



## **DISASTER MANAGEMENT & EVACUATION PROCEDURE**

This includes

Evacuation procedures for Fire, Earthquake, Flood

Additional Sections

Trespassers, Lockdown

Gas Leak, Chemical Spill, Trespassers and Lockdown

Traumatic Incident Response Plan

Civil Defence Guidelines

Pandemic Action Plan

Student Release Forms form part of this Procedure.

*All pupils on the Special Needs list will have a member of their class or teacher aide assigned to them to provide assistance in the event of an Evacuation.*

**Review Responsibility: Principal, DPs and H&S Reps**

**Reviewed: April 2016**

**Principal:** .....

**Next Review: April 2018**

**PROCEDURES FOR FIRE**

**Immediate evacuation on the continuous ringing of siren and bell.**

**Students:**

- Leave all bags and equipment in rooms.
- Leave rooms quietly, walking quickly.
- Move to assembly area for your **syndicate**. Sit in **class lines on field area designated for your syndicate**.
- Wait quietly and answer their own name when the roll is called by teacher.

**Teachers:**

- Teachers to give the instruction to move quickly and quietly without running to your syndicate assembly area.
- Teachers to leave the classroom last after closing windows and checking for remaining students.
- Teachers should turn off computers, digital equipment and shut internal and external doors before leaving, if this is practical.
- **Teachers take paper class roll & student release form with you (copies in your red file box)**
- Teachers check adjacent toilets and changing rooms.
- When buildings are empty the teacher is to move with their class to their designated assembly area.
- Teachers are to report to Deputy Principal or Principal overseeing their area that buildings are empty.
- Teachers to call class roll at their designated assembly area.
- When all pupils are accounted for the class teacher is to raise their hand.
- Teachers are to report to their Syndicate Leader after they have taken the roll. Once all teachers in syndicate have reported to their Syndicate Leader, the Syndicate Leader will report to the Principal that everyone in their area is accounted for, or if anyone is missing.

**Office Staff:**

- Assemble in the designated **Admin area**.
- Person nominated to greet Brigade to go to the alarm panel at the front of the school and wait for the Brigade. (Finance Manager).
- Collect any students in Medical Room/Interview Room and take them to the Admin Area. (Once on field return students to their class assembly area).
- Take the First Aid Emergency Backpack to the assembly area.
- Reception/Attendance Officer to take the staff and students signing in/out books, Visitors Book and list of absentees to the Assembly area. Liaise with office Manager.
- Reception/Attendance Officer to collect any students in Medical Room/Interview Room and take them to the Admin Area. (Once on field return students to their class assembly area).
- Once everyone has reported to the Principal that everyone is accounted for the office manager will report status to the person waiting for the brigade/fire brigade.

**Library/ Flight Deck/Counsellor/Hall/ Tuckshop to assemble in Admin Area. (Students and teachers to go to their Syndicate Assembly area once on the field.**

**Ground Staff:**

- Close any open containers being used.
- Move to nearest assembly area. (Once on field go to Admin Assembly area).

**Teacher Aides:**

- Teacher aides to assemble in the area that has been designated for the class that they are working in at the time of the fire alarm sounding OR if working in another area with a student or group of students, move with the students to the nearest assembly area.
- Once on field return students to be taken to their syndicate assembly area and the teacher advised.
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**Music Tutors**

- Move with students to nearest assembly area.
- Once on field return students to go to their Syndicate area and report to teacher.
- Tutor to then go to Admin Assembly area.

**Visitors:**

- Are to move to the assembly area of the part of the school that they are in. Then to be shown to the Admin Assembly Area.
- Contractors working in the school on long-term projects are to assemble in the area set out in their own health and safety policy. They will report to the person set out in that plan as their warden/foreman.

