Critical Incident and Emergency Management Procedures

Excludes fire – refer to fire management and evacuation procedures

2019

APPLICABLE TO: The Board, All Staff, Contractors and Visitors
AUTHORIZED BY: Head of School
VERSION: Version 6
DATE: December 2019
REVIEW: December 2020
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INTRODUCTION

In the event of a crisis or emergency, it is essential for Silver Tree Steiner School to have developed well-planned, documented and practiced procedures. An appropriate response to crisis or emergency events reduces negative outcomes and can help to ensure, as far as practicable, the safety, health and well-being of staff, students, and the school community.

The credibility and reputation of a school can be greatly undermined with a poor response to a crisis, however an appropriate response can help to mitigate these consequences and enhance the School’s reputation if it is managed well.

Under section 159(1)(i) of the School Education Act 1999, all WA Non-Government Schools (NGS) are required to have arrangements in place for the management, recording and reporting of critical and emergency incidents. The procedures within this document outline such arrangements and assist the school to meet its Duty of Care and Occupational Safety and Health obligations, as well as satisfy legal compliance requirements.

SCOPE AND PURPOSE

Silver Tree Steiner School’s Critical Incident and Emergency Management procedures outline the steps to be taken in the event of an emergency, EXCLUDING FIRE, as this is covered by the Fire Management and Evacuation Procedure. The procedures identify the roles and responsibilities of position holders.

The Chief Warden (Head of School or their delegate) is responsible for management of on-site and off-site school related emergencies and critical incidents, in order to minimise trauma and distress to students and staff and damage to property and to ensure the teaching and learning program is maintained or resumed.

COMPONENTS OF AN EMERGENCY MANAGEMENT PLAN

There are four basic components of an Emergency Management Plan that will be covered in this document:

- **P** - Prevention
- **P** - Preparedness
- **R** - Response
- **R** - Recovery

This policy has been created in line with the Association of Independent Schools of Western Australia (AISWA) Critical and Emergency Incidents and Crisis Management Policy Guidelines and the Department of Education Emergency and Critical Incident Management Policy.
DEFINITIONS

Many of the terms used in emergency management are not used consistently across the community. The following terminology is to be used within the school and by all who will be influenced by the school’s policies and procedures.

**Crisis:** A rare event that causes an unstable or crucial time or state of affairs in which a decisive change is impending, often with outcomes that could have significant negative effects on the school’s reputation, financial security or staff/student safety. A crisis often develops over time; however, it can suddenly escalate if not managed well. A crisis may be an incident however it could be an allegation. A crisis may not require immediate intervention and there may be time to meet and discuss possible interventions.

**Crisis Management:** The process by which an organisation deals with a major event that threatens to harm the organisation, its stakeholders, or the general public.

**Crisis Management Plan (CMP):** The way the school plans to deal with a particular crisis.

**Crisis Management Team (CMT):** The group of people set aside to deal with a particular crisis or all crises. It would usually include senior leadership and governance personnel.

**Critical Incident:** An incident in which there is a high likelihood of traumatic effects or evoking unusual or unexpectedly strong emotional reactions, which have the potential to interfere with the ability of the individual, group or school to function either at the time or later.

**Disaster:** A sudden accident or natural event that causes great damage and/or loss of life.

**Emergency:** An emergency can be considered to have three elements: (a) a threat to the organisation, (b) the element of surprise, and (c) a short decision time. An emergency is often an accident or incident that requires immediate intervention. Some policies will consider an emergency to be different from a crisis; others will consider them the same in the context of their policy. Please see definition below for ‘Critical Incident’ for more information in this regard.

**Emergency Management Team (EMT):** The team who initially deal with an emergency. The team may include leadership, medical personnel, grounds/maintenance staff and selected teaching staff.

**Incident:** A low level local problem with no serious impact. While the school’s senior staff and governing body may not be involved in the resolution, they would nevertheless become aware through school reporting, e.g. on matters of student level of care and/or occupational safety and health. Good risk management would require that a record is maintained (Incident Register), to assist in the identification of any patterns so that actions can be taken to mitigate any re-occurrence.

**Incident Manager:** The person responsible for the overall control of an emergency or critical incident, usually the Principal or sometimes his or her delegate.

EVENTS TO REPORT

Based on the school principle of ‘prudent over-reaction and rapid de-escalation’, the idea being that it is easier to scale down an over-reaction than to ramp up an under-reaction, staff
should report any incident that may affect school operations to the Head of School. Although not an exhaustive list, the following incidents should be reported. These events can occur at the school, offsite, and may occur outside of school hours.

- The death of (including suicide) or serious injury to, a student, parent, visitor or staff member;
- Allegations of, or actual assault of, a student, staff member or a visitor;
- A fire on the school property or in an area that may impact the school;
- Siege/Hostage situations;
- Suspicious person/s and/or vehicles;
- Missing/disappearance/removal of Student/s;
- Firearms or other weapons on the school property;
- Bomb threat;
- Motor vehicle collision;
- Impact by machinery, equipment, aircraft;
- Fumes, spill, leak or contamination by hazardous material;
- Outbreak or incidence of disease;
- Flood;
- Theft, vandalism and graffiti;
- Issues of negligence or legal liability;
- Need for an evacuation or lockdown;
- An event that has the potential to subject the school to high levels of public or legal scrutiny;
- Serious threats made against a student, visitor or staff member;
- Unethical behaviour by staff;
- Fraud;
- A student, visitor or staff member behaviour that could result in potential risk to another student, visitor or staff member;
- All Occupational Health and Safety incidents, including near misses that could have resulted in injury.
- Severe weather/storm damage
- cyber attack
- child abuse or a privacy breach under the Notifiable Data Breach scheme
- witnessing traumatic events
• An incident involving injury, illness or trauma to a student or staff member at school or during a school-related activity requiring ambulance or hospital attendance. (The following guidance is provided:
  o The “incident” causing the injury, illness or trauma must have occurred at school or during a school-related activity. An illness which a student has on arrival at school and which the school must then address as appropriate, is not reportable.
  o The nature of the injury, illness or trauma must be interpreted within the overall context of “critical” meaning that it is such as could realistically have a significant long-term impact.
  o Ambulance or hospital attendance must be “required” and not merely precautionary, for example as an alternative to GP or medical centre attendance.
  o An incident may not initially be considered reportable but may become so as further information (such as doctor’s advice) becomes available. A report must be made within 48 hours of the incident being identified as reportable.

It is a requirement that all critical and emergency incidents are documented at the school itself and that school policies and procedures are reviewed for their effectiveness and appropriateness after each such incident. This documentation may be reviewed during a school registration visit or at any other time if requested by the Director General.

If you have any queries about reportable please contact the Non-Government School Regulation team at ngsregulation@education.wa.edu.au or on 9441 1906.

Some of the emergencies listed above will have a specific policy response that has been developed. The Emergency Management Plan may describe the appropriate response to a number of emergencies that do not have their own dedicated policy response. See Section 2 for further detail.

LEGISLATION AND STANDARDS

Legislation and Standards relevant to this policy include:

• The Educational Services for Overseas Students Act 2000 (ESOS Act)
• The National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code 2018)
• Australian Standard AS 3745:2010 Planning for emergencies in facilities
• Emergency Management Act 2005
• Emergency Management Regulation 2006
• School Education Act 1999, s159(1)(i)
• School Education Regulations 2000
• Disability Discrimination Act 1992
• Occupational Safety and Health Act 1984
• Occupational Safety and Health Regulations 1996
• Privacy Act 1988
• Standards Australia AS/NZS ISO 31000:2009 Risk Management Guidelines
• Standards Australia HB 292:2006 A practitioner’s guide to business continuity management
• *Standards Australia* AS 3745:2010 Emergency Control Organisation and Procedures for Buildings, Structures and Workplaces

This legislation is available through the [State Law Publisher](http://www.statelawpublisher.com) website. The Standards Australia documents can be purchased through the [SAI-Global](http://www.sai-global.com) website.

**SCHOOL POLICIES**

The following school policies should be read in conjunction with the Critical Incident and Emergency Management Procedures:

• Student Health Care Policy
• Excursions, Camps and Water Based Activities
• Child Protection Policy
• Discipline Policy (Student Code of Behaviour)
• Bullying Prevention Policy
• Concerns & Grievances Policy
• Staff Code of Conduct
• Child Abduction Policy
• Internet and Email Usage Policy
• Records Retention Policy
• Safeguard of Students Policy
• Occupational Health & Safety Policy
• Contractor and Volunteers Guidelines
• Fire Management and Evacuation Procedures
Section 1: Prevention and Preparedness

The prevention and preparedness components of emergency planning are focused on clearly identifying the risks to which the school is exposed and putting in place physical and policy processes and procedures to mitigate or prevent an emergency situation arising.

RISK ANALYSIS & TREATMENT

The Head of School will:

- Identify and assess all potential risks on-site and off-site that:
  - have the potential to become emergencies or critical incidents,
  - might affect site operations;
- determining, with other agencies (e.g. Hazard Management Agencies), potential risks associated with particular situations;
- implement risk management practices in line with the School’s Risk Management Policy and Procedures to assess the potential risks and develop mitigation strategies;
- Implement strategies to eliminate or reduce the likelihood of the occurrence of emergencies or critical incidents.
- communicating the plan to all staff;
- organise training of key staff;
- test and review the Emergency Management Plan/Procedures annually;

EMERGENCY CONTROL ORGANISATION (ECO) / CRISIS MANAGEMENT TEAM (CMT)

Due to the small size of the Silver Tree Steiner School, the Emergency Control Organisation (ECO) is one and the same as the Emergency Management Team (EMT) and the Crisis Management Team (CMT) and will be referred to as the ECO throughout this document.

The Emergency Control Organisation (ECO) is the group of key personnel within the school who will respond to an emergency or crisis. It is the role of the ECO to quickly make decisions in the event of a crisis before damage to life, property or reputation occurs. It is also their responsibility to ensure the safety of students, staff, visitors and contractors during an Incident or Emergency.

The School’s Leadership Team will act as the Emergency Control Organisation.

See Section 2 for details of ECO Roles and Duties.
TRAINING SCHEDULE & ARRANGEMENTS

The smooth operation of the emergency procedures is achieved only when members of the ECO and all other staff and students know what is expected of them. Emergency management plans should be tested and reviewed on a regular basis.

The School will:

- perform annual Lockdown drills.
- perform building evacuation drills in Terms 2 and 3 of each year.
- deliver training to all staff, relevant to their role, as part of a staff induction.
- provide regular refresher training as needed.
Section 2: Response

Incidents are to be managed in such a way as to give the highest priority to the best interests of the student/s affected.

