



# Managing health and safety in schools at Alert Level 3



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WorkSafe New Zealand has assessed this guidance and is satisfied that it meets our expectations for management of COVID-19-related risks in the workplace.

Dated 23 April 2020

Phil Parkes  
Chief Executive  
WorkSafe New Zealand

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## Purpose of this document

This document sets out the key principles and minimum public health requirements that define responsible, healthy and safe operations for schools working under COVID-19 Alert Level 3.

The core principle behind this document is to protect the health and safety of all teachers, employees, children and their parents and caregivers.

Schools as a PCBU have obligations under the Health and Safety at Work Act 2015 to ensure the health and safety of its staff, children and the public.

You will already have a plan for managing health and safety; this guidance will assist you to review and update that plan to reflect the public health requirements for Alert Level 3.

## Alert Level 3 key principles

The overriding principles for [Alert Level 3](#) as noted by the Prime Minister are:

- **Stay home.** If you are not at work, school, exercising or getting essentials, then you must be at home, the same as at Level 4.
- **Work and learn from home if you can.** We still want the vast majority of people working from home, and children and young people learning from home. At-risk students and staff should also stay at home, and they will be supported to do so. Early learning centres and schools will physically be open for up to Year 10 for families that need them.

Work with your staff when developing and reviewing your health and safety plan, including your elected health and safety representatives.

Schools are able to be physically open for students to be onsite during Alert Level 3 from 29 April, but only for year levels 1 - 10. Year 11 – 13 students will continue to undertake distance learning. Staff for all year levels are able to work on the school site, but this should only be for those who need be on site, and will primarily depend on the number of students attending on site and whether staff have access to internet at home.

For students in years 1 – 10, where families and whānau can continue to support their child's learning from home, they should do so. Care for the child must continue to be within the (slightly expanded) household bubble. If needed, under Alert Level 3 bubbles can be expanded a small amount to bring in close family, isolated people or caregivers.

When opening school facilities, public health requirements must be adhered to so that COVID-19 is prevented from spreading within the school community. The safety and wellbeing of students, staff and their households, continues to be a priority in Alert Level 3.

Schools are permitted to use a Teacher-only day on Tuesday 28 April, in addition to those already agreed, to support the planning needed prior to school facilities opening on or after 29 April, depending on each school's readiness. The teacher-only day should be held remotely wherever possible.

'School bubbles' will be formed to support physical distancing. Advice from the Director General of Health is that initially the number of children or young people coming together in a school bubble must be limited to 10, but this can be increased to 20 once all processes are running smoothly. Staff are in addition to that bubble. There can be more than one bubble within a room as long as physical distancing is maintained within bubbles, and with appropriate spacing maintained between bubbles.

Adults and children are not to move between the bubbles with the exception that staff will need a break and may also need to be covered for sick or other leave.

Your unique school context including building and grounds layout, size and geography of your school catchment area, school roll, the ages and specific needs of your students and your staffing capacity will all influence how you will implement the below considerations.

### Before staff come on site

WorkSafe requires that before they reopen, persons conducting a business or undertaking (PCBU) should self-assess their ability to operate safely at alert level 3. This includes thinking about how you are going to manage risks and protect staff, students and whānau under alert level 3.

PCBUs need to document their thinking in a COVID-19 safety plan and share that plan with their staff. It's important to note that PCBUs should be involving staff when assessing risks and identifying solutions. More information about what's needed in the plan is available on the WorkSafe [COVID-19 safety plan page](#).

Part of that plan will be how you will gather information on the wellness of your staff and students to ensure they are safe and well to return to school. You will also need to ensure you have appropriate numbers of staff with first aid qualifications on site.

Please refer to the [WorkSafe website](#) for further information and advice for transitioning to Alert Level 3.

### Public health measures that must be taken in schools

In addition to your usual practices when managing health and safety, there are some specific [public health requirements](#) for Alert Level 3 that **must** be adhered to in all schools:

