simultaneous Lockdown of multiple schools and early learning services in a localised geographical area, which is a more prevalent occurrence, or for a situation whereby a single school and/or early learning service is locked down.

4

Key findings

Key findings: Communication and the communication mechanisms used

Scope area 1:

Communication and the communication mechanisms used.

Overall summary:

The communication from the Ministry to the sector was largely effective. Opportunities for improvement include the use of technology to ensure efficient and timely communication to schools and early learning services.

There was variability in the quality, clarity and regularity of communication between schools/early learning services and parents/caregivers.

Communication between the NZ Police and the Ministry

Initial communication between the NZ Police and the Ministry was delayed due to the accessibility and availability of pre-identified contacts. This resulted in the NZ Police beginning to contact schools and early learning services directly to initiate their Lockdown.

Communication between the Ministry and schools/early learning services

Once alerted by the NZ Police, the Ministry initially communicated with the sector via email and then called each school and early learning service directly, working with a “single source of truth” contact list. This was a highly manual and resource-intensive process, resulting in some schools/services not being contacted. Regular email updates followed and a final call to end the Lockdown (*see Appendix 1 for a timeline of events*).

For early learning services under an umbrella ECE organisation, it was predominantly the umbrella ECE’s responsibility to inform each centre to go into Lockdown. However, some were contacted directly by the Ministry, which created confusion regarding process.

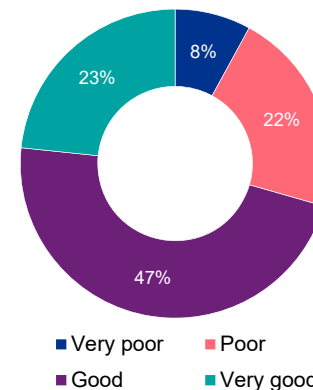
Generally feedback regarding the communication content from the Ministry to the sector was positive, stating that messages were clear and concise. However, the delivery of these messages was viewed less favourably, with a number of concerns raised including:

- The reliance on email, when staff often were not in a position to receive them.
- Delays in contacting schools/early learning services by phone, resulting in confusion and a late response.
- That the circulation of messaging was too narrow (i.e. the communication may have only been sent to 1-2 key staff who were not accessible or unavailable on the day). This seemed to be a particular problem for early learning services, not covered by an umbrella ECE organisation, where the service provider/licensee were typically the only one contacted, and they were often off-site.
- While the direct calling from the Ministry to schools/early learning services allowed some discussion, a number of Ministry staff seemed uncertain or were unable to answer key questions or provided contradictory advice.

Quantitative analysis:

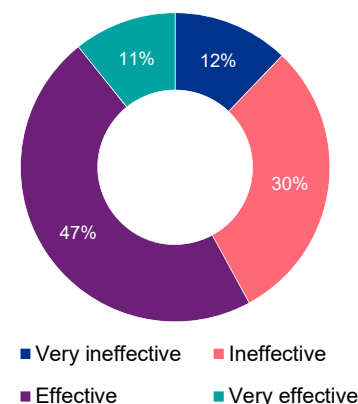
As illustrated by figure 7, 70% of respondents viewed the quality of information provided by the Ministry as good or very good.

Figure 7: Quality of information from the Ministry



As illustrated by figure 8, 58% of respondents thought the communication mechanisms used by the Ministry were effective or very effective.

Figure 8: Effectiveness of communication mechanisms used by the Ministry



Actions to date/ recommended next steps:

Ministry of Education

Communication with the NZ Police

A dedicated email address has now been set up to allow direct communication with the NZ Police in Canterbury and the Ministry intends to replicate this in all other regions nationally.

Each Police region and the Ministry will have dedicated contact people who can liaise with each other in an emergency event. This is critical to ensure they work together and build an ongoing relationship to support schools and early learning services in responding effectively to emergency management situations.

Use of technology

Within a week of 15 March 2019, an interim emergency text system was set up and this has subsequently been trialled. This system notifies a school’s or early learning service’s emergency contacts and requires a response.

Key findings: Communication and the communication mechanisms used (continued)

Communication between the NZ Police and schools/early learning services

As noted previously, the NZ Police contacted some schools and early learning services directly to place them into Lockdown. These calls were generally received by the school's or service's reception. Some of these schools/services, including those in the immediate proximity of the incident, initially thought that:

- the message from the NZ Police was a hoax,
- the speed of the call was similar to a hoax,
- the messaging was confusing and they therefore sought further validation of authenticity before complying.

The perception of a potential hoax was accentuated at some schools where the NZ Police requested they contact other schools to inform them to go into Lockdown.

A small number of schools that were in contact with the NZ Police and the Ministry received conflicting advice i.e. on whether children and young people could be released, which resulted in confusion. Concerns were also raised as to why schools in close proximity to the events were contacted by the NZ Police but a number of early learning services in similar or closer proximity were not.

Communication between the schools/early learning services and their staff

Schools predominantly communicated with their staff via email and texts. Regular communication was found to be reassuring and helped with staff wellbeing. Ensuring staff had time to communicate with their families was found to also help with wellbeing.

Communication between schools/early learning services and other schools/early learning services

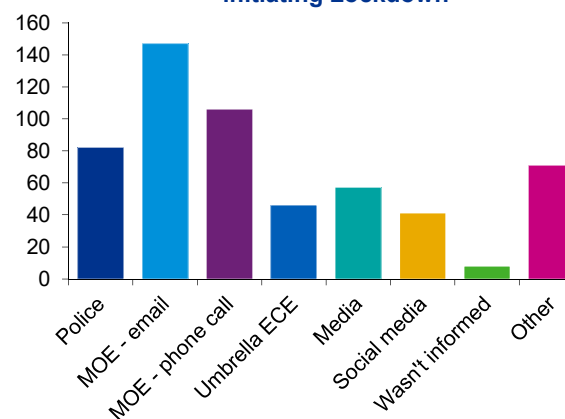
Delays in contacting schools and early learning services, often resulted in schools or services in close proximity to each other going into Lockdown at different times. This was particularly evident when there was more than one facility on one site.

Schools/services that did communicate with each other found this was helpful for dealing with shared families, the reunification of parents/caregivers with their children and a good means of support and a sounding-board for decisions.

Quantitative analysis:

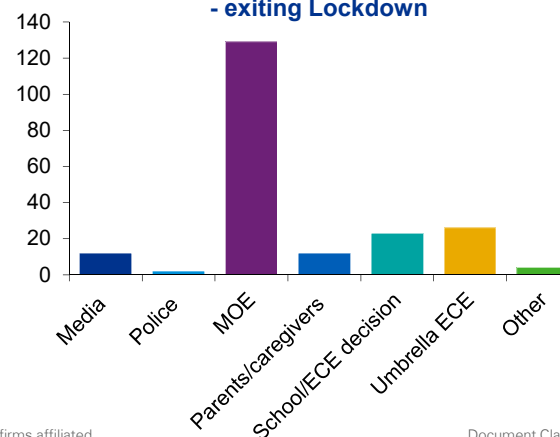
As illustrated by figure 9, respondents relied on multiple sources of information for initiating the Lockdown. The most common sources included: Ministry emails (147), Ministry phone calls (106) and messages from the NZ Police (82).

Figure 9: Sources of communication - initiating Lockdown



As illustrated by figure 10, the Ministry was the primary source of information regarding exiting the Lockdown.

Figure 10: Sources of communication - exiting Lockdown



Actions to date/ recommended next steps:

Use of technology (continued)

Prior to 15 March, the Ministry had been developing an emergency management system called Mataara. This system is currently in the second round of pilot testing and will:

- be mobile phone-based,
- allow simultaneous mass communication, and
- have a reporting mechanism to triage who to contact/ prioritise in terms of who has requested further assistance.

The Ministry will use Mataara to communicate instantaneously and simultaneously with schools and early learning services in the event of a future emergency.

Recipients will be asked to respond accordingly on their status in an emergency, ensuring that there is a single source of the truth on the emergency status of each school/service. Any schools/services that do not respond to the message in an emergency situation will be contacted directly by the local Ministry office.

In a future version of Mataara, currently planned for rollout in late 2019, the Board Chair can also be contacted.

Key findings: Communication and the communication mechanisms used

(continued)

Learnings and opportunities:

- Technology is key for circulating timely information in an emergency to large volumes of people or organisations in an efficient and effective way.
- Calls or texts are more likely to be received in a timely manner when compared with emails.
- Systems and contact details should be able to be accessed remotely as hard-copy records or desktop-based systems may be inaccessible in an emergency.
- Contact details need to be regularly updated and stored in a single, consistent document that is readily available.
- Regular, clear communication, which notes when the next update would be communicated, is key for reducing stress and managing expectations in an emergency situation.
- Centre managers/staff at early learning services frequently do not carry mobile phones as a matter of course on them. Early learning services should identify how they can be best contacted and notify the Ministry of that mechanism.
- The strength of inter-agency relationships (i.e. between the Ministry and the NZ Police), were integral to driving a trust-based inter-agency response on 15 March 2019.
- The NZ Police should consider how to ensure emergency calls are not perceived to be a hoax.
- Communication between neighbouring schools and services in an emergency event should be encouraged.
- The Ministry's role in an emergency is to be a central point of contact to receive information from the NZ Police and emergency services, to efficiently and effectively communicate to the sector and to provide advice and guidance to schools and early learning services that are needing immediate support.
- Parents/caregivers are potentially more likely to listen and respond to advice and instructions given by Police during an emergency. The NZ Police should therefore consider communicating publicly to parents/caregivers during an event regarding what to do/not do.

Actions to date/ recommended next steps:

Ministry of Education

Contact details

While the "single source of truth document" was valuable, this is a regional initiative. In order to ensure a consistent approach nationally, the Ministry is ensuring their FIRST database, which contains contact details of schools and early learning services, is accurate, so it can be used for future events.

Schools/early learning services

Children/young people and staff off-site

If a Lockdown were to happen off-site, e.g. in a public library, schools and early learning services need to have a plan for how their staff can communicate back to the school/service regarding the safety and wellbeing of the children and young people.

The Ministry's Lockdown guidance prompts necessary considerations in this area.

Key findings: Communication and the communication mechanisms used

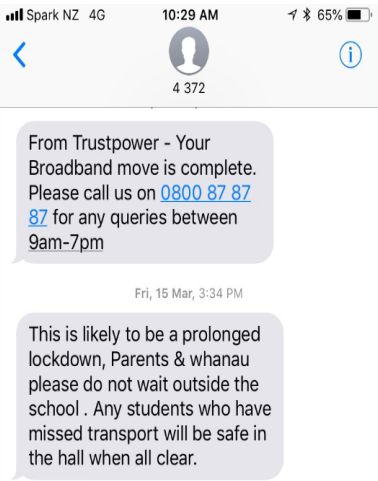
(continued)

Communication between schools/early learning services and parents/caregivers

Schools and early learning services used a number of communication mechanisms to communicate with their parent/Whānau community including by: email, text, applications, website and social media. A number experienced performance issues with sending texts (given the large volume being sent simultaneously) and emails (due to problems with the network), and had difficulty communicating with non-English speaking members.

The content and personalisation of messaging included within these communications varied significantly, with some schools and early learning services sending photos or videos of their children, while others insisted on (or were guided externally to have) no contact beyond formal messages or blanket Facebook communication.

Figure 11: Screenshot of a parent's mobile



From a parent perspective, some found the messaging on different platforms to be inconsistent and lacked sufficient detail to understand what was occurring or that their child/children was/were safe. Some parents were unclear what a “Lockdown” meant. Additionally, there were instances where parents/caregivers did not know:

- what school or early learning service a message was from, where they had multiple children in different schools and early learning services across Canterbury.
- what time a message was sent, as this may have differed from when it was received.

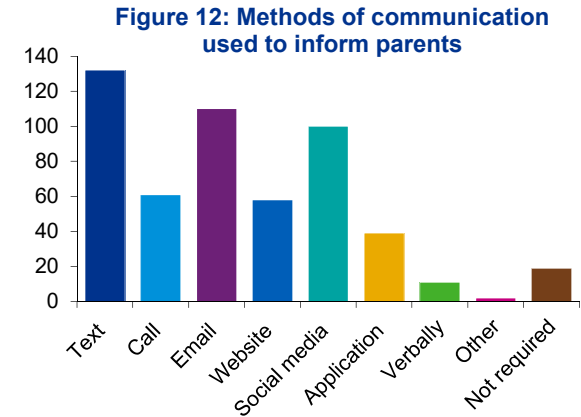
As the message often came from a generic account number, some parents/caregivers disregarded the message.

(These issues are illustrated by figure 11, which was provided by a parent).

Schools and early learning services that provided frequent updates to parents/caregivers that emphasised the safety and wellbeing of their children, often seemed to have a more positive Lockdown experience.

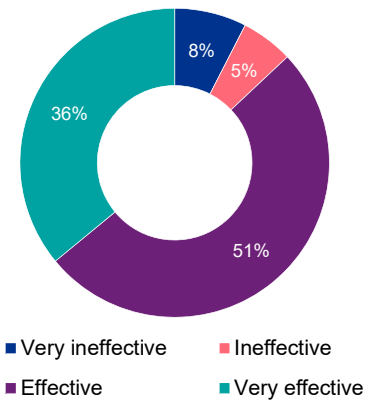
Quantitative analysis:

As illustrated by figure 12, a variety of communication mechanisms were used by respondents to inform their parent/Whānau community of the Lockdown. The most common mechanisms were: text (132), email (110) and social media (100).



As illustrated by figure 13, 87% of respondents believe that the mechanisms they used for communicating with their parent/Whānau community were effective or very effective.

Figure 13: Effectiveness of communication to parents



Actions to date/ recommended next steps:

Schools/early learning services

It is the responsibility of schools and early learning services to determine the optimal mechanism for communicating with their parent/Whānau community and advising what these communication channels will be well in advance.

Schools and early learning services should consider a range of communication channels for communicating with their parent/Whānau community, including directing communication towards webpages or social media, to encourage a “pull” or parent-driven focus for communication rather than a “push” or school/service-led focus.

Ministry of Education

The Ministry will work with the NZ Police to develop an emergency management guidance document for parents/caregivers.