RESPONSE SEQUENCE

1. Assess the situation, call emergency services, assist those in danger
2. Evacuate students, staff and visitors, if appropriate
3. Inform the Board of Governors
4. Organise resources, advise parents
5. Undertake recovery operations and return site to normal
6. Report critical incident to the Director General of critical and emergency incidents within 48 hours, by using the critical and emergency incident report form

EMERGENCY CONTACTS

Emergency Services and Community Contact Numbers

<table>
<thead>
<tr>
<th>Agency</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>WA Police</td>
<td></td>
</tr>
<tr>
<td>Life-threatening or time critical emergency</td>
<td>000</td>
</tr>
<tr>
<td>Non-life-threatening incident requiring Police response</td>
<td>131 444</td>
</tr>
<tr>
<td>Mundaring Police Station</td>
<td>9290 1900</td>
</tr>
<tr>
<td>Ambulance</td>
<td>000</td>
</tr>
<tr>
<td>Fire and Emergency Services Authority</td>
<td>000</td>
</tr>
<tr>
<td>State Emergency Service</td>
<td>132 500</td>
</tr>
<tr>
<td>SJOG Midland Hospital</td>
<td>9462 4000</td>
</tr>
<tr>
<td>Poisons Information Centre</td>
<td>131 126</td>
</tr>
<tr>
<td>Gas (ATCO Gas Australia)</td>
<td>131 352</td>
</tr>
<tr>
<td>Electricity (Western Power)</td>
<td>131 351</td>
</tr>
<tr>
<td>Water Corporation</td>
<td>131 375</td>
</tr>
<tr>
<td>Health Direct</td>
<td>1800 022 222</td>
</tr>
<tr>
<td>Local Government – Shire of Mundaring</td>
<td>9290 6666</td>
</tr>
<tr>
<td>Pollution Watch</td>
<td>1300 784 780</td>
</tr>
<tr>
<td>Mundaring Christian College (Parkerville Campus)</td>
<td>9295 2688</td>
</tr>
</tbody>
</table>

Emergency contact details for staff members are kept with the Head of School, School Officer and the emergency bag in the office.
EMERGENCY CONTROL ORGANISATION (ECO) ROLES AND DUTIES

Positions on the Emergency Control Organisation shall consist of a Chief Warden as a minimum. Other positions as deemed necessary may include:

- Area Wardens
- Traffic Wardens
- First Aid Officer
- Communications Officer
- Evacuation Wardens
- Runners

THE CHIEF WARDEN ROLE
(White Hat)

The Chief Warden is the first person on this list who is present:

A. The Head of School
   ↓
B. Education Coordinator
   ↓
C. Community Development Coordinator
   ↓
D. Bursar

OBJECT

1. In the event of an emergency/incident assume control of all activities in connection with the emergency organisation and evacuation procedures until the hand over to the Emergency Service Personnel.
2. Take appropriate action during an emergency to ensure the safety and well-being of all building occupants.

ACTION

1. Immediately after initiation of the emergency signal or notification of an emergency, proceed to the Assembly point and assume control of the emergency incident.
2. Contact the appropriate Warden(s) from the Class Room or Zone where the alarm has been activated and assesses the situation.
3. If necessary, evacuate the appropriate Class Room or Zone(s) and/or building.
4. Make sure that the relevant authorities have been notified, e.g. Fire Brigade, Police and/or Ambulance.
5. Assist the authorities, i.e. Fire Brigade, Police etc. as required.
6. Ensure everyone has been evacuated from the building. As Area Wardens report cleared Class Room/s or Zones mark off checklist.
7. Maintain communication with the Wardens as to the situation.
8. Advise everyone when it is safe to re-enter the building following a fire or other emergency or when a drill has concluded.

AREA WARDENS ROLE

Every teacher is an area warden.

OBJECT

1. Area Wardens will, in the event of an emergency/incident, assume control of his/her allocated area.
2. Every teacher is an area warden and is responsible for clearing his/her class room and ensuring all students are cleared out of the class room and escorted to the Assembly area or Safe Buildings.

ACTION

Upon notification:

1. Gather their equipment and wait at their class room or designated Zone - await instructions from the Chief Warden;
2. when ordered to evacuate by the Chief, facilitate the evacuation of the area;
3. search the class room or designated Zone to ensure everyone has left the area and physically check each room and toilet within their Zone (if a door is locked, knock loudly, yell and if no answer, move on);
4. assist any disabled persons to evacuate;
5. ensure all air-conditioners ovens and lights are turned off, and doors are closed as people are evacuated;
6. when the class room or designated Zone is cleared of people, report to the Chief Warden when at the Assembly area;
7. carry out any other instructions as requested by the Chief Warden.

FIRST AID OFFICERS ROLE

(Green Hat or White Hat with First Aid symbol)

The School Receptionist will carry out the role of the First Aid Officer. In the event of their absence, another person with current First Aid training can take on this role.

OBJECT

To render first aid to the injured, or those in need of assistance.

ACTION

On being notified of an emergency:

1. proceed to the nominated Class Room or Zone;
2. await further instructions from the Chief Warden;
3. in an emergency, attend to the first aid requirements as directed by the Chief Warden until professional medical attention is available and/or services are no longer required; and
4. on the Evacuation signal proceed to the Assembly point at the front of the School and stand by for instructions from the Chief Warden.

NOTE: First Aid Officers must not put themselves at risk to render first aid to others.

Further details of the structure of an ECO, selection criteria, and roles and responsibilities can be found in Section 2.4 of Australian Standard AS 3745:2010 Emergency Control Organisation and Procedures for Buildings, Structures and Workplaces.

PROCEDURES FOR SPECIFIC INCIDENTS AND EMERGENCIES

RAISING THE ALARM
Any staff member who identifies an emergency situation must do the following:

1. Inform Reception of the emergency situation. The Receptionist will immediately contact the Head of School, or in the Head of School’s absence, a member of the Leadership Team.
2. Direct the Receptionist (or another adult) to:
   - Inform Emergency Services of the situation (Dial 000)
   - Remain in office to receive and make calls, if safe to do so.

FALSE ALARMS
If no fire / emergency is found, the Chief Warden must:

1. Inform staff/visitors of the false alarm, and
2. Meet the emergency service on arrival and inform them of the situation.

ASSEMBLY POINTS
When ordered to evacuate the building by the Chief Warden everyone must proceed to the following Assembly Point:

Primary Assembly Point – Grassed Area west of main carpark
When ordered to evacuate further, everyone must proceed directly to the primary Assembly point.

Alternative Assembly Point – Top of the turning circle near Mundaring Christian College
If unable to get to the Primary Assembly Point or the Primary Assembly Point is not acceptable and safe, then people/visitors/contractors should move to this area.
EVACUATION PROCEDURES

BUILDING EVACUATION

Chief Warden to initiate evacuation procedure using the megaphone and continuously ringing a hand bell whilst walking around the school. Say: “Evacuate to Assembly Point”. Seek assistance if required.

On hearing the constant ringing or whistling of the emergency bell or whistle, staff, students and visitors shall observe the following:

1. Reassure all students and visitors. **STAY CALM.**
2. The Head of School will designate roles within the ECO and other staff as required. Staff with designated duties should assume their role/positions.
3. Area Wardens to turn off lights, electrical appliances and air-conditioning units, and close all doors and-windows if safe to do so. Teacher to pick up attendance roll and student medication (i.e. EpiPen and Ventolin).
4. Evacuate to the designated assembly point as directed by the Chief Warden via the safest route unless otherwise directed (See map on wall). Close doors behind you.
5. Area Wardens to check the roll for all students. If student missing, Chief Warden to nominate an adult to search for child. A teacher is to remain with each class or hand over responsibility to another staff member.
6. Do not return to the school buildings until “all clear” directions are given.
7. Reporting. Class Teachers to review attendance register and report missing students to the Chief Warden. All staff to report to the Chief Warden with information about their classes.
8. Report the incident to the Board of Governors;
9. Board of Governors to ensure the incident is reported as soon as possible to the Director General of critical and emergency incidents within 48 hours, by using the critical and emergency incident report form.

WHOLE SCHOOL EVACUATION

1. **Chief Warden** to inform all teachers of the evacuation and for children to have hats and shoes on with bags ready at desks. Children to remain seated in classroom with teacher. Check roll.

2. **Evacuate early.** If plenty of time permits, Receptionist (or designated adult/s) to SMS parents and ask them to collect children from classroom. **Teachers to keep children in classrooms and release to parent.** Mark children departure on the roll.

**If faster evacuation required:**

1. Receptionist to inform **Emergency Services** we are evacuating to the designated evacuation area as advised by Shire or Emergency Services.

2. Receptionist or delegated adult to SMS all parents to drive to school and assist with evacuation of children.

3. Chief Warden to delegate a **Carpark Warden** to meet arriving parents and have them wait in carpark.

4. If the situation requires that the school grounds need to be evacuated, directions will be given by the **Chief Warden** via runners as to where to go and by which route. Children and adults to drop to a crouch or crawling position if smoke and toxins are evident.

5. **Carpark Warden** to assign children to cars for evacuation. Write down which children are in which cars using the forms for use during emergency evacuation off-site (located in the emergency bag of the school office). The **Carpark Warden** must check them off as having left the campus.

6. **UNLESS OTHERWISE DIRECTED, ALL CARS ARE TO DRIVE DIRECTLY TO DESIGNATED EVACUATION AREA.**

7. All other parents to collect children from designated evacuation area.

8. Chief Warden to designate an **Evacuation Coordinator** to drive to designated evacuation area and co-ordinate evacuation from there, releasing children to parents. The Evacuation Coordinator or delegate must check them off as having left the designated evacuation area.

9. Teachers to remain at school until Chief Warden delegates all children with them to be driven to the designated evacuation area. **Take class roll and parent contact lists with you.**

10. Chief Warden and Receptionist to remain at school until all children are evacuated, then drive to the designated evacuation area.

11. Chief Warden to liaise with Evacuation Warden at the designated evacuation area.

12. Both Wardens and Receptionist to remain until all children have been collected.

13. Report the incident to the Board of Governors;
14. Board of Governors to ensure the incident is reported as soon as possible to the Director General of critical and emergency incidents within 48 hours, by using the critical and emergency incident report form

EVACUATION FOR DISABLED / SPECIAL NEEDS PERSONNEL

1. When evacuation procedures are in place, people should be considered as disabled if they cannot evacuate without assistance, or if they take longer than an average person.

2. Area Wardens need to be aware of any disabled people in their area. When an evacuation is taking place, arrangements should be made for someone to be assigned to each disabled person to assist them. This should be someone within close proximity of that person and will need to assist the disabled person to a predetermined “safe” area. Fire Services will determine the method of evacuating disabled persons from these safe areas, if need be.

3. Area Wardens should inform the Chief Warden of the number of disabled persons, location, nature and extent of their disability at the completion of the general evacuation. The Chief Warden should then inform the Emergency Services, who will determine what further action should be taken for the safety of the disabled persons.

4. Disabled persons should participate in the regular fire drills that are conducted.

EVACUATION CENTRES

The Shire has nominated evacuation centres identified within Local Emergency Management Plans. The selection of a centre is made at the time of the emergency by the relevant authorities, this is then advised to residents by FESA, Shire and Police.

A predetermined centre cannot be nominated as the location of such needs to be made taking into consideration the position of the fire and the characteristics of a specific event. There would be nothing more dangerous than sending residents to a centre which is in the direct path of a fire.

Should a fire be in a local area, residents need to determine if they will stay and defend their property or leave early. If residents leave early they would be best advised to go to a house of family or friends outside the district under the threat from the path of a fire.

List of Shire Evacuation Centres:

- Brown Park
- Chidlow Hall
- Chidlow Pavilion
- Darlington Hall
- Glen Forrest Hall
- Mount Helena Recreation Centre
- Parkerville Hall
- Parkerville Pavilion
- Wooroloo Hall
ARMED HOLD-UP

In the event of an armed hold-up situation:

1. Comply with the instructions given by the offender at all times. Try to **REMAIN CALM**.

2. Only do what you are told to do – **NO MORE, NO LESS**.

3. **DO NOT** argue with, threaten or stare at the offender.