**Wardens/Management:**

- Principal to proceed to field (wear high viz vest) so can be easily located
- One Deputy Principal (Kerry or Andre) to do final check of, Foods, Design, Learning Centre, Visual Arts and Rooms 12-20 before reporting to Principal
- One Deputy Principal (Elizabeth or Andre) to do final check of Caretaker, YouthTown, Hard Materials, Library complex, Rooms 4-7 and 8-11 before reporting to Principal
- Office Manager to do a final check on Hall and associated rooms, Music, Band, PA, Tuckshop, Management, Staff Room, ORs Teacher room and associated rooms, Rooms 1-3 then report to Principal.

**Syndicate Leaders.**

- Check all rooms and toilets in your syndicate on your way to your Assembly Areas
- Once all teachers in your Syndicate Assembly have reported to you report to Principal.

All fire exits must be kept clear and unblocked at all times.

Teachers are responsible for regular practices and indicating alternative fire escapes e.g. windows.

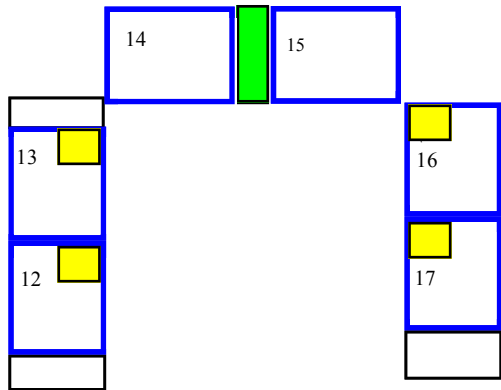
The Principal is responsible for 1 drill per term. If possible Fire Brigade to be in attendance.

**Hall Evacuation:** Early in the year fire exits should be indicated to all students. Evacuation of the hall is under the control of the Principal/Deputy Principal who also checks that complete evacuation of that area has been affected.

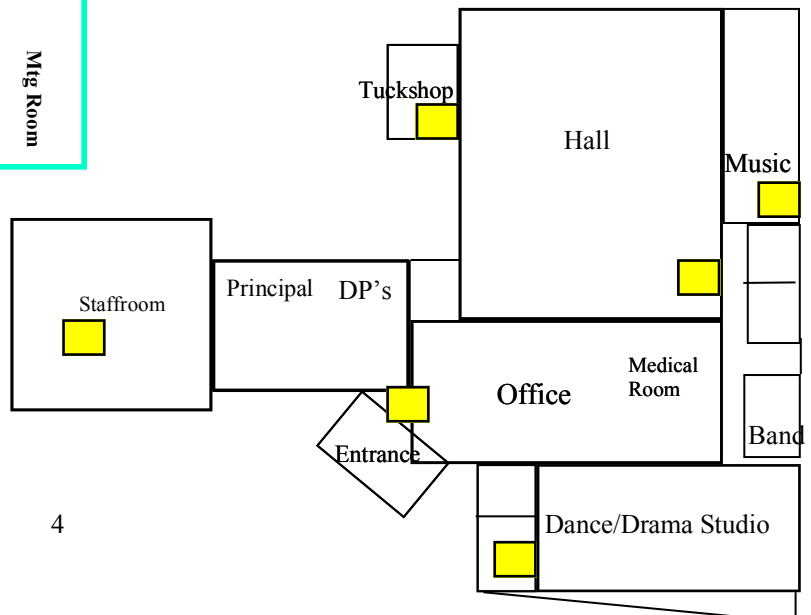
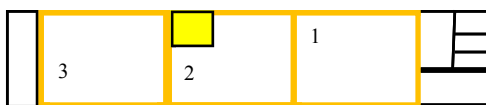
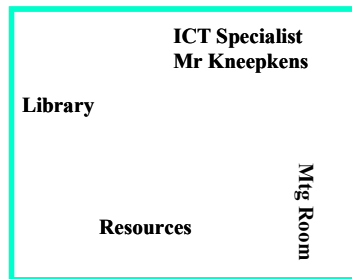
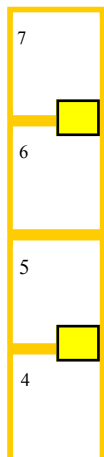
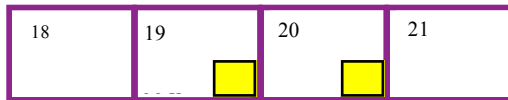
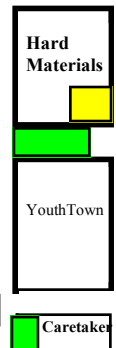
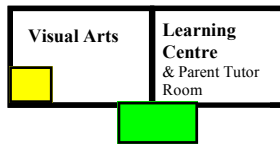
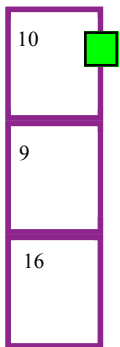
**If Outdoors:** If pupils are outside at interval, lunchtime or during physical education or sport they are on sounding of the fire alarm or siren to move to their syndicate assembly area and wait for their teacher/syndicate leader arrive. They should take care to avoid the area where the fire is.