- Children at higher risk of severe illness from COVID-19 are encouraged to stay home wherever possible.
- Staff who are have a higher risk of severe illness from COVID-19 should stay at home. If they want to come to school you may agree to the request only if it can be assured that it is safe for them to do so.
- Wash and dry hands, cough into elbow, don't touch your face.
- Stay home if you're sick, report flu-like symptoms.
- [Schools connected to a confirmed or probable case of COVID-19](#) must close on an individual or group basis for 72 hours to allow contact tracing and cleaning. They could be closed for a further 14 days (but open for distance learning) – you will work with public health units to manage this and the direction to close will come from the Medical Officer of Health.
- Stringent self-isolation of those who display relevant symptoms of COVID-19, test positive for COVID-19, have been in close contact with someone who tests positive for COVID-19, or have been overseas in the last 14 days – [Ministry of Health information for self-isolation](#).
- School staff are to observe students on arrival into the classroom checking for symptoms and ask those presenting as unwell to go home (or arrange for parents and caregivers to come and pick up). Please note, this does not mean that temperatures are to be taken. A reminder that Principals at state and state-integrated schools have authority to preclude a student from attending if they believe on reasonable grounds may have a communicable disease under section 19 of the Education Act – see [Guide to Legal Powers](#).

- Hand sanitiser at entry to classrooms and in bathrooms. If supplies are limited, soap and water continues to be most effective for washing hands (20 seconds) in bathrooms.
- Introduce staggered entry times into classes with one time for school transport, to minimise gatherings of children and/or parents.
- Breaks, starts and finishes should be staggered and children stay in their bubbles – again, to minimise congregation of students in shared spaces.
- To support contact tracing students should sit in the same place each day.
- Everyone must maintain a 2 metre physical distance outside and 1 metre inside during breaks and 1 metre on school transport.
- Physical education classes and break time activities cannot include sports with <2m physical distance or where the same equipment is touched by different students (balls, ropes, sticks, etc).
- Disinfect and clean all surfaces daily.
- Contact tracing registers must be set up and identify which children are in each teaching space, record when and who they have contact with during the day **if that changes**. This includes recording who the adults are in contact with as well as recording any visitors to the site, including parents.

## Other recommendations

In addition to the public health requirements, the following information will help inform your planning, and support you to implement the public health requirements.

### Further minimising risk

- Drop offs by parents and caregivers must, unless there is a valid reason (eg depending on the age or needs of the student), take place before parents and caregivers get to the school gate and ideally a reasonable distance away, to limit large numbers of people congregating (and therefore won't require recording for contact tracing purposes)
- Visitors, including parents and caregivers, should maintain a 2m distance from those who are not part of either their household or workplace/school bubble - see 'contact tracing' requirements further below
- Consider how to manage any possible queues at your school office – you will be familiar with the systems dairies and supermarkets have used (one in and one out, or marking 2 metre spacing on the ground)
- Libraries can be operated as the virus does not survive for long on paper and cardboard (less than 24 hours), so books and other paper and cardboard can be put aside overnight and used the next day by other students. Books with plastic sleeves should be wiped down with a disinfectant wipe before re-issuing the next day
- Provide parent and caregiver education about the importance of monitoring for symptoms and staying home while ill
- Remind parents and caregivers that spread of the virus is through coughing and sneezing and hands touching faces (after they have touched a surface that is contaminated with droplets containing the virus)

- Continue to educate staff, students, families and whānau - explain why physical distancing, washing hands regularly and good cough/sneeze etiquette is important
- Confirm that you will have in place very good measures to support good cough/sneeze etiquette, regular hand washing, regular cleaning of surfaces and maintaining physical distancing throughout the day
- Review your processes to isolate a student or staff member should they start to show signs of illness, while medical advice is sought (or parents/caregivers asked to come and pick them up) – let your community know what that process is
- Continue to encourage students to not touch their hands to their face
- Avoid using shared supplies
- If shared supplies are necessary within a bubble, consider using designated bins for clean and used supplies. Shared supplies are considered high-touch and should be cleaned frequently
- Promote to staff, students, and their families to maintain distance from each other in the school grounds and buildings
- Keep classroom temperatures to 18 degrees. 18 – 20 degrees is a comfortable temperature, below that there is increased risk – from a cold household, workplace or school
- Where it is safe to do so, latch or wedge doors open (not for smoke stop doors)
- Provide reminders about the importance of not sharing food or drinks.

See below for physical distancing strategies.

For access to cleaning supplies and hand sanitiser please see the information provided in the [Ministry Bulletin](#)

### Good hygiene practices

Good hygiene practices will continue to be a priority at Alert Level 3 as the best way to minimise potential spread of COVID-19. The [COVID-19.govt.nz](#) and [Ministry of Health](#) websites are a good source of information including:

- [Hand washing](#)
- [Cough and sneeze etiquette](#)
- [Cleaning surfaces](#)

### Staying home if sick

Symptoms to monitor for are any respiratory symptoms such as a cold, a head cold, blocked ears, cough, sneezing, chills and a fever. Anyone with those symptoms should stay home and contact Healthline for advice, which may include getting tested for COVID-19.