4. **DO NOT** attempt to disarm or otherwise apprehend the offender.

5. Assume the offender is armed, even if a weapon cannot be seen.

6. If the offender is carrying a firearm, it should be regarded as being loaded.

7. Raise the alarm only if it is safe to do so.

8. Answer any question when asked.

9. Avoid any sudden movement that could panic the offender.

10. If students are present, try to shift the offender’s attention away from them.

11. Observe as many details of the offender as possible.

12. Note any items and surfaces touched by the offender.

13. Immediately after the incident, the Head of School is to:

   a. secure the immediate vicinity (for example, lock the office/room in which the hold-up occurred);
   b. do not allow anyone to approach the area in which the offender was located;
   c. notify police;
   d. ensure students who are not in the immediate vicinity of the hold-up are kept away from it.
   e. report the incident to the Board of Governors;
   f. Board of Governors to ensure the incident is reported as soon as possible to the Director General of critical and emergency incidents within 48 hours, by using the [critical and emergency incident report form](#);
   g. attend to the post-incident needs of students and staff; and
CIVIL DISORDER AND ILLEGAL OCCUPANCY

Based on the information available, the Head of School should consider the following operational levels:

Level 1  Normal operation

Level 2  Report of a potential situation

If there are indications that trouble is a distinct possibility and the information has been received from credible sources:

1. Notify police and request assistance
2. Restrict staff and students to designated areas and the immediate surroundings of the buildings
3. Secure perimeter gates
4. Prevent people leaving or entering the school site except by the main gate

Level 3  Incident is imminent

1. Notify police and request assistance.
2. Evacuate staff and students to a safer location away from the incident. Remain in the room, securing it if possible, or proceed to another room that can be secured.
3. Keep away from windows. If considered necessary and possible, lie prone on the floor.
4. Lock all other buildings if safe to do so.
5. Lock all perimeter gates.
6. Chief Warden to communicate with emergency services personnel.
7. Chief Warden to announce resumption of normal operation (Level 1) only after receiving advice from emergency services personnel.
8. Report the incident to the Board of Governors.
9. Board of Governors to ensure the incident is reported as soon as possible to the Director General of critical and emergency incidents within 48 hours, by using the critical and emergency incident report form

Detailed information on civil disorder and illegal occupancy procedure guidelines are provided in section 6 of the Standards Australia AS 3745:2002 Emergency Control Organisation and Procedures for Buildings, Structures and Workplaces.
LOCK DOWN INCIDENT

Lockdown is the act of isolating students, staff and visitors from a perceived threat of physical harm at the school site by confining people to classrooms or other school buildings.

The Chief Warden (or Head of School) will initiate lockdown based on an assessment of risks to students and staff. The decision to initiate lockdown will be informed by advice from other agencies, the Non-Government Schools Regulator or other information available at the site.

A Lock Down incident may be required in the case of an intruder on the grounds, a significant road incident near the school or a medical emergency within the school. In all these instances sufficient space/distance is needed from the incident.

Step 1 Raising the Alarm

Staff who identify a potential emergency situation requiring lockdown must notify the Head of School, or in their absence a member of the Leadership Team, who will initiate lockdown procedures.

Step 2 The Alarm

The Head of School or delegate will sound the alarm by either:

- Intermittent Bell Ringing or whistle blowing;
  OR
- In the case of a Silent Alarm, an intercom message will be activated from reception to all classrooms and phone calls relayed between other learning areas. Message will say, “Now is the time for a quiet story”

Step 3 Responding to the Alarm

1. All staff, students and visitors must remain in classrooms; if outdoors, make your way quickly back to a classroom. People in the Music Building should move to Class 5 only if time allows and safe to do so.
2. Close and lock all doors and windows where possible.
3. Turn lights off.
4. Keep all people close to the ground (e.g. on the floor) away from windows and doors, where possible.
5. Record names of all people in the classroom. If a student is missing, it is left to the teacher’s discretion to establish whether it is best to collect that student and bring them to the classroom. It is vital that in doing so, this does not endanger other students.
6. Stay calm and encourage others to be calm and quiet.
7. If possible, attempt to contact a member of the Leadership Team via mobile phone (or alternatively emergency services) and confirm your situation.
8. Do not allow unauthorised people into the classroom.
9. If someone needs to use the toilet, consider using a plastic lined bin and screening off an area for privacy.

10. Remain in the classroom until advised by the Leadership Team that it is safe to leave.

11. Report the incident to the Board of Governors.

12. Board of Governors to ensure the incident is reported as soon as possible to the Director General of critical and emergency incidents within 48 hours, by using the critical and emergency incident report form

**INTRUDER**

Where it is not possible to initiate a Lockdown Procedure:

1. **CHILDREN TO REMAIN IN GROUPS and do not approach intruder.**

2. **DO NOTHING.** Comply with the requests of the intruder.

3. Try to observe any features in addition to normal description of intruder.

4. When the intruder leaves, notify the front office and/or ring 000. All witnesses should write down their description of the intruder.

5. Report the incident to the Board of Governors.

6. Board of Governors to ensure the incident is reported as soon as possible to the Director General of critical and emergency incidents within 48 hours, by using the critical and emergency incident report form

**COMMUNICATION TO PARENTS**

When preparing communications for parents following a lockdown the Head of School, or a representative from the Board of Governors, will liaise with the school’s legal and psychological services provider.

**Note:** Records and documentation associated with a lockdown need to be maintained by the Head of School.
EARTHQUAKE PROCEDURE

INDOORS
1. Do not run from the building.
2. Safest places to be are:
   - Under your desk
   - In a corner away from a window
   - In a strong doorway.
3. Be wary of:
   - Falling plaster, bricks, light fixtures
   - High bookcases, cabinets, shelves and other equipment/furniture which may fall or slide.
4. Stay away from windows and mirrors.
5. Remain indoors until otherwise instructed.

OUTDOORS
1. Move quickly away from buildings and power poles
2. Evacuate to designated assembly areas

AFTER THE EARTHQUAKE
1. Check attendance against class rolls at the designated assembly area
2. Liaise with emergency services
3. Check for injured people. **DO NOT MOVE SERIOUSLY INJURED PEOPLE UNLESS THEY ARE IN IMMEDIATE DANGER. WAIT FOR EMERGENCY SERVICES.**
4. Survey damage
5. Turn off electricity, gas and water supplies only when it is safe to do so
6. Head of School and Maintenance Coordinator to check for damage, gas leaks, power failure and any other hazards. Ensure that no-one returns to any building unless authorised to do so.
7. Report the incident to the Board of Governors.
8. Board of Governors to ensure the incident is reported as soon as possible to the Director General of critical and emergency incidents within 48 hours, by using the [critical and emergency incident report form](#)
GAS LEAK PROCEDURE

In the event of a gas leak being detected, you should (having due regard to own safety):

1. Assess the situation, being wary of ignition sources, and the inhalation of toxic gases.
2. Report the leak to the Chief Warden (Head of School), who will initiate the appropriate emergency service call.
3. Commence an immediate evacuation of people from the affected area to an assembly point. Rescue and evacuate any persons affected by the gas if it is safe to do so.
4. Arrange for first aid to be provided to injured persons.
5. Remain at the Assembly point until you are advised it is safe to return to the building by the Chief Warden.
6. Report the incident to the Board of Governors.
7. Board of Governors to ensure the incident is reported as soon as possible to the Director General of critical and emergency incidents within 48 hours, by using the critical and emergency incident report form
ELECTRICAL HAZARD

In the event of an electrocution from faulty electrical wiring or equipment, the following should occur (having due regard for personal safety):

1. Maintenance Coordinator to isolate the area/hazard, provided it is safe to do so.
2. If domestic electricity, switch off the current, do not cut the cable.
3. If high voltage electricity is involved (such as fallen power cables), wait until Western Power has deemed the area safe.
4. Do not touch any conducting material which is also in contact with the current until the current is disconnected. In the case of electrocution, this may include a person.
5. Act immediately to arrange first aid and contact Emergency Services. Any person who has received an electric shock **MUST** be taken to hospital for treatment, even if they appear ok.
6. Warn any onlookers of the danger.
7. Ensure any faulty equipment is tagged to prevent further use.
8. Report the incident to the Board of Governors.
9. Board of Governors to ensure the incident is reported as soon as possible to the Director General of critical and emergency incidents within 48 hours, by using the critical and emergency incident report form.
EXPLOSION PROCEDURE

In the event of a sudden explosion, you should (having due regard to own safety):

1. Assess the situation, being wary of fallen live wires, spilt flammable/corrosive liquids, the release of hazardous materials or flammable or toxic gases.
2. Report the explosion to the Chief Warden or Fire Warden, who will initiate the appropriate emergency service call.
3. Commence an immediate evacuation of people from the explosion-affected. Rescue and evacuate any injured persons, if it is safe to do so.
4. Arrange for first aid to be provided to injured persons.
5. If it is safe and you have been trained, fight any small fires that may have been lit as a result of the explosion.
6. Remain at the designated Assembly point until you are advised it is safe to return to the building by the Chief Warden.
7. Report the incident to the Board of Governors.
8. Board of Governors to ensure the incident is reported as soon as possible to the Director General of critical and emergency incidents within 48 hours, by using the critical and emergency incident report form
COMMUNICABLE/INFECTIOUS DISEASES

1. Encourage staff to report injuries and illnesses.

2. Encourage parents or carers to report infectious conditions to the school or facility if a student is absent due to illness.

3. Notify the local Public Health Unit if many students or staff are absent and appear to have similar symptoms, as outbreak may be occurring.

4. Staff should monitor students for signs of infectious disease and act promptly if an infectious disease is suspected.

5. Seek medical help early for people that may be suffering from an infectious disease.

6. Liaise with the local Public Health Unit about the return of individuals or groups to the school. See Appendix for contact details.

7. Return the school to normal activities as soon as possible.

8. Report the incident to the Board of Governors.

9. Board of Governors to ensure the incident is reported as soon as possible to the Director General of critical and emergency incidents within 48 hours, by using the critical and emergency incident report form

Refer to Student Healthcare Policy.
PANDEMIC

A pandemic is an epidemic of infectious disease that is spreading through human populations across a large region; for instance a continent, or even worldwide. (Source: Wikipedia)

Seasonal (or common) influenza is a respiratory illness that can be transmitted from person to person. Most people have some immunity, and a vaccine is available.

Pandemic influenza is virulent human influenza that causes a global outbreak, or pandemic, of serious illness. Because there is little natural immunity, the disease can spread easily from person to person.

In the event of any staff or students having been diagnosed with infectious disease the school will need to decide to:

1. Close or exclude students/staff during a pandemic. It may be necessary to close a classroom or the school in order to prevent the spread of an outbreak. In general:
   a. Children with flu-like symptoms should not attend school.
   b. If a child becomes sick with flu-like symptoms at school, they should be sent home.
   c. School exclusion for children returning from particular countries overseas is no longer applicable.

2. Looking out for outbreaks - Influenza is a mild disease in most cases but a severe disease in some people. Sign of likely outbreak of influenza would be the occurrence of three new cases of flu-like illness within a three day period in a single class within the school.

3. Any suspected outbreaks of influenza must be reported promptly to the local Public Health Unit in our state and territory. See Appendix for contact details.