**LOCATION OF FIRE EXTINGUISHERS AND HOSES SHOWN ON THE NEXT PAGE.**

# Fire Extinguisher & Fire Hoses Location Map



Fire Hoses	<span style="color: green;">■</span>
Fire Extinguishers	<span style="color: yellow;">■</span>



## Earthquake:

At beginning of drill or actual emergency.

### Teachers:

- Use the word “**EARTHQUAKE DROP**” to indicate the beginning of drill/actual emergency to students.

### Students:

#### If Indoors

- Drop, if possible, take cover under a desk or table and hold onto the legs until the shaking stops.
- If no desks - Drop to knees away from windows, bookshelves and heavy items of furniture. Keep knees together, clasp both hands behind the head bowing the back, bury face in arms protecting the head, close eyes tightly and stay in this position until the shaking stops. This is the turtle position.
- If students cannot all get away from the windows they should have their backs to the glass.
- Stay indoors until the shaking stops and it is safe to go outside.

#### If Outdoors

- Move to an open space, away from buildings and playground equipment and power lines. Drop and get into the Turtle position and remain in this position until shaking stops.
- Remain vigilant of safety of area and be prepared to move if safety becomes compromised.
- Do not leave the school grounds.

### Evacuation:

- A member of management or senior management team will make the decision to evacuate, dependent on the severity of the earthquake.
- After the shaking has stopped, and the decision is made to evacuate the same evacuation plan as for fire is to be followed. If not damaged, the continuous sounding of the siren or bell will indicate the need to evacuate.

### **First Hour Priorities –Fire and Earthquake**

During the first hour after an emergency, the senior management team will have to handle many important tasks:

- Attend the first-aid needs of injured children and staff.
- Account for all children.
- Locate missing children and personnel (search and rescue).
- Extinguish small fires before they get out of hand.
- Check damage to utility systems and appliances; if necessary, shut off main power, and water ( only turn off gas if you can smell it).
- Seal off and indicate areas where hazardous materials have spilled.
- Calm and reassure frightened children.
- Txt or advise parents/caregivers of status.
- Anticipate an influx of concerned and anxious parents/caregivers. Have an area set up where they can collect the students and sign them out.
- NO STUDENTS ARE TO LEAVE THE PREMISES WITHOUT BEING SIGNED OUT BY A PARENT/CAREGIVER OR SOMEONE ON THEIR EMERGENCY CONTACT LIST. (These lists located in Red File Box)**
- Keep records of children released to parents/caregivers or other authorised persons.
- Where possible establish communication with emergency services and the Upper Hutt City Council Civil Defence department.
- STAFF ARE TO REMAIN ON SITE UNTIL EMERGENCY IS OVER OR THE MANAGEMENT TEAM HAVE RELEASED THEM.**

## Lockdown

**Signal:** The Principal, Deputy Principal/s or Office Manager rings on/off signals on the fire bell repeatedly for about a minute.