Anyone with these respiratory symptoms should not to enter into your school.

### Cleaning

There is no specific action you need to take for COVID-19 in regard to cleaning prior to re-opening. Once staff and then students are on site regular (at least daily) cleaning of surfaces is recommended alongside your usual cleaning schedule.

Review your cleaning policies and practices and consider increased cleaning for high touch surfaces (door handles, table tops in common spaces etc.) and bathrooms. Make sure your cleaners have appropriate information, training and equipment.

Make sure the specific instructions are followed for the disinfectant being used (eg spray and leave on surfaces for 30 seconds before wiping down).

Ensure the availability of appropriate cleaning supplies (eg disinfectant and cloths) for cleaning of high-touch surfaces.

There is some [information about cleaning surfaces on the COVID-govt.nz website](#) and further information about [minimising the spread of infectious diseases](#) on the Ministry of Health website.

### **Facemasks and other personal protective equipment**

The risk of infection increases the closer you are to someone who is infectious and the longer duration of time that you spend close to that person.

In schools, all children and young people with any COVID-like symptoms are being asked to stay at home, and we are asking schools to send anyone home who have or develop any symptoms of illness.

We are asking that within each class, students and teachers maintain at least a 1 metre distance from each other and 2m distance for those outside their class. Schools will also maintain attendance records for those physically onsite, and who is in which class bubble over Alert Level 3. Within the staff room teachers and staff should maintain at least a 1m distance from each other.

Standard hygiene measures are also really important including:

- hand hygiene – that is, washing hands regularly with soap and water, or with hand sanitiser
- coughing or sneezing into a tissue or your elbow and then performing hand hygiene
- cleaning surfaces regularly.

Public Health officials have advised that if these measures are in place, then personal protective equipment is not needed.

Some children and young people may choose to wear face masks. It could be part of their cultural practice to do so and to support their hygiene needs. Encourage respect - people are being proactive in keeping themselves and others safe.

### **Forming school bubbles**

Children should continue to learn from home except where the parents or caregivers do not have a care option in their bubble as they are returning to work (and which they cannot do from home). For many families they will be able to keep their child at home as they have someone available to care for that child.

Parents and caregivers who are required to work in Alert Level 3 and cannot do that from home, will need to advise you whether they need their child to attend school (because they will have no other care option in their slightly expanded bubble). If you haven't already done so, you will need to contact your families and whānau to ask if they intend sending their children to school.

Parents and caregivers may be cautious to start with at this level, but may ask at a later time that their child attend onsite so that they can go to work. Their work and care circumstances may also change, meaning they can no longer support their child learning from home. This could result in an

increase of students on site over the period of Alert Level 3. Your planning will need to take this possible growth in numbers into account.

How many students your school can safely support on site will be dependent on a range of considerations:

- the number of staff who are able to work on site (eg, aren't staying at home because they are at higher risk of severe illness)
- the number of individual learning spaces you can provide in each classroom that are at least 1 metre distant from other learners and staff
- the number of school bubbles you can accommodate in each room so that they are at least 2 metres distant from other school bubbles and with a maximum of 20 people in each school bubble (starting with no more than 10 students and then building up numbers as you gain confidence in your systems)
- for modern learning environments and other large learning spaces, this means you can have more than one school bubble in each room. You may wish to allocate modern learning environments to school bubbles with older children, who are more likely to be able to self-manage and stay in their school bubble allocated space

Please contact your [Ministry regional office](#) if you have any concerns regarding your capacity to support likely attendance.

### **Checklist for determining school bubbles**

- **Connect with your staff to determine your staffing levels for onsite and offsite delivery**, and for all other administrative and facilities-related work (you will continue to have staff working from home as they are vulnerable to serious illness if they contracted COVID-19)
- **Ask your parents and caregivers to notify you by DATE and TIME**, to advise you if their child will be or won't be attending school in person when your school reopens - let them know you will start with school bubbles of no more than 10 and build those numbers up as you develop confidence in your systems and processes
- **Collate that information by each learning space** (eg Room 1, received 12 positive responses, Room 2 received 8 positive responses, Room 3 received 15 positive responses)
- **Group family members together** wherever possible
- You may wish to consider grouping year 9 and 10 students by key subject area
- **Determine how many children you can cater for in each classroom** given the 1 metre physical distancing requirement (eg up to 20 in a standard classroom and up to 75 in a modern learning environment)
- A reminder that advice from the Director General of Health is to **start with smaller numbers of students in your school bubbles** (eg 10) and build up those numbers as you get more confident with your systems and processes – building up to 20 students in a school bubble
- After the deadline for parent responses, **follow up with those you haven't heard from** to try and minimise unexpected arrivals on re-opening your premises