Key findings: Communication and the communication mechanisms used (continued)

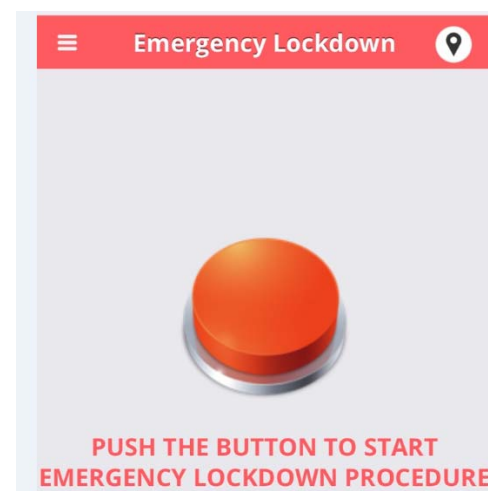
Learnings and opportunities:

- Use multiple communication methods to reach parents/caregivers and ensure that the messaging on these platforms is consistent.
- Remind parents/caregivers to review and update their contact details regularly, including ensuring that more than one emergency contact per child is listed. When messages are sent, make sure multiple emergency contacts are notified.
- Minimise reliance on text messages during an emergency event due to performance issues.
- Ensure communications state who they are from and when they were sent.
- Provide parents/ caregivers with reassurance that their child is safe. Stating that the school or early learning service is in Lockdown does not tell a parent/caregiver that their child is safe. Knowledge of a child's safety/wellbeing is the primary concern or interest of a parent/caregiver.
- Consider preparing generic emergency management notifications in a range of languages, that are readily available, to enable timely communication with non-English speaking parents/caregivers.
- Carefully choose the wording in messaging. Using words like "shooting" in initial communication with parents created fear and potentially resulted in more parents/caregivers coming to the school/service.
- Include the best means for parents/caregivers to contact the school/service if needed within the messaging, as a number of schools'/services' landline numbers were overloaded with concerned parents/caregivers.
- Consider whether a technology-based solution could assist in ensuring a more timely response for initiating Lockdown procedures.

Figure 14 is an example of an application for cellphones. Key staff can initiate a Lockdown efficiently and effectively by pressing the button within the application.

- Actively monitor the school's or service's Facebook page, if using Facebook as a means of communication, as some schools/services experienced inappropriate content and false information being shared on their page, thereby exacerbating concerns.

Figure 14: Screenshot of a Principal's mobile application



Key findings: The physical logistics of a Lockdown

Scope area 2:

The physical logistics of a Lockdown.

Overall summary:

The physical logistics of schools and early learning services largely supported an effective Lockdown, however, a number of areas need to be considered to ensure future Lockdowns are more effective. These include:

- Access to toileting,
- Alarm systems,
- Flexible learning environments,
- Food and water provision,
- Medication,
- Blinds and curtains, and
- Doors and gates.

Given that schools and early learning services generally have different building designs, the effectiveness of these spaces during the Lockdown varied. The areas noted below and on pages 25 and 26 were the key logistical concerns raised.

Note that while some of these areas were not of initial concern, the duration of the Lockdown, which in 16% of cases was for more than four hours (see figure 6), resulted in more challenges developing.

Access to toileting:

A number of schools had children and young people who were unable to access adequate toileting facilities during the Lockdown. Schools dealt with this in a variety of ways, from having them “commando-crawl” or going in pairs to the nearest toilet, being escorted by a staff member or using a bin inside the classroom. There were no observations of schools using portable or chemical toilets during the Lockdown.

Feedback on the use of bins was mixed, with some viewing it as appropriate given the situation, while others found it to be traumatic and were concerned that staff may have been put in a compromising situation. Some schools have challenged the appropriateness of guidance (in line with the UN Universal Declaration of Human Rights) on urinating or defecating in make-shift buckets in classrooms, or “commando-crawling” to toilets, and the impact this may have on the mental health and wellbeing of children and young people.

Alarm systems:

A number of schools sounded their alarm for the full duration of the Lockdown, frequently in line with their policy.

Feedback on this was generally negative as it created additional stress and was particularly challenging for children and young people with sensory issues. Conversely, some schools felt it was imperative to sound the alarm for the duration of the Lockdown to accentuate the gravity of the situation.

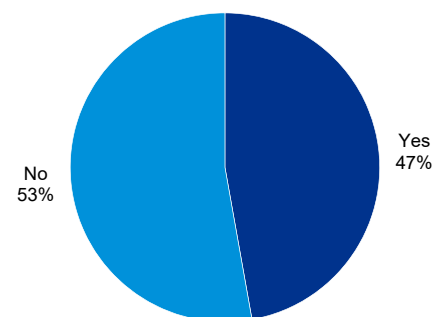
Concerns were also raised regarding:

- 1) The reach of alarm systems, as some could not be heard over the entire geographical footprint of the school.
- 2) The extent to which some schools have multiple alarm systems that need to be triggered manually in different locations within the school.

Quantitative analysis:

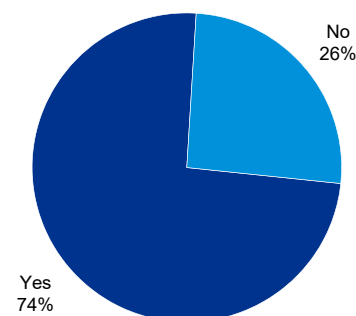
As illustrated by figure 15, 47% of respondents experienced logistical challenges that impeded their Lockdown.

Figure 15: Were there any logistical challenges that impeded your Lockdown?



As illustrated by figure 16, 74% of respondents had access to adequate toileting facilities during the Lockdown.

Figure 16: Did your children have access to adequate toileting facilities?



Actions to date/ recommended next steps:

Ministry of Education

The Ministry's emergency management guidance provides information regarding physical logistics and supplies which may be useful in the event of a Lockdown.

The Ministry will consider the findings from this review and make any adjustments to policy as required.

Key findings: The physical logistics of a Lockdown

(continued)

Flexible learning environments ('FLE'):

Feedback on the effectiveness of a FLE in a Lockdown was split in approximately even proportions.

Some schools were concerned that having larger volumes of children and young people in one place, often surrounded by a large amount of glass, left them feeling vulnerable and exposed. A lack of furniture also made it difficult for children and young people to be 'hidden.' Other concerns raised included: challenges associated with the contagious nature of a child/young person being upset in a larger space and minimal entry and exit points to the hubs, if an emergency escape was required.

Other schools found the FLE positive in a Lockdown situation as they were able to take advantage of the internal kitchen and toileting facilities, and found having more teachers in one place to be reassuring and supportive.

Food and water provision:

Early learning services were generally well-equipped, as many could access internal kitchens and their emergency Civil Defence kits (a requirement for early learning services). However, a minority had their kits stored outside, so were unable to use these.

Schools found the provision of food to be more challenging and resorted to a range of measures to help address this, including moving to rooms with sufficient provisions, encouraging children and young people to share any leftover food or having senior staff break Lockdown protocol to access provisions from other locations. Water was generally not an issue, however, a lack of drinking vessels was raised. Subsequently, a number of schools have put emergency supplies in each room.

Had the duration of the Lockdown been extended, the provision of food would have become of greater concern, as would meeting the needs of children and young people on specialised diets.

Medication:

Access to medication for children/young people, and some staff, with pre-identified health needs e.g. diabetes or to manage behavioural disorders, was becoming problematic due to the length of the Lockdown.

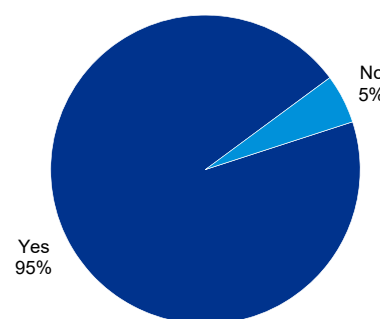
A number of behavioural issues arose with children/young people who had been medicated to support challenges such as ADHD, when the intended impacts of such drugs subsided at the end of the school day.

Following these challenges, a number of schools and early learning services have asked parents/caregivers of children/young people with daily medication needs to provide additional supplies.

Quantitative analysis:

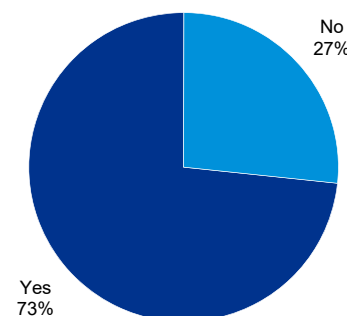
As illustrated by figure 17, 95% of respondents were able to position their children comfortably during the Lockdown.

Figure 17: Were you able to position children comfortably during the Lockdown?



As illustrated by figure 18, 73% of respondents had access to adequate food and water supplies during the Lockdown.

Figure 18: Did your children have access to adequate food and water?



Actions to date/ recommended next steps:

Schools/early learning services

Schools and early learning services need to give consideration to their own unique context and what each building or block needs to have in place in the event of a future Lockdown or other emergency event.

Key findings: The physical logistics of a Lockdown (continued)

Blinds and curtains:

Many schools and early learning services stated that a lack of window coverings resulted in visibility issues, leaving them feeling less safe or unable to find a suitable area for children and young people to be placed in during the Lockdown. While some schools and early learning services have immediately addressed this issue, others have indicated that they have insufficient funding to install appropriate window coverings.

There was uncertainty and mixed guidance on whether blinds and curtains should be closed in a Lockdown. Student focus groups largely highlighted that closing blinds and curtains made them feel more safe. (see page 31 for more details on student voice in a Lockdown.)

Doors and gates:

The inability to lock doors was a key issue for schools and early learning services. A number were uncertain whether they should lock doors, as it may breach their fire safety protocols, while others had to breach their Lockdown policy to try to lock doors from the exterior or use alternative methods to try to barricade doors. A number of staff felt unsafe in rooms that could not be locked.

A minority of schools have gated access to their premises. Upon reflection, some have indicated that they should have locked these gates as this may have reduced the number of parents/caregivers that came onsite. However, others were concerned that doing this may have impeded access to their site by the emergency services, should this have been required.

Other logistical concerns:

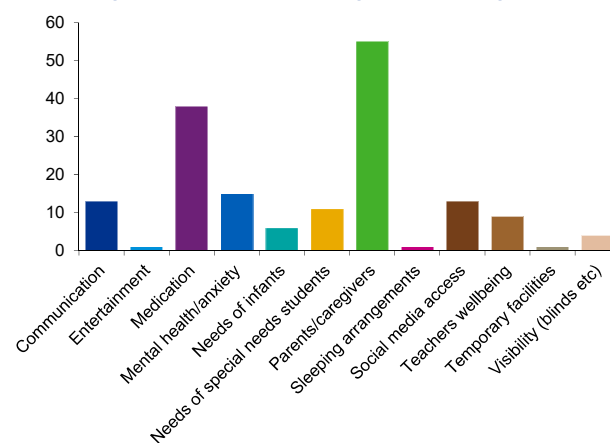
Additional concerns raised included:

- Difficulty regulating the temperature or ventilation issues, given all windows were closed, or that central heating systems shut off after the school day and were unable to be reactivated.
- An inability to address the needs of children and young people with learning support needs (some schools experienced significant challenges with children/young people who have high health needs or significant learning support needs).
- A number of communication mechanisms used to communicate with staff i.e. cellphones and laptops, were losing their battery charge due to insufficient access to charging devices.
- Concerns regarding emergency supplies if the Lockdown had become more prolonged.
- Schools with large, more geographically spread campuses found staff were often left feeling isolated or were unable to access communications.

Quantitative analysis:

As illustrated by figure 19, other key challenges faced by survey respondents in declining order of survey comments included: parental behaviour (55), access to medication (38) and mental health concerns (15).

Figure 19: Additional challenges faced during the Lockdown



Actions to date/ recommended next steps:

Schools/early learning services

The provision of blinds and curtains is a school decision, as the funding for this is included in the Furniture and Equipment budget.

The provision of blinds and curtains is an early learning service decision, whilst ensuring they meet licensing requirements.

In line with the Ministry's guidance, schools and early learning services should consider alternate ways to cover windows and glass doors e.g. with sacking or brown paper.

Key findings: The physical logistics of a Lockdown

(continued)

Learnings and opportunities (for the Ministry):

- Review and consider the findings of this review in relation to the current education infrastructure portfolio, relative to the perceived risks.
- Ensure that all future building design and implementation takes into account the physical logistics that support potential Lockdown situations and balance this with the level of risk and the broader imperative to design and build schools and early learning services which support the achievement of optimal educational outcomes.
- Consider physical logistics for future building design and implementation which optimise the safety and wellbeing of children and young people in a potential future Lockdown situation.
- Ensure planning for emergency events covers those of an extended duration and has considered how supplies could be provided because, had the Lockdown continued into the evening, a number of schools and early learning services would have needed more supplies.

Learnings and opportunities (for schools and early learning services):

- Ensure that your Lockdown policy and procedures are site-specific as all buildings are different, so you need to factor in their physical logistic issues.
- Review current emergency supplies (e.g. food, water, medication) and consider whether they are sufficient for a prolonged and/or a range of emergency events, and for those schools that do not carry emergency supplies (early learning services are legally required to carry these), consider the provision of emergency supplies.
- Consider the appropriateness of where emergency supplies are stored to ensure they are accessible for a range of emergency events.



Key findings: The effectiveness of existing Lockdown guidance

Scope area 3:

The effectiveness of existing Lockdown guidance.

Overall summary:

There are multiple sources of emergency management guidance which schools and early learning services rely on.

Not all schools/services were aware or had used the Ministry's guidance. While this guidance is largely appropriate and provides non-prescriptive guidelines, schools/services often sought out additional guidance due to a number of perceived limitations.

There is an opportunity to improve the consistency of Lockdown guidance provided by external organisations regarding:

- Allowing for adaptive leadership,
- Being principles-driven,
- Having child wellbeing at the heart, and
- Not being unduly prescriptive.

There are a number of legal questions which should be considered for potential future Lockdown situations.

Currently there are multiple sources of emergency management guidance (for example: from the Ministry, the NZ Police and external emergency management consultants) and the advice provided from these sources can differ significantly (*examples of this are illustrated on page 29*).

The Ministry's emergency management guidance:

The Ministry's current emergency management guidance is on their website (separate guidance is provided for schools and early learning services). The majority of schools and early learning services consulted were aware of the guidance and had accessed it at some point, but often did not use it or sought further advice from external consultants to supplement it.

This information is intentionally principles-driven as schools and early learning services are expected to consider how the guidance could be applied to their specific situation and environment.

Learnings and opportunities (re Ministry guidance):

The Ministry's current Lockdown and broader external emergency management guidance should be reviewed to address the following feedback from schools and early learning services:

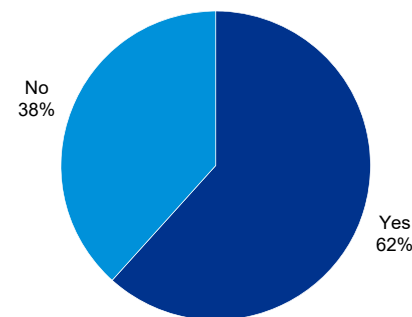
- As there is a lot of content on the website, it can be difficult to find.
- The guidance is a good starting point but needs more specific examples i.e. an individual school/service event versus a suburb or citywide event.
- The guidance does not appear to cover prolonged Lockdown events, including if the event continued into the night.
- It would be helpful if the guidance was in a template form that could be customised.
- The current guidance does not appear to be up-to-date.
- Guidance on what to do after a Lockdown event, particularly in relation to the wellbeing of staff and children/young people, would be helpful.

In order to ensure the Ministry's guidance is fit for purpose and addresses perceived limitations, the Ministry should consider working with the NZ Police to enhance their guidance so that schools and early learning services do not feel the imperative to seek additional external guidance.