4. Staff caring for students with flu-like symptoms should limit contact with other staff and students until the ill student’s symptoms have resolved. Staff do not need to stay away from educational facilities unless they also develop flu-like symptoms.

5. Report the incident to the Board of Governors.

6. Board of Governors to ensure the incident is reported as soon as possible to the Director General of critical and emergency incidents within 48 hours, by using the critical and emergency incident report form

The Department of Health is the department responsible for developing and implementing measures to respond rapidly and effectively to pandemic influenza. The Department of Health will be the source the school uses for information on pandemics.

Refer to Student Healthcare Policy.
DANGEROUS GOODS/HAZARDOUS SUBSTANCE SPILL PROCEDURE

In the event of a dangerous goods/hazardous substance incident of any nature the following procedures are to be adhered to:

1. **DO NOT** touch, handle or move the item;
2. Immediately advise the Chief Warden of the incident;
3. The Chief Warden is to instigate the appropriate Evacuation Procedure (if deemed necessary) i.e. evacuate the entire School or cordon off the immediate area.
4. Depending on the level of hazard from the Dangerous Good/Substance, emergency services may need to be called, take note of:
   - Name of Substance
   - Dangerous Goods Class
   - HAZCHEM code
5. If there is a possible threat to the environment, due to toxic substances reaching stormwater drains, or leaching into soil, use bunting to protect drains or contain the spill, if safe to do so.
6. Any persons who may have come into contact with the dangerous good/hazardous substance must not eat, drink or smoke until decontaminated.
7. When the area has been declared safe and the dangerous/hazardous substance has been dealt with, relevant authorities will be notified by the Head of School.
8. Report the incident to the Board of Governors.
9. Board of Governors to ensure the incident is reported as soon as possible to the Director General of critical and emergency incidents within 48 hours, by using the critical and emergency incident report form

**NOTE:** Any Dangerous Goods/Hazardous Substance spills should be cleaned up by a qualified contractor/service provider if they pose a risk to the health and safety of employees. See emergency contact details for SERS
ENVIRONMENTAL SPILL PROCEDURE

In the event of an Environmental spill:

1. DO NOT attempt to clean up the spill unless it is non-toxic.
2. Immediately advise the Chief Warden of the incident.
3. The Chief Warden will decide what clean up procedure is appropriate
4. If the spill is a toxic or harmful product, then the Chief Warden is to instigate the appropriate Evacuation Procedure (if deemed necessary), i.e. evacuate the entire school or cordon off the immediate area.
5. Evacuate the area through your normal emergency procedures
6. Any remaining product from the spill should be disposed of in an environmentally sound manner. Advice should be sought from a contractor/service provider if necessary on the correct disposal procedure.
7. If possible threat to environment, due to toxic substances reaching stormwater drains, or leaching into soil, use bunting to protect drains or contain the spill, if safe to do so.
8. Any persons who may have come into contact with a dangerous good/hazardous substance must not eat, drink or smoke until decontaminated.
9. If the incident has been serious, EPA or other relevant authorities will be notified by the Head of School.
10. Report the incident to the Board of Governors.
11. Board of Governors to ensure the incident is reported as soon as possible to the Director General of critical and emergency incidents within 48 hours, by using the critical and emergency incident report form
EXPLOSIVE THREAT

If a suspicious item is found:

1. Do not touch it;
2. If it has been touched, place it gently on a level surface immediately.
3. Evacuate the immediate area, noting the exact location and description of object.
4. Notify the Head of School/site manager.
5. Chief Warden/Head of School to notify police.
6. Report the incident to the Board of Governors.
7. Board of Governors to ensure the incident is reported as soon as possible to the Director General of critical and emergency incidents within 48 hours, by using the critical and emergency incident report form.

The following signs should alert staff to the possibility that a suspicious item is dangerous:

- Unusual odours, such as marzipan or machine oil
- Grease marks on the envelope or package
- Heavy, bulky or oddly-shaped envelopes or packages
- Visible wiring or tinfoil
- Weight of envelope or package is unevenly distributed
- Hand delivery, over-stamping or an unusual place of origin; contact the sender if there is a name on the envelope or package
- Excessive wrapping
- Poor handwriting, spelling or typing
- A wrong or foreign address or no return address
BOMB THREAT VIA TELEPHONE

1. Remain Calm.
2. Use the *Bomb Threat Check List* on the next page, to help you keep the caller on the phone.
3. Write down the **EXACT** wording of the threat and ask questions as per the checklist.
4. Attract the attention of the nearest work mate. Alert them to the fact that you are receiving a threat. They will contact the Chief Warden. *(Do not use mobile phones if a Bomb Threat is being made).*

5. **DO NOT HANG UP YOUR PHONE.**
6. Even if the caller hangs up, do not hang up your phone. The police will still be able to trace the call.
7. Advise the Chief Warden, they will contact the police.
8. Wait for instructions from the warden.
9. Report the incident to the Board of Governors.
10. Board of Governors to ensure the incident is reported as soon as possible to the Director General of critical and emergency incidents within 48 hours, by using the [critical and emergency incident report form](#)
# TELEPHONE BOMB THREAT Checklist – DON’T HANG UP

## EXACT WORDING OF THREAT

---

## QUESTIONS TO ASK CALLER

- When is the bomb going to explode?
- In which building is the bomb?
- Where did you put the bomb?
- When did you put it there?
- What does the bomb look like?
- What kind of bomb is it?
- What will make the bomb explode?
- Did you place the bomb?
- Why did you place the bomb?
- What is your name?
- Where are you now?
- What is your address?

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## DON’T HANG UP, THE CALL CAN BE TRACED - REPORT CALL TO SUPERVISOR

### RECORD CALLER’S VOICE DETAILS

<table>
<thead>
<tr>
<th>Sex of Caller:</th>
<th>Speech: Normal [ ] / Fast [ ] / Slow [ ]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated Age:</td>
<td>Manner: Calm [ ] / Emotional [ ]</td>
</tr>
<tr>
<td>Accent:</td>
<td>Diction: Clear [ ] / Muffled [ ]</td>
</tr>
<tr>
<td></td>
<td>Abusive [ ]</td>
</tr>
<tr>
<td>Did you recognise the voice:</td>
<td>Taped Message [ ]</td>
</tr>
<tr>
<td>If so, who do you think it was?</td>
<td>Read Message [ ]</td>
</tr>
<tr>
<td></td>
<td>Well Spoken [ ]</td>
</tr>
<tr>
<td></td>
<td>Irrational [ ]</td>
</tr>
<tr>
<td></td>
<td>Incoherent [ ]</td>
</tr>
</tbody>
</table>

### RECORD BACKGROUND NOISE DETAILS

- Street Noises [ ]
- Aircraft [ ]
- Voices [ ]
- Music [ ]
- House Noises [ ]
- Machinery [ ]
- Local Call [ ]
- Long Distance Call (STD) [ ]
- Other [ ]

---

### CALL DETAILS

- Date: _____/_____/______
- Time: _____ : _____ am/pm
- Duration of call: __________
- Phone number called: __________________________

### RECIPIENT DETAILS

- Name: _______________________________________
- Telephone Number: ____________________________
- Signature: ___________________________________
CHEMICAL AND BIOLOGICAL EMERGENCIES

IMPORTANT NOTICE - CHIEF WARDEN & AREA WARDENS

Should a possible biological and/or chemical incident be brought to your attention you should take the following steps.

1. Call 000 – ask for Fire Hazmat and report:
   a. exact location;
   b. estimated number of victims;
   c. wind direction (if chemicals suspected);
   d. directions to approach upwind (if chemicals suspected), and
   e. description of package and action taken (e.g. covered with cardboard box).

2. Secure scene, prevent others from entering, and evacuate building.

3. Turn off ventilation systems and any fans in immediate area.

4. Keep area secure until help arrives.

5. Report the incident to the Board of Governors.

6. Board of Governors to ensure the incident is reported as soon as possible to the Director General of critical and emergency incidents within 48 hours, by using the critical and emergency incident report form

If a package or envelope has not been opened:

1. Place the item in a plastic bag, seal it. Place it in a second plastic bag and seal it again.

2. Keep your hands away from your face and avoid contaminating your eyes, nose and mouth.

3. Wash your hands if it is possible to do so without leaving your work area.

4. Stay in your office or immediate work area. This also applies to your co-workers in the same room. Prevent others from entering the area and becoming contaminated.

5. Head of School/site manager to call police on 000.

6. Wait for help to arrive.

7. Report the incident to the Board of Governors.

8. Board of Governors to ensure the incident is reported as soon as possible to the Director General of critical and emergency incidents within 48 hours, by using the critical and emergency incident report form

If the package or envelope has been opened:

1. Do not disturb, move or touch the item any further. If material has spilled from the item, do not try to clean it up or brush it from your clothing

2. Keep your hands away from your face to avoid contaminating your eyes, nose or mouth
3. If practicable, place an object such as a rubbish bin over the package or envelope without disturbing it

4. Wash your hands if it is possible to do so without leaving your work area

5. Stay in your office or immediate work area. This also applies to your co-workers in the same room. Prevent others from entering the area and becoming contaminated

6. Head of School/site manager to call police on 000.

7. Wait for help to arrive

8. Report the incident to the Board of Governors.

9. Board of Governors to ensure the incident is reported as soon as possible to the Director General of critical and emergency incidents within 48 hours, by using the critical and emergency incident report form
MEDICAL EMERGENCY

In case of Medical Emergency i.e. life-threatening condition where person has collapsed or is unconscious, in respiratory / cardiac distress or severe pain:

1. **DO NOT** leave the person unattended at any time.
2. Evaluate (D.R.A.B.C.D) and commence lifesaving procedures if necessary. Seek help from the First Aid Officer (Receptionist) where possible.
3. If alone obtain assistance by any means available to you:
   a. Yell for help
   b. Phone if able
   c. Send student to seek assistance
4. Delegate a person to contact the office or use one of the emergency phones and give the following information
   a. condition of patient
   b. location of incident
   c. what assistance is required
5. If required, delegate a person to retrieve the Defibrillator from the main gate. Key for box is at Reception.
6. Stay with the person until help arrives.
7. Report the incident to the Board of Governors.
8. Board of Governors to ensure the incident is reported as soon as possible to the Director General of critical and emergency incidents within 48 hours, by using the [critical and emergency incident report form](#)
VIOLENCE/HARASSMENT OR BULLYING BEHAVIOUR PROCEDURE

If faced by an aggressive, violent or bullying behaviour from parents, students or co-workers, do the following:

1. Ask the offender to STOP the inappropriate behaviour.
2. If offender is being aggressive, try to calm them down; acknowledge their feelings and ask them to explain in a civil manner the issue.
3. Get help from another person if they continue to behave aggressively or heatedly.
4. Withdraw from the situation if the behaviour continues and appears to be escalating. If you cannot withdraw, you are entitled to use reasonable force to protect yourself.
5. Establish a physical barrier between yourself and the person or take refuge in another room or office – do not put yourself at risk. Allow the person to leave the premises.
6. If you haven’t been able to resolve the issue yourself, then report the problem to the Head of School.
7. Report the incident to the Board of Governors.
8. Board of Governors to ensure the incident is reported as soon as possible to the Director General of critical and emergency incidents within 48 hours, by using the critical and emergency incident report form

NOTE: Any incidents reported will be investigated.
PEDESTRIAN ACCIDENTS

In the event of a pedestrian accident, the following procedures shall be followed:

1. Notify Emergency Services on 000 (Police, Fire Brigade, Ambulance as required).
2. Seek help from the First Aid Officer (Receptionist) where possible.
3. Apply first aid using standard precautions, i.e. avoid direct contact with blood and bodily fluids.
4. Notify the Head of School.
5. Head of School to notify parents or carers.
6. Report the incident to the Board of Governors.
7. Board of Governors to ensure the incident is reported as soon as possible to the Director General of critical and emergency incidents within 48 hours, by using the critical and emergency incident report form.
SEVERE STORMS

In the event a severe storm is approaching, the following procedures will apply:

1. Listen to the local radio station for further information and advice.
2. Direct students and staff to stay indoors and stay well clear of windows.
3. Avoid using fixed line telephones.
4. If driving, put on your hazard lights and pull over to the side of the road, clear of streams, trees and powerlines.
5. If caught outdoors, seek shelter in a building or vehicle, but not under a tree.
6. Report the incident to the Board of Governors.
7. Board of Governors to ensure the incident is reported as soon as possible to the Director General of critical and emergency incidents within 48 hours, by using the critical and emergency incident report form
STAFF OR STUDENTS LOST ON EXCURSIONS

Should a Staff member or Student become lost during an excursion, the following procedures shall apply:

1. Confirm Staff or Student is lost and where they were last seen.
2. Contact Emergency Services and advise of the incident.
3. Contact the lost person’s next of kin.
4. Implement search plan with emergency services (bushwalks).
5. Assist Emergency Services as required.
6. Report the incident to the Board of Governors.
7. Board of Governors to ensure the incident is reported as soon as possible to the Director General of critical and emergency incidents within 48 hours, by using the [critical and emergency incident report form](#).
STUDENTS LEFT SCHOOL PREMISES WITHOUT PERMISSION

In the event that a student leaves the School premises without permission or becomes missing, the following shall occur:

1. Upon becoming aware that a student is missing, advise the Head of School immediately.

2. The Head of School will confirm with the appropriate teacher that the child has not been collected by parent or guardian or is absent with reason.

3. The Head of School will implement a search for the student.

4. Contact Emergency Services and advise of the incident.

5. Assist Emergency Services as required.

6. Report the incident to the Board of Governors.

7. Board of Governors to ensure the incident is reported as soon as possible to the Director General of critical and emergency incidents within 48 hours, by using the critical and emergency incident report form
SUICIDE

Should a suicide or attempted suicide occur within the school community, increased monitoring of students is essential.

The following steps should be taken.

1. In consultation with members of the school, coordinate a response to the suicide or attempted suicide.
2. Provide affected staff and students with access to Employee Assistance Program and / or counsellors. See Appendix for contact details.
3. Continue school activities as normally as possible.
4. Report the incident to the Board of Governors.
5. Board of Governors to ensure the incident is reported as soon as possible to the Director General of critical and emergency incidents within 48 hours, by using the critical and emergency incident report form.
DEATH OF STAFF OR STUDENT

AT SCHOOL
Should a death occur either at the school or offsite during an excursion/activity, the following steps should be taken:

1. Call Emergency Services and advise of the incident.
2. Take steps to ensure safety of other students and staff.
3. Isolate the victim, cordon off area and do not cover victim.
4. Notify the Head of School who will then contact relevant educational bodies.
5. Make arrangements with Police for parents/carers/next of kin to be notified.
6. Provide affected staff and students with access to Employee Assistance Program and / or counsellors
7. Report the incident to the Board of Governors.
8. Board of Governors to ensure the incident is reported as soon as possible to the Director General of critical and emergency incidents within 48 hours, by using the critical and emergency incident report form

NOT SCHOOL RELATED
Should a death occur that is not work/school related, appropriate support should be given to staff and students to assist them to deal with the grieving process and to help students (particularly younger students) to understand their reactions to the death.

1. Report the incident to the Board of Governors.
2. Board of Governors to ensure the incident is reported as soon as possible to the Director General of critical and emergency incidents within 48 hours, by using the critical and emergency incident report form
CYBER ATTACK

Should a member of staff suspect a cyber-attack on a School’s computer, they should:

1. Immediately advise the School Receptionist who will disconnect the modem.
2. Advise the Head of School.
3. Contact and Craig Walton of IT Harmony and advise him of the details.
4. Report the incident to the Board of Governors.
5. Board of Governors to ensure the incident is reported as soon as possible to the Director General of critical and emergency incidents within 48 hours, by using the critical and emergency incident report form

Should a loss of confidential information have occurred, refer to the Data Breach Flow Chart and the Data Breach Notification – A guide to handling personal information security breaches, both located at Reception.
RECORDING AND REPORTING OF THE INCIDENT

All Critical and Emergency Incidents are required to be documented and held by the Head of School with the School’s Incident Register. Refer to Appendix D: Emergency and Critical Incident Diary.

The Head of School shall notify the Board of Governors of all critical and emergency incidents in a timely manner.

The Board of Governors shall ensure the Director General is notified as soon as practicable and, in any event within 48 hours of the incident, using the critical and emergency incident report form available at http://www.des.wa.gov.au

Critical and Emergency Incidents to be reported include:

- Death, or life-threatening injury, of a student or staff member at school, or following an incident that occurred at the school, or through a related school-based activity or circumstance;
- Circumstances* that pose a critical risk to the health, safety or wellbeing of one or more students or staff;
- Receipt of an allegation of child abuse, including but not limited to sexual abuse, against a student by a staff member or student or other person, whether the abuse is alleged to have occurred recently or in the past;
- Issuing a formal warning to a staff member or ceasing the employment of a staff member for a breach of the Staff Code of Conduct suspected to be grooming* behaviour;
- Any incident requiring school closure, lockdown, or a reduction in the number of students or staff attending.

*A circumstance posing a ‘critical risk’ for the purposes of this definition is one which would, if action had not been taken or the risk otherwise averted, have resulted in death, life-threatening illness or life-threatening injury to one or more students and/or staff.

If you are unsure if an incident needs to be reported, please phone the Director General’s office on 9441 1904.

COMMUNICATION

Clear, concise communication within the school, to parents and the wider school community is essential in any crisis or emergency event.

Communicate immediately if only to acknowledge that something has happened, and you are looking into the episode.

Update early and often. Be proactive and early with sharing news, even when the whole picture isn’t clear. Start with summary statements on what is known and provide updated action plans and new developments as early and as often as possible.

Be open and transparent in all communication to help maintain trust. Be factual, list key points of what has occurred and what actions the School has/will take.
Order of communication:

Internal communication to School staff  
(Face to face or via email)  
↓  
Parents  
(phone, SMS or email depending on urgency)  
↓  
Students  
(Face to face)  
↓  
Wider community  
(Silver Leaves newsletter, STSS Facebook page, media)

All communication regarding critical or emergency incidents or crisis will come from the Head of School or Board of Governors Chairperson.

COMMUNICATION AND THE MEDIA

Only the Head of School or Board of Governors Chairperson has authority to speak to the media.

Communication with the media must remain clear, concise and factual.

Refer to Appendix E, F and G for considerations when communicating with the media.
Section 3: Recovery

RECOVERY FROM THE INCIDENT

Once the emergency is over and the site is declared safe, the normal running of the school should recommence as soon as possible. Depending on the circumstances and nature of the emergency situation, the recovery stage may vary from a few hours to a few months.

Consider the following actions where appropriate to the nature of the emergency situation:

<table>
<thead>
<tr>
<th>ACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure the Director General is notified as soon as practicable and, in any event within 48 hours of the incident, using the critical and emergency incident report form available at <a href="http://www.des.wa.gov.au">http://www.des.wa.gov.au</a></td>
</tr>
<tr>
<td>A Staff Briefing should occur as soon as possible following the incident.</td>
</tr>
<tr>
<td>Identify and offer more specialised personal support to vulnerable and/or most affected staff and students.</td>
</tr>
<tr>
<td>Provide recovery support and advice for students/staff/parents about the normal cycle of recovery and indicators that extra support may be required.</td>
</tr>
<tr>
<td>Follow up contact with family/families involved to express sympathy, arrange retrieval of personal items of student/staff member as appropriate and discuss school role in ongoing support.</td>
</tr>
<tr>
<td>Update information to staff, parents, and students, as appropriate. Rumour control.</td>
</tr>
<tr>
<td>Special considerations for suicide, including contagion effect.</td>
</tr>
<tr>
<td>Cultural considerations</td>
</tr>
<tr>
<td>Death notice</td>
</tr>
<tr>
<td>Memorial service</td>
</tr>
<tr>
<td>Funeral attendance, with attention to the wishes of the family</td>
</tr>
<tr>
<td>Continuing support for students and staff</td>
</tr>
<tr>
<td>Notifying staff who are not at school</td>
</tr>
<tr>
<td>Alert teachers to be sensitive to curriculum content</td>
</tr>
<tr>
<td>Maintaining documentation</td>
</tr>
<tr>
<td>Ongoing liaison with other affected or vulnerable schools</td>
</tr>
<tr>
<td>Consider ex-students</td>
</tr>
<tr>
<td>Process for meeting visitors (e.g. community people most affected)</td>
</tr>
<tr>
<td>Interagency liaison</td>
</tr>
</tbody>
</table>
ACTIONS

<table>
<thead>
<tr>
<th>ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Links with school psychology support personnel / services</td>
</tr>
<tr>
<td>Instruct receptionist as to what information is to be told to parents and others</td>
</tr>
<tr>
<td>Review responses and continuing needs</td>
</tr>
<tr>
<td>Acknowledge people who have supported the school</td>
</tr>
<tr>
<td>Review school records/mailing lists and amend as appropriate</td>
</tr>
<tr>
<td>Operational debrief (see Appendix H for more information)</td>
</tr>
<tr>
<td>Inquest/court date(s) (arrange support for staff involved)</td>
</tr>
<tr>
<td>Review and modify Critical and Emergency Incident Management Plan</td>
</tr>
<tr>
<td>Anniversary dates</td>
</tr>
</tbody>
</table>

PSYCHOLOGICAL FIRST AID

*Psychological first aid (PFA)* is an approach to support people in the immediate aftermath of a critical incident. It is designed to reduce initial distress, and to foster and promote both short and long-term coping through encouragement and support.

It refers to the actions that can be taken by people without formal psychological or counselling training to provide emotional support for people following an emergency or critical incident, manage their immediate needs, and support recovery.

During the recovery phase of an emergency or critical incident, The Head of School shall contact the AISWA School’s Psychology Service (ASPS) which provides support to non-government schools in Western Australia.

Contact details for ASPS are available through the AISWA website member portal, alternatively schools may wish to contact the Lead Psychologist Paul Russell on 9441 1674.

Two useful resource documents, sent out to schools in 2018 by the ASPS team, are provided under Appendix I – Information and advice for coping after a traumatic event.

