



3.4 Emergency Procedures	1
Serious Injury/Illness to participants or staff	1
Missing Person	2
Evacuation Required (fire, weather, earthquake, volcanic eruption)	3
Vehicle Incident	5
Fatality	6
Unresponsive snorkeller	7
Emotional/Psychological Distress	8
Lockdown	9
Serious Misconduct	10
Deep Water Emergency Procedure	11

Serious Injury/Illness to participants or staff

<h2 style="text-align: center; margin: 0;">Serious Injury/Illness to participants or staff</h2> <p style="text-align: center; margin: 0;">For treatment of common marine/snorkelling injuries see EMR Snorkel Guidelines</p>	
STEP 1 - Look After the affected participants & yourself	
Assess and contain	<ul style="list-style-type: none"> Is it safe? Establish leadership
Remove people from risk	<ul style="list-style-type: none"> If safe to do so, move the person/group to a safe location via a safe route If 'Notifiable Event' minimise disturbance to the scene
STEP 2 - First Aid	
Primary First Aid ACTION PLAN - DRSABCD	
Dangers	<ul style="list-style-type: none"> Is it safe? Glove up
Response	<ul style="list-style-type: none"> Responds to: Voice / Pain / None
Send for Help	<ul style="list-style-type: none"> Do we need external help? Call 111 (ask someone else to call) Location of nearest defibrillator (AED) ?
Airway	<ul style="list-style-type: none"> Open airway Clear of obstructions, Finger sweep any visible obstructions If obstructed 5 back blows, 5 chest thrusts & repeat if needed Open airway head tilt, chin lift (or jaw thrust re/ c-spine)
Breathing	<ul style="list-style-type: none"> Look, listen, feel for 10 seconds. Not breathing - begin CPR [30-2 breaths] Apply defibrillator (AED) as soon as possible If patient is unconscious but breathing, carefully roll into the stable side position
Circulation	<ul style="list-style-type: none"> Body sweep for life threatening bleeding Control bleeding – apply direct pressure
Defibrillator	<ul style="list-style-type: none"> Attach Defibrillator (AED) as soon as available, follow prompts continue CPR until responsiveness or normal breathing return
Secondary First Aid Survey	
Patient details	<ul style="list-style-type: none"> Name, age, group

Systematic Check	<ul style="list-style-type: none"> • Spine, head, chest, abdomen, pelvis, extremities • What do you see / feel?
Signs & Symptoms	<ul style="list-style-type: none"> • What does the patient tell you?
Allergies	<ul style="list-style-type: none"> • Allergies?
Medication	<ul style="list-style-type: none"> • What? Why? Last taken?
Past med history	<ul style="list-style-type: none"> • Medical conditions?
Last food/drink	<ul style="list-style-type: none"> • Fluids, Food?
Events prior	<ul style="list-style-type: none"> • Black outs, dizziness?
Minor injury	<p>(e.g., minor cuts, sprains, splinter and stings)</p> <ul style="list-style-type: none"> • Apply appropriate first aid treatment. Activity continues. Record incident via pre-site assessment.
STEP 3 - Clarify the Plan	
What needs to be done? Prioritise	<ul style="list-style-type: none"> • Do you need help? • Establish 1x patient care, an assistant, and a scribe • Keep warm, comfortable, stable and reassure • Can you transport via a vehicle and evacuate? • Emergency runners required? (send more than 2 people, to wait by the road to direct emergency services to the problem)
Look after rest of group	<ul style="list-style-type: none"> • Brief remainder of group • Check/move so are safe, warm, comfortable • Remove bystanders - create a no-go zone to protect privacy • Check/treat for stress • Identify someone in charge of group
Clearly communicate expectations for cell phone usage	<ul style="list-style-type: none"> • School/group to monitor any inappropriate cell phone usage
Consider whether to continue the activity	<ul style="list-style-type: none"> • Activity suspended (or cancelled if required) until injury taken care of • Seek advice if appropriate • A notifiable event and must be reported to Worksafe (via Poutokomanawa) will prompt a review of the SMS

Missing Person

Missing Person

Lost group/group members and group separated from activity leader

When working with schools, the school office will always be aware of the whereabouts of the group and expected return time. When working with other groups, there will always be a team member who will know the whereabouts and return time of the group