### Actions:

1. Teachers place students in as safe a place as possible within the classrooms.
2. Teachers lock doors and windows. Where there are curtains, they are to be closed.
3. Teachers to have mobile phones with them.
4. **Remain in place quietly.** (In a real situation this could be for some time).
5. Take the roll and note any students who may be elsewhere.
6. All clear signal: one continuous ring on the bell.
7. On the all clear signal, classes evacuate to the Hall and assemble in class groups. Teachers to bring class rolls and ensure all students are accounted for.
8. Report to the Principal/Deputy Principal
  - a. that all students in your class are present, or
  - b. the names of students who are missing
9. A debrief occurs.
10. In the event that students or adults have come to harm:
  - a. the advice and procedures of the Emergency Services will be followed
  - b. every staff member will work to ensure a calm and reassuring atmosphere is created
  - c. parents will be contacted and procedures for a Natural Disaster will be followed

### Guidelines:

1. Students are not to attempt to go to their home rooms if they are in other rooms
2. If outside, students and teachers move to their classroom as quickly as possible.

### Drill Guidelines

1. Prior to a drill, students will be informed of the procedures to follow
2. Drill times to take into account programmes eg Foods Room
3. Drills to be carried out at a variety of times
4. Where possible, liaise with Fraser Crescent School
5. Where possible, involve the Police

## **Flood**

Maidstone Intermediate is a safe distance away from the immediate effects of floodwaters. However many of our pupils live in areas that could be sealed off by floodwaters. In the advent of the threat of flooding preventing children getting home safely before school ends for the day children will be released early to enable them to get home. This procedure will be put in place in conjunction with the Upper Hutt City Civil Defence Department notifying the school that such a threat is present.

If flooding at or near the school is caused by a burst pipe or similar. Turn off the water at the mains and advise the City Council.

### **Procedure**

Upon notification by the Upper Hutt Civil Defence department that our children should be sent home due to the imminent danger of flooding the following steps will occur.

- Notification will be broadcast over all major Wellington Radio stations informing parents to report to school to pick up their child.
- Parent/caregivers/or a person on the child's emergency contact form will be text/telephoned and arrangements made for the child to be picked up. A release form will be signed by parent/caregiver/emergency contact person when the child is collected from the school. They are not to go with anyone other than a person listed by the parent/caregiver.
- Children will not be released until a parent/caregiver/emergency contact person comes to collect them.
- In the advent of children not being able to be collected for a prolonged period of time e.g. overnight, arrangements will be made with a person nominated by the parent/caregiver/emergency contact person to care for them.

## Gas Leak

If a Gas Leak is detected.

- Turn off the main valve – located at the front of the school by the letterbox.
- If possible – open windows to allow gas to dissipate
- Check to see if anyone required first aid attention.
- Warn others in the immediate area
- Call emergency services (111) if required
- Call the Gas Company on 0800 436 374 (Genesis Gas Limited)
- Consider evacuating. Do not re-enter building or area until area is cleared by authorised personnel.

### DO NOT

- 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.

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## 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) when you become aware of a chemical spill.

- Move all people in the vicinity to a safe area.

Consider

- Evacuation of entire school 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.
- If required, contact emergency services on 111
- Give appropriate first aid to anyone in contact with the spill
- Notify the Manager/Principal and staff
- Consideration may have to be given to how students will be able to leave the school after finishing time if the spill has not been made safe by then.



## Missing child or student

All instances of a student going missing from school 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 student including –

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

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

### Information or notification that a student is missing

- Confirm
  - That the student had been present at school some time during the day, and if so,
  - When they were last seen.
- Notify Principal and staff.
- Search the school.

### If student is found

- If student is found injured or ill, call for medical assistance if required.
- Notify Principal and searchers.
- Establish what happened and complete incident report.
- Arrange for student's parents or caregivers to be advised.

### If student is not found

- Notify the parents/caregivers immediately.
- Notify the police immediately.