The two documents are:

- After a disaster: providing pastoral support; and
- Information for people exposed to a distressing event
REFERENCES

Standards Australia AS 3745:2010 Emergency Control Organisation and Procedures for Buildings, Structures and Workplaces

AISWA Critical & Emergency Incidents and Crisis Management v7

Department of Education Emergency and Critical Incident Management Plan Template

Non-Government School Regulation Critical and Emergency Incident Report
Available: https://www.education.wa.edu.au/dl/z7exrr

Steiner Education Australia Media Manual
Available: https://www.stinereduction.edu.au/resource_category/curriculum-resources/
APPENDIX A: USEFUL CONTACTS

Emergency Services and Community Contact Numbers

<table>
<thead>
<tr>
<th>Agency</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>WA Police</td>
<td></td>
</tr>
<tr>
<td>Life-threatening or time critical emergency</td>
<td>000</td>
</tr>
<tr>
<td>Non-life-threatening incident requiring Police response</td>
<td>131 444</td>
</tr>
<tr>
<td>Mundaring Police Station</td>
<td>9290 1900</td>
</tr>
<tr>
<td>Ambulance</td>
<td>000</td>
</tr>
<tr>
<td>Fire and Emergency Services Authority</td>
<td>000</td>
</tr>
<tr>
<td>State Emergency Service</td>
<td>132 500</td>
</tr>
<tr>
<td>SJOG Midland Hospital</td>
<td>9462 4000</td>
</tr>
<tr>
<td>Poisons Information Centre</td>
<td>131 126</td>
</tr>
<tr>
<td>Gas (ATCO Gas Australia)</td>
<td>131 352</td>
</tr>
<tr>
<td>Electricity (Western Power)</td>
<td>131 351</td>
</tr>
<tr>
<td>Water Corporation</td>
<td>131 375</td>
</tr>
<tr>
<td>Health Direct</td>
<td>1800 022 222</td>
</tr>
<tr>
<td>Local Government – Shire of Mundaring</td>
<td>9290 6666</td>
</tr>
<tr>
<td>Pollution Watch</td>
<td>1300 784 780</td>
</tr>
<tr>
<td>Mundaring Christian College (Parkerville Campus)</td>
<td>9295 2688</td>
</tr>
</tbody>
</table>

Emergency contact details for staff members are kept with the Head of School, School Officer and the emergency bag in the office.

AISWA School’s Psychology Service (ASPS)

asps@ais.wa.edu.au
Lead Psychologist: Paul Russell
Phone: 9441 1674

AnglicareWA Employee Assistance Program

A professional and confidential counselling service for employers and employees
Phone: 1300 11 44 46
EAP@anglicarewa.org.au

Local Public Health Unit

Metro Communicable Disease Control (MCDC)
Phone: 9222 8588 or 1300 623 292
Email: contactMCDC@health.wa.gov.au
Site Environmental and Remediation Services (SERS)
(For Emergency Spills)
Phone: 1300 542 315
## APPENDIX B: SCHEDULE FOR RISK ASSESSMENT, PREVENTING/MITIGATING RISK OF EMERGENCIES AND CRITICAL INCIDENTS

<table>
<thead>
<tr>
<th>ACTION</th>
<th>BY WHEN</th>
<th>REFER TO DOCUMENT</th>
<th>RESPONSIBILITY OF</th>
<th>DATE COMPLETED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undertake risk assessment and develop risk management plan</td>
<td>Annually in February</td>
<td>Department of Education Risk Management within the Education Portfolio: Policy, Procedures &amp; Guidelines 2007</td>
<td>Head of School/Principal or site manager</td>
<td></td>
</tr>
<tr>
<td>Appoint occupational health and safety coordinator</td>
<td>As required</td>
<td></td>
<td>Head of School/Principal or site manager</td>
<td></td>
</tr>
</tbody>
</table>

## PREPARING FOR EMERGENCIES AND CRITICAL INCIDENTS

<table>
<thead>
<tr>
<th>ACTION</th>
<th>BY WHEN</th>
<th>REFER TO DOCUMENT</th>
<th>RESPONSIBILITY OF</th>
<th>DATE COMPLETED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure staff members understand those policies and procedures that impact on student and staff safety, health and wellbeing.</td>
<td>Term 1</td>
<td>Documents / policies listed in section 3.2 of DoE Emergency and Critical Incident Management Policy</td>
<td>Head of School/Principal or site manager</td>
<td></td>
</tr>
<tr>
<td>Or on arrival for new staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensure staff are aware of standard response to those natural disasters and emergencies that are identified in the school risk management plan</td>
<td>Term 1</td>
<td>School risk management plan</td>
<td>Head of School/Principal or site manager</td>
<td></td>
</tr>
<tr>
<td>Review plans with support agencies</td>
<td>Term 1</td>
<td></td>
<td>Head of School/Principal or site manager</td>
<td></td>
</tr>
<tr>
<td>ACTION</td>
<td>BY WHEN</td>
<td>REFER TO DOCUMENT</td>
<td>RESPONSIBILITY OF</td>
<td>DATE COMPLETED</td>
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<td>------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Provide a copy of the school Critical Incident and Emergency Management Plan to the Board</td>
<td>Term 1</td>
<td></td>
<td>Head of School</td>
<td></td>
</tr>
<tr>
<td>Update student health care authorisations and emergency health management plans</td>
<td>February</td>
<td></td>
<td>Receptionist or School Officer</td>
<td></td>
</tr>
<tr>
<td>Identify staff with First Aid certificates</td>
<td>February</td>
<td></td>
<td>School Officer</td>
<td></td>
</tr>
<tr>
<td>Ensure the Evacuation procedures and school site plan are publicly accessible and communicated to staff</td>
<td>February</td>
<td></td>
<td>Head of School or site manager</td>
<td></td>
</tr>
<tr>
<td>Set up school evacuation kit</td>
<td></td>
<td></td>
<td>Head of School or site manager</td>
<td></td>
</tr>
<tr>
<td>Evacuation and Lockdown drills</td>
<td>February</td>
<td></td>
<td>Head of School or site manager</td>
<td></td>
</tr>
<tr>
<td></td>
<td>August</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review and update staff and student contact details.</td>
<td>As changes occur</td>
<td></td>
<td>Receptionist/School Officer</td>
<td></td>
</tr>
<tr>
<td>Review emergency contact numbers</td>
<td>During review of procedure</td>
<td></td>
<td>School Officer</td>
<td></td>
</tr>
<tr>
<td>Induct new staff during the year</td>
<td>As required</td>
<td></td>
<td>Line Managers as appropriate</td>
<td></td>
</tr>
<tr>
<td>Ensure Bushfire Plan is tested and updated prior to October of each year</td>
<td>Prior to October</td>
<td></td>
<td>Head of School or site manager</td>
<td></td>
</tr>
</tbody>
</table>
Explanatory notes

What is the Critical and Emergency Incidents Standard?
The Critical and Emergency Incidents Standard has been determined by the Minister for Education and Training under s.159(1)(i) of the School Education Act 1999. It requires every school to have and implement a critical and emergency incidents policy and procedures which:

(a) define critical and emergency incidents consistently with the standards;
(b) require all critical and emergency incidents to be reported and documented;
(c) enable and require the Principal to notify the governing body of all critical and emergency incidents;
(d) enable and require critical and emergency incidents to be managed in such a way as to give highest priority to the best interests of the student or students affected.

The Standard also requires that the governing body to ensure the Director General is notified as soon as practicable and, in any event within 48 hours of the incident, using this form.

What Critical and Emergency Incidents must be reported?

Critical and emergency incidents are defined as:

- Death, or life-threatening injury, of a student or staff member at school, or following an incident that occurred at the school, or through a related school-based activity or circumstance;
- Circumstances that pose a critical risk to the health or safety of one or more students or staff;
- Receipt of an allegation of child abuse, including but not limited to sexual abuse, committed against a student by a staff member or student, or another person on the school premises or during school-related activities, whether the abuse is alleged to have occurred recently or in the past;
- Issuing a formal warning to a staff member or ceasing the employment of a staff member for a breach of the Staff Code of Conduct suspected to be grooming behaviour;
- Any incident requiring school closure, lockdown, or a reduction in the number of students or staff attending.

A circumstance posing a “critical risk” for the purposes of this definition is one which would, if action had not been taken or the risk otherwise averted, have resulted in death, life-threatening illness or life-threatening injury to one or more students and/or staff.

How to lodge this form

Independent schools

Independent school staff are to proceed according to school policy and the authorised critical incident reporter must use this form to notify the Director General. This form should be completed and emailed to NGSRegulationCriticalincidents@education.wa.edu.au as soon as practicable and, in any event, before 48 hours have passed.

Catholic system schools

The authorised critical incident reporter for Catholic system schools is the Executive Director, CEWA. In the first instance the school should forward this critical and emergency incident form to Employment and Community Relations, CEWA, by email to ecr@cewa.edu.au. Schools should be aware that incidents must be reported to the Director General within 48 hours. Assistance is available from CEWA Employment and Community Relations. CEWA will then ensure that the form is forwarded to NGSR.

Further information

Further information is available in the Guide to Registration Standards and Other Requirements for Non-Government Schools (2018), available on the Department of Education website.

Enquiries

T: (08) 9441 1904
E: NGSRegulationCriticalincidents@education.wa.edu.au
**Incident type**

Please indicate the type of critical and emergency incident by ticking one or more of the boxes below.

- Death, or life-threatening injury, of a student or staff member at school, or following an incident that occurred at the school, or through a related school-based activity or circumstance
- Circumstances that pose a critical risk to the health or safety of one or more students or staff
- Receipt of an allegation of child abuse, including but not limited to sexual abuse, committed against a student by a staff member or student, or another person on the school premises or during school-related activities, whether the abuse is alleged to have occurred recently or in the past
- Issuing a formal warning to a staff member or ceasing the employment of a staff member for a breach of the Staff Code of Conduct suspected to be grooming behaviour
- Any incident requiring school closure, lockdown, or a reduction in the number of students or staff attending

If you cannot tick one of these boxes, the incident may not need to be reported to NGSR as a critical incident.

**School details**

<table>
<thead>
<tr>
<th>School</th>
<th>Campus</th>
<th>Name of Governing Body Chair</th>
<th>Name of Principal</th>
<th>Contact Number of Chair</th>
<th>Contact Number of Principal</th>
</tr>
</thead>
</table>

**Incident**

- Date of Incident (or of receipt of allegation)
- Location of Incident
- Date Principal First Notified
- Date Chair of Governing Body Notified

**Persons involved**

- Whole school
- Student(s) – Year Levels:
- Teaching Staff
- Support Staff
- Volunteer
- Former Student
- Student from Another School
- Other – please specify:
**Description of the incident**

Detail what happened, who was affected and any contributing factors (where relevant to the type of incident, and known at the time of the incident). Personal information is not required on this form. For example, depending on the incident, a student’s year level, rather than name, will be sufficient. In the case of a mandatory report, the identities of those involved, including the mandatory reporter, must not be disclosed on this form.