STEP 1 - Look After the affected participants, the group & yourself

Assess and contain	<p>Head counts of the group are conducted throughout field excursions (especially in water while snorkelling and through the snorkel buddy high five check)</p> <p>In the event that parties become separated from the activity leader/EMR snorkel leader/coordinator and do not return by the agreed time:</p> <ul style="list-style-type: none"> • Head count and identify the number of missing people • Establish last known point/last seen • Activity leader to activate emergency response • The three whistle blast procedure is repeated and if there is no response, emergency procedures are activated. • If someone is missing; ensure the rest of the group are secure with appropriate adult supervision.
---------------------------	--

	<ul style="list-style-type: none"> • Safety watch or activity leader to simultaneously alert authorities to assist or have on standby.
Remove people from risk	<ul style="list-style-type: none"> • If deemed necessary, appoint school/group representative to take rest of the group back to shore/emergency meeting point • If safe to do so, move the person/group to a safe location via a safe route • If 'Notifiable Event' minimise disturbance to the scene • Check if missing people/s have a medical condition.
STEP 2 - Clarify the Plan	
What needs to be done? Prioritise	<ul style="list-style-type: none"> • Return to last known point • Use in and out of water checklist and site specific RAMS and local knowledge to establish possible routes taken or possible hazards.
Look after rest of group	<ul style="list-style-type: none"> • Brief remainder of group • Contain and supervise with someone appointed to be in charge
Clearly communicate expectations for cell phone usage	<ul style="list-style-type: none"> • School/group to monitor any inappropriate cell phone usage
Consider whether to continue the activity	<ul style="list-style-type: none"> • Seek advice if appropriate • Decide how to proceed from here
STEP 3 - Communicate	
Notify Emergency Services	<ul style="list-style-type: none"> • When a group is overdue and no communication/contact has been established, • Call Police who notify Search & Rescue 111 • Coastguard will be notified (if missing person in water)
School communication	<ul style="list-style-type: none"> • Consider context (missing child/ren, environment, time of day) and teacher in charge to notify the school in timely manner • School to notify whānau and keep them updated
Who else needs to know?	<ul style="list-style-type: none"> • Local venue/transport provider if applicable
Keep written record of events as they happen	<ul style="list-style-type: none"> • As the situation permits, record (either on paper or electronically) what is happening, who is involved and what decisions are being made • Include as much detail as you can
Media	When working with school groups, the principal should respond on the schools behalf and the chairperson is to respond to the media on behalf of MTSC.
STEP 4 - Evacuate	
Establish safe route into site for Emergency Services	<ul style="list-style-type: none"> • Mark last known location • 2 people to direct Emergency traffic to site • If Helicopter landing is required, clear landing site, secure loose items & indicate wind direction. Do not approach the helicopter.
Safely evacuate all present	<ul style="list-style-type: none"> • Return remaining group to base/overnight accommodation together

Evacuation Required (fire, weather, earthquake, volcanic eruption)

Evacuation Required (fire, weather, earthquake, volcanic eruption)

Emergency Mobile Alerts are messages about emergencies sent by authorised emergency agencies to capable mobile phones. The alerts are designed to keep people safe and are broadcast to all capable phones from targeted cell towers.

Careful assessment of the weather is recorded via pre-site assessment.