## Trespasser on the school grounds (NOT TO BE USED FOR VIOLENT INTRUDER)

A trespasser is a person who does not have permission to be in the school or their behaviour is such that the school does not give permission for them to be on site.

### When you become aware that there is a trespasser on the property

- Notify the principal or other staff member of the description, location and activity of the trespasser.
- Assess the nature of the trespasser: benign or aggressive – if aggressive – follow violent intruder procedure.
- Ensure the classrooms are kept secure
- 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.
- If the reason for the visit appears legitimate, take the person to the office where the staff can explain the Visitors Procedure, and assist them with the reason for the visit.
- If the reason is not legitimate – explain that they have to leave the premises.

**If the person leaves when requested they are no longer considered a trespasser.**

### If the trespasser refuses to leave when requested

- Explain that staff will have to call the police.
- If the trespasser still refuses to leave ask colleague to call the police.
- If it is safe, stay with the trespasser until the police arrive.
- If the trespasser gives any indication of violence walk away (if possible keep the trespasser under observation from a safe distance until police arrive).
- If necessary implement the “**Lockdown Procedure**”
- When the police arrive update them on the situation.

### Follow Up Actions

- Ensure the incident is documented and filed (including providing a report to police).
- Advise the Ministry of Education regional office (which can help you access the Traumatic Incident team if required).
- Consider:
  - Debriefing staff on the incident and assess if your if the present Procedures worked correctly or need amendment.
  - Debriefing students if the incident was a public one to prevent rumours and speculation.

*There is no authority under the Trespass Act 1980 for the occupier to physically eject anyone 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.*

*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 non-one being killed or injured there will be traumatised staff and pupils, concerned parents, chaos and confusion and media interest.

**Shots are heard or a violent intruder is seen on the premises  
A member of the School Management Team to be advised.**

### **Response actions (as appropriate)**

- Call 111
  - Identify yourself and your school/ECE, including address
  - Details of situation
  - Details of casualties
  - Description of weapons, number of shots etc
  - Description and location and identity of offender (if known)
  - Identify the “target” of aggression (if known)
- If safe, move to predetermined safe position to await Police arrival
- Activate the “Lockdown Procedure”
- Once police arrive, liaise with them to secure crime scene(s)

### **Following the Incident**

- The Trauma Incident Teams will provide support (0800 84 8326)
- Activate the Media Procedure
- Consider whether to temporarily close, or continue operating. (The Trauma Incident Teams will provide guidance on suitable responses).
- Continue to monitor the wellbeing of students and staff.

## TRAUMATIC INCIDENT RESPONSE PLAN

*To be actioned in the case of a serious accident, sudden death of a person closely associated with the school or other crisis such as fire. Copies of the plan are held by the Principal, Deputy Principals, and the Chairperson and Members of the Board of Trustees. Copies are also held in the office.*

### IN THE CASE OF A SERIOUS ACCIDENT, SUDDEN DEATH OF A STUDENT OR STAFF MEMBER, THE ARREST OF A STAFF MEMBER, A FIRE OR OTHER DISASTER:

1. The staff member who first hears of the event should contact the Principal or, if he is not available, one of the Deputy Principals..
2. One of these three parties, i.e. Principal, or Deputy Principals should notify the Board of Trustees' Chairperson and the Crisis Team.

#### ***Crisis Team:***

- Principal;
  - Both Deputy Principals;
  - Senior Teacher;
  - Board of Trustees' Chairperson; and
  - School Counsellor.
3. The crisis team should meet as soon as possible as a group in the Principal's office. The Staff Room will later become the Crisis Room and a media spokesperson will be selected (see point 8).
  4. The information should be verified. Advise MOE Trauma Incident Team on 0800 848326. In consultation with the family, what the information is to be shared with the school should be determined. One or more members of the crisis team should become the family liaison regarding the arrangements.
  5. A telephone tree should be established to inform all staff as soon as possible. A staff meeting should be called to explain the situation, respond to questions and to plan a strategy for the day. Staff will continue to be informed of developments on an ongoing basis. A newsletter will go home to parents as soon as possible.
  6. A **written statement** should be prepared for teachers to read to their class. This statement should include the support services that are available.
  7. School activities should continue as normally as possible. This gives students a sense of security in a time of shock.
  8. All media requests should be dealt with by the Principal or the Chairperson of the Board of Trustees. No other staff member should respond and students should be reminded that they should not speak with the media. (*See Media Communications Procedure*).

