



Department of
Education and Training

Emergency and Critical Incident Management Plan

for

Mount Hawthorn Education Support Centre



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Section 1

Introduction

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1.1 Using the Emergency and Critical Incident Management Plan Template

This document supports the Department of Education and Training (DET) *Emergency and Critical Incident Management* (EM) Policy. It provides DET sites with a template to develop an *Emergency and Critical Incident Management Plan* that meets the requirement for:

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

An emergency is defined as an event, actual or imminent, which:

- occurs on or off-site;
- endangers or threatens to endanger life, property or the environment; and
- requires a significant and coordinated response.

Examples of emergencies are fire, bomb threat, hazardous materials spillage, prolonged loss of a utility (e.g. water or power), cyclone and floods.

A critical incident is defined as an incident in which there is a high likelihood of traumatic effects. A critical incident evokes unusual or unexpectedly strong emotional reactions, which have the potential to interfere with the ability of the individual, group or system to function either at the time or later.

Examples of critical incidents are an on-site accident causing death or serious injury, student or staff suicide, major vandalism, sexual assault at school, students lost or injured on an excursion or intruders on a school site who cause harm to people or damage to property.

The document is divided into sections for ease of use. The earlier sections relate to **Response and Recovery from an Emergency or Critical Incident**.

In emergencies, schools need to have at hand practical information about actions that guide response and aid recovery in order to:

- ensure a supportive, caring response that considers the mental health needs of all members of the school community;
- return to normality as soon as possible;
- enable continuation of school routine and an optimal learning environment; and
- minimise the adverse effects of such an event on the school community.

A later section relates to **Prevention and Preparedness for an Emergency or Critical Incident**.

Schools need to take action to prepare for and prevent emergencies and critical incidents. This would include:

- identifying on-site and off-site situations that have the potential to become emergencies or critical incidents that would affect site operations;
- determining, with other agencies (e.g. Hazard Management Agencies), potential risks associated with particular situations;
- using risk management practices to assess the potential risks and develop mitigation strategies;
- developing an *Emergency and Critical Incident Management Plan* that considers the management of foreseeable risks;
- communicating the plan to all staff;
- training key staff; and
- testing and modifying the plan annually.

1.2 Effective Emergency and Critical Incident Management Planning

Required processes are:

- **Developing the Plan** with the relevant stakeholders. Leader and other staff considered vital need to be involved in establishing the Plan.
- **Informing those staff who will need to action the Plan.** Communicating the Plan to school personnel and ensuring a level of familiarity with what the Plan is for, what it involves and where it is stored.
- **Testing and reviewing the Plan.** Testing the Plan at least annually and undertaking a review following emergencies or critical incidents is important in maintaining a current and effective Plan.

1.3 Purpose of the Emergency and Critical Incident Management Plan

Department of Education and Training principals or site managers are 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.

1.3.1 Principles

Planning and all actions taken to prevent, prepare for, respond to or recover from emergencies and critical incidents are consistent with the following principles:

- **Leadership.** Principals or site managers retain responsibility for emergency and critical incident management.
- **Safety.** The safety and wellbeing of all individuals is paramount.
- **Graduated response.** The response is increased or decreased at the school, district or system level according to the level of resourcing and support required.
- **Support.** Support may be within and/or external to the school and is coordinated, integrated, timely, equitable, culturally appropriate, enhances resilience and empowers school leadership.
- **Communication.** Communication is based on verified information, timely and appropriate to the audience.
- **Ongoing assessment of needs.** The ongoing assessment of the needs of, and impact on, individuals, groups (including supporters), and the entire school community will guide interventions in the short, medium and long term.
- **Other agencies.** The roles and responsibilities of other agencies are understood and respected.
- **Confidentiality.** All interventions respect the confidentiality rights of members of the school community.

1.4 Overview of School Context and Risks

Principals or site managers need to document the demographic, geographic and specific risk variables associated with the school. This should be informed by the Risk Assessment performed in the school. This can include:

Demographic factors:

- size of the student population;
- staff numbers;
- cultural factors; and
- student disability/health factors.

Geographic factors:

- roads into and away from the school;
- access to public transport;
- distance from the school to parent homes; and
- distance from the school to other community facilities.

Specific risk factors

- natural emergency risks (e.g. forest, cyclone, flood);
- other identified risks for the school.

Details of specific identified local risks can also be obtained from the Local Emergency Management Committee, chaired by the Local Government.

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2.1 Emergency and Critical Incident Response - AEIOU

The Incident Controller will determine the level of response and specific actions taken by considering;

- the potential and likely impact of the emergency or critical incident on the school community (including students, parents, other schools and community members);
- the timing of the incident (time of day, whether it occurs during a weekend or in the school holidays and upcoming events (e.g. exams or the school ball));
- the extent to which the incident is site-specific or community-oriented;
- the location of the emergency or critical incident;
- weather conditions;
- the cumulative effect of other emergencies or critical incidents which have affected the site in the recent past;
- the age and capabilities of the student population;
- the social, cultural, lingual, economical, geographical and other community factors; and
- the management role that other agencies play under legislature or policy.