Quantitative analysis:

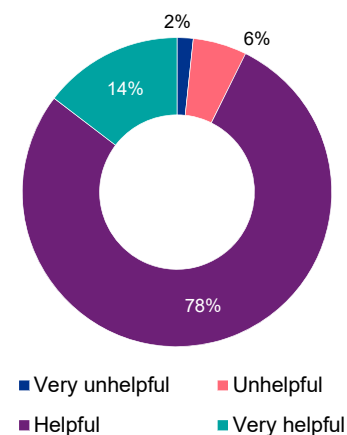
As illustrated by figure 20, 62% of respondents had accessed the Ministry's guidance on Lockdown policies and procedures when formulating their policy and procedures.

Figure 20: Did you access the Ministry's guidance when formulating your Lockdown policy and procedures?



As illustrated by figure 21, of those respondents who had accessed the guidance, 92% found it to be helpful or very helpful.

Figure 21: How helpful did you find the Ministry's guidance?



Actions to date/ recommended next steps:

Ministry of Education

The Ministry has key guidance on: preparing for traumatic incidents, preparing for emergency events, and how schools and early learning services should apply and consider health and safety legislation and responsibilities.

Where appropriate, consideration will be given to combining Ministry guidance in terms of (1) planning and (2) responding to emergencies and traumatic incidents.

The Ministry will consider the findings of this review and, where appropriate, will strengthen their guidance to schools/services. (Note that the current Ministry guidance was published in December 2016 and is still fully relevant.)

The Ministry will also ensure that the guidance is more visible and easier to find on their website.

There is also an emergency management template for schools and early learning services on the Ministry's website (*a copy of this is included in appendix 5*), which they can complete and adapt to their own unique environment.

The Ministry intend to work with sector representatives to understand why schools/services have limited levels of adoption of this template currently.

Key findings: The effectiveness of existing Lockdown guidance (continued)

Other sources of guidance:

A number of schools consulted have used an external emergency management consulting organisation to develop their Lockdown policy and procedures. This guidance often appears to be generic for a range of different scenarios and the application of these policies and procedures by schools on 15 March also appeared inconsistent.

Some schools received direct on-the-phone guidance from external emergency management consulting organisations during the Lockdown to supplement other guidance they were receiving. This guidance varied considerably, specifically regarding:

- The extent to which children and young people were instructed to be horizontal, facing down, on the floor, with their hands on their head for a prolonged period (or the entire duration of the Lockdown).
- The extent to which an alarm should sound for the entire duration of a Lockdown.
- The appropriate level of contact with parents/caregivers and external parties.
- The guidance on whether food and water should be consumed (or conserved for later).
- Whether curtains and blinds should be closed or left open.

Feedback on external emergency management guidance has varied considerably in terms of perspectives on the documented guidance and its applicability to a range of scenarios. A number of challenges have been raised in terms of the extent to which the above variation of guidance puts the wellbeing of children and young people at the heart of an emergency management approach.

Post 15 March, a number of external emergency management consulting organisations have approached schools and early learning services offering to review their emergency management policies and procedures. In light of this, there is an additional imperative to ensure the wellbeing of children and young people is at the heart of all future emergency management guidance.

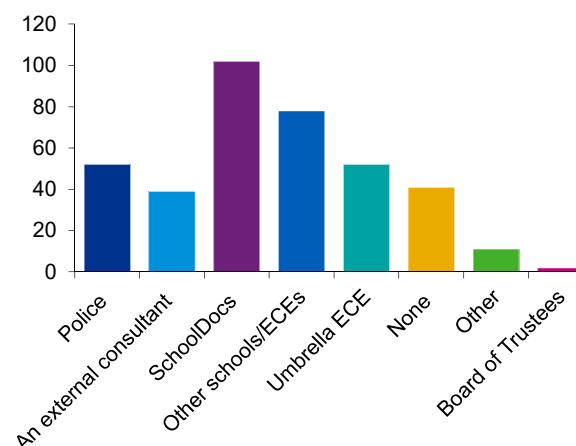
Learnings and opportunities (re other sources of guidance):

- It is crucial that emergency management guidance to schools and early learning services is consistent and that this guidance takes into account the mental health and wellbeing of children and young people.
- A perspective from the NZ Police should be sought on the extent to which current guidance ensures that wellbeing is integral to the policies and procedures and that adaptive and dynamic leadership is a core component of a school's or early learning service's response.
- Schools are autonomous and can access other guidance if they wish to do so.
- Consideration should be given to whether the NZ Police could lead "critical incident" leadership workshops for educators, who are not by definition "emergency managers."

Quantitative analysis:

As illustrated by figure 22, in addition to guidance from the Ministry, SchoolDocs was the most widely used resource for Lockdown policies and procedures (102 respondents).

Figure 22: Other sources of Lockdown guidance



Actions to date/ recommended next steps:

Ministry of Education

The Ministry will endeavour to ensure that their emergency management guidance is as relevant and best practice as possible.

However, it should be acknowledged that schools are autonomous, self-managing entities should they wish to source external emergency management input.

Schools/early learning services

Schools and early learning services should review the Ministry's emergency management guidance and identify any opportunities to strengthen their emergency management policies and procedures in light of:

- Feedback on how the school/early learning service responded to the Lockdown event on 15 March.
- Any identified gaps between the Ministry's guidance and the school's/service's own policies and procedures.
- The school's/service's assessment of their own unique environment and context.

The NZ Police

The NZ Police should consider leading "critical incident" leadership workshops for educators.

Key findings: The effectiveness of existing Lockdown guidance

(continued)

Legal considerations for future Lockdowns

A number of schools and early learning services seek additional legal guidance over certain aspects of a Lockdown, as summarised in the Learnings and opportunities paragraph below.

Schools and early learning services have a responsibility under Health and Safety legislation to keep staff and children/young people safe. This responsibility needs to be balanced against a parent's right to take their child out of the school or early learning service should they wish to do so. However, it should be noted that opening the school or early learning service to a parent could be a risk when there is unknown danger.

Note that in a single school or early learning service Lockdown situation, the NZ Police are likely to be on site and would thereby have authority over access to the site.

There may be an opportunity to provide a legal perspective on some of the questions raised by schools and early learning services regarding Lockdowns.

Learnings and opportunities:

To consider the extent to which legal clarification and communication is required in relation to the following areas:

- Can children be held by a school or early learning service if it is against their parents' wishes? Does this depend on the time of day?
- Who has responsibility for contractors that are working on the site of a school or early learning service?
- If children or young people were off-site and then came back to a school, is the school required to let them back in, even if it means they will break their Lockdown policy and procedures?
- Can technology (e.g. mobile phones, devices and tablets) be taken from children or young people during an emergency management situation if deemed to be in the best interests of the mental health and wellbeing of all children/young people?
- Can, or should, staff physically stop children or young people from trying to leave a school during a Lockdown?
- If a staff member chooses to leave during an event, what actions can the school or service take?
- Can staff lock doors during a Lockdown if it may be in breach of their fire safety protocol?

Actions to date/ recommended next steps:

Ministry of Education

Future Ministry guidance will seek to answer the legal questions raised.

Key findings: The effectiveness of current Lockdown policies and procedures

Scope area 4:

The effectiveness of schools' and early learning services' current Lockdown policies and procedures.

Overall summary:

There is an opportunity for schools and early learning services to review their current Lockdown policies and procedures to ensure they are:

- pragmatic,
- support adaptive leadership, to respond to a potential range of unknown, dynamic situations, and
- ensure that the wellbeing of children and young people is central to all planning and preparation.

As most schools and early learning services consulted have different Lockdown policies and procedures, the processes that were followed on the day and the experiences of children/young people differed greatly. On a spectrum, this ranged from children/young people positioned horizontally, face-down under their desks in silence with their hands on their heads and an alarm sounding for the entire duration of the Lockdown to other children/young people who watched films and did baking.

Children's/young peoples' perspectives on the Lockdown

KPMG ran a number of focus groups in schools with children and young people to better understand their experiences during the Lockdown on 15 March. These focus groups highlighted a number of factors which, from their perspective, contributed to a more positive experience, or a less positive experience. At the extremes, strong positive experiences were described as *"it [the Lockdown] was so much fun, we wanted it to last all weekend...."* while less positive experiences were described using phrases such as *"it was terrifying. We thought he [the attacker] was coming to get us"* or *"my ears were ringing from the alarm for hours afterwards."*

The table below highlights some of the factors that children/young people raised as either contributing positively or negatively towards their Lockdown experience.

Factors contributing to a less positive experience from children's/young peoples' perspectives	Factors contributing to a more positive experience from children's/young peoples' perspective
<ul style="list-style-type: none"> — Being able to see their parents/caregivers waiting outside the room but not being able to communicate with them. — Witnessing some parents/caregivers becoming agitated, aggressive or distressed both outside and inside the rooms (when they were brought into the Lockdown). — Observing that teaching staff were panicked and scared. — An alarm sounding for the duration of the Lockdown. — Using makeshift toileting facilities. — Lying horizontal on the floor for extended periods. — Having to stay silent for extended periods, or conversely, some rooms were very noisy which made them feel unsafe. — Not having any activities to keep them engaged. — Witnessing footage of the attack or other distressing content on other children/young peoples' devices. — Not being able to access food and/or water. 	<ul style="list-style-type: none"> — When staff kept them busy leading games and activities. — Closing the blinds or the curtains. — Being able to use technology to communicate with their family. — The extent to which teaching staff were calm and provided reassurance. — Clear direction and guidance from staff in leadership positions.

Actions to date/

recommended next steps:

Schools/early learning services

Schools and early learning services should incorporate the voice of children and young people into their emergency management policies and procedures in order to mitigate some of these challenges.

Ministry of Education

The Ministry will continue to strengthen their emergency management guidance and will encourage schools and early learning services to strengthen their own policies and procedures in line with that guidance.

It is crucial to note, in parallel, the importance of adaptive leadership in a dynamic situation, and the necessity not to be unduly prescriptive in seeking to pre-empt all potential emergency management eventualities.

Key findings: The effectiveness of current Lockdown policies and procedures

Initiating the Lockdown

Schools and early learning services initiated their Lockdown policy and procedures through a variety of methods including: sounding an alarm, using a phrase or code word (commonly used for early learning services) and ringing the school bell.

Concerns raised regarding the initiation process included accessibility issues, when the alarm or bell could only be started from a particular location, and children/young people being unaware of what a particular alarm or bell meant, resulting in confusion.

Letting parents/caregivers collect their children during the Lockdown

Some schools and early learning services let parents/Whānau collect their child/children during the Lockdown (either through a controlled release or if a parent was particularly distressed, or in some cases, aggressive). This created an environment of confusion, particularly for parents/Whānau with other children whose school or service was taking a different approach.

At one school, in close proximity to the 15 March event, a controlled evacuation occurred to mitigate risk, as large crowds of parents/caregivers were gathering on the street less than 400 metres from one of the incidents.

Children/young people and staff off-site

Due to a number of events occurring on 15 March 2019 e.g. the Climate Change march, 23% of schools and early learning services (see figure 24) had children and young people off-site (including at sports events in close proximity to the event). Generally schools only contacted these children/young people if it was a school-approved activity.

Given the time of day, a number of children/young people and staff that were off-site, were returning to their school or early learning service. Returning groups were either escorted into the Lockdown or diverted before arriving.

Access to technology

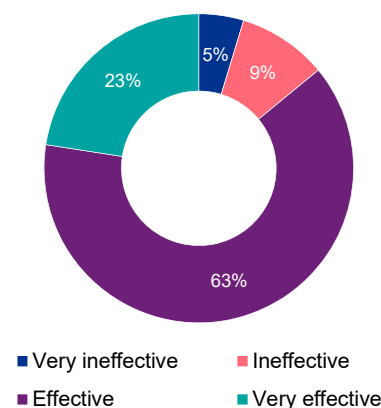
Access to technology was raised as a key area that schools were reviewing post the event. Feedback on whether children and young people should be able to access technology in an emergency situation is mixed, as some children/young people were accessing content that was distressing others or themselves, including the video of the event, while other children/young people used it to communicate with their family, thereby providing mutual reassurance.

With the benefit of hindsight, a number of schools have indicated that they could have disabled their Wi-Fi access or prevented access to social media sites during the event, as a way of limiting what children and young people could view online. However, doing this may impede the ability for staff members to communicate with management or parents/caregivers.

Quantitative analysis:

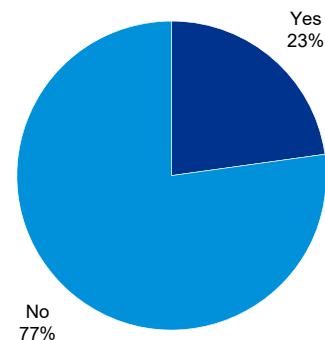
As illustrated by figure 23, 86% of respondents thought that their Lockdown policies and procedures were effective or very effective on 15 March 2019.

Figure 23: Effectiveness of current policies and procedures on 15 March 2019



As illustrated by figure 24, 23% of respondents had children off-site during the Lockdown.

Figure 24: Did you have children offsite during the Lockdown?



Actions to date/ recommended next steps:

Schools/early learning services

Schools and early learning services will need to incorporate into their planning how to manage children/young people and staff who are off-site as part of planned activities.

In a Lockdown situation at the school/service, children/young people should not be returning to the school/service.

In a Lockdown situation which is not at the school/service, the children/young people should be returning to the school/service.

Key findings: The effectiveness of current Lockdown policies and procedures (continued)

Bringing parents/caregivers into the Lockdown

A number of schools and early learning services chose to bring parents/caregivers into the school or centre, who were either there when the Lockdown was initiated, or who arrived afterwards. In hindsight, some viewed this as increasing risk and found that a minority of parents/caregivers demonstrated more challenging behaviour than the children.

Bringing contractors into the Lockdown

There is some confusion regarding whether it is a school's or early learning service's responsibility to inform onsite contractors e.g. external organisations and trade contractors, about a Lockdown and whether they need to include them in their policy or procedures.

Reunification process

Once the Lockdown process ended, the approach for reunifying children with their parents/caregivers varied. Some schools had a formal procedure in place to manage a controlled release, while others released all of their children and young people at once, creating confusion and resulting in some children and young people not going home with a parent/caregiver.

A number of parents/caregivers were unable to reach their child/children in a timely manner once the Lockdown was lifted, often as they were in Lockdown themselves in another location or because of traffic gridlock. Schools and early learning services generally had a policy that senior staff did not leave until all children were reunified with their families, and went about doing this in a range of ways including:

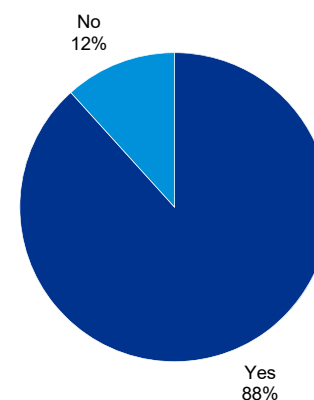
- contacting the child's emergency contacts,
- contacting Oranga Tamariki,
- liaising with other schools/services who had an older sibling, or
- having a staff member take the child home.

Some schools with children and young people that required special transport arrangements e.g. wheelchair taxis, had difficulty organising this once the Lockdown was lifted.