9. The Principal may call and ask advice of professional groups, e.g. Special Education Service, C.Y.F.S., Public Health Nurse, Child and Family.
10. Many expectations will be placed on the staff to be in control and supportive of students. Time should be given for teaching staff to express their feelings and to gain a sense of support from each other. The crisis team will decide if a debriefing is needed and whether an outside counsellor will be called in.

**IN THE CASE OF A DEATH OF A STUDENT:**

1. After consultation with the family, other schools who have siblings of the deceased should be contacted to co-ordinate information and support.
2. Family members and best friends within the school should be contacted by an assigned staff member almost immediately. They should be given the choice of, going home with their caregiver's permission, or staying at school. The school office should contact caregivers who should collect their students from school.
3. The crisis room should be made available throughout the day and possibly the evening.
4. Counsellors and staff members should be available in the room. Other community resources could be contacted to help if necessary.
5. The counsellor or a staff member who is comfortable talking about the event could follow the young person's timetable to give class members an opportunity to talk about the person and hear about support services available.
6. Many expectations will be placed on the staff to be in control and supportive of students. Time should be given for teaching staff to express their feelings and to gain a sense of support from each other.
7. Teaching staff should be kept informed of all updates in the situation. Many questions will be asked of them by students and it is important that they are able to supply accurate information and to quash rumours. Updates should be written and read so that accuracy is ensured.
8. If a death by suicide has occurred, the crisis team will give guidance. There is a fine line between dramatising death and appropriately allowing students to express their sense of loss.
9. People will have different reactions, ways of coping and expressing their grief. This could be highlighted in class discussions so that students have an understanding of their own reactions and those of others.
10. Students may be encouraged to send messages to the family with the family's consent. This can be done individually or as a class.

11. If the family agree, students should be given the opportunity to attend the funeral, with their parents' consent. The protocol of a tangihanga or church service may need to be explained.
12. At a later date a memorial service planned by the students could be held.
13. ***Student Support:***  
Some students may need longer term help. A support programme for them could be run by the counsellor. A buddy system could also be developed if necessary.
14. ***Length of Grieving:***  
People will have their own length of time in grieving. For most students the public time will be short whereas others, especially close friends, may take a long time to grieve. Teachers should be aware of students' mood changes. Some students may not display any sign of grieving until several months after the death.

**CIVIL DEFENCE****GUIDELINES**

1. An Emergency Survival Kit will be stored at school. This will include canned and dried food, bottled water, alternative lighting, radio, cellphone, first aid supplies, batteries, BBQ, blankets. These supplies will be stored in the two bright yellow "Civil Emergency" wheelie bins stored 1. In the PE room off the hall and 2. In the caretakers garage. One set of keys will be kept in the office key cupboard and the other attached to the wheelie bin.
2. The First Aid backpack, including a current list of students and caregivers, is kept in the school uniform store, just inside the door on the left hand side.
3. The office staff will be responsible for checking emergency supplies on an annual basis.
4. The Principal will organise for:
  - 4.1 earthquake and fire drills to be undertaken as set out in the Disaster Management & Evacuation Procedures;
  - 4.2 the School to hold a mobile telephone for such emergencies;
  - 4.3 staff to be informed/educated on the application of the Disaster Management & Evacuation Procedures as laid out in the Administration Procedures Manual and the Emergency Action Guide which is kept in the office.
  - 4.4 A copy of the Emergency Action Guide will be sent to UHCC Civil Defence Co-ordinator and Trentham Fire Station.
5. In the event of a Civil Defence Emergency responsibilities and procedures will be followed as outlined in the Disaster Management and Evacuation Procedures and the Emergency Action Guide.
6. In the event of a power failure, a fail-safe phone is available in the school foyer. To activate depress switch in cupboard in DPs Office (beside Principal's Office).