The actions listed below are consistent with the Department's approach of:

A	Assess situation, call emergency services, assist those in danger
E	Evacuate students, staff and visitors, if appropriate
I	Inform the district office or central office

- O** Organise resources, advise parents
- U** Undertake recovery operations and return site to normal

The Department produced an *Emergency and Critical Incident Management Response* wallet card based on the **AEIOU** for all staff.

2.2 Assess the Situation, Call Emergency Services and Assist Those in Danger

A ASSESS THE SITUATION, CALL EMERGENCY SERVICES AND ASSIST THOSE IN DANGER	
ACTIONS	COORDINATED BY
<input type="checkbox"/> Verify information.	Principal/Registrar/Teacher in Charge
<input type="checkbox"/> Take appropriate safety precautions (e.g. turn off gas, water and/or electricity).	As above
<input type="checkbox"/> Administer First Aid where appropriate.	As above or education assistants
<input type="checkbox"/> Contact emergency services as appropriate: Ambulance, WA Police, Fire Brigade, gas provider, water provider, electricity provider. Phone numbers for each of these are on the <i>Emergency Management Response</i> wallet card.	As above
<input type="checkbox"/> Ensure the incident site remains secure and undisturbed where WA Police or FESA are likely to be involved.	Principal/Registrar/Teacher in Charge
<input type="checkbox"/> Remove people from the scene to an appropriate assembly area or classroom.	Teachers/EAs
<input type="checkbox"/> Account for everyone in the vicinity.	Principal/Registrar/Teacher in Charge
<input type="checkbox"/> Activate an incident management team to plan further actions and enact the response plan. Allocate specific responsibilities.	
<input type="checkbox"/> Record details of event, including the source/s of information. Make notes as information is received. (See the <i>Emergency and Critical Incident Diary</i> in the Appendix).	As above
<input type="checkbox"/> Gain family/WA Police authority to release information.	Principal


2.3 Evacuate or Lockdown

<div style="background-color: #444; color: white; padding: 5px;"> <div style="font-size: 2em; float: left; margin-right: 10px;">E</div> EVACUATE (ON-SITE OR OFF-SITE) OR LOCKDOWN </div>	
ACTIONS	COORDINATED BY
<input type="checkbox"/> Consider the need to evacuate either on-site or off the school site.	Principal/Registrar/Teacher in Charge
<input type="checkbox"/> Liaise with school staff, other agencies and the district education office in considering lockdown.	Principal/Registrar/Teacher in Charge
<input type="checkbox"/> Communicate the evacuation or lockdown using predetermined activation signals.	Principal/Registrar/Teacher in Charge
<input type="checkbox"/> Take the evacuation kit to the designated assembly area/administration area.	Principal/Registrar/Teacher in Charge
<input type="checkbox"/> See checklist of specific lockdown actions. (See 0 6.7 Lockdown Procedures).	Principal/Registrar/Teacher in Charge

2.4 Inform Regional and Central Office

<div style="background-color: #444; color: white; padding: 5px;"> <div style="font-size: 2em; float: left; margin-right: 10px;">I</div> INFORM REGIONAL AND CENTRAL OFFICE </div>	
ACTIONS	COORDINATED BY
<input type="checkbox"/> Contact Regional Executive Director (RED) or delegate.	Principal/Registrar/Teacher in Charge
<input type="checkbox"/> Report via <i>Online Incident Notification System</i> : https://secureapps.det.wa.edu.au/oins/index.do	Principal
<input type="checkbox"/> Seek assistance from your RED, and the DET media unit (9264 5821) for all communications about the incident.	Principal/Registrar/Teacher in Charge
<input type="checkbox"/> Consult with district Student Services personnel.	Principal/Registrar/Teacher in Charge
<input type="checkbox"/> Instruct staff to direct media enquiries to the Department's media unit (9264 5821).	Principal/Registrar/Teacher in Charge
<input type="checkbox"/> Contact school Occupational Safety and Health Representative.	Principal/Registrar/Teacher in Charge