**Agencies notified of incident**

<table>
<thead>
<tr>
<th>Agency</th>
<th>Date</th>
<th>Report No</th>
</tr>
</thead>
<tbody>
<tr>
<td>WA Police notified</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department of Communities (Child Protection and</td>
<td>Date</td>
<td>Report No</td>
</tr>
<tr>
<td>Family Support division) – Mandatory report</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department of Communities (Child Protection and</td>
<td>Date</td>
<td></td>
</tr>
<tr>
<td>Family Support division) – Child protection concern</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Registration Board of WA (TRBWA) notified</td>
<td>Date</td>
<td></td>
</tr>
<tr>
<td>Department of Fire and Emergency Services notified</td>
<td>Date</td>
<td></td>
</tr>
<tr>
<td>Worksafe notified</td>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>

**Actions taken to resolve the incident**

<table>
<thead>
<tr>
<th>Action</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent(s)/Caregiver(s) notified</td>
<td></td>
</tr>
<tr>
<td>Consultation with relevant government authorities about Parent/Caregiver notification – if applicable, including when required by Standard 12.3(c)</td>
<td>Date</td>
</tr>
<tr>
<td>Suspension/exclusion of student(s)</td>
<td>Number and Duration</td>
</tr>
<tr>
<td>Expulsion of student(s)</td>
<td>Number</td>
</tr>
<tr>
<td>School closure</td>
<td>Date/s</td>
</tr>
<tr>
<td>School lockdown</td>
<td>Date</td>
</tr>
<tr>
<td>Reduction in students or staff attending</td>
<td>Date/s</td>
</tr>
<tr>
<td>Health and safety services advice sought</td>
<td>Date</td>
</tr>
<tr>
<td>Ambulance/Hospital or medical attention</td>
<td>Date</td>
</tr>
<tr>
<td>Staff Code of Conduct breach warning issued</td>
<td>Date</td>
</tr>
<tr>
<td>Staff disciplinary action taken (please specify)</td>
<td>Details</td>
</tr>
<tr>
<td>School policies followed (including School Critical and Emergency Incidents Policy)</td>
<td>Details</td>
</tr>
<tr>
<td>Other</td>
<td>Details</td>
</tr>
</tbody>
</table>
Description of action taken to resolve the incident

Personal information is not required on this form. In the case of a mandatory report, the identity of those involved, including the mandatory reporter, **must not be disclosed**

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</table>

How are any ongoing risks to students and/or staff being managed?

Personal information is not required on this form.

<p>| |</p>
<table>
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</table>

Who is responsible for the management of these risks?

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Lodged by authorised critical incident reporter

<table>
<thead>
<tr>
<th>Name</th>
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<table>
<thead>
<tr>
<th>Position</th>
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</table>

As resolution of a critical and emergency incident may not be achieved until some time after the occurrence of the incident, and schools are required to report the incident within 48 hours to the Director General, further information may be requested about the resolution of the incident. When critical and emergency incidents occur, a key focus of the Director General will be to assess whether the school and governing body continue to meet the registration standards and other requirements for registration.

Notification of the Director General on this form must be sufficiently detailed to enable the Director General to scrutinise the school’s responses in line with the Critical and Emergency Incidents Standard and the other standards and requirements. It will generally be insufficient notification to advise the Director General that the incident was ‘resolved in line with school policy’ or similar. The actual outcome in practice must be outlined, making reference to relevant school policies, and how the incident was managed in the best interests of the student or student(s) affected.

Thank you for completing the Critical and Emergency Incident Report.

Enquiries

T: (08) 9441 1904
E: NGSRegulation.Criticalincidents@education.wa.edu.au

Critical and Emergency Incident Report (2018/11838)
© Department of Education WA 2018
APPENDIX D: EMERGENCY AND CRITICAL INCIDENT DIARY

<table>
<thead>
<tr>
<th>Incident:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Page No:</td>
<td></td>
</tr>
<tr>
<td>Compiled By:</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Particulars</th>
<th>Action</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Required</td>
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<tr>
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APPENDIX E: CRISIS COMMUNICATION AND NEGATIVE MEDIA ATTENTION

From the Steiner Education Australia Media Manual

CRISIS COMMUNICATIONS AND NEGATIVE MEDIA ATTENTION

When it occurs:

Negative media attention occurs primarily when there are incidents of misconduct, mismanagement, an accident or more general misconceptions or misunderstandings about Steiner Education overall or your school in particular.

When a crisis strikes, adrenalin surges and often behaviour and speech become irrational. Hopefully you will have a crisis communications plan already in place. Take 30 seconds to review this plan and list.

Remember:

- Short-term damage may occur; reputational risk, negative perceptions, damage to the community; however, if handled well, a crisis can be an opportunity to enhance reputation and build trust
- Communication is essential; communicate immediately if only to acknowledge that something has happened, and you are looking into the episode
- It is recommended that whenever the school or organisation gets a call from a reporter asking for information and/or comment, only the identified school media spokesperson should handle the call
- The school spokesperson should be familiar with general misconceptions or criticisms of Steiner education and know how to handle the difficult questions; deliberately provocative or blatantly false statements by and large should be ignored and good sensible responses delivered

As recommended in the previous section, always ask the journalist:

- What the story is about
- What the format will be
- Who else has the reporter talked to
- How will your comments be used
- Why you are being interviewed at this point (unless that is clearly obvious)

Remember you do not have to respond immediately – you can always ask if you can call back in 15 minutes – in that time, you can collect your thoughts and prepare some brief, positive statements.

Helpful tips

- Be positive, truthful and not defensive
- Create opportunities to make your key points
- Bridge to your key points and repeat them often
- Be simple and direct
- Speak in terms the general public will understand
- Answer all questions; if you can’t answer for legal or privacy reasons, explain why
- Never say “No comment”; your refusal to comment may lead to suspicion in the eyes of the public and aggression on the part of the journalists
- Offer another view; give the reporter another angle or way of approaching the story; perhaps there is a human-interest side, or there is positive information related to the criticism
- Assume the microphone is on at all times; say only what you would want to see in print or hear over the airwaves
• **Remain calm**, confident and pleasant
• **Make your points**, but don’t offer personal opinions or speculate
• **Refrain** from speaking negatively about critics
• **Don’t restate a negative**; reframe the question
• **Don’t repeat the criticism** or accusation; this puts the focus back on the criticism
• **State the positive** about how the situation is being addressed, how children are being helped and whether parents are satisfied
• **For TV**, remember to speak to the reporter and not the camera
• **When you have answered** the question, stop talking
• **Facts are not enough**; facts are important but perceptions can obscure them; a good crisis response should be aligned to your audience’s most pressing concerns
• **Get it all out**; don’t prevaricate – information usually gets out anyway and if you have tried to bury anything, it will have an ever more negative consequence

**Steps to take in a crisis**

• **Ensure the School Executive** is notified of the facts
• **Ensure the Chair of the School Board** or Council is notified of the facts
• **Confirm and inform the media spokesperson**
• **Notify the school’s lawyer** if needed
• **Draw up a communications plan** – who, when, how
• **Notify the entire Board, faculty and staff** as to the issue, the communications plan, and the designated spokesperson; it is essential that everyone be on the same page; inform them all that they should direct all questions that may come their way to the designated spokesperson
• **Notify Steiner Education Australia**; as the national body, it is important that they be aware of the situation as early as possible; they will be able to provide support on a number of levels; it is also possible that the media will contact them so they need to be fully briefed
• **Prepare a statement** for the parent community, instruct parents to avoid speaking to the press, posting comments online and also to direct any questions to the media spokesperson
• **Notify State AIS’s** for assistance if required

**Samples of positive statements to emphasise if there is an opportunity**

• Steiner education is committed to supporting the optimal health and well-being of each student
• Steiner education has a 100-year track record of success and there is a substantial body of literature supporting effectiveness of practice and pedagogy
• Steiner education is established in over 60 countries across 5 continents and has worldwide recognition as the largest international independent educational movement: 1100 schools and 2000 kindergartens
• Protection of childhood ensuring a healthy adulthood is fundamental to our approach
• Provision of specific teacher training ensures teachers have deep understanding of child development upon which our curriculum is based
• Diversity is valued: whilst Steiner schools are independent, they strive to keep fees as low as possible and in some countries are free; this educational approach is now working across many cultures and traditions
• Emphasis on development of positive relationships: with oneself, with others, with nature and with the culture and society of the time
• The approach to digital technology is to delay its introduction to students, not to oppose it; digital technology is a wonderful tool but particularly in the early years of a child’s
development, our position is that students need to engage in active, experiential learning; we want students to avoid becoming overly dependent on, or even addicted to, technology from a young age; we hope our students will be masters of digital technology, not servants to it

- Anthroposophy is the underlining philosophy of the education; Rudolf Steiner established the foundations in the early 20th century; he was a visionary who founded many positive initiatives across diverse areas including agriculture, health, architecture, the environment and social and cultural change; his core concern was ‘healing’
- ‘Receive the child in reverence, educate the child in love and send the child forth in freedom’ (Rudolf Steiner)

The above statements are in no particular order.

Things to avoid when talking to the press

- **Detailed explanations or dissections of the curriculum**; it is better to use concrete examples lifted from the curriculum to illustrate a key message
- **Answering accusations** such as ‘cult’, ‘religion’, ‘elite’ in depth; have a simple statement prepared; example: are Steiner schools religious? Sample answer: “Steiner schools do not adhere to the beliefs of any particular religious viewpoint. The respective traditions and festivals of the culture in which the schools are based are observed and respected. Our approach is to awaken a child’s sense for the spiritual realities within themselves and in the natural world.”
- **Detailed discussion about Anthroposophy**; remember the audience you are communicating with
- **Getting overly emotional**, intense, defensive or reactive
- **Explaining our divergences in a negative way**; e.g. ‘we don’t teach academic subjects in kindergarten’; talk about what we do and why; be positive

Fingertip facts to keep up to date with

- Number of schools world-wide
- Number of kindergartens world-wide
- Number of schools in Australia
- Number of kindergartens in Australia
- How many students overall; world-wide, in Australia
- Growth rate in Australia
- Percentage of students who finish Year 12
- Percentage of students who attend university/TAFE/ other tertiary institutions
- Range of careers
- What graduates value about the diverse skills cultivated through their education
APPENDIX F: TEMPLATE FOR INITIAL MEDIA RELEASE

(Taken from AISWA Policy and Procedure Guidelines)

For immediate release

Contact: NAME

Phone Number:

Date of release:

Headline: NAME OF SCHOOL, Incident

Describe Situation: At approximately TIME, DATE, TYPE OF INCIDENT occurred at SCHOOL NAME, LOCATION

Describe action being taken:

Our school response teams as well as emergency responders (LIST AGENCY NAMES) are on scene.

Our major concern is for the safety of our students and staff.

List information for parents/staff:

Parents can meet their students at LOCATION ADDRESS.

Insert quote from Head of School/Board Chairperson:

For more information:

Hotline number:

Web Address:
APPENDIX G: COMMUNICATION AND THE MEDIA

(Taken from AISWA’s Critical & Emergency Incidents and Crisis Management Guideline)

The following should be considered:

- The person responsible for talking or responding to the media should be trained
- Never say “no comment” as most people will assume that means you are hiding something
- Don’t use jargon or technical terms. Clear communication reduces misinformation and it doesn’t appear you are trying to confuse
- The media person should be confident, able to speak clearly and fluently, have good eye contact and not appear nervous
- Some responses can be discussed and pre-drafted by the CMT
- Communication should be quick, accurate and consistent
- Have the intranet and school website prepared to accept crisis information and be easily updated
- Always speak with one voice. Make sure everyone is getting and passing on the same information
- Express concern, empathy and sympathy with or for those involved. Avoid placing blame
- Make sure staff are kept up to date. Meet with them as soon as possible after crisis
- Deliver all information promised
- Talk to media off site if possible
- Issue an accurate, factual, basic initial statement as quickly as possible
- Designate a media area where all briefings will be held. Secure those areas you do not want media to enter
- Check legislation with authorities before releasing information
- Develop 2 or 3 key messages that are honest and consistent. Try to be positive and proactive
- Never guess or predict the future. Only release information that you have verified. Never go ‘off the record’
- Hold regular media briefings. Keep to time. Make brief statements and then answer a few questions. Don’t answer off topic questions
- Respect people’s privacy. Be careful of allowing the release of photos.
- Be aware of how the media will operate. Below is an example of how situations can evolve:
  - First hours of the crisis: The media will make a mad scramble for information. Reporters will interview anyone willing to talk, often without verifying accuracy of information. The more information released, the less the media will have to rely on rumour and hearsay.
What and who: The media will want to know exactly what happened and who was involved — victims and perpetrators.