- Identify where there may be too many positive responses for the capacity for the particular classroom space:
  - For secondary schools in particular, you will have additional classrooms that can be used to accommodate students, but the ability to do this will depend on teaching and staffing capacity
  - You may need to redistribute some students into school bubbles that may differ from their usual classmates
  - You may also wish to work with another local school to manage any possible overflow
  - Work with your teachers about who to put with whom, if you do need to move students into another class
  - Consider approaching a reliever to be available exclusively for work in your school. This may necessitate guaranteeing at least a minimum number of days paid work per pay period. In this way, the movement of relievers between schools is minimised and you will have staffing flexibility to cover
  - Under alert level 3 students will be participating in learning from teachers either onsite or via teachers providing distance learning from home, or in person. Despite good planning principals may face uncertain student attendance levels that may create staffing “pinch points”. In managing these pinch points principals should consider:
    - Talking with other principals in their cluster or kahui ako to see if there are local options for accessing teachers who may be prepared to attend other schools than their own on a temporary basis for Level 3.
    - Talking directly to their normal relievers or recruitment agencies about their likely needs for relievers now. This includes engaging relievers who due to their underlying medical conditions may be unable to come on-site to teach.
    - Discussing with their MoE Regional Director other options for supervision
  - NB you will need to build breaks for staff, into your timetable so that they aren't required to be in front of a school bubble for the duration of the school day
  - Consider rostering staff to be onsite 1 day per week to supervise a school bubble, and then work from home for the remainder of the week. Any roster system would need to adhere to the public health requirements and would need to be with agreement of staff
- Develop your staggered timetable and disseminate to all relevant school bubbles
- Confirm with your families and whānau what your first day arrangements will be including expectations for drop off and pick up, staggered timetabling, putting children into school bubbles etc
- For parents and caregivers of new entrants, advise them what your process will be (eg – start at 11 am on their first day) – see the [Ministry Bulletin](#) for guidance regarding new entrants
- Once you have re-opened to students, review your planning and timetabling after the first 2 – 3 days and adjust as needed; this could include consideration about how you can safely increase the size of your school bubbles

As part of your planning, you will want to give consideration to how you can link those studying at home with their other classmates (whether onsite or offsite) and with their teachers and other support staff.

Staff who are at-risk and are staying away from school, might be prioritised to support learners from home, leaving those on site to engage with students on site.

See our [Ministry Bulletin](#) for more information and advice to help you develop your approach to staffing when moving to Alert Level 3.

Please contact your Ministry regional office if you need any support with this process

## Physical distancing strategies

In addition to keeping your school bubbles of staff and students small (building up to no more than 20 children in a school bubble during Alert Level 3) schools will need to maintain physical distancing between students and staff of 1 metre inside and two metres outside. Physical distancing requirements can be supported through managing the **space** between people and the **timing** of when people might congregate.

We have adapted materials developed by the [Minnesota Department of Health](#) to provide a range of considerations for your school setting.

### In the classroom

- The overarching aim of Level 3 is to limit the number of additional people (outside your immediate household) that you come into close contact with so that, in the unlikely event of a COVID-19 case close contacts can be rapidly identified, and to limit the number of close contacts that would have to undertake 14 days of self-quarantine
- Where possible, it is recommended that teachers stay with the same school bubble of students. In practice there may be a need to have a designated relief or back-up teacher identified for each school bubble
- Initially the number of children or young people must be limited to 10 in a school bubble, but this can be increased to 20 once all processes are running smoothly.
- For modern learning environments this could mean you have more than one school bubble in each room, but will need to ensure that those school bubbles work in separate spaces within the classroom and don't share resources between school bubbles. When having breaks, school bubbles would use different spaces when they go outside. Consider using furniture to physically divide the room between each school bubble (bubbles to have at least 2 metres space between them)
- School bubbles can move classrooms but only if high-touch surfaces are cleaned in between bubbles and no bubbles mix that aren't already sharing a space. Recommendation is to keep any movement to a minimum.
- For schools with hostels, work with hostel management to group boarders wherever possible, into the same school bubbles in class as they are in the hostel
- Rearrange student desks and common seating spaces to maximize the space between students (a minimum of 1 metre)
- Where possible, turn desks to face in the same direction (rather than facing each other) to reduce transmission caused from virus-containing droplets (e.g., from talking, coughing, sneezing).
- If desks can't be moved/separated, which will be the case for many schools, mark the desks clearly so students know where they can and can't sit (for younger children can you make this a fun activity for them to create their own desk 'identity'?)