2.5 Organise to Support Those Affected

 ORGANISE TO SUPPORT THOSE AFFECTED (as determined by the assessment of the situation)	
ACTIONS	COORDINATED BY
<input type="checkbox"/> Offer immediate comfort and support to those most affected.	Teachers
<input type="checkbox"/> Make direct contact with affected staff or families. (In the case of a death, WA Police contact the family.)	Principal/Registrar/ Teacher in Charge
<input type="checkbox"/> Prepare a statement for informing students and determine method of delivery.	Principal/Registrar/ Teacher in Charge
<input type="checkbox"/> Brief all staff of known facts (see Appendix). Ensure everyone knows how to respond to media (i.e. direct all enquiries to the on-site incident manager) and understands support strategy for students and staff.	Principal/Registrar/ Teacher in Charge
<input type="checkbox"/> Inform students using a prepared statement and offer comfort and support. Consider siblings and close friends.	Principal/Registrar/ Teacher in Charge
<input type="checkbox"/> Set up a recovery room.	Principal/Registrar/ Teacher in Charge
<input type="checkbox"/> Send the inconsolable to recovery area and/or Student Services staff (school psychologist, nurse, chaplain, year coordinators). Make arrangements for students/siblings/parents to be re-united.	Principal/Registrar/ Teacher in Charge
<input type="checkbox"/> Prepare a written statement related to incoming enquiries and for students to take home to their parents. Liaise with Director Schools, Department's media unit (9264 5821) and other agencies before releasing information.	Principal/Registrar/ Teacher in Charge
<input type="checkbox"/> Consider staff and students absent or off-site today, relief staff, ex-students and ex-staff that need to be informed.	Principal/Registrar/ Teacher in Charge
<input type="checkbox"/> Identify and notify others who need early advice (e.g. P&C, key community agencies, other schools affected, other districts).	Principal/Registrar/ Teacher in Charge
<input type="checkbox"/> Consider the Employee Assistance Program for staff in need.	Principal/Registrar/ Teacher in Charge

2.6 Undertake Recovery Operations at the End of the Day

U UNDERTAKE RECOVERY OPERATIONS AT THE END OF THE DAY	
ACTIONS	COORDINATED BY
<input type="checkbox"/> Debrief all staff as necessary. Review with the Emergency Management team and plan for the next day.	Principal/Registrar/ Teacher in Charge
<input type="checkbox"/> Organise necessary relief/additional staff to meet teaching, support, administration and front office needs.	Principal/Registrar/ Teacher in Charge
<input type="checkbox"/> Ensure support for the leaders of the school response and those who have been supporting others. This may involve support from the Employee Assistance Program for those in need.	Principal/Registrar/ Teacher in Charge
<input type="checkbox"/> Liaise with local agencies for possible after hours/weekend support.	Principal/Registrar/ Teacher in Charge

Section 3

Emergency and Critical Incident Response: The Following Days and Longer-Term Recovery

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3.1 The Following Days and Longer Term Recovery

FURTHER CONSIDERATIONS IN THE FOLLOWING DAYS TO SUPPORT RECOVERY		
ACTIONS		COORDINATED BY
<input type="checkbox"/> Identify and offer more specialised personal support to vulnerable and/or most affected staff and students.		Principal/ Teacher in Charge, School Psychologist
<input type="checkbox"/> Provide recovery support and advice for students/staff/parents about the normal cycle of recovery and indicators that extra support may be required.		Principal/Teacher in Charge
<input type="checkbox"/> 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.		Principal/Teacher in Charge
<input type="checkbox"/> Update information to staff, parents, and students, as appropriate. Enlist the help of the Department's media unit (9264 5821). Rumour control.		Principal/Teacher in Charge
<input type="checkbox"/> Special considerations for suicide, including contagion effect.		Principal/Teacher in Charge
<input type="checkbox"/> Cultural considerations		Principal/Teacher in Charge
<input type="checkbox"/> Death notice		Principal/Teacher in Charge
<input type="checkbox"/> Memorial service		Principal/Teacher in Charge
<input type="checkbox"/> Funeral attendance, with attention to the wishes of the family		Principal/Teacher in Charge
<input type="checkbox"/> Continuing support for students and staff		Principal/Teacher in Charge
<input type="checkbox"/> Notifying staff who are not at school		Principal/Teacher in Charge
<input type="checkbox"/> Alert teachers to be sensitive to curriculum content		Principal/Teacher in Charge
<input type="checkbox"/> Maintaining documentation		Principal/Teacher in Charge
<input type="checkbox"/> Ongoing liaison with other affected or vulnerable schools		Principal/Teacher in Charge