**PANDEMIC ACTION PLAN: MAIDSTONE INTERMEDIATE****Introduction:**

Health experts advise that the likelihood of Avian Influenza becoming a human communicable disease is low. However, this plan provides the framework for action in the event that this or any other pandemic disease should break out in New Zealand.

**Pandemic Manager:** Principal  
**Deputy Manager:** Deputy Principal

**Primary Roles of Key Participants:**

Manager/Deputy:	To manage the school programme and environment, ensuring that health needs are given highest priority.
Classroom Teachers:	To provide clear guidance to students on sound health protection procedures and ensure they are implemented at classroom level.
Support Staff:	To ensure that vulnerable children are given additional support.
Office Staff:	To maintain health supplies. To maintain effective communications with families
Parents:	To ensure that students with symptoms of communicable diseases are kept away from school and provided with appropriate health care.
Students	To follow health protocols put in place within the school.

**Emergency Supplies:**

Face masks, and gloves and other medical equipment is stored in the Cupboard next to the Performing Arts Room.

**Key Contacts:**

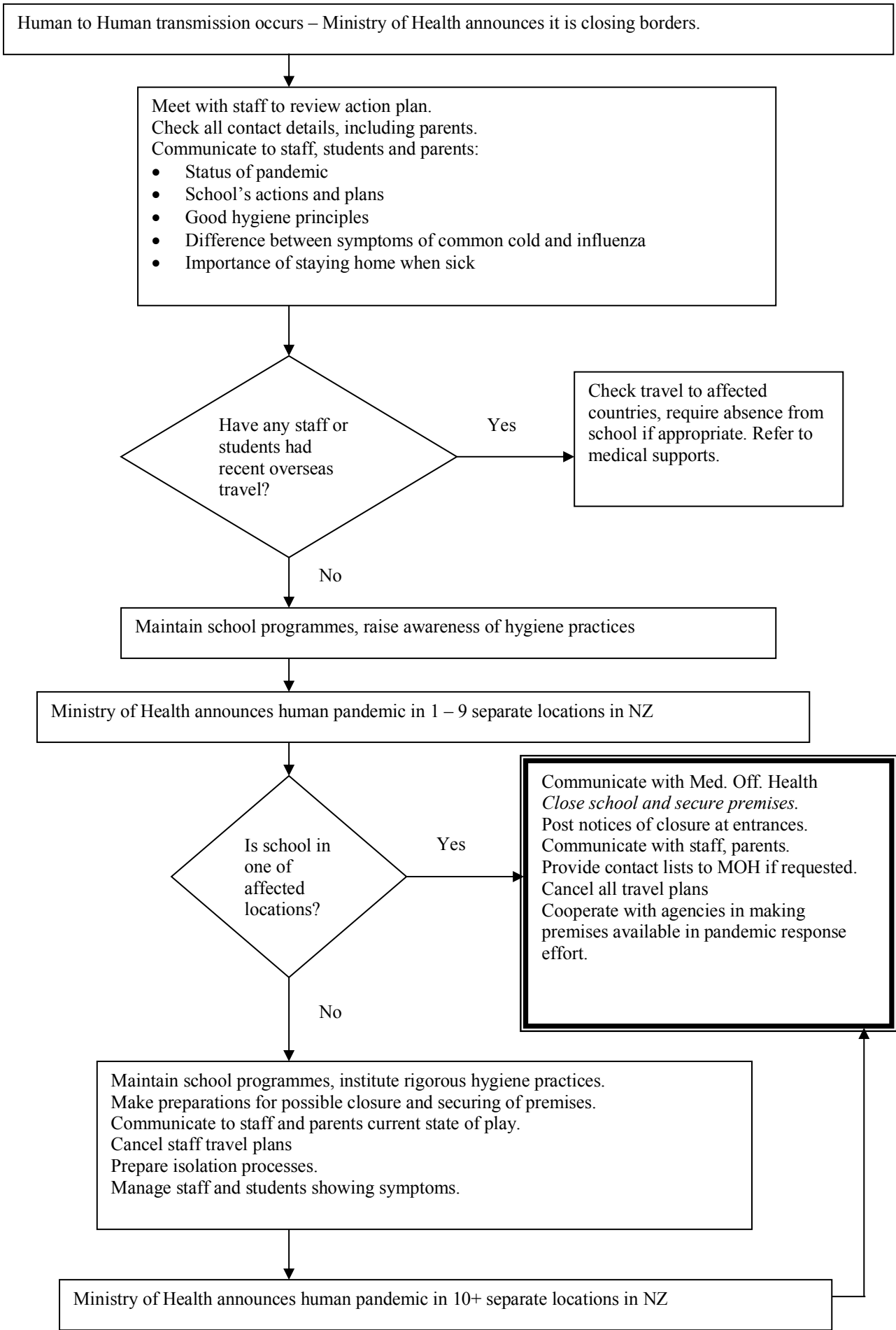
Local doctor(s)	Upper Hutt Medical Centre 920 1800
Public Health Nurse	Phone 570 9002
Ministry of Education	463 8699 (Lower Hutt office)