Quantitative analysis:

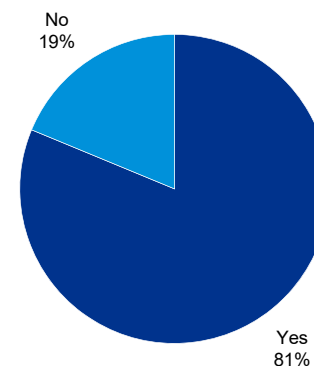
154 respondents had parents/Whānau onsite when they initiated their Lockdown. As illustrated by figure 25, 136 (88%) brought these parents/caregivers into the school or centre during the Lockdown.

Figure 25: Did you include parents/caregivers in the Lockdown?



64 respondents had contractors onsite when they initiated their Lockdown. As illustrated by figure 26, 52 (81%) brought these contractors into the school or centre during the Lockdown.

Figure 26: Did you include contractors in the Lockdown?



Actions to date/ recommended next steps:

Schools/early learning services

Schools and early learning services need to ensure that appropriate local policies and procedures are in place for emergency management which recognise:

- The school's/service's own unique context and environment.
- The role of staff (including relief teachers) in supporting the safety and wellbeing of children and young people.
- The need for adaptive leadership to a range of dynamic potential situations.
- The role of parents and Whānau in a Lockdown event.
- The potential for a future Lockdown event to continue outside of normal school hours.

Key findings: The effectiveness of current Lockdown policies and procedures

(continued)

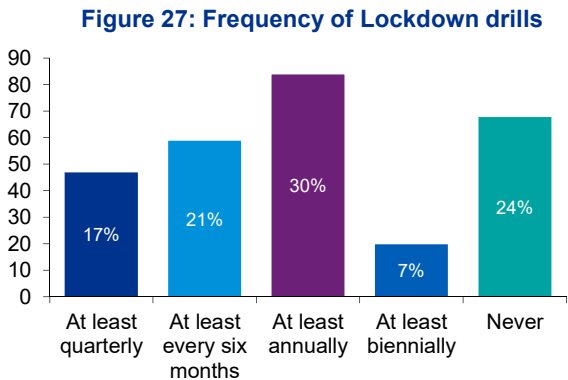
Lockdown drills

Schools and early learning services that run regular Lockdown drills generally found that their children and young people understood what to do. Those that do not complete Lockdown drills often cited that Christchurch children/young people have been “over-drilled” or that underlying Earthquake trauma inhibits their appetite for undertaking further emergency management activity, as they considered it was not in the best interest of their children’s/young people’s mental health and wellbeing.

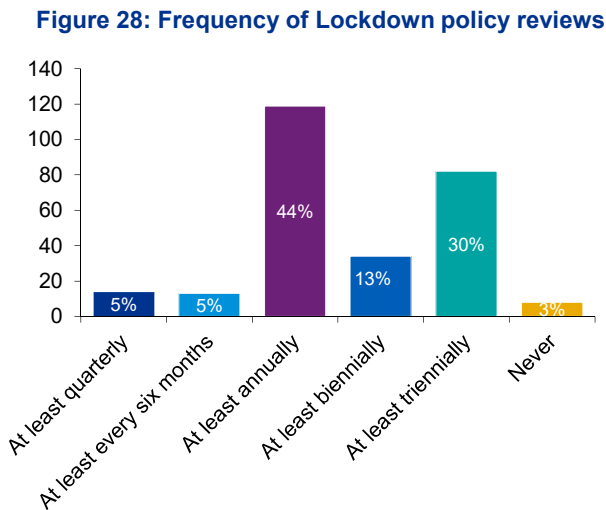
Upon reflection, a number of schools and early learning services have indicated that their Lockdown would likely have gone more smoothly if Lockdown drills were practised with greater regularity and were more realistic i.e. lasting longer than 5-10 minutes. Some schools and early learning services are also considering involving their parents/Whānau in these drills to improve their familiarity with procedures.

Quantitative analysis:

As illustrated by figure 27, 24% of respondents do not complete Lockdown drills as a matter of course.



As illustrated by figure 28, the majority of respondents (54%) review their Lockdown policy and procedures at least annually.



Actions to date/ recommended next steps:

Schools/early learning services

Schools and early learning services are legally obliged to undertake fire drills at least once per term. The Ministry guidance also encourages schools/services to undertake emergency management practice drills, as appropriate, in line with their own risk environment.

Schools and early learning services should consider whether additional drills would enhance their own levels of preparedness, whilst ensuring that mental health and wellbeing is integral to any approach.

Key findings: The effectiveness of current Lockdown policies and procedures (continued)

Training of key staff

Enacting a successful Lockdown relies heavily on the leadership of key staff at a school or early learning service and their ability to adapt to a dynamic situation. A lack of training in emergency management and/or insufficient practice (*see figure 29*), resulted in some staff feeling uncertain regarding what to do, while others followed their policy and procedures to the letter, sometimes against their better judgement, for fear of potential repercussions.

A number of survey respondents indicated some emergency management training, which addresses how to approach a rapidly-evolving situation, would be beneficial.

Learnings and opportunities:

75% of schools and early learning services have made, or intend to make, changes to their Lockdown policy and procedures following 15 March 2019 (*see figure 30*). Examples of these changes include:

- Reducing the duration of time that the alarm would sound for, or amending their policy to not state that the Lockdown ends when the alarm is turned off.
- Having a greater focus on the wellbeing of staff, children and young people during an emergency situation and limiting occurrences of isolation.
- Updating their policy to be more flexible and allow greater judgment and adaptive, dynamic leadership, instead of being overly prescriptive.
- Ensuring relief staff and visitors to the site are more aware of the emergency management procedures and re-familiarising existing staff.
- Putting checklists/Lockdown guidance in each room so staff feel confident and know what they need to do.
- Changing the designated Lockdown space to a space that has better access to toileting, food and water, communication means etc.
- Increasing the frequency and duration of Lockdown drills.
- Considering the suitability of current policies and procedures for Lockdowns over a prolonged period.

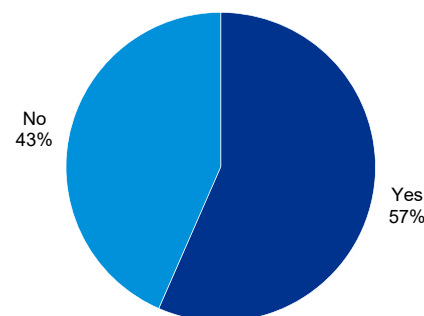
As educators are not traditionally trained in emergency management, there is an opportunity to evaluate the necessity for key staff to undertake leadership training on how to respond to a critical incident, how to undertake a dynamic assessment of the situation and the importance of adaptive leadership during an event.

Having the NZ Police run such training could help schools and early learning services manage their own perception of risk, if they deviate from their documented Lockdown policy and procedures, with good intention whilst managing a dynamic and potentially unprecedented event.

Quantitative analysis:

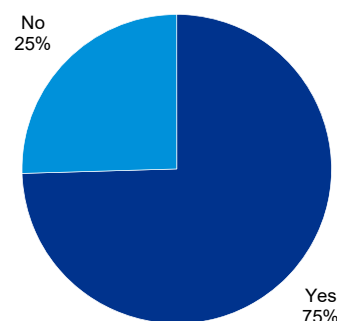
As illustrated by figure 29, 43% of senior staff have not been trained in or practised the management of a Lockdown.

Figure 29: Have senior staff been trained in or practiced the management of a Lockdown?



As illustrated by figure 30, following the events on 15 March 2019, 75% of respondents intend to make changes to their Lockdown policies and procedures.

Figure 30: Following 15 March, would you make any changes to your Lockdown policy and procedures?



Actions to date/ recommended next steps:

Ministry of Education

Consideration will be given as to how the Ministry could best support the NZ Police to develop and deliver training for school/service staff in critical event leadership and management. This may consider the role of dynamic assessment and adaptive leadership

Schools/early learning services

In order to develop the appropriate level of preparedness to a range of potential future events, schools and early learning services should ensure:

- There is adequate communication and training of emergency management procedures and policies to staff and parents/caregivers.
- Emergency management drills are practised at an appropriate level of frequency in line with good practice.
- School/service leadership and staff, including relief teachers, have adequate emergency management capability.

The NZ Police

The NZ Police should consider whether they can undertake national or regional Critical Incident Management System (CIMS) training for key school/service staff.

Key findings: Lockdown policies and procedures for different scenarios

Scope area 5:

How Lockdown policies and procedures change in different scenarios.

Overall summary:

Schools and early learning services typically have one generic Lockdown policy.

The majority of schools and early learning services have one standard Lockdown policy. Some schools had a tiered approach, or have indicated they are considering a tiered approach, based on the seriousness or proximity of the threat.

Learnings and opportunities:

The Ministry should ensure their Lockdown guidance raises questions about the application of policies and procedures in different scenarios but promotes flexibility, whilst not advocating for multiple policies, or trying to pre-empt every potential scenario.

Actions to date/ recommended next steps:

Schools/early learning services

The Ministry's guidance (template) prompts practical considerations for schools and early learning services to develop plans to manage a range of potential emergency management scenarios. However, it is not considered appropriate to attempt to pre-empt all potential scenarios and to plan accordingly.

Schools and early learning services know their own environment and context best and so are best-placed to plan accordingly, working closely with the NZ Police, Civil Defence and other emergency services.

Key findings: Parent/Whānau familiarity with emergency management protocols

Scope area 6:

Parent/Whānau familiarity with emergency management protocols.

Overall summary:

There is an opportunity to improve parents'/caregivers' understanding of, and familiarity with, Lockdown polices and procedures.

Parents/Whānau were often not aware of what a "Lockdown" meant or what their role in a Lockdown situation would be.

Many schools and early learning services managed situations where parents/caregivers arrived and waited outside for their children after they had implemented the Lockdown. Those consulted viewed this behaviour as increasing risk, creating additional stress for staff and children/young people and made their job more challenging.

A small number of schools and early learning services experienced negative or unhelpful behaviours from their parent/Whānau community including: verbal and physical abuse, parents trying to break into a school, parents trying to entice their children out of the school, damaging school property and fighting with other parents. Due to this behaviour, some schools and services decided to break their Lockdown procedures to de-escalate the situation or to limit the repercussions of the behaviour. A number of children/young people witnessed this behaviour, which increased their anxiety about the situation.

In terms of each school's or service's individual policy or procedures, many acknowledged that more work needs to be done to ensure their parent/Whānau community are aware of their content and how to respond appropriately in a Lockdown situation. While some have these documents available onsite, most say they have not been accessed.

Questions have been raised regarding the appropriateness of schools and early learning services uploading their Lockdown policy and procedures online. While this may help to better inform their parent/Whānau community, some view this as increasing risk.

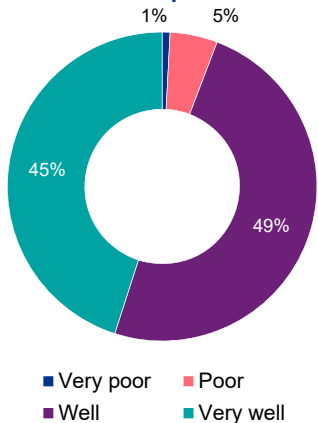
Learnings and opportunities:

There is a need to improve parents'/caregivers' familiarity with Lockdown polices and procedures. This could be done during the enrolment process or at the start of each year.

Quantitative analysis:

As illustrated by figure 31, 94% of respondents viewed that their parent/Whānau community responded well or very well to the information that the school or early learning service provided had provided them on 15 March.

Figure 31: How did your parent/Whānau community respond to the information provided?



Actions to date/ recommended next steps:

Ministry of Education

The Ministry will work with the NZ Police to develop an emergency management guidance document for parents/caregivers.

Consideration should be given to the frequency with which this information is relayed to parents and Whānau.

Key findings: Guidance for parents/caregivers on future Lockdown events

Scope area 7:

Whether it would be useful and appropriate for the NZ Police and the Ministry to prepare a guide for parents/caregivers regarding Lockdown management procedures.

Overall summary:

A co-constructed Lockdown guide for parents/caregivers is appropriate and would be beneficial.

97% of survey respondents (*see figure 32*) and those consulted agreed that a Lockdown guide for parents/Whānau is required. The guide should be co-constructed with the NZ Police and needs to be suitable for cross-sector use (infants through to teenagers).

Learnings and opportunities:

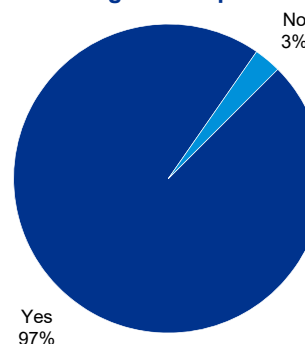
Suggested information to include in the guide:

- What is a Lockdown?
- Why might a school or early learning service go into Lockdown?
- A focus that promoting safety and child wellbeing is the ultimate purpose of a Lockdown.
- What parents/caregivers should and should not do during a Lockdown.
- What powers and responsibilities schools and early learning services have during an emergency management situation.
- How the NZ Police and other emergency services are involved in a Lockdown and what they need to ensure the process runs as smoothly as possible.
- Information on the reunification process of a child with their parent or caregiver.
- General health and safety guidance.

Quantitative analysis:

As illustrated by figure 32, 97% of respondents think it would be beneficial if the Ministry and the NZ Police created a Lockdown guide for parents.

Figure 32: Would it be beneficial if the Ministry and the NZ Police co-constructed a Lockdown guide for parents/Whānau?



Actions to date/ recommended next steps:

Ministry of Education

The Ministry will work with the NZ Police to develop guidance on how parents/Whānau should respond in a Lockdown or emergency management situation.

This will highlight the criticality of parent and Whānau behaviour in promoting the continued safety and wellbeing of children/young people, staff and themselves.

6

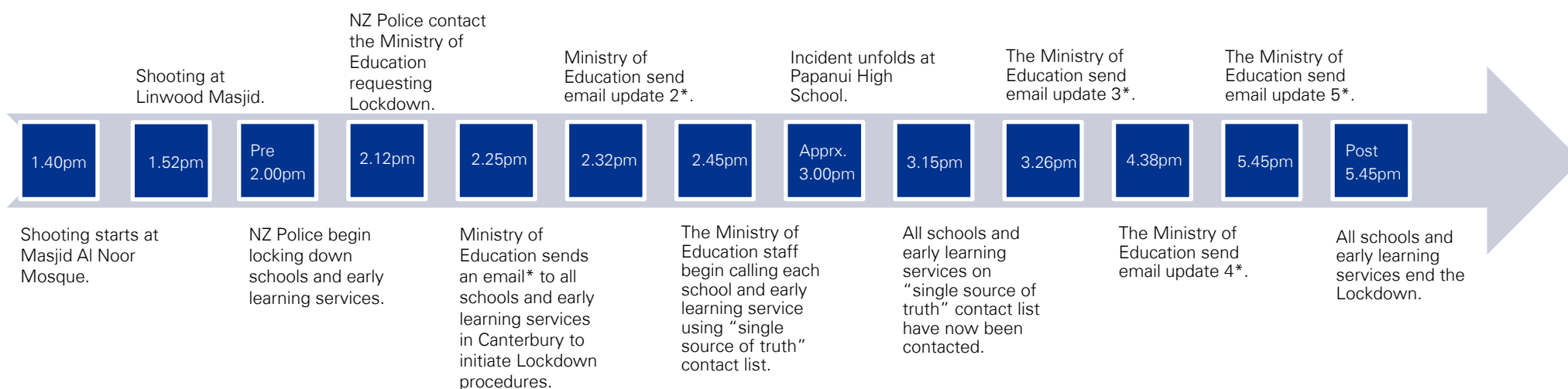
Appendices

Appendix 1

Timeline of events

Appendix 1: Timeline of events

The following timeline breaks down the key events relating to the Lockdown that occurred on 15 March 2019.