FURTHER CONSIDERATIONS IN THE FOLLOWING DAYS TO SUPPORT RECOVERY	
ACTIONS	COORDINATED BY
<input type="checkbox"/> Consider ex-students	Principal/Teacher in Charge
<input type="checkbox"/> Process for meeting visitors (e.g. community people most affected)	Principal/Teacher in Charge
<input type="checkbox"/> Interagency liaison	Principal/Teacher in Charge
<input type="checkbox"/> Links with district Student Services personnel	Principal/Teacher in Charge
<input type="checkbox"/> Instruct receptionist as to what information is to be told to parents and others	Principal/Teacher in Charge
<input type="checkbox"/> Review responses and continuing needs	Principal/Teacher in Charge
<input type="checkbox"/> Acknowledge people who have supported the school	Principal/Teacher in Charge
<input type="checkbox"/> Review school records/mailling lists and amend as appropriate	Principal/Teacher in Charge
<input type="checkbox"/> Operational debrief (see Appendix)	Principal/Teacher in Charge
<input type="checkbox"/> Inquest/court date(s) (arrange support for staff involved)	Principal/Teacher in Charge
<input type="checkbox"/> Review & modify <i>Emergency and Critical Incident Management Plan</i>	Principal/Teacher in Charge
<input type="checkbox"/> Anniversary dates	Principal/Teacher in Charge
<input type="checkbox"/> Update incident report via <i>Online Incident Notification System</i> if appropriate.	Principal/Teacher in Charge



Section 4

Emergency Contacts

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4.1 Emergency Services Contact Numbers

Group		Phone Number
WA Police	Life-threatening or time critical emergency	000
	Non-life threatening incident requiring Police response	131 444
	Local Police Station (Wembley)	0466 521 367
Ambulance		000
Fire and Emergency Services Authority		000
State Emergency Service		132 500
Hospital PMH		9340 8222
Poisons Information Centre		131 126
Gas (regional schools need to check for local number)		131 352
Electricity (regional schools need to check for local number)		131 351
Water Corporation (regional schools need to check for local number)		131 375
Health Direct		1800 022 222
Local Government		9273 6000
Pollution Watch		1300 784 780

4.2 Regional Education Office and Central Office Contact Numbers

Group	Phone Number
Regional Executive Director NMERO Jim Webb	0434 325 649
Other Regional Directors Schools in your district Paul Meacock	0417 176 757
Manager(s) Operations CRO Ross Luckman	9285 3607 0409 299 258
Department's media unit (diverts to a mobile phone outside of normal business hours)	9264 5821
Security Control Room	9264 4632 9264 4771
Principal Consultant Environmental Health	9264 4096
Corporate Communications and Marketing	9264 4855

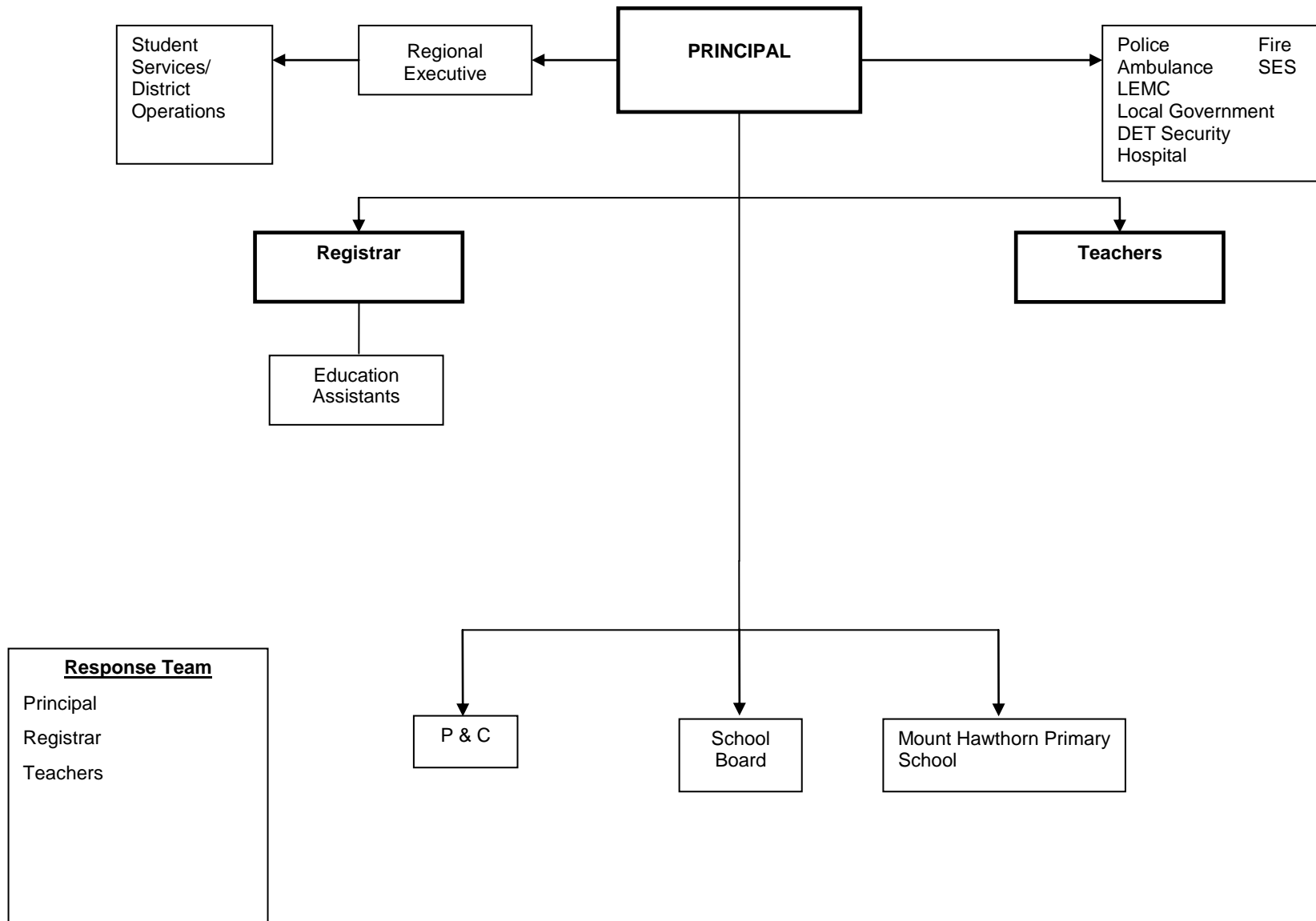
property name.