Why and how: The media will ask why the crisis occurred and how it evolved. There will be a step-by-step dissection of the crisis.

Analysis of emergency response: The media will analyse how the crisis response functioned. Did first responders react appropriately? Did the school’s crisis plan work?

How could it happen? As the situation stabilises, the media will begin to look for causes of the tragedy and whether it could have been avoided. For example, they’ll ask if proper security measures were in place.

Second-day stories: The media will begin to look for a different spin or angles, emerging issues and people to interview. The media will also want to cover special events after an incident such as funerals.
APPENDIX H: OPERATIONAL DEBRIEFING EXAMPLE

Purpose
A review of the management of an emergency or critical incident in order to affirm and reinforce what worked well, and refine and improve future processes and practice. NB: this would be a review of the school’s responses and processes, from an operational perspective only.

Process

Who? Key staff or an entire staff can be involved.

When? Principal or site manager will convene the operational debrief when the emergency or critical incident is declared over.

Where? Venue as agreed.

How? A school based facilitator or may use an independent facilitator.

Verbal format.

Brief introduction and clarification of purpose.

Clarify the scope of discussions.

Establish ground rules (e.g. this is not a psychological debrief, a focus on roles and not people, respect for one another, avoid attributing motives for behaviour, and what minutes of the operational debrief will be taken).

Confidentiality requirements.

Sequential review of actions taken.

What can be altered on the school’s Critical and Emergency Incident Management Plan?

Recorder takes notes.

Outcome

Documentation kept.

Modifications made to school Critical and Emergency Incident Management Plan.
APPENDIX I – INFORMATION AND ADVICE FOR COPING AFTER A TRAUMATIC EVENT.

After a disaster: providing pastoral support

Following a traumatic event such as a natural disaster, most people will cope well with what is a very difficult situation, and it is certainly not the case that everyone who experiences a disaster event will be traumatised. In fact, most will not experience any long term negative psychological effects. While many people will experience a range of emotions (including grief, sadness, distress) these are normal emotions and would not be confused with or labelled as ‘disorders’, ‘conditions’ or ‘even ‘symptoms’.

Pastoral support after a wide spread trauma event (such as a bush fire or natural disaster) should occur alongside (or even after) the immediate practical support has been provided. The immediate aims in pastoral support after a disaster should be to ensure that people are safe, promote calm, encourage connectedness between people, and promote both hope and the reality that people can cope, can help themselves and do have the resources they need.

This pastoral support is NOT counselling, ‘stress debriefing’, or diagnosing. It IS a humane, pastoral and supportive response, for people who have experienced a difficult situation, who are suffering, and who may need support.

Some DOs …

• DO listen, keep calm, be responsive to what people want and need;
• DO acknowledge the skills people already have, what they have already done;
• DO promote recovery, self-efficacy, and hope.

Some DON’Ts …

• DON’T make assumptions about what people are feeling or what they need;
• DON’T assume everyone needs counselling or they everyone will be traumatised;
• DON’T pathologise (turn normal emotions and reactions into a mental condition);
• DON’T debrief, ask for details, speculate or offer inaccurate information, or, make promises you can’t keep.

The aim of any pastoral support is to reduce distress, assist with any current needs, and promote adaptive functioning (including promoting self-efficacy and connectedness with other people and support services).

It is NOT the aim to ‘get people to talk about it’ or to elicit details of traumatic experiences and loses.
For those who work with children and young people:

Help children and young people to verbalise their feelings, concerns and questions using simple and appropriate labels (such as sad, mad, scared) – but avoid extreme words (like terrified, horrified). It is often better to help them to talk about the physical sensations they are feeling (like ‘tight all over’ or ‘butterflies in the stomach’);

Listen and respond appropriately. With adolescents talk ‘adult-to-adult’ to respect their feelings. With children crouch or sit so you are at their eye level, and use developmentally appropriate language. Note that some young people may show developmental regression in their behaviour and language.

Information of helping people with coping:

Some good strategies to help people cope with feelings of stress include:

- Talking to another person for support;
- Prayer and meditation;
- Getting adequate rest, sleep, nutrition and exercise. Don’t skip meals or eat poorly;
- As much as possible, returning to a normal routine (including school or work routines);
- Reminding yourself that it is natural to be upset for some time, and, use calming self-talk;
- Participating in some pleasant activities (being with friends, sport or time-out activities);
- Using relaxation techniques (such as breathing), using strategies that have worked well in the past, journaling, or seeking counselling;
- Focussing on the practical things you can do;
- Take care not to withdraw (from activities, from friends and family, or through excessive computer games or alcohol/substance use);
- Seek help if you feel you’re not coping or if you are getting violently angry.

Tips for relaxation:

While there is no quick-fix and tension and anxiety are common after a disaster, there are many ways to help calm yourself down. These include listening to relaxing music, yoga, meditation, prayer or exercise, or breathing exercises.

Using simple breathing exercises can be really calming and helpful.

For more information, the Australian Psychological Society, the Australian Red Cross and the (US) National Child Traumatic Stress Network all have some excellent on-line resources.

(Paul Russell MAPS Educational & Developmental Psychologist)
INFORMATION FOR PEOPLE EXPOSED TO A DISTRESSING INCIDENT

There is a range of reactions that people might experience when they learn of or are exposed to distressing news or situations.

Common reactions many people experience include:

- Frequent thoughts or images of the incidents, thoughts or images of other incidents, attempts to shut out memories, dreams;
- Difficulty sleeping, restless sleep, feeling easily startled, difficulty relaxing, headaches, nausea, breathing difficulties;
- Shock, disbelief, fear, sadness, shame, anger; and
- Withdrawal from others, not wanting to talk about the event, irritability, loss of interest, increased use of alcohol, tobacco or other substances, change in appetite.

These are all quite common and normal reactions.

People’s responses are also affected by their own life and past experiences, including being exposed to similar incidents or having close friends or family who they have supported during difficult times.

Some useful ways to manage your own feelings of distress include:

- Make sure that you are with people;
- Talk about the incident at a level you feel comfortable with;
- Remind yourself that the event is over, and that everyone is now safe;
- Get some physical exercise to help 'burn off' tension and anxiety;
- Avoid alcohol, sedatives, sleeping pills (they will only dull the experience and not allow you to deal properly with your feelings) and restrict stimulants (such as tea, coffee, chocolate, cola or cigarettes), as you do not want to make your body more agitated than it is already;
- Try to eat something, even if you do not feel like eating;
- If you cannot sleep, do not lie in bed tossing and turning - get up and do something relaxing until you feel tired and use arousal reduction techniques.

Overall, remind yourself that your reactions are a normal result of trauma and will pass in time and try to get back into your normal routine as soon as possible. If you feel uncomfortable, afraid, or anxious, take some long, slow breaths and remind yourself that you are safe and in control. Make sure that you are doing things that are relaxing and enjoyable and continue to talk to your family, friends and colleagues about the event, as this will help.

Dealing with the first few days:

The best advice is to ensure that you stick to what is actually known and avoid gossip or misinformation.

Take care of yourself and your own feelings, using the strategies to manage your own feelings. Seek support, but also try to maintain good work and life routines.
**Looking after Children**

In general, after a serious incident children of most ages will most frequently show behaviours and emotional responses such as sadness, anger, or crying.

They may display a changed desire to attend school, complain of headaches or an upset stomach, sleep disturbances or persistent fears and night terrors.

The most important thing to be aware of would be changes in behaviour such as loss of interest in previously enjoyed activities, or a regression to earlier child stages and behaviours.

**Managing stress**

In stressful situations, people can feel more in control through two strategies:

- Slowing down breathing to help calm the physical arousal symptoms
- Replacing frightening thoughts with more helpful ones (‘self-talk’).

**Learning to breathe and think more calmly**

To slow your breathing down, take smaller breaths and pause between breaths to space them out. When you have breathed out slowly, hold your breath for a count of three before inhaling your next breath. Sometimes people find it helps to breathe in through the nose and out through the mouth.

While concentrating on breathing out slowly, say to yourself ‘Relax’, or ‘Stay calm’, or ‘It’s OK, I’m managing OK’. These are good words to use because they are associated with feeling relaxed and in control. Try not to dwell on the bad things that might happen, but instead tell yourself that the calmer you are, the better you’ll be at managing exactly what needs to be done.

Remember you need to be able to draw on your own strengths and survival resources and your coping ability. It’s important not to let unhelpful feelings and thoughts get in the way of careful and well planned actions.

Remind yourself that this is an emergency situation and that it's natural you are feeling anxious and stressed. You cannot directly control what's happening but you can manage your responses in this emergency and influence the impact on you and your family.

**Helping others to cope with their feelings**

- Teach others the simple breathing exercises.
- Be sensitive and supportive to them, rather than judging. They may be feeling scared, anxious or embarrassed if they are not coping as well as you.
- Encourage them to talk about how they are feeling with you.
- Assist them to find more helpful thoughts to say to themselves and others.
- Get people involved in occupying their time rather than worrying.
- Encourage them to take responsibility for a task that needs attending to.
After the event ...

After the disaster or threat has passed it is helpful to check whether identifying and managing your feelings and thoughts helped you feel being better psychologically prepared and able to cope.

Were you able to anticipate how you might react and identify emotional responses? Can you practice breathing more slowly and calmly, and are you now able to make decisions more easily and attend to the necessary practical tasks?

Most people deal with traumatic events well, even if it is difficult, however you should seek professional assistance if the symptoms resulting from the trauma are too distressing or last for more than a couple of weeks. Warning signs may include being unable to handle the intense feelings or physical sensations, feeling numb and empty, continuing to experience strong distressing emotions, have physical symptoms of being tense, agitated, and on edge or continuing to have disturbed sleep and/ or nightmares. It is important to seek help if you have no-one to support you, if you are having relationship problems with friends, family and colleagues, or if you have increased your use of alcohol or drugs to try and cope.

Paul Russell MAPS Educational & Developmental Psychologist
APPENDIX J – SAMPLE LETTER TO PARENTS

This letter has been taken from the Department of Education’s *Emergency and Critical Incident Management Plan Template*

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Your School Letterhead

Dear Parents

**The facts**  Provide accurate information, in line with family and police wishes, and known facts including:
- the event;
- the child/children/staff – death/injuries.

**What has been done**  I have spoken with/visited the parents/families of …., and on behalf of our staff and the school community I have expressed our deepest care and sympathy. Classroom teachers have told their students and have provided an opportunity for talking and sharing.

**How students may react**  It would be best for the children’s school routine to continue as normally as possible and they should attend school as usual. Children’s reactions will vary and may include crying, not wanting to talk or wanting to talk, wanting to be alone, anger, lack of concentration and sleeping or eating problems.

**Support available**  Should you or your children feel the need for professional help or counselling please contact me.

Yours sincerely

PRINCIPAL