* An extract from this communication can be found on page 42.

Appendix 1: Timeline of events

(continued)

The following extracts are from emails sent from the Ministry to all schools and early learning services in the Canterbury region on 15 March 2019.

These extracts are provided to help users of this report better understand the timeline above.

Email communication 1:

Date and time: March 15 2019 2.25pm

Subject matter: "URGENT: All schools to go into Lockdown"

Extract: "Christchurch Police have advised that there is an evolving situation in Christchurch and have advised all schools and ECE services to go into Lockdown until further notice. If you have not done so already please go into your Lockdown procedure."

Email communication 2:

Date and time: March 15 2019 2.32pm

Subject matter: "URGENT: All schools to go into Lockdown: PLEASE CONFIRM"

Extract: "Following from this, the request below is for all schools and ECEs' in Christchurch city. the NZ Police have asked if you can please reply to this email confirming you have received this and have gone into Lockdown.

We will let you know when we have further updates from NZ Police."

Email communication 3:

Date and time: March 15 2019 3.26pm

Subject matter: "URGENT UPDATE: All schools to go into Lockdown"

Extract: "We have been advised that this is likely to be a prolonged Lockdown. NZ Police have asked that you plan accordingly. Please ask parents and whānau to avoid waiting outside of schools and services.

We will inform you when NZ Police have advised that you can come out of Lockdown."

Email communication 4:

Date and time: March 15 2019 4.38pm

Subject matter: "URGENT UPDATE AS AT 4:40PM"

Extract: "NZ Police have informed us that the Lockdown will be reviewed at 5pm. We will let you know the outcome of this at approximately **5:30pm**. Please remain in Lockdown until you hear from us or the NZ Police."

Email communication 5:

Date and time: March 15 2019 5.45pm

Subject matter: "URGENT UPDATE AS AT 5:45pm"

Extract: "We have been officially advised that the Lockdown has now been lifted and all public buses are running again. Please continue to follow reunification plans for children and young people, parents and caregivers.

Thank you for your quick action and patience during this time."

Appendix 2

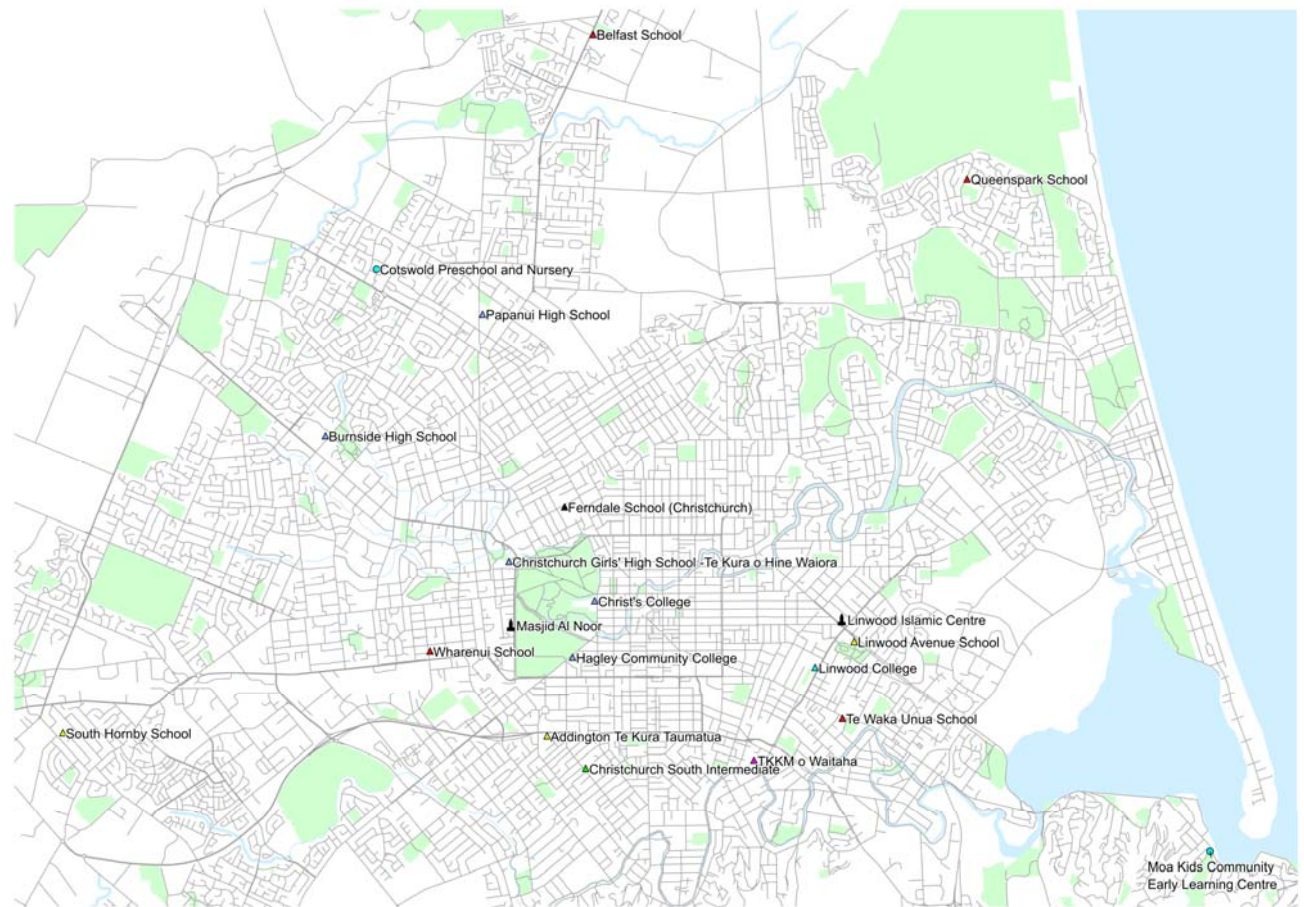
Stakeholders consulted and documents reviewed

Appendix 2: Stakeholders consulted and documents reviewed

As part of this review process KPMG visited the following early learning services and schools to gain a greater understanding of their experience on 15 March 2019.

These schools and early learning services were selected by the Review's Steering Group, in order to cover a breadth of perspective and voice. The list includes schools and services who were within the immediate proximity of the event and those further afield, as well as a range of types.

Early learning services	Schools
BestStart Educare	Addington School
Cotswold preschool	Belfast School
Kidsfirst Kindergartens	Burnside High School
Moa kids	Christ's College
Organic kids	Christchurch Girls' High School
PAUA	Christchurch South Intermediate School (Included a student focus group)
Playcentre NZ	Linwood Avenue School
	Linwood College (Included a student focus group)
	Papanui High School
	Queenspark School
	Te Kura Kaupapa Maori o Waitaha
	Te Waka Unua (Included a student focus group)
	Wharenu School (Included a student focus group)



Note that Ferndale School and South Hornby School were also invited to participate in a face-to-face session but could not be contacted or declined the invitation.

Appendix 2: Stakeholders consulted and documents reviewed (continued)

In addition to the schools and early learning services listed previously, KPMG met with a range of other stakeholders as part of this Review:

Ministry of Education	New Zealand Police	Other
Katrina Casey (Deputy Secretary, Sector Enablement and Support)	Superintendent John Price (District Commander)	Casebrook School PTA
Jan Breakwell (Chief Legal Advisor)	Detective Inspector Darryl Sweeney (Operations Commander)	Parent focus group comprising respondents to Feedback.Canterbury email address.
Coralanne Child (Director of Education for Canterbury)	Detective Senior Sergeant Jason Stewart (Ministry of Education contact)	
Susan Schneideman (Acting Director of Education for Canterbury on March 15 2019)	Inspector Fleur De Bes (Harm Reduction Manager)	
Simon Blatchford (Principal Advisor)		
Simon Cruickshank (Property - Regional Infrastructure Manager - Southern)		
David Hobern (Property - Programme Manager)		
Anne-Margaret Campbell (School Support Manager)		
Richard O'Reilly (Senior Policy Manager)		

As part of this Review process the following documents were reviewed:

- Emails (x5) sent from the Ministry to schools and early learning services on 15 March 2019.
- Situation briefing reports completed by the Ministry for the Minister of Education (both on 15 March and post the event).
- All emails received from the Feedback Canterbury email address from 3 April to 7 June 2019.
- Current Ministry guidance on emergency management procedures for schools and early learning services.

Appendix 3

Survey questions

Appendix 3: Survey questions

In order to ensure that KPMG sourced feedback from as many schools and early learning services as possible, in consultation with the Steering Group, we created a survey that was sent to all schools and early learning services in the Canterbury region (approximately 750). Each school or service was invited to complete the survey once with a response deadline of 24 May 2019.

After removing duplicate and blank responses, 301 valid submissions were received.

The following questions were included in this survey:

#	Question	Response options
1	Name of school or early learning service <i>(optional)</i>	n/a
2	Type <i>Please choose the option that best describes your school/service.</i>	<ul style="list-style-type: none"> — Early learning service — Primary school — Intermediate school — Secondary school — Area school — Special school — Kura
3	Location (based on council boundaries)	<ul style="list-style-type: none"> — Timaru — Ashburton — Selwyn — Banks Peninsula — Christchurch City — Waimakiriri — Hurunui
4	Did you go into Lockdown? <i>Note - If you answered no to this question, respondents skipped to question 24.</i>	<ul style="list-style-type: none"> — Yes — No
5	How did you know to go into Lockdown and in what order did you receive that communication? <i>Rank the items below, using numeric values starting with 1. Enter at least 1 response(s).</i>	<ul style="list-style-type: none"> — New Zealand Police - direct message — Ministry of Education - email — Ministry of Education - phone call — Umbrella ECE organisation — Media (e.g. TV, radio, Stuff) — Social media (e.g. Facebook, Twitter) — Wasn't informed/didn't know — Other

Appendix 3: Survey questions

(continued)

#	Question	Response options
6	How long did you remain in Lockdown?	<ul style="list-style-type: none"> — Less than 1 hour — 1-2 hours — 2-3 hours — 3-4 hours — 4+ hours
7	What prompted you to go out of Lockdown? <i>Select at least 1 response(s).</i>	<ul style="list-style-type: none"> — Media — New Zealand Police — Ministry of Education — Parents/caregivers — School/early learning service decision — Umbrella ECE organisation — Other, please specify
8	Did you have children/children and young people offsite during the Lockdown? <i>For example: school/early learning service trip, trade academy or other school/early learning service-organised activity.</i>	<ul style="list-style-type: none"> — Yes — No
9	If you answered 'yes' to the above question, what processes did you follow to notify these children/children and young people of the Lockdown?	n/a
10	How would you describe the quality of information communicated by the Ministry of Education on March 15 2019?	<ul style="list-style-type: none"> — Very poor — Poor — Good — Very good
11	Further comments <i>(optional)</i>	n/a
12	How would you describe the communication mechanisms used by the Ministry of Education on March 15 2019?	<ul style="list-style-type: none"> — Very ineffective — Ineffective — Effective — Very effective
13	Further comments <i>(optional)</i>	n/a
14	Did you experience any challenges relating to the physical logistics of your school/early learning service which impeded an effective Lockdown?	<ul style="list-style-type: none"> — Yes — No
15	Further comments <i>(optional)</i>	n/a

Appendix 3: Survey questions

(continued)

#	Question	Response options
16	Were you able to position your children/children and young people in an area where they were comfortable?	<input type="checkbox"/> Yes <input type="checkbox"/> No
17	Further comments <i>(optional)</i>	n/a
18	Did your children/children and young people have access to adequate toileting facilities during the Lockdown?	<input type="checkbox"/> Yes <input type="checkbox"/> No
19	Further comments <i>(optional)</i>	n/a
20	Did your children/children and young people have access to adequate food and water during the Lockdown?	<input type="checkbox"/> Yes <input type="checkbox"/> No
21	Further comments <i>(optional)</i>	n/a
22	Were there any other considerations which were challenging to address during the Lockdown? <i>For example: administration of medicine and mental health issues.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
23	If you answered 'yes' to the above question, please explain what these considerations were?	n/a
24	All schools/early learning services are required by law to have a Lockdown policy and procedures in place. How effective were your policy and procedures on March 15 2019?	<input type="checkbox"/> Very ineffective <input type="checkbox"/> Ineffective <input type="checkbox"/> Effective <input type="checkbox"/> Very effective <input type="checkbox"/> Other, please specify
25	Did your school/early learning service access the Ministry of Education's guidance regarding Lockdown procedures and policies when determining your Lockdown procedure and policy? <i>The guidance referred to above can be found using the following links: For schools: http://education.govt.nz/school/student-support/emergencies-and-traumatic-incidents/ For early learning services: http://education.govt.nz/early-childhood/running-a-service/emergencies-and-traumatic-incidents/</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
26	— If so, how useful did you find it?	<input type="checkbox"/> Very unhelpful <input type="checkbox"/> Unhelpful <input type="checkbox"/> Helpful <input type="checkbox"/> Very unhelpful

Appendix 3: Survey questions

(continued)

#	Question	Response options
27	Excluding the Ministry of Education's guidance, what other external support did you use in the development of your Lockdown policies and procedures? <i>Select at least 1 response(s).</i>	<ul style="list-style-type: none"> — New Zealand Police — An external consultant — SchoolDocs — Other schools/early learning services — Umbrella ECE organisation — None — Other, please specify
28	How frequently does your school/early learning service have a Lockdown drill?	<ul style="list-style-type: none"> — At least quarterly — At least every six months — At least annually — At least biennially — Never
29	How regularly are your school's/early learning service's Lockdown policy and procedures reviewed?	<ul style="list-style-type: none"> — At least quarterly — At least every six months — At least annually — At least biennially — At least triennially — Never
30	Following the events on March 15 2019, would you make any changes to your current Lockdown policy and procedures?	<ul style="list-style-type: none"> — Yes — No
31	If you answered 'yes' to the above question, what aspects would you change?	n/a
32	Have senior leaders, centre managers/head teachers or others with appropriate delegated authority been trained or practised the management of a Lockdown?	<ul style="list-style-type: none"> — Yes — No
33	Please provide any comments or identify any training issues.	n/a
34	How did you communicate with your parent/caregiver community on March 15 2019? <i>Select at least 1 response(s).</i>	<ul style="list-style-type: none"> — Text — Call — Email — Website — Social media — School/early learning service application — Other, please specify

Appendix 3: Survey questions

(continued)

#	Question	Response options
35	How effective did you find this/these method/s of communication?	<ul style="list-style-type: none"> — Very ineffective — Ineffective — Effective — Very effective
36	Please provide any additional comments or learnings.	n/a
37	How did your parent community respond to the information provided?	<ul style="list-style-type: none"> — Very poor — Poor — Good — Very good
38	Please provide any additional comments or learnings.	n/a
39	If you had parents/caregivers/visitors onsite when you initiated your Lockdown procedure, did you include them in your Lockdown?	<ul style="list-style-type: none"> — Yes — No — N/A
40	If you had contractors (e.g. external organisations, trade contractors) onsite when you initiated your Lockdown procedure, did you include them in your Lockdown?	<ul style="list-style-type: none"> — Yes — No — N/A
41	Based on your experiences on March 15 2019, do you think it would be beneficial if the Ministry of Education and the New Zealand Police developed a guide for parents/caregivers on Lockdown procedures?	<ul style="list-style-type: none"> — Yes — No
42	Do you have any other comments that you wish to make regarding the Lockdown on March 15 2019?	n/a

Appendix 4

Summary of feedback from Feedback.Canterbury email address

Appendix 4: Feedback from Feedback.Canterbury email address

Background

In order to ensure that the public had an opportunity to share their feedback regarding the Lockdown on 15 March 2019, the Ministry set up a dedicated email address (Feedback.Canterbury@education.govt.nz). Submissions were open until 7 June 2019.