4.3 Emergency Contact Numbers for School Personnel

Role		Name	Phone Numbers		
			Daytime	Mobile	Out of Hours
Principal or Site Manager		Alison Harman	9443 4022	0418 922 297	9297 4047
Registrar/Senior Teacher	#1	Ailsa Moore	9443 4022	0431 565 565	
	#2	Kath Davison	9443 4022	0404 787 809	
	#3	Kaylene Allen	9443 4022	0450 042 624	
School Psychologist		Michelle Hodge	9345 8118	0478 311 677	
OSH Representative		Leanda DeKlerk			
Principal MHPS		Matt Jarman	924203677	0428 113 073	

property name.

4.4 Telephone Tree for Out of Hours Contact



property name.

4.5 Useful Contacts

Contact		Phone Numbers		
		Daytime	Mobile	Out of Hours
Mount Hawthorn Primary School Principal Matt Jarman		9242 3677	0428 113 073	
Local School & Principal				
Local School & Principal				
Local School & Principal				
Phone Provider(s)	Telstra Faults	132 000		
	Optus Faults	1300 678 872		
Employee Assistance Programme		9446 0800		http://www.det.wa.edu.au/intranet/employeesupportbureau/detcms/navigation/employee-assistance-program/
Translation and Interpreting Services (24 hrs)		9362 4819 9321 1960		
Local Government - City of Vincent		9273 6000		9273 6061
Bus Contractors – Jim Veza Roza Karabeleska		9576 0335 9342 9128	0427 009 703 0447 384 048	

Section 5 Incident Notification

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5.1 Reporting Requirements

Principals or site managers need to immediately report any Emergency or Critical Incident to their Director Schools.

Principals or site managers are also required to submit an entry using the Online Incident Notification System as soon as is reasonably possible after an emergency.

The Online Incident Notification System forms part of a coordinated response to managing emergencies and critical incidents. The incident controller (generally the principal or site manager) is required to follow a sequence of actions that includes informing a superordinate office (district education office) of an incident as soon as reasonably possible.

The purpose of the Online Incident Notification System is to provide:

- a relatively simple, standardised and appropriately confidential mechanism for quickly notifying the district education office and Central Office of notifiable incidents; and
- data that is reliable and comprehensive enough to be used for planning and decision making purposes.

The system is not intended to request support or advice. Schools liaise with their Director Schools and district education office for this purpose.

Incidents that need to be reported include behavioural incidents, mandatory reporting incidents and incidents likely to lead to school disruption.

Schools can access the Online Incident Notification System at:

<https://secureapps.det.wa.edu.au/oins/index.do>

If an emergency or critical incident results in significant injury to a staff member (e.g. fractures or electricity injury) then contact the Department's Employee Support Bureau.

Section 6

Evacuation and Lockdown

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6.1 School Evacuation Kit

The school evacuation kit comprises:

- duties of evacuation personnel;
- school mobile telephone and charger (including a car charger);
- copy of the school *Emergency and Critical Incident Management Plan*;
- copies of the Emergency and Critical Incident Diary (see Appendix);
- copies of student health care plans;
- student health care medication (e.g. EpiPen);
- copy of the student class lists;
- copy of student home and emergency telephone numbers;
- pens/pencils;
- pads of paper;
- first aid kit; and
- attendance register for that day.

6.2 Evacuation Considerations

The principal or site manager will need to make an informed choice to trigger an evacuation of all or part of a school population.