- Consider space for the teacher to be able to move in the room and still allow 1 metre distance from the student desks/work spaces
- Whenever possible, hold physical education and music classes outside and encourage students to spread out. Consider using visual cues to demonstrate physical spacing.
- Do not share sports equipment or instruments between students or school bubbles. For example musical instruments unless they are student-owned and only handled by that student, should not be used. Playing wind instruments (eg recorders) is not recommended in Level 3 (except at home in their home bubble)
- For singing, it is recommended that participants are outside and 2 metres distant from each other. Inside singing is still OK, but keep a 2 metre distance between all participants rather than 1 metre
- Consider using visual aids (e.g., masking tape, electrical tape, stickers, etc.) to illustrate traffic flow and appropriate spacing to support physical distancing

### **Outside the classroom.**

- Stagger arrival and dismissal times, breaks and lunch times for the different classes and year levels to minimise high numbers of staff and students congregating in the same spaces
- Explain to students why they must arrive at school and leave the school grounds at their allotted time
- You will need to consider how you will manage those students who arrive at school early (eg, when their parents or caregivers have to be at work) – can someone provide supervision onsite so a 2 metre distance can be encouraged for those early arrivals? You may need to advise parents what your school hours will be at Alert Level 3 to avoid having children too early and too late on site and unsupervised.
- Use as many entry points as practicable rather than funnelling all students through the same entry space. These approaches can limit the amount of close contact between students in high-traffic situations and times. Consider how you might monitor those entrances to minimise non-essential visitors from coming on site. If staffing on site is limited, one entry point may be the most practical way to manage visitors, coupled with staggered starts.
- Postpone or cancel field trips, assemblies, athletic events, practices, special performances or school-wide parent meetings
- Use the classroom for eating lunch (washing hands before and after)
- Playgrounds should not be used at Alert Level 3 in schools (as advised by the Director General of Health)
- As part of your timetabling, schedule access to areas of your grounds at different times so that school bubbles don't intermingle; or where space allows, allocate different parts of the school grounds for the different school bubbles for breaks
- Consider your policy to support supervision of break times, arrival and departure times and school grounds so that staff can support and encourage physical distancing and minimise where possible any congregation by students and parents
- Consider your policy for bathroom breaks for students – staggered break times will assist with reducing congregation in bathrooms.

## Contact tracing

You are required to have a contact tracing register. Keeping your students and staff in small school bubbles will assist in mitigating risk, should there be a case of COVID-19 in your community. It will mean that fewer people will be exposed to a possible case and fewer will have to self-isolate if there is a case within the school staff or students.

See: [If you have a probable or confirmed case in your school](#) for further information.

### Sitting in the same place each day they attend

Once you are open for onsite learning in addition to distance learning, if children and young people are sitting in one classroom in the same place each day they attend (eg, no one sits in that seat if they are away on that day) then contact tracing will need to primarily focus on recording visitors to the classroom and school (day, time in and time out and where they had access to while on site). Record also the days when relief teachers were in class.

Keep visitors on site to an absolute minimum at Level 3.

Keep recording daily student attendance in your student management system as that will also be needed for contact tracing purposes (ie was a student in class on the days when the person was at school and considered to be infectious) and more broadly to manage and support attendance both on and offsite.

### If students do move classrooms

In secondary school in particular, you may use other classes for subject-specific teaching and learning. School bubbles can move classrooms but only if high-touch surfaces are cleaned in between bubbles and no bubbles mix that aren't already sharing a space. Recommended to keep any movement to a minimum.

Where you do move classes, students will need to sit in the same place each time (keep a record of this) and record, through your timetabling, when each school bubble was in a different classroom.