**GUIDELINES FOR PANDEMIC MANAGEMENT:**

1. Workplace cleaning practices are to be constantly monitored for highest possible standards.
2. The school's identified isolation room is Medical Room
3. Attached flow chart provides an action sequence in the event of a pandemic being declared.
4. Instructions from the Ministry of Education and/or Medical Officer of Health will provide ultimate guidance in the event of a pandemic.
5. The Board of Trustees, in partnership with the Pandemic Manager, have final responsibility for closure of the school if required.



**PANDEMIC ACTION FLOW CHART**



**PANDEMIC RECOVERY ACTION PLAN****Notes:**

1. Recovery could take several years or decades. Some of the actions noted below, e.g. monitoring students for trauma and Post-Traumatic Stress Disorder, may need to be extended long-term.
2. Health and well-being of staff and students takes priority over educational needs.

**Primary Goal:**

To ensure the well-being of staff and students and rebuild education services.

**Critical Actions Which May be Required:**

1. Clean and disinfect school – cleaning guidelines will be on MOH website. School is not reopened until Pandemic Manager is satisfied with hygiene.
2. Debrief of pandemic event for staff and students. Although public awareness will have been extremely high, re-opening of school will be the first chance for many to talk about what has happened with peers and teachers.
3. Arrange trauma and/or grief counselling if necessary. Although services will have been at work in the community, students coming back together will bring escalated trauma/grief.
4. Arrange memorial service for those who died in the pandemic.
5. Assess staffing capacity to resume normal operations. Staff may have died or lost family members. Employment of relievers and/or new staff may be required.
6. Re-establish communications with staff, students and parents. Keeping everyone well informed is critical to dispel heightened fears over children coming back together.
7. Arrange for ongoing monitoring and support of staff and students. Watch particularly for signs of Post Traumatic Stress Disorder. Arrange support for these people as required.



**PUPIL RELEASE FORM  
(USE IN THE EVENT OF A DISASTER)**

Date:..... Time:.....

The signing of this form confirms:

- 1. That I am the parent/caregiver or emergency contact for  
..... Room.....  
(child's name)
- 2. That I have collected this child from Maidstone Intermediate School and taken responsibility for seeing to his/her safety.

Name: ..... Phone No.....

Address:.....

Signed: .....Parent/Caregiver/Emergency Contact



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