The school evacuation arrangements need to allow for:

- the school site plan (with clearly marked evacuation routes) to be strategically displayed around the school;
- the movement of people from both buildings and grounds;
- evacuation to at least two alternative designated assembly areas;
- evacuation to an off-site assembly area;
- people with special needs or disabilities;
- class lists to be taken; and
- test and review, at least annually.

6.3 On-site Evacuation Procedure

[INSERT YOUR SCHOOL OR COLLEGE NAME HERE] DUTIES FOR EVACUATION PERSONNEL	
ROLE	DUTY
PRINCIPAL or SITE MANAGER (INCIDENT CONTROLLER)	<p>Assess situation.</p> <p>Raise alarm throughout school and complete final sweep of buildings.</p> <p>Proceed to designated assembly area.</p> <p>Check for damage, gas leaks, power failure and any other hazard.</p> <p>Monitor situation and ensure that no-one returns to any building unless authorised to do so after consultation with emergency services.</p> <p>Advise Regional Executive Director</p>

[INSERT YOUR SCHOOL OR COLLEGE NAME HERE] DUTIES FOR EVACUATION PERSONNEL	
ROLE	DUTY
REGISTRAR ADMINISTRATION STAFF	<p>Complete sweep of administration block, lock administration block, and collect back up data.</p> <p>Assist principal or site manager with sweep of school.</p> <p>Call 000, upon instructions from on-site incident controller.</p> <p>Notify administration upon instruction from on-site incident controller.</p> <p>Notify preschool.</p> <p>Collect the evacuation kit.</p> <p>Proceed to designated assembly area.</p> <p>Advise checkpoint officer which staff members are absent and their replacement, if applicable, and any visitors on site.</p> <p>Maintain Emergency and Critical Incident Diary (see Appendix).</p> <p>Sound stand down signal when instructed.</p>
FIRST AID OFFICERS/EAs	<p>Collect a first aid kit and escort any sick students.</p> <p>Proceed to designated assembly area.</p> <p>Report to checkpoint officer.</p>
TEACHERS	<p>Collect class list then escort students, volunteers and any other persons in their charge to the designated assembly area.</p> <p>Check class list.</p> <p>Send runner to checkpoint officer and volunteers to administration officer.</p>
NON-TEACHING STAFF	<p>Assist teachers to assemble students as quickly as possible.</p> <p>Check buildings are empty and proceed to the designated assembly area.</p>
SPECIALIST	<p>Check buildings are empty and proceed to designated assembly area.</p>
STAFF	<p>Stay with any persons in your charge.</p> <p>Students must be escorted to their class teacher.</p>
CANTEEN	<p>Turn off any cooking apparatus and proceed to designated assembly area.</p> <p>Report to checkpoint officer.</p>
OCCUPATIONAL HEALTH AND SAFETY REPRESENTATIVE	<p>Ensure students are evacuated to the designated assembly area as per the evacuation plan.</p>
DENTAL STAFF	<p>Make way, with all persons in their charge, to the designated assembly area as per the evacuation plan.</p> <p>Students must be escorted to their class teacher.</p>
VISITORS	<p>All visitors must report to the administration officer, near the checkpoint officer, so they can be marked as present in Visitors' Book.</p>

Teachers and other staff who are replacing absent staff should ensure they familiarise themselves with the emergency evacuation procedures which can be located in teachers' folders and the staffroom noticeboard.

6.4 Off-site Evacuation Procedures

It is recommended that the principal or site manager (incident controller) seek advice from the WA Police or Fire and Emergency Services Authority in determining whether to undertake an off-site evacuation. The WA Police or Fire and Emergency Services Authority can mandate an evacuation in collaboration with the principal or site manager.

The roles of school personnel in an off-site evacuation may well be similar to those in an on-site evacuation.

After an off-site evacuation, the school site may need to be inspected or cleared by relevant authorities before people return to the site.

Transportation arrangements for an off-site evacuation should be planned in advance. The Local Emergency Management Committee (chaired by the Local Government) can be contacted on this matter.