### Limit interactions outside school

- No non-essential visitors
- Record all visitors in your visitor book (as is usual practice but also to assist if contact tracing is necessary)
- Drop offs by parents and caregivers must, unless there is a valid reason (eg, depending on the age or needs of the student), take place before parents get to the school gate and ideally a reasonable distance away, to limit large numbers of people congregating
- There should be no volunteers for classroom activities

### Visitor register

Set up a process to record names, date, time in and out, where they visited and phone and physical address information for people who come into the school. This information is important for the process of contact tracing, should it be required to track down and prevent the further spread of COVID-19.

You should already have contact details for all your students, parents, caregivers and staff so shouldn't need to record this (perhaps remind families, whānau and staff to update you if their address or phone number has changed, or changes).

Please keep your visitor register for at least 2 months.

## Providing a safe workplace for staff

- Staff who are at-risk should continue to work from home. If they ask to work at school, you must be confident that appropriate safety practices will be implemented before you agree, and these need to be regularly reviewed. This could include having an increased physical distance between the staff member and others (2 metres is recommended), having a personal supply of hand sanitiser, working on site to support distance learning for children, but not onsite learning
- Staff are to follow public health requirements including physical distancing, regular hand washing and good cough and sneeze etiquette
- Staff who are not well will stay home (or be asked to go home)
- Regular cleaning, including at least daily cleaning of high-touch points will be in place to further support the health of staff
- Connect with all staff regularly by email, phone, message etc
- Hold staff meetings virtually where practicable so that all staff (those on site and at home) can connect
- Minimise onsite staff meetings, particularly those schools with a large number of staff. Keep the meetings short if you do have them and maintain physical distancing and hygiene standards
- Staff can share common space with another staff member (eg, staff room or office) but physical distancing requirements must be met (plus handwashing and other good hygiene practices in place)
- Non-essential school planning and preparatory activities could be conducted outside of the school environment where possible
- Support professional development virtually whenever possible
- Place hand sanitiser in close proximity to equipment shared by staff (e.g., printer/copier) and at the entrance to the staffroom or shared staff spaces
- There is a range of wellbeing information and support available for staff, including having access to EAP services through their employer. Please go to our website for further information to support wellbeing in your community - [supporting wellbeing](#)

## Food preparation in a school environment

We know many schools supply meals to students eg breakfast, lunches or have canteens/tuckshops that students can purchase prepared takeaway food from. It has never been more important to make sure that hygiene is your number one consideration before you continue to provide any of these services to your students.

If you prepare food on site you must check the [MPI guidance on re-opening food businesses](#) and ensure your school and any suppliers meet all health and safety requirements before you recommence the supply of food to your students.

The MPI checklists [Re-opening a Food Business Checklist](#) and [Safe work practices during alert level 3](#) provide a summary of the most important food safety and hygiene practices to be followed before resuming food production.

## Managing in an emergency

Fire alarms and other emergencies may require you to either evacuate your buildings or move everyone inside. The priority in these situations is keeping students and staff safe from the threat arising through the emergency event – fire, flood, earthquake etc.

You may however wish to consider where possible, reviewing your evacuation plans so that large numbers of students and staff can congregate outside, but still maintain a reasonable physical distance between each other? If this is not possible or practicable, the priority will continue to be minimising harm as a result of the emergency event. Encouraging good cough/sneeze etiquette and no touching of hands to faces or touching others can be reinforced once safely evacuated or safely inside.

You will also need to ensure your health and safety plan can respond to other accidents or issues that may be faced in regard to health and safety, given smaller numbers of staff on site. This includes having sufficient staff with first aid experience.

## Reviewing your plan

Work with your staff to develop, implement and then regularly review your plan including your incident reporting protocols.

## Further information

- Worksafe has provided information for transitioning from Alert Level 4 – [WorkSafe website](#)
- Alert Level 3 information – [COVID-19 website](#)
- Alert Level 3 public health requirements for schools and early learning services – [Education detail for Alert level 3](#)
- The [COVID19.govt.nz](#) website and [Ministry of Health](#) website continue to be the best places to find information about COVID-19 relevant to New Zealand
- Our [Education.govt.nz](#) has education-specific information
- You can keep in touch with your local District Health Board website and stay informed by updated Ministry of Health information on their website - [Public Health Units – Ministry of Health](#)
- For anyone with COVID-like symptoms, they should contact Healthline (for free) on 0800 358 5453 or phone their doctor immediately

Please contact your regional ministry contact if you have any questions – [Local Ministry offices](#)



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He mea **tārai** e mātou te **mātauranga**  
kia **rangatira** ai, kia **mana taurite** ai ōna **huanga**