STEP 1 - Look After the affected participants & yourself

Assess and contain	<ul style="list-style-type: none"> • Head count and identify the number and names and missing people (MTSCT for activities, school/group for on land) • Establish leadership
Remove people from risk	<ul style="list-style-type: none"> • If safe to do so, move the person/group to a safe location via a safe route • If 'Notifiable Event' minimise disturbance to the scene
STEP 2 - Follow Appropriate Emergency Procedure	
Fire	<ul style="list-style-type: none"> • If inside, smoke alarms alert group to danger • Follow pre-discussed evacuation plans and evacuate to designated meeting place • If outside, move away from fire to a safe location • Wait for further instructions • In the event of fire in the outdoors call 111 or the Department of Conservation, depending on location. In the event of very small fires, using buckets of water may be appropriate, but personal safety and that of any participants is paramount. Do not take risks. Raise the alarm and move out of the area.
<p>Earthquake</p> <p>Coordinators are advised to download the GEONET app for mobiles and MUST follow all advisories on the Civil defence website. Coordinators leading in water snorkelling must have a heightened awareness following a tsunami or tsunami warning with regards to water movement.</p>	<ul style="list-style-type: none"> • Follow known procedure for earthquakes - drop, cover, hold • Remain in position until shaking stops • Only evacuate if it is safe to do so • Listen to the radio/cell phone messages for civil defence advice and follow instructions • If in tsunami zone move to higher ground (if long or strong, get gone) • If in the water Blow whistle 3 times, immediately evacuate snorkelers to the evacuation meeting point. • If outdoors, find a safe, stable place away from trees etc. which may fall readily; • If very close, get indoors immediately to a stable/strong place; • Wait until the shaking stops; • Advise emergency services of your situation and location if you need assistance. <p>If it's long and strong, get gone!</p>
Volcanic eruption	<ul style="list-style-type: none"> • Listen to the radio/cell phone messages for civil defence advice and follow instructions • Stay inside, close windows and doors • If outside, seek shelter if possible. • If caught in ashfalls, wear a mask or cloth over nose and mouth • Stay out of designated restricted zones • Wait for further instructions
Weather	<ul style="list-style-type: none"> • Be aware of conditions around you • Ensure communication is maintained (if possible) to receive regular weather updates • Listen to the radio/cell phone messages for civil defence advice and follow instructions • If necessary, establish safest place to be and evacuate there
Tsunami	<ul style="list-style-type: none"> • Blow whistle 3 times, immediately evacuate snorkelers to the evacuation meeting point. Confirm tsunami warnings and find out how long you will have in each area. • Go immediately to higher ground and stay there until the water recedes; • Advise emergency services of your situation and location whenever this is practicable. <p><i>Advance warning of a tsunami in New Zealand is highly likely, and timely evacuation from coastal sites is therefore very possible. Coordinators are advised to download the GEONET app for mobiles and MUST follow all advisories on the Civil defence website https://www.civildefence.govt.nz/. Coordinators leading in water snorkelling must have a heightened awareness following a tsunami or tsunami warning with regards to water movement.</i></p>
Boating/maritime emergency	If a boating/maritime emergency arises and no other obvious or immediate help is available, call Coastguard on *500 or use VHF radio channel 16.
Unexpected heavy rain/thunderstorm/lightning	<p>In the event coordinators/consultants, volunteers and/or participants are caught in an unexpected and severe storm:</p> <ul style="list-style-type: none"> ☒ The activity leader takes charge; ☒ If outdoors, proceed immediately to the closest safe shelter (e.g., house, hut, other stable building, land in lee of wind and rain); ☒ If lightning occurs while out in the water, calmly lead the group back to shore. Stay away from the water and lone trees ☒ Secure any potentially hazardous gear or equipment;
STEP 3 - Clarify The Plan Once Initial Emergency Is Over	

What needs to be done?	<ul style="list-style-type: none"> Do you need help? Contact Police 111 Stay calm and offer reassurance Keep everyone warm and comfortable
Clearly communicate expectations for cell phone usage	<ul style="list-style-type: none"> Collect phones if appropriate Communicate clear statements which can be shared via phones Monitor cell phone usage
Consider whether to continue the activity	<ul style="list-style-type: none"> Seek advice if appropriate Decide how to proceed from here
STEP 4 - Communicate	
Notify Emergency Services	<ul style="list-style-type: none"> Make call directly and request ambulance/police/fire 111 Provide clear information of location, status of group and what is required
School communication	<ul style="list-style-type: none"> Group/school representative to contact school or organisation School to notify whānau and keep them updated
Who else needs to know?	<ul style="list-style-type: none"> Call to evacuate other groups Local venue/transport provider
Keep written record of events as they happen	<ul style="list-style-type: none"> As the situation permits, record (either on paper or electronically) what is happening, who is involved and what decisions are being made Include as much detail as you can
Media Statement	When working with school groups, the principal should respond on the schools behalf and the chairperson is to respond to the media on behalf of MTSCT.
STEP 4 - Evacuate	
Establish safe route into site for Emergency Services	<ul style="list-style-type: none"> 2 people to direct emergency traffic to site
Safely evacuate all present	<ul style="list-style-type: none"> Take advice and evacuate to the safest location Keep together - use leader and tail and ensure a regular head count