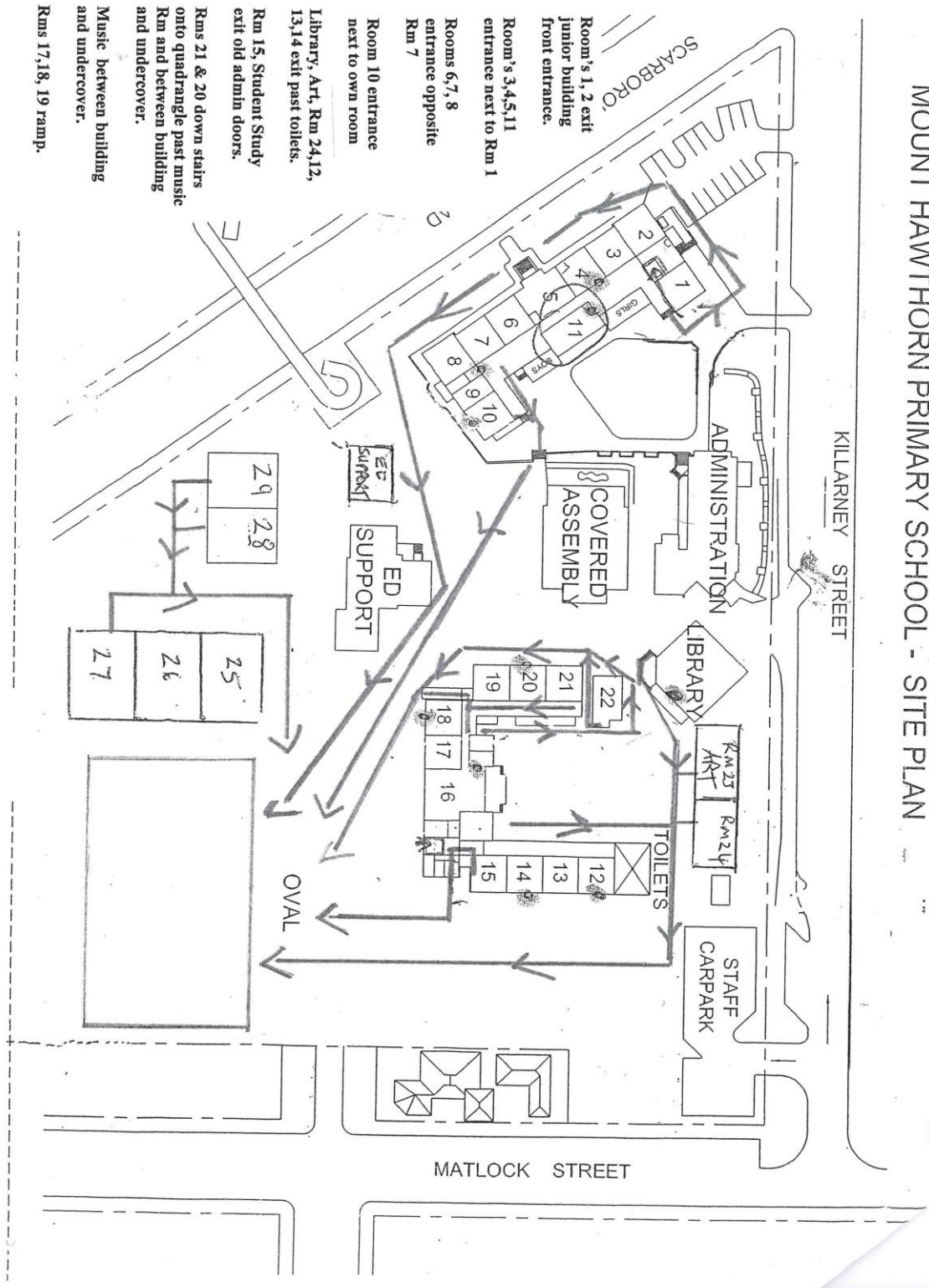
6.5 School Site Plan and Evacuation Routes

There are two fire extinguishers in the main building of the ESC, one in the kitchen on the wall to the left of the sink and one in the office area on the wall to the left of the photocopier.

Electrical switch board of the ESC is opposite the registrar's desk on the wall. The key to the board is in the key box in the Principal's office. Please refer to the Primary School for electrical information outside the ESC on the campus.

The school Map is on the following page, indicating the evacuation routes.

MOUNT HAWTHORN PRIMARY SCHOOL - SITE PLAN



6.6 Important Locations

AREAS	LOCATION	NOTES
Emergency Control Post		
Emergency Control Post (Alternative)		
Evacuation Assembly Areas	Far right side of school oval	
Evacuation Kit	Registrar's Area	
First Aid kit	First Aid cupboard of conference room	
Security keys (Note: this could create a security risk depending on how widely this document is distributed)		
Power board		
Water mains – shutoff		
Gas main – shutoff		
List of people on site		
Other		

6.7 Lockdown Procedures

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 principal or site manager 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 district education office or other information available at the site.

Predetermined communication signals are required for the activation and de-activation of lockdown.

Lockdown procedures need to cater for activation to occur either during class time or during non-class time.

Communication processes will need to consider:

- staff and student needs;
- emergency management agencies (e.g. WA Police or Fire and Emergency Services Authority);
- the Regional Executive Director/North Metropolitan Regional Education Office;
- parents.

When preparing communications for parents following a lockdown the principal or site manager will liaise with their Regional Executive Director and the Department's media unit (phone 9264 5821).

Records and documentation associated with a lockdown need to be maintained by the principal or site manager. (The Emergency and Critical Incident Diary can be useful for this purpose).