KPMG reviewed all emails sent to this email address in order to establish the key themes and any suggested improvements, which are detailed below. The feedback covered a diverse range of viewpoints and stakeholder groups including: parents, Board representatives, Principals, staff, third parties who were on-site during the Lockdown and members of the public.

Key themes

The following aspects emerged as key themes after distilling the information received:

Building design

The suitability of current school/early learning service buildings for a Lockdown scenario was a key issue raised, in particular the following areas:

- Buildings that had large windows and glass doors, with no ability to be covered, resulted in children/children and young people being visible from outside. This seemed to be a particular issue for newly built buildings or those formatted into a FLE.
- Lack of internally-accessible toileting facilities resulted in some teachers setting up buckets for their children/children and young people to use. While some respondents recognised this was a sufficient method in emergencies, others were firmly opposed to it.

- The inability for doors to be locked from the inside was a concern. Some also questioned whether locking doors may impact fire safety and evacuation procedures.
- Access to food and water was beginning to be a major concern due to the length of the Lockdown.

Parent behaviour

A number of respondents witnessed irrational behaviour from parents/caregivers including banging on doors and threatening/assaulting staff. This behaviour resulted in some schools/early learning services breaching their Lockdown procedures to release these parents' children or creating significant stress.

Additionally, large numbers of parents waited outside of schools/early learning services until their children were released, which was seen by some respondents as increasing the risk.

Communication

Based on the responses received, the level and effectiveness of schools'/services' communication with parents was mixed.

A number of respondents noted that communication was done well on the day given the circumstances, receiving regular updates through a range of mechanisms including text, application and emails. Conversely others heard little to nothing from their school/service, often because they could not access the communication mechanism, which they found confusing and stressful.

Sector responses indicated that the Ministry's information was clear and concise. However, some principals were delayed in receiving it where they didn't carry a mobile phone as a matter of course.

Lockdown approach

The feedback on using a Lockdown in the situation was diverse, with some respondents questioning the legalities of holding children against the wishes of their parents while others thought the process made their children safer. The appropriateness of a Lockdown in an active shooter situation was also raised.

Respondents noted the inconsistencies between how each school/early learning service treated the Lockdown, with some not going into Lockdown at all while others allowed a controlled release.

For those schools/services who were in Lockdown, their policies also differed ranging from some children and young people remaining under their desks for a prolonged period to others that baked scones and watched films.

Questions were raised about the appropriateness of bringing parents into the Lockdown.

Experiences

The majority of parents were very complimentary to their children's school or teacher and understood they did the best they could in challenging circumstances.

A number of parents commented on their children's experience during the Lockdown. Some had very positive experiences and were kept busy and had fun, while others were frightened and upset.

The accessibility to social media was a concern, with some children being exposed to the video of the shooting. However, others found social media helpful for information and allowing children to check in with their families.

Appendix 4: Feedback from Feedback.Canterbury email address

(continued)

Suggested improvements from email respondents

Some respondents included suggested improvements for future Lockdown events in their email submission. A selection of these improvements is summarised below.

Please note that these suggestions are not the recommendations of KPMG, but are instead listed to evidence how feedback has been incorporated into our recommendations.

Building design

- Having external school gates unlocked added to the risk and allowed parents to wander around the grounds. Each school/early learning service should ensure external gates are locked during Lockdown events.
- Blinds should be fitted to external windows and doors so children and young people can access internal toilets without having to crawl.
- The continuous ringing of bells during the Lockdown was found to be traumatic and should be avoided.
- Toileting in buckets should be avoided if possible.
- Schools should be required to keep emergency supplies in a suitable place (e.g. thermal blankets, tarpaulins, water bottles, first aid kit, basic food supplies and a bucket).
- All buildings should have air conditioning, as children became very hot during the Lockdown with all the windows closed.

Parent behaviour

- In order to mitigate future irrational behaviour from parents, some clear guidance should be provided to parents regarding what a Lockdown is and what to do during a Lockdown. This needs to be widely available and in multiple languages.
- Consider having parents/caregivers sign a consent form when enrolling their children into a school/early learning service that describes situations when a Lockdown may be used.

Communication

- Schools/early learning services need to communicate with parents during a Lockdown event either via text, an email or a Facebook status update.
- Principals should be able to communicate with each other in real-time during an event to pass on crucial information.
- Schools/early learning services should maintain a register of parents' contact details that can be accessed and used quickly.
- The information provided to children varied within schools/early learning services, as did the information communicated to parents via different communication mechanisms. Ensure communications are consistent.
- The Ministry should communicate simultaneously with key staff and the Board Chair using mobile phones (preferably with alarm override like Tsunami warnings), to ensure key messages are not missed.

Lockdown approach

- If there was another mass shooting event in the future, dispersing children in a controlled release may be safer than enacting a Lockdown.
- Lockdown policies should cater for different scenarios including whether parents can reach their children and the school's/service's proximity to the event.
- Principals should use discretion when enacting their Lockdown policy and procedures.
- Children who normally travel home by bus should not be put on the bus in a Lockdown event without parental consent.
- The response for all Lockdown scenarios should be "take cover, stay still, await further instructions."
- Contractors and visitors need to be included in Lockdown policies and made aware of what they need to do.

Experiences

- Being held for long periods of time can have a negative impact on children's mental health. Balancing children's mental health against the risk of harm during an event needs to be considered.
- Children should not have access to their devices during a Lockdown event to avoid distressing content from being viewed.

Appendix 5

Current Ministry of Education emergency management plan template

Emergency Management Plan (TEMPLATE)

[Your ECE service or school name]

Address	
Contact details	Phone Fax Email Website
School / ECE Emergency contacts	Name Role (eg: Principal, Manager etc) Phone Mobile
	Name Role (eg: Principal, Manager etc) Phone Mobile
Radio	Our local station for emergency information is:
Last revised	
Date last tested	
Scenario last tested	e.g. Fire, Earthquake, Tsunami
Date last training	

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Introduction

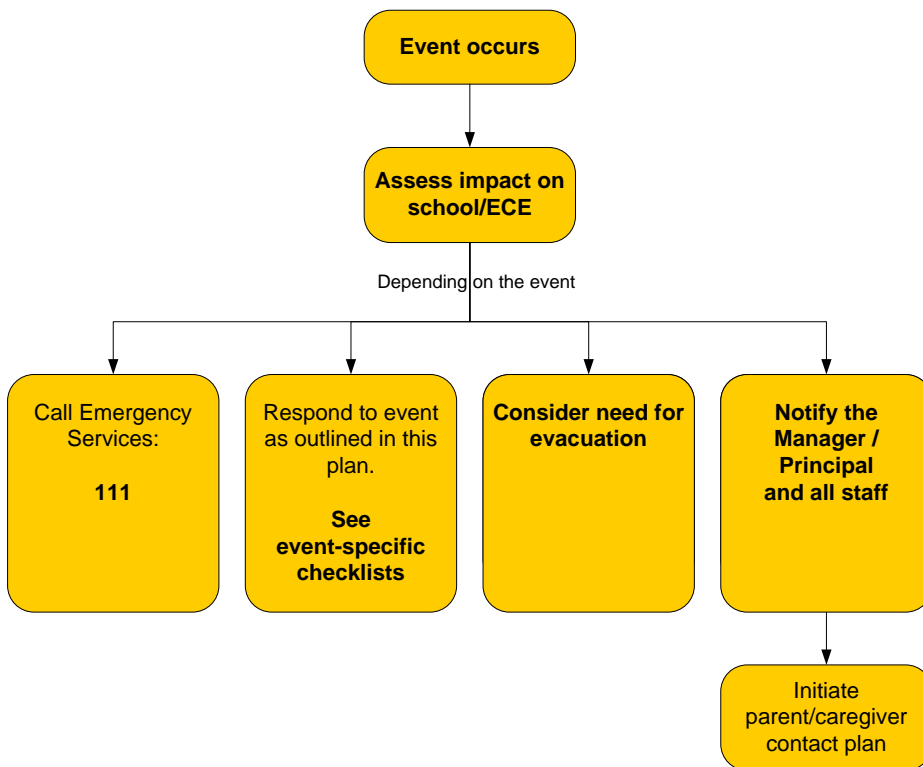
This plan outlines how [insert name of school/ECE] will respond in the event of an emergency.

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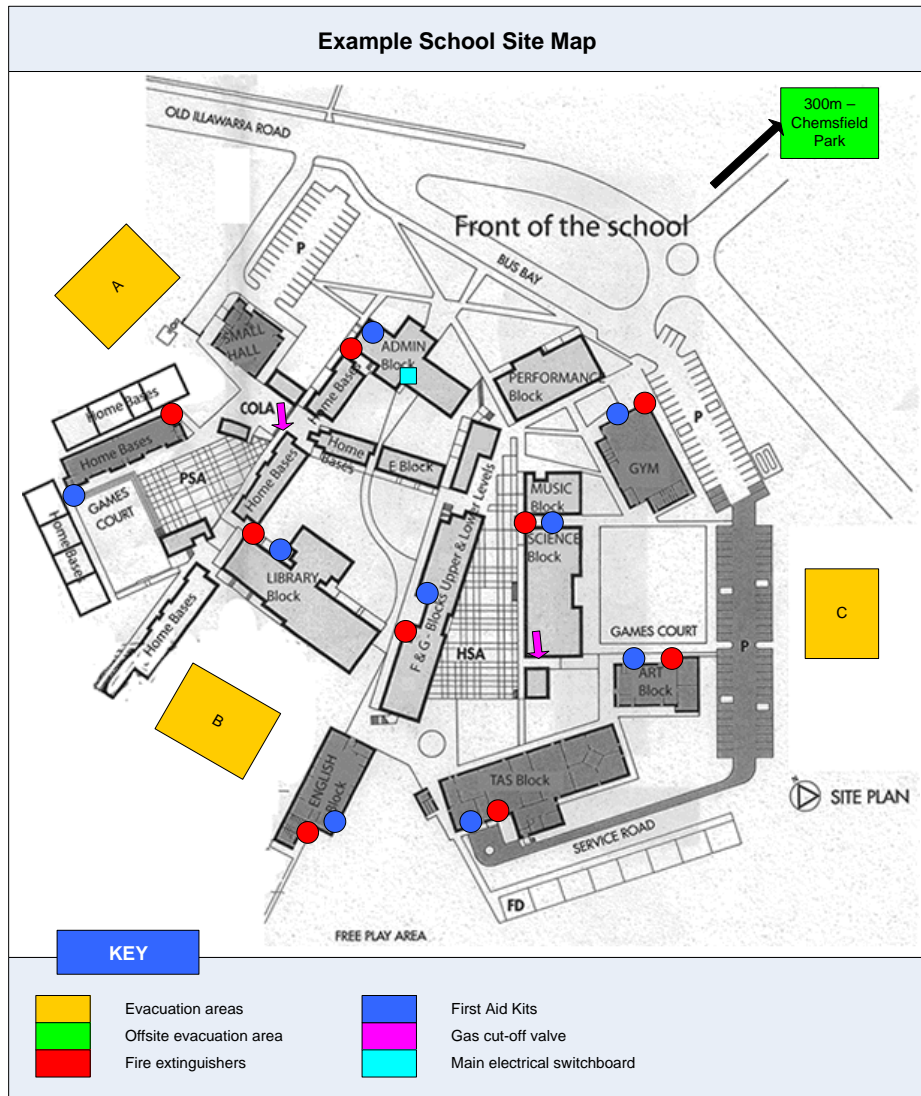
Basic emergency response process

While every event is unique, there are some basic steps to follow when responding to any emergency, which are outlined below:



Site map

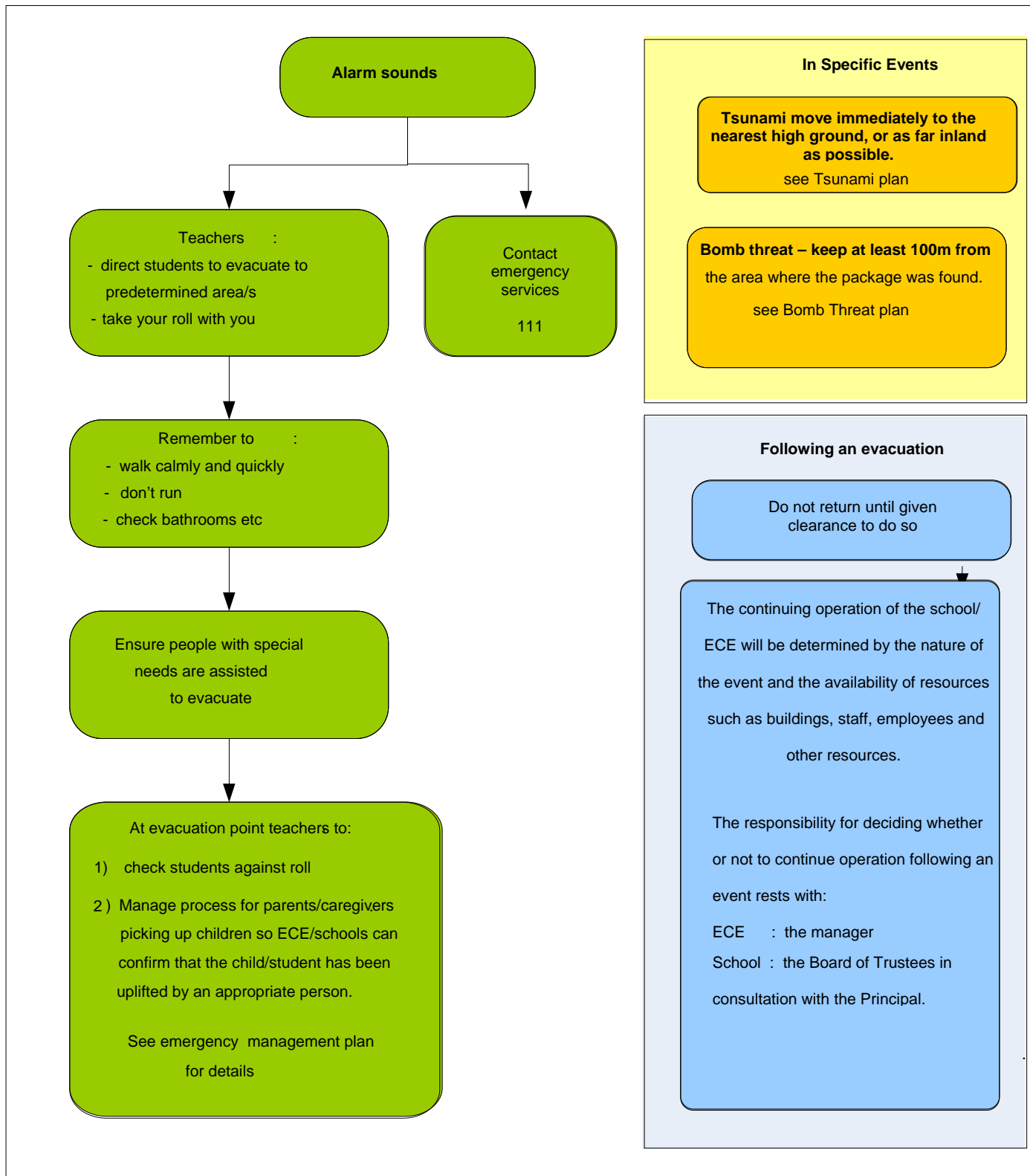
Insert a copy of your site map here (**replace this example page**). See the planning guide for advice on setting up a site-map, and the types of information to record on it.