Vehicle Incident

Vehicle Incident	
STEP 1 - Look After the affected ākongā, the group & yourself	
Assess and contain	<ul style="list-style-type: none"> Head count and initial assessment If injuries - follow process for serious injuries (DRSABCD)
Remove people from risk	<ul style="list-style-type: none"> Move to safety. If unsafe to remove patients from vehicle, isolate the scene to avoid further harm
STEP 2 - Clarify the Plan	
What needs to be done? Prioritise	<ul style="list-style-type: none"> Call for help if needed 111 Ambulance If group in car are uninjured, reassure and make sure they are safe, warm, comfortable Driver to contact PIC who will make decisions based on severity of incident
Look after rest of group	<ul style="list-style-type: none"> Brief remainder of group Reassure and support
Clearly communicate expectations for cell phone usage	<ul style="list-style-type: none"> School/group to monitor any inappropriate cell phone usage
Consider whether to continue the activity	<ul style="list-style-type: none"> Seek advice if appropriate Decide how to proceed from here
STEP 3 - Communicate	

Notify Emergency Services	<ul style="list-style-type: none"> • Make call directly and request police and ambulance 111 • If minor incident, call Police: 105 • Provide clear information
School communication	<ul style="list-style-type: none"> • Group/school representative to contact school or organisation • School to notify whānau and keep them updated
Who else needs to know?	<ul style="list-style-type: none"> • If another vehicle is involved, ensure that the name of the driver, registration details and insurance company information is collected
Keep written record of events as they happen	<ul style="list-style-type: none"> • As the situation permits, record (either on paper or electronically) what is happening, who is involved and what decisions are being made • Include as much detail as you can
Media Statement	When working with school groups, the principal should respond on the schools behalf and the chairperson is to respond to the media on behalf of MTSC.
STEP 4 - Evacuate	
Establish safe route into site for Emergency Services	<ul style="list-style-type: none"> • If emergency services are required, ensure assess • Helicopter landing required – clear landing site, secure loose items & indicate wind direction. Do not approach the helicopter.
Safely evacuate all present	<ul style="list-style-type: none"> • Return to base/overnight accommodation together

Fatality

Fatality	
STEP 1 - Look After the safety of the group & yourself	
Assess and contain	<ul style="list-style-type: none"> • Assess safety of the environment. Is anyone else in danger? • Establish leadership
Remove people from risk	<ul style="list-style-type: none"> • Move others to a safe location via a safe route • As this will be a 'Notifiable Event' do not disturb scene
STEP 2 - Clarify the Plan	
What needs to be done? Prioritise	<ul style="list-style-type: none"> • Call for help - 111 • Emergency runners required? (send 2 people to direct emergency services to the problem))
Look after rest of group	<ul style="list-style-type: none"> • Brief remainder of group • Check/move so are safe, warm, comfortable • Remove bystanders - create a no-go zone • Screen site and cover body • Don't disturb the incident scene. If you must move the body to protect it, take photos of the scene before doing so • Check/treat other group members for shock? • Identify someone in charge
Clearly communicate expectations for cell phone usage	<ul style="list-style-type: none"> • School/group to monitor any inappropriate cell phone usage
Abandon activity	<ul style="list-style-type: none"> • Call to evacuate all other groups
STEP 3 - Communicate	
Notify Emergency Services	<ul style="list-style-type: none"> • Immediately call for help - 111
School communication	<ul style="list-style-type: none"> • Group/school representative to contact school or organisation • School to notify whānau and keep them updated

Who else needs to know?	<ul style="list-style-type: none"> Local venue/transport provider Worksafe NZ, Oualworx
Keep written record of events as they happen	<ul style="list-style-type: none"> As the situation permits, record (either on paper or electronically) what is happening, who is involved and what decisions are being made Include as much detail as you can
Media Statement	When working with school groups, the principal should respond on the schools behalf and the chairperson is to respond to the media on behalf of MTSCCT.
MTSCCT internal communication and escalation plan	<p>Process for Board Escalation: Urgent/critical matters requiring Board Escalation are managed via Poutokomanawa using the following steps:</p> <ol style="list-style-type: none"> 1. Communication by Poutokomanawa to the Chair via phone call first then text 2. The identifying code to be used is "Urgent Response Required" followed by information on the emergency or critical matter. 3. If a response is not received within an appropriate amount of time, relative to the emergency situation then Poutokomanawa will progress to contacting the Deputy Chair and then any other Trustee, if contact is unable to be made in a timely manner. 4. If contact cannot be made (e.g., no response), the authority to respond/act reverts to Poutokomanawa
STEP 4 - Evacuate	
Establish safe route into site for Emergency Services	<ul style="list-style-type: none"> 2 people to direct emergency traffic to site Helicopter landing required – clear landing site, secure loose items & indicate wind direction. Do not approach the helicopter.
Safely evacuate all present	<ul style="list-style-type: none"> Return to base/overnight accommodation together and from there evacuate the area

Unresponsive snorkeller

Unresponsive snorkeller

Rescue tow techniques are covered in initial training of all coordinators as part of snorkel instructor training and at annual Mountains to Sea Wānanga conference and/or as part of EMR training courses.