Evacuation

Evacuation from the school/ECE may be required to ensure the safety of staff and students in an emergency event. In all cases, evacuations need to be planned and practiced.

General evacuation plan



Our Evacuation plan

Our evacuation areas

Record these here. These should correspond to the detail on your site map.

Remember to include both where you are going and how you will get there. Particularly if your evacuation point is off site. How will children/students and teachers/staff get to the safe area.

Fire Evacuation Plan/Point:

Earthquake Evacuation Plan/Point:

Tsunami Evacuation Plan/Point:

Remember, in most cases it is advisable to walk or cycle to your tsunami evac point as roads may become jammed.

Volcano Evacuation Plan/Point:

In most cases it is advisable to stay in doors during ashfall.

Gas/Chemical Evacuation Plan/Point:

NB this may require a “silent” alarm i.e. no cellphones or alarms

Consider students with special requirements and companion animals.

Communications plan – parents, caregivers and others

In any emergency event you will need to contact parents and caregivers to advise them of the situation and advise where and how they can collect their child(ren).

Consider who you will need to contact in an emergency affecting your school/ECE or community and plan for how you will contact them and what information they will need.

Our emergency communications plan for parents caregivers and others

Note here:

- How you will advise parents and caregivers in the event of an emergency (eg text alerts, phone tree, social media etc)
- Your school/ECE's method to monitor and record when pupils are picked up by parents / caregivers.
- Cellphone use amongst school students may mean students are quickly in contact with their parents. Document school protocols about the use of cellphones in an emergency and make sure students know that they are to advise their teacher if they have made contact with their parents or caregivers (and remind them of this when running drills).

Our role in a Civil Defence emergency

Civil defence preparedness for ECEs and schools generally falls into two categories:

- Ensuring the safety of students and staff at school during a civil defence emergency
- **Where appropriate**, helping the wider local community during a civil defence emergency, as part of a response coordinated by the local territorial authority.

If your school/ECE has agreed to be identified as a Civil Defence Centre the local Civil Defence and Emergency Management Group will provide advice and any equipment that may be required.

Our role in a Civil Defence emergency

Note here any specific details of your school/ECE's role in a Civil Defence (CD) emergency (eg become a Civil Defence centre, etc). Make sure your contact list reflects contact details for your local CD group.

External contact lists – last updated:

Where possible include a primary and alternate number. Please add further important numbers as required.



Emergency services contact information

Police, Fire, Ambulance	111
Police (local station)	Phone
National Poison centre	Urgent line 0800 764 766 Non-urgent 03 479 7284
School doctor	Name Address Phone Mobile
Med Centre	Name Address Phone Mobile



Essential government contact information

Ministry of Education	National Office (04) 463 8000 Traumatic Incident Team 0800 TI Team (0800 848 326) Contact Centre 0800 225 580
Ministry of Education media advice and assistance	Point of contact Senior Media Advisor, Communications Group Phone 04 463 8000 - After Hours 027 560 5387
Oranga Tamariki Ministry for Children	0508 326 459
Local council (Civil Defence)	Phone
Local Emergency Management office/group (Civil Defence)	Point of contact: Phone Mobile



Essential utility contact information

Power company	Account number Phone
Gas company	Account number Phone:
Electrician	
Builder / handyman	
Plumber	

External contact lists – last updated:



Essential security contact information

Security	
Alarm monitoring	
Fire alarm/equipment maintenance	



Other miscellaneous contact information

Other	Contact details
Bus company / Transportation	
Lawyer	
Insurance	



Local ECE services/schools contact information

Other schools/ECEs in local area	Contact details
School/ECE:	Point of contact Phone Mobile
School/ECE:	Point of contact: Phone Mobile
School/ECE:	Point of contact: Phone Mobile
School/ECE:	Point of contact: Phone Mobile

School/ECE contact list – Last updated:

Replace this list with your staff list if more appropriate.

Position	Name	Day Contact details	After hours Contact details	Other emergency role
		land line and mobile	land line and mobile	Note if staff member is a first aid holder/media or other EM role
Principal / Manager				
Deputy Principal/ Asst Manager				
Chairperson, Board of Trustees				
Deputy, Board of Trustees				
Teaching staff				
Teaching staff				
Teaching staff				
Teaching staff				
Caretaker				
Other				

Students / parents and caregivers (and alternate) contact list – Last updated:

Add in your parents and caregivers emergency contact list (including alternate contact) Key: P = Primary, A = Alternate

How do we keep this information current.? Where is information stored? Electronic file plus hardcopy?

Student name	Parent / Caregiver	Day Contact details	After hours Contact details	Other important information
		Land line and mobile	Land line and mobile	Note child/student has specific health or other needs
	P:			
	A:			
	P:			
	A:			
	P:			
	A:			
	P:			
	A:			
	P:			
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	P:			

Student name	Parent / Caregiver	Day Contact details	After hours Contact details	Other important information
		Land line and mobile	Land line and mobile	Note child/student has specific health or other needs
	A:			
	P:			
	A:			
	P:			
	A:			
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	A:			

Last updated: _____

Fire

This checklist outlines what to do in the event of fire. You can also use it when practising a fire drill.

	Response actions (as appropriate)
Discovery of a fire	<input type="checkbox"/> Ring the fire alarm.
	<input type="checkbox"/> Call 111
	<input type="checkbox"/> If safe to do so extinguish the fire.
On hearing the alarm	<input type="checkbox"/> Teachers should collect their registers and take their pupils to the designated assembly point(s).
	<input type="checkbox"/> Walk calmly and quickly and avoid panic.
	<input type="checkbox"/> Ensure students / visitors with disabilities are assisted by a responsible person.
	<input type="checkbox"/> Ensure any visitors are included in the evacuation.
	<input type="checkbox"/> Check rest areas, bathrooms and common rooms en route to the designated exit point.
	<input type="checkbox"/> Ensure all students remain at the evacuation point until clearance to leave is given.
Returning to the building(s)	Do not return to the building(s) until given the all clear by the Fire Service.
Ongoing operations following a fire	<p>The continuing operation of the school/ECE will be determined by the nature of the fire and the availability of resources such as buildings, staff, employees and other resources</p> <p>The responsibility of whether or not to continue school functions rests with the Board of Trustees, in consultation with the Principal.</p> <p>The responsibility of whether or not to continue ECE operations rests with the Manager.</p>
	<input type="checkbox"/> Contact your Ministry of Education regional office (which can help you access the Traumatic Incident team if required).

Earthquake

This checklist outlines what to do in the event of an emergency. You can also use it when practising an earthquake drill. **REMEMBER – LONG OR STRONG, GET GONE**

	Response actions (as appropriate)
During an earthquake	<input type="checkbox"/> If indoors: <ul style="list-style-type: none"> • Move no more than a few steps to a safe place and drop, cover and hold until the shaking stops. If you can, take cover under a desk or table. • Keep away from shelves containing heavy objects and other large items of furniture • Keep away from windows • Stay indoors until the shaking stops and it's safe to go outside
	<input type="checkbox"/> If outside: <ul style="list-style-type: none"> • Find a clear spot and drop to the ground and cover your head and neck. • Students to stay in the school grounds until a teacher comes to get them. • Keep away from buildings and power lines
When the shaking stops	<input type="checkbox"/> Expect aftershocks.
	<input type="checkbox"/> If you felt the earthquake was long (longer than a minute) or strong (hard to stand up in) then a tsunami may be imminent. If you are in a tsunami evacuation area, initiate self-evacuation immediately (refer to tsunami plan).
	<input type="checkbox"/> Ensure your personal safety first
	<input type="checkbox"/> Check those around you and offer help if necessary.
	<input type="checkbox"/> If anyone requires medical assistance, call 111 and/or administer first aid.
	<input type="checkbox"/> Evacuate if required.
	<input type="checkbox"/> Get staff and pupils away from dangerous areas
	<input type="checkbox"/> Listen to the radio for instructions from Civil Defence.
	<input type="checkbox"/> If you smell gas or hear a blowing or hissing noise, open a window and get everyone out quickly. Turn off the gas, using the outside main valve if you can. If you turn off the gas for any reason, it must ONLY be turned back on by a registered plumber or gas fitter.

Ongoing operations following the earthquake	<p><input type="checkbox"/> The continuing operation of the school/ECE will be determined by the nature of the emergency and the availability of resources such as buildings, staff, employees and other resources.</p> <p>The responsibility of whether or not to continue school functions rests with the Board of Trustees, in consultation with the Principal.</p> <p>The responsibility of whether or not to continue ECE operations rests with the Manager.</p>
	<p><input type="checkbox"/> Contact your Ministry of Education regional office (which can help you access the Traumatic Incident team if required).</p>

Tsunami

	Response actions (as appropriate)
When a tsunami threatens	<input type="checkbox"/> PRIOR to an event Check whether your school is in a tsunami evacuation zone by contacting your local council or Civil Defence Emergency Management office. If you are in an evacuation zone, tsunami response planning is required.
	<input type="checkbox"/> If you feel a long (more than a minute) or strong (hard to stand up) earthquake and your school/ECE is located in a tsunami evacuation zone. Once the shaking stops, gather all students and evacuate immediately; move to higher ground or as far inland as possible. . <input type="checkbox"/> If you receive an official warning advising you to leave. Respond to the first message; do not wait for more messages before you act. <input type="checkbox"/> Listen carefully to official instructions and follow them. <input type="checkbox"/> Evacuate from the areas or zone(s) stated in an official warning.
After the impact of the Tsunami	<div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p>Describe here your tsunami evacuation arrangements:</p> <ul style="list-style-type: none"> • What information will trigger your evacuation (i.e. LONG or STRONG earthquake or instructed be Civil Defence Emergency Management office. • Where you will evacuate to (outside of your tsunami evacuation zones –this information is available from most local Civil Defence and Emergency Management Groups) • How this plan is communicated to parents ahead of time, to ensure they will not come to the school while you have evacuated. • How often and when you will practice tsunami evacuation. • How you will get there on foot (or bicycle) and which tsunami evacuation route you will use. • How you make sure all students and staff are accounted for. </div> <input type="checkbox"/> If there is time, take your disaster survival kit and any important documents with you (such as the roll and contact details). <input type="checkbox"/> Stay out of the evacuated area until given the official “all-clear”. Continue to listen to TV and radio, or monitor civil defence social media for advice and information.
	<input type="checkbox"/> Contact your Ministry of Education regional office (which can help you access the Traumatic Incident team if required).

Flooding

Flooding can happen quickly and have serious impacts. Flooding may be caused by heavy rain, overflowing creeks and rivers and high tides or tsunamis in coastal and low-lying areas.

Floods within a building can also be caused by normal wear and tear failures of pipe joints, vandalism, or be the result of earthquakes.

	Response actions (as appropriate)
Before a flood	<ul style="list-style-type: none"><input type="checkbox"/> Check with your local civil defence emergency management office if the school/ECE is in a flood prone area.<input type="checkbox"/> Learn flood warning signs and understand your community's public alerting system.<input type="checkbox"/> Check with your local civil defence and emergency management office if there is a community flood evacuation plan. If yes, plan and practice this plan.
Flooding reported or sighted	<ul style="list-style-type: none"><input type="checkbox"/> Be ready to act quickly. Floods and flash floods can happen quickly and without warning<input type="checkbox"/> Evacuate if required (and get to higher ground)<input type="checkbox"/> Follow the instructions and advice of emergency services and civil defence and emergency management authorities.<input type="checkbox"/> If safe to do so, move records and equipment onto higher floors or onto furniture as high as possible<input type="checkbox"/> If flood is due to burst pipes etc, turn off the water at the mains if possible
After a flood	<ul style="list-style-type: none"><input type="checkbox"/> Flood dangers do not end when the water begins to recede. Continue to listen to communication channels and don't return until authorities indicate it is safe to do so.
	<ul style="list-style-type: none"><input type="checkbox"/> Get medical care if necessary. Contaminated water can cause infection.
	<ul style="list-style-type: none"><input type="checkbox"/> Stay away from damaged areas. Your presence might hamper rescue and other emergency service operations.
	<ul style="list-style-type: none"><input type="checkbox"/> Contact your Ministry of Education regional office (which can help you access the Traumatic Incident team if required).

Volcanic eruption and ashfall

	Response actions (as appropriate)
If you are at risk from Volcanic Activity	<input type="checkbox"/> Learn about your community's warning systems and emergency plans.
	<input type="checkbox"/> Develop an evacuation plan for volcanic eruptions and make sure everyone is aware and practices it.
When a volcano threatens	<input type="checkbox"/> Listen to your radio or TV for advice and information
	<input type="checkbox"/> Contact your local Civil Defence Group for advice on the volcanic hazards that could affect your school during an eruption.
	<input type="checkbox"/> Check that staff know what to do. Revise with students.
Large eruption	<input type="checkbox"/> Evacuation: If the school is in the path of potential lava flows, pyroclastic flows, surges or lahars be prepared to evacuate when asked to by controlling authorities (i.e. police, civil defence etc).
Ash Fall	<input type="checkbox"/> Ensure that staff and pupils stay indoors. Have dust masks available.
	<input type="checkbox"/> Close windows and doors. In heavy ash falls, windows and doors may need additional sealing to avoid ash entering the school buildings.
	<input type="checkbox"/> Turn off air-conditioning units and any other equipment that draws in or blows air.
	<input type="checkbox"/> Protective clothing (especially if working in the ash fall) should be worn by anyone who has to work outside in an emergency and goggles used to protect the eyes. Volcanic ash is very abrasive. Properly fitted, P2 or N95 - rated safety masks are recommended for anyone in contact with ash.
	<input type="checkbox"/> Monitor the amount of ash on roofs. Roofs may collapse under the weight of ash causing injury to the occupants. Evacuate buildings which show signs of roof sagging.
	<input type="checkbox"/> Disconnect roof-fed water supply only when ash fall is occurring or during the clean up to stop ash entering the storage tanks.
	<input type="checkbox"/> If possible have school outdoor equipment, cars etc parked under-cover or cover them.
Cleaning up after an ash fall	The local council and CDEM group will provide advice on cleaning up and disposing of ash.
	<input type="checkbox"/> Contact your Ministry of Education regional office (which can help you access the Traumatic Incident team if required).