STEP 1 - Look After the safety of the group & yourself

Assess and contain	<p>Notify your snorkel leader. Respond by bringing diver back to the surface (if required), achieving positive buoyancy for the snorkeler (by dropping weights if wearing a belt and using buoyancy device such as a boogie board)</p> <ul style="list-style-type: none"> Get the victim to the surface immediately, establish positive buoyancy for both of you and signal the check in and out for assistance. Get the victim on their back (roll them over), remove their mask and snorkel, Blow – Tap – Talk (BTT-Cycle): Blow on the skin below the eyes to dry the skin and signal thus to the unconscious body that there is now air to breathe. Tap alternatively both cheeks of the unconscious free diver with your open hand. Talk to the still subconsciously active mind of the victim: Tell them to breathe in and use their first name. For example, "Mara, breathe in!" in a very direct tone. Repeat the BTT-Cycle. If they do not resume breathing within 15 seconds or earlier get them to land or boat ASAP, begin rescue breathing if immediate . <p><i>In-water resuscitation may improve survival of victims who are in the initial stages of the drowning sequence but delays time to full assessment and CPR.</i></p> <ul style="list-style-type: none"> After suffering from a black out, a free diver MUST stop diving for the rest of the day to allow the body to fully recover from the incident.
---------------------------	--

STEP 2 - Clarify the Plan

Make a decision	Remove the victim from the water as soon as possible, and only begin in water rescue breathing if immediate removal from the water is delayed or impossible. Rescue breathing in deep water
------------------------	---

	<p>requires an appropriately trained rescuer and floatation aid such as a boogie board, tube or buoyancy vest. In water, chest compressions are ineffective and should not be attempted. If consciousness is not returned, once on shore, remove the snorkeler from the water, follow DRSABCD Dangers? Responsive? Send for help Open Airway Normal Breathing? Start CPR Attach Defibrillator (AED) as soon as available, follow prompts continue CPR until responsiveness or normal breathing return</p> <p>Any immersion event that is not symptomatic needs monitoring while in MTSC duty of care and subsequent responsible persons advised to seek medical assessment.</p> <p>AED Process - For when a AED is available on site</p> <p>AED BOX containing:</p> <ul style="list-style-type: none"> - AED - 1 st Aid Kit (big green) - Towel - Razors - Spare pads - Shearing scissors - CPR Masks - Thermals - Waterproof slate and pencil (collects patient's info for easy handover to EMS) <p>In case of emergency:</p> <ol style="list-style-type: none"> 1. SUPERVISOR of participant patient blows 3 whistle blasts. Waves arms. Supports the patient until SNORKEL LEADER arrives. 2. SHORE SPOTTER acknowledges 3 whistle blasts with their own 3 whistle blasts. Uses walkie talkies or shouts to bring an AED box down from either REGISTRATION TENT (Community Snorkel Days) or EMR TRAILER (School delivery) and call EMS (111). Wades into water to assist bringing the patient out of water. All remaining participant groups return to shore, supervised by remaining EMR staff or group/school representative 3. SNORKEL LEADER drops the weight belt and tows the patient back to shore. SUPERVISOR can assist with towing but makes sure the rest of the group gets back to shore. 4. SUPERVISOR/SHORE SPOTTER/SNORKEL LEADER communicates patient info and medical conditions to person for updating EMS on phone. 5. SNORKEL LEADER and SHORE SPOTTER to lead CPR and AED rescuing. 6. Use good communication to ensure proper CPR is given and the rescue team gets breaks. Area is secure and as private as possible for the patient. Use any other staff or volunteers as needed. 7. EVENT CONTROLLER ensures participant's rescue info (slate) passes on to EMS.
STEP 3 - Communicate	
Notify Emergency Services	<ul style="list-style-type: none"> • If there's a risk of serious harm, call emergency services 111 • Coastguard - Channel 16 for emergency on water
School communication	<ul style="list-style-type: none"> • School to notify whānau and keep them updated
Keep written record of events as they happen	<ul style="list-style-type: none"> • As the situation permits, record (either on paper or electronically) what is happening, who is involved and what decisions are being made • Include as much detail as you can
Media Statement	<p>When working with school groups, the principal should respond on the schools behalf and the chairperson is to respond to the media on behalf of MTSC.</p>
STEP 4 - Evacuate	
Safely evacuate all present	<ul style="list-style-type: none"> • If necessary depending on the nature of the distress