Pandemic

It is important that your ECE/School takes steps **now** to protect staff, students or children from future **pandemics** (global disease events such as influenza) or **epidemics** (local disease events such as, measles, hepatitis, tuberculosis, norovirus, whooping cough etc).

The **Ministry of Health** leads the Government's response to a pandemic. It is the responsibility of other agencies to plan for and respond to a pandemic in their respective sectors and settings, based on the direction set out by the Ministry of Health. At all times updates and latest information should be accessed from the Ministry of Health.

Pandemics by their nature are unpredictable in terms of timing, severity and the population groups that are most affected. Planning for an infectious disease outbreak is as important as planning for other emergencies.

	Pre-response and Response actions (as appropriate)
	Planning
	<input type="checkbox"/> Recommend annual vaccinations for staff
	<input type="checkbox"/> Consider having a supply of Personal Protective Equipment (PPE) gloves, face masks, antiseptic hand wash,
	<input type="checkbox"/> Develop a communications plan for staff, students, families and other interested members of the community.
	<input type="checkbox"/> Identify an appropriate space to be used as an isolation area
	<input type="checkbox"/> Know who your local Medical Officer of Health is and maintain regular contact. _____
	Response – when a pandemic has been advised or declared
	<input type="checkbox"/> Regularly check for updates on the Ministry of Health website (Ministry of Health NZ)
	<input type="checkbox"/> Use posters available from Ministry of Health re cough / sneeze etiquette, handwashing
	<input type="checkbox"/> Consider social distancing strategies. Information on this is available from the Ministry of Health .
	<input type="checkbox"/> Consider implementing an enhanced cleaning routine of touch points and common spaces as a precaution.
	<input type="checkbox"/> Establish the isolation area (as required)
	<input type="checkbox"/> Liaise with your local Medical Officer of Health (MOoH): <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> Name: Contact number: Address: </div>

Gas leak

	Response actions (as appropriate)
	<input type="checkbox"/> Consider evacuating the area or the school/ECE. Do not re-enter building or outside area until cleared by authorised personnel
If gas leak is suspected	<input type="checkbox"/> Turn off the main valve
	<input type="checkbox"/> If possible and safe to do so open windows to allow the gas to dissipate.
	<input type="checkbox"/> Rescue any person in immediate danger but only if safe to do so.
	<input type="checkbox"/> Do not: <ul style="list-style-type: none"> operate any electrical switches, including lights or alarms. use cell phone in area where leak is occurring – even if outside of building allow anyone to smoke in the vicinity
	<input type="checkbox"/> Warn others in the immediate area
	<input type="checkbox"/> Call emergency services (111) if required
	<input type="checkbox"/> Call our local gas company: <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> Company: Ph: Our account number: </div>
	<input type="checkbox"/> Contact your Ministry of Education regional office (which can help you access the Traumatic Incident team if required).

Chemical spill

All chemical spills must be treated as toxic and dangerous. They can be in liquid form, solids, powder or gas.

	Response actions (as appropriate)
Become aware of chemical spill	<input type="checkbox"/> Move all people in the vicinity to a safe area. Consider: <ul style="list-style-type: none"> • evacuation of entire school / ECE if required and safe to do so • Alternatively, it may be safer to stay indoors and seal doors, windows, other openings and switch off any air intake units.
	<input type="checkbox"/> If required, contact emergency services on 111
	<input type="checkbox"/> Give appropriate first aid to anyone in contact with the spill
	<input type="checkbox"/> Notify the Manager / Principal and staff
	<input type="checkbox"/> Consideration may have to be given to how students will be able to leave the centre/school after finishing time if the spill has not been made safe by then.
	<input type="checkbox"/> Contact your Ministry of Education regional office (which can help you access the Traumatic Incident team if required).

Dealing with a suspicious letter or package

When dealing with suspicious packages the utmost caution must be exercised and no attempts must be made to touch, move or examine the package.

Note: If a suspected bomb - Do not use a cell phone or other radio device anywhere near the package.

	Response actions (as appropriate)
In general	<input type="checkbox"/> Note the location of the package and a description of it (markings etc).
	<input type="checkbox"/> Do not touch, shake or attempt to move the package.
	<input type="checkbox"/> Check with the addressee to see if they are expecting the package
	<input type="checkbox"/> Isolate the item.
	<input type="checkbox"/> Call the police (111) and advise them of the circumstances, the description of the package and its location.
	<input type="checkbox"/> As appropriate, position staff at a safe distance to direct people away from the area where package/letter is.
	<input type="checkbox"/> Consider evacuating the area or the school (Take police advice)
If you open a letter/package and discover powder:	<input type="checkbox"/> Put on gloves and place opened letter/package in a plastic bag
	<input type="checkbox"/> If hands or any part of the body may have come into contact with the envelope or package then wash with soap and water
	<input type="checkbox"/> If contents spilled <ul style="list-style-type: none"> • Do not clean up or wipe spilt contents • Avoid breathing the powder or spores • Clear all people from the area and isolate the area (close doors & prevent access) • Switch off air conditioning • Wash hands with soap and hot water.
	<input type="checkbox"/> If contents are spilt on clothing <ul style="list-style-type: none"> • Select a room for changing • Remove clothing and place in plastic bag • Shower with soap and hot water • Change into other clothes.

Bomb threats

Keep calm. Do not hang up. A dialogue with the caller is important as information that may be gleaned from the caller can help assess the current situation and help police with further inquiries.

Let the caller talk, ask the questions as the opportunity arises and avoid being confrontational

Questions	Answers
When is the bomb going to explode?	
Where is the bomb?	
What does the bomb look like?	
What kind of bomb is it?	
What is the explosive type and quantity?	
Why did you place the bomb?	
What is your name?	
Where are you?	
What is your address?	
Exact wording of the threat:	
The Caller	
Sex:	<input type="checkbox"/> Male <input type="checkbox"/> Female
Estimated age:	
Any speech impediment (specify):	
Accent (specify):	
Voice- loud – soft etc:	
Speech – fast – slow etc:	
Manner, calm emotional etc:	
Did you recognise the voice?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If so who do you think it was?	
Was the caller familiar with the area?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Threat Language	
<input type="checkbox"/> Well spoken	<input type="checkbox"/> Irrational
<input type="checkbox"/> Incoherent	<input type="checkbox"/> Taped
<input type="checkbox"/> Message read by caller	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Abusive	
Any background noises?	
<input type="checkbox"/> Street noise	<input type="checkbox"/> Aircraft
<input type="checkbox"/> House noise	<input type="checkbox"/> Voices
<input type="checkbox"/> Music	<input type="checkbox"/> Vehicle
<input type="checkbox"/> Machinery	<input type="checkbox"/> Other: _____
Call taken	
Date: __/__/____	Time: _____
Length of call: _____	Number called: _____

This checklist for bomb threats should be kept by the phone. Staff who would normally answer the phone should be briefed on the questionnaire to ensure some familiarity with it. A pre-printed version of the check list is available from police and may be preferred over this list for convenience.

Trespasser on the school grounds

Only follow this process if it is clear that the trespasser does not come under the category of Violent Intruder (see following page).

Trespassing is where a person enters an ECE or school and either:

- Has been requested to leave, or
- their behaviour is such that the ECE/school would not give permission for them to be there.

Incident type	Response actions (as appropriate)
You become aware of a person on the school/ECE grounds that does not have permission to be there.	<input type="checkbox"/> Assess the nature of the trespasser: non-threatening or aggressive (if aggressive – follow the violent intruder process, next page).
	<input type="checkbox"/> If appropriate, greet the trespasser, advise them who you are, and ask them why they are there. Whenever possible, ensure that you have a colleague with you.
	<input type="checkbox"/> If the reason for the visit appears legitimate, take the person to the office where the reasons for the visit can be dealt with.
Become aware that there is a trespasser on the property.	<input type="checkbox"/> If the reason for the visit is not legitimate, explain that they have to leave the premises.
	<input type="checkbox"/> Notify the principal or other staff member of the description, location and activity of the trespasser.
	<input type="checkbox"/> Ensure the children and staff are safe and the classrooms are kept secure.
	<i>If the person leaves when requested they are no longer considered a trespasser.</i>
If the trespasser refuses to leave when requested	<input type="checkbox"/> Explain that staff will have to call the police.
	<input type="checkbox"/> If the trespasser still refuses to leave ask colleague to call the police.
	<input type="checkbox"/> If it is safe, stay with the trespasser until the police arrive.
	<input type="checkbox"/> If the trespasser gives any indication of violence walk away (if possible keep the trespasser under observation from a safe distance until police arrive).
	<input type="checkbox"/> When police arrive update them on the situation.
Follow-up actions	<input type="checkbox"/> Ensure the incident is documented and filed (including providing a report to police).
	<input type="checkbox"/> Contact your Ministry of Education regional office (which can help you access the Traumatic Incident team if required).
	<input type="checkbox"/> Consider: <ul style="list-style-type: none"> • debriefing staff on the incident and assess if your Emergency Management process worked correctly or needs amendments. • debriefing students if the incident was a public one to prevent rumours and speculation.

Note: There is no authority under the Trespass Act 1980 for the occupier to physically eject the person from the premises. If a trespasser refuses to leave when requested, he or she should be told that the police will be called. The police have the option to arrest and charge the person with an offence, however they will assess each incident and take what they think is appropriate action.

As well as the process under the Trespass Act, the Education Act 1989, section 139C makes it an offence to intentionally insult, abuse, or intimidate a teacher or other member of staff on school premises.

Violent intruder

This checklist provides a very basic guide to managing a Violent Intruder incident.

The aftermath of a Violent Intruder incident will require careful management as even in the 'best case' scenario of no one being injured there may be traumatised staff and pupils, concerned parents, disruption to your school or ECE and media interest.

	Response actions (as appropriate)
Shots are heard or a violent intruder is seen on the premises	<input type="checkbox"/> Call 111 <ul style="list-style-type: none"> Identify yourself and your school/ECE, including address Details of situation Details of any casualties Description of weapons, number of shots etc Description and location and identity of offender if known Identify the 'target' of aggression if known
	<input type="checkbox"/> If safe, move to predetermined safe position to await Police arrival
	<input type="checkbox"/> Alert staff/students (avoid using the fire alarm). <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> Our alert system: i.e. Silent alarm </div>
	<input type="checkbox"/> Move everyone out of hallways and into rooms.
	<input type="checkbox"/> Lock and/or barricade, or cover if possible, doors/windows.
	<input type="checkbox"/> Keep quiet and do not leave the classroom unless it is safe to do so.
	<input type="checkbox"/> Should the event occur, while students are outside in playing fields: instruct students to move to nearest secure room, or to a safe-predetermined, assembly area (which may include an off-site area close to the school/ECE).
Following the incident	<input type="checkbox"/> Once police arrive, liaise with them to secure crime scene(s)
	<input type="checkbox"/> The Trauma Incident Teams will provide support (see contact list for phone number).
	<input type="checkbox"/> Liaise with the media
	<input type="checkbox"/> Consider whether to temporarily close, or continue operating. (The Trauma Incident Teams will provide guidance on suitable responses)
	<input type="checkbox"/> Continue to monitor the wellbeing of students and staff

For detailed resources on traumatic incidents, please visit:

www.education.govt.nz/school/student-support/emergencies

Serious injury or death

All ECE services and schools need to be prepared and know how to manage a traumatic incident involving death or serious injury. The sudden death (or serious injury) of a child, young person, staff member or family/whānau member has the potential to create significant dangers or risks to the physical and emotional wellbeing of children, young people and people within a community.

The event also has the potential to cause sudden and/or significant disruption to the effective operation of an ECE service or a school and their community. If the aftermath is poorly or insensitively handled, it can impact on those affected and attract adverse media or public comment.

	Response actions (as appropriate)
Death / serious injury occurs at school or ECE	<input type="checkbox"/> Ensure your own safety. Assess area for danger (eg: live wires, poisonous substances etc)
	<input type="checkbox"/> Do not assume death has occurred – give immediate first aid
	<input type="checkbox"/> Call emergency services
	<input type="checkbox"/> Notify Manager/Principal; isolate and contain the area.
Action after medical personnel have taken over	<input type="checkbox"/> Manager/Principal to advise (as soon as possible): <ul style="list-style-type: none">• ECE / school management team and staff• board and chair
	<input type="checkbox"/> Consider accompanying police to advise parents.
	<input type="checkbox"/> Advise the Ministry of Education Trauma Incident Team on 0800 84 83 26. This team will help guide you on managing the response (including how to advise students, arrange counselling etc)
	<input type="checkbox"/> Complete incident form with all known details
	<input type="checkbox"/> Ensure the designated media person for the school is fully briefed

If the death or serious injury occurs outside of school/ECE, follow the appropriate steps noted above.

Online resources

Visit the Ministry of Education website to assist in managing this type of response in ECE services:

www.education.govt.nz/school/student-support/emergencies

Traumatic Incident Team

Contact the Ministry of Education Traumatic Incident team on 0800-TI TEAM / 0800 84 83 26

Missing child or student

All instances of a child or student going missing from a school or ECE centre have to be treated urgently and steps taken to find the missing person or confirm their safe whereabouts.

There can be many reasons and associated dangers for a missing child or student including:

- the proximity of dangerous hazards to the school/ECE
- the possibility of an abduction
- the possibility that the child or student has been picked up by a parent or caregiver
- the child or student has decided to leave school for the day
- the child or student has felt unwell and simply gone home.

Until the child or student has been found or confirmed in a safe location, action must be taken to locate them.

	Response actions (as appropriate)
Information or notification that a child / student is missing	<input type="checkbox"/> Confirm: <ul style="list-style-type: none"> • that the person had been present at ECE / school at some time during the day, and if so; • when they were last seen
	<input type="checkbox"/> Notify Manager / Principal and staff
	<input type="checkbox"/> Search the school / ECE.
If child or student is found	<input type="checkbox"/> If child/student found injured or ill, call for medical assistance if required.
	<input type="checkbox"/> Notify manager / principal and other searchers.
	<input type="checkbox"/> Establish what happened and complete incident report
	<input type="checkbox"/> Arrange for the child / student's parents or caregivers to be advised
If child or student is not found	<input type="checkbox"/> Notify the police immediately
	<input type="checkbox"/> Notify the parents / caregivers immediately
	<input type="checkbox"/> Contact your Ministry of Education regional office (which can help you access the Traumatic Incident team if required).

Contact us

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