Emotional/Psychological Distress

Emotional/Psychological Distress

STEP 1 - Look After the safety of the group & yourself	
Assess and contain	<ul style="list-style-type: none"> Establish leadership to support the group Staff member with counselling skills or who the distressed ākonga trusts to support them
STEP 2 - Clarify the Plan	
Gather information	<ul style="list-style-type: none"> Establish the circumstances of the distress Check physical evidence if applicable
Make a decision	<ul style="list-style-type: none"> Working with the school/group, make a decision on the course of action
STEP 3 - Communicate	
Notify Emergency Services	<ul style="list-style-type: none"> If there's a risk of serious harm, call emergency services 111
School communication	<ul style="list-style-type: none"> School to ensure that principal and school are aware of situation and course of action School to notify whānau and keep them updated
Keep written record of events as they happen	<ul style="list-style-type: none"> As the situation permits, record (either on paper or electronically) what is happening, who is involved and what decisions are being made Include as much detail as you can
Media Statement	When working with school groups, the principal should respond on the schools behalf and the chairperson is to respond to the media on behalf of MTSCT.
STEP 4 - Evacuate	
Safely evacuate all present	<ul style="list-style-type: none"> If necessary depending on the nature of the distress

Lockdown

Lockdown

STEP 1 - Look After the safety of the group & yourself	
Assess and contain	<ul style="list-style-type: none"> If indoors, pre-established protocols for lockdown should be followed - lock doors, cover windows, turn off lights, take cover, establish who is present, stay quiet If outdoors, take advice from the person who communicated the lockdown threat to you
Remove people from risk	<ul style="list-style-type: none"> Establish the location and nature of the threat and make considered decisions If possible, maintain contact with appropriate services and follow their advice (Cell phone sound off/messaging) All cell phones collected and turned off
STEP 2 - Clarify The Plan Once Lockdown Is Over	
What needs to be done?	<ul style="list-style-type: none"> Do you need help? Stay calm and offer reassurance Keep everyone warm and comfortable
Clearly communicate expectations for cell phone usage	<ul style="list-style-type: none"> Collect phones if appropriate Communicate clear statements which can be shared via phones Monitor cell phone usage
Consider whether to continue the event	<ul style="list-style-type: none"> Seek advice from appropriate authorities Decide how to proceed from here
STEP 3 - Communicate	
Notify Emergency Services	<ul style="list-style-type: none"> If needed, make call directly and request Police 111 Provide clear information of location, status of group and what is required

School communication	<ul style="list-style-type: none"> • Ensure that principal and school are aware of situation and course of action • School to notify whānau and keep them updated
Who else needs to know?	<ul style="list-style-type: none"> • Contact other groups to ascertain location and safety
Keep written record of events as they happen	<ul style="list-style-type: none"> • As the situation permits, record (either on paper or electronically) what is happening, who is involved and what decisions are being made • Include as much detail as you can
Media Statement	When working with school groups, the principal should respond on the schools behalf and the chairperson is to respond to the media on behalf of MTSCT.
STEP 4 - Evacuate	
Safely evacuate all present	<ul style="list-style-type: none"> • Take advice and evacuate to the safest location • Keep together - use leader and tail and ensure a regular head count

Serious Misconduct

Serious Misconduct

STEP 1 - Look After the safety of the group & yourself

Assess and contain	<ul style="list-style-type: none"> • Establish the circumstances of the incident or problem - question people, check physical evidence • Does the incident involve a large group or a single child? • Ensure all aspects of the incident are captured and recorded
---------------------------	---

STEP 2 - Clarify The Plan

Gather information	<ul style="list-style-type: none"> • Establish the circumstances of the incident or problem - question people, check physical evidence • Does the incident involve a large group or a single child? • Ensure all aspects of the incident are captured and recorded
Make a decision	<ul style="list-style-type: none"> • Decide on a course of action in communication with school/group

STEP 3 - Communicate

Notify Emergency Services	<ul style="list-style-type: none"> • If needed, make call directly and request Police 111
School communication	<ul style="list-style-type: none"> • Ensure that principal and school are aware of situation and course of action • School to notify whānau and keep them updated
Who else needs to know?	<ul style="list-style-type: none"> • Keep group informed and reassured
Keep written record of events as they happen	<ul style="list-style-type: none"> • As the situation permits, record (either on paper or electronically) what is happening, who is involved and what decisions are being made • Ensure responses from any ākonga interviewed about the incident are recorded • Include as much detail as you can
Media Statement	When working with school groups, the principal should respond on the schools behalf and the chairperson is to respond to the media on behalf of MTSCT.

STEP 4 - Evacuate

Safely evacuate all present	<ul style="list-style-type: none"> • If necessary depending on the nature of the incident
------------------------------------	--

Deep Water Emergency Procedure (DWEPP) Fall into deep water or swiftly flowing water

Treading along the margins, and in the shallows, of water bodies is a common practice. Such water bodies could include, but are not limited to, streams, rivers, lakes, rock pools or wetlands. It is also common for a coordinator to take groups or classes on a field trip to such places to undertake habitat assessments, water monitoring or other Whitebait Connection activities. Whilst strict standard operating procedures (SOP's) and Health and Safety guidelines are followed when undertaking these activities, there is always the risk of a coordinator or group member falling into deep water (especially when conducting Inanga spawning surveys as these are often in tidal deeper water) which could result in entrapment, drowning, injury and/or hypothermia. The shore observer must carry a cellphone, first aid kit, and a flotation device such as a life jacket and throw rope (for freshwater bodies).

STEP 1 - Look After the safety of the group & yourself

Assess and contain

- Shore observer must also carry a whistle to demand attention
- Establish the circumstances of the incident or problem - question people, check physical evidence
- Does the incident involve a large group or a single child/person?
- Ensure all aspects of the incident are captured and recorded

STEP 2 - Clarify The Plan

Gather information

- The adult observer must train their eye on the fall victim and not take their eyes off them - they should also point at them, following alongside if they are moving downstream so as not to lose sight of them. They must blow the whistle three times to alert the WBC leader and initiate the emergency procedure.

Make a decision

- Decide on a course of action in communication with school/group
- coordinator must then instruct all participants to step back calmly and safely from the waterway and assemble in the assembly area - this could also be delegated to another adult e.g. teacher.
- The WBC coordinator should look for a response from the person in the water and advise them to keep calm.
- The WBC coordinator should throw the flotation device and advise the person in the water to put the life-jacket on or grab hold of the rope or your arm (if within arms' distance of stream bank) while you pull them to shore.
- If attempts to rescue with the throw rope fail, the adult observer or coordinator should jump in to assist the person in the water ONLY if they feel safe and confident to do so and are wearing a lifejacket..
- It is IMPORTANT to remember NOT to jump into deep water if you are wearing waders as this increases your risk of drowning (refer to Wader Policy).
- If the victim is successfully pulled to shore, give first aid to the victim immediately even if they are responsive. If consciousness not returned, once on shore, remove the victim from the water, follow **DRSABCD** Dangers? Responsive? Send for help Open Airway Normal Breathing? Start CPR Attach Defibrillator (AED) as soon as available, follow prompts continue CPR until responsiveness or normal breathing return
- Any immersion event that is not symptomatic needs monitoring while in MTSCT duty of care and subsequent responsible persons advised to seek medical assessment.

STEP 3 - Communicate

Notify Emergency Services

- If the victim is obviously struggling and in distress, the coordinator or other delegated adult must call 111 IMMEDIATELY. (An adult can struggle in water for about 3 minutes but a child can only last around 30 seconds, depending on their swimming ability)

School communication

- Ensure that principal and school are aware of situation and course of action
- School to notify whānau and keep them updated

Who else needs to know?

- Keep group informed and reassured

Keep written record of events as they happen

- As the situation permits, record (either on paper or electronically) what is happening, who is involved and what decisions are being made
- Ensure responses from any ākonga interviewed about the incident are recorded

	<ul style="list-style-type: none"> • Include as much detail as you can
Media Statement	When working with school groups, the principal should respond on the schools behalf and the chair person is to respond to media on behalf of MT SCT.
STEP 4 - Evacuate	
Safely evacuate all present	<ul style="list-style-type: none"> • If necessary depending on the nature of the incident