PRINCIPAL OR SITE MANAGER (INCIDENT CONTROLLER)	
Actions (to activate, and during, a lockdown)	Completed
Liaise with school staff, Primary School and other agencies and the district education office in considering a lockdown	
Activate lockdown using the predetermined activation signal	
Advise WA Police and other appropriate emergency service agencies	
Advise Regional Executive Director/Regional education office	
Establish the incident management team (to plan further actions and enact the response plan)	
Allocate specific responsibilities	
Collect evacuation kit	
Guide visitors to safety	
Divert parents and returning groups from the school	
Ensure a telephone line is kept free	
Keep public address system free	
If possible, stop the usual school siren from sounding period changes or break times	
Secure external doors and entrances	
Keep main entrance as the only school entry point. This entrance must be constantly monitored and no unauthorised people have access	
Have a delegated staff member wait at the main entry to the school to guide emergency services personnel, if safe to do so	
Ascertain (as possible) if all students, staff and visitors are accounted for	
Record some details of actions undertaken and times (use Emergency and Critical Incident Diary from Appendix)	
Await de-activation advice from emergency services personnel	

PRINCIPAL OR SITE MANAGER (INCIDENT CONTROLLER)	
Actions (to de-activate, and immediately following, a lockdown)	Completed
Confirm with emergency service personnel that it is safe to de-activate lockdown	
Determine whether to activate the school parent re-unification process	
Determine if there is any specific information staff, students and	

PRINCIPAL OR SITE MANAGER (INCIDENT CONTROLLER)	
Actions (to de-activate, and immediately following, a lockdown)	Completed
visitors need to know (e.g. areas of the school to avoid or parent re-unification process)	
De-activate lockdown using the predetermined de-activation signal	
Advise staff, students and visitors of any specific information they need to know	
Ensure any students, staff or visitors with medical or other needs are supported	
Provide appropriate information on the lockdown to staff and students	
Print and issue pre-prepared parent letters and give these to students for them to take home	
Advise the district education office that the lockdown is over and the outcomes	
Seek support from the Director Schools, Student Services or Manager Operations, as required	
Brief staff on the incident	
Ensure all personnel are made aware of Employee Assistance Programme contact details	

PRINCIPAL OR SITE MANAGER (INCIDENT CONTROLLER)	
Actions (follow-up)	Completed
Prepare and maintain records and documentation.	
Follow up with any students, staff or visitors who need support	
Have an operational debrief to review the lockdown and school procedural changes that may be required	
SCHOOL STAFF	
Staff actions during a lockdown	Completed
If in class, stay in the classroom	
If out of class, move to the closest classroom or safe area	
Direct students who are out of class into their regular or the closest classroom	
Do not leave classroom to get students	
Close the classroom door (lock it if possible)	
Close windows, blinds and shutters	
Turn lights off	
Keep all people close to the ground (e.g. on the floor) and away from windows and doors	

PRINCIPAL OR SITE MANAGER (INCIDENT CONTROLLER)	
Actions (follow-up)	Completed
Record the names of all people in the classroom	
Stay calm and encourage others to be calm and quiet	
Provide information to the principal or site manager, as required	
Do not allow any unauthorised people into the room	
Remain in the room until the de-activation signal is given	
If emergency medication is required then contact the administration office for advice	
If a young child needs to use a toilet consider use of a plastic lined bin	
When de-activation is signalled listen for/await any specific instructions from the principal or site manager	
Explain any special instructions (as requested by the principal or site manager)	
Follow any specific instructions from the principal or site manager	

Section 7

Risk Assessment, Prevention and Preparedness

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7.1 Risk Assessment, Prevention and Preparedness

The principal or site manager will:

- identify on-site and off-site situations that have the potential to become emergencies or critical incidents affecting the site's operations;
- determine potential risks associated with particular situations;
- use the Risk Management within the Education and Training Portfolio: Policy, Procedures and Guidelines to assess the potential risks and develop mitigation strategies; and
- implement strategies to eliminate or reduce the likelihood of the occurrence of emergencies or critical incidents.

7.2 Risk Assessment, Preventing/Mitigating Risk of Emergencies and Critical Incidents

ACTION	BY WHEN	REFER TO DOCUMENT	RESPONSIBILITY OF	DATE COMPLETED
Undertake risk assessment and develop risk management plan	Annually in February	DET Risk Management within the Education and Training Portfolios: Policy, Procedures & Guidelines 2007	Principal or site manager	
Appoint occupational health and safety coordinator	February		Principal or site manager	

7.3 Preparing for Emergencies and Critical Incidents

ACTION	BY WHEN	REFER TO DOCUMENT	RESPONSIBILITY OF	DATE COMPLETED
Ensure staff members understand those policies and procedures that impact on student and staff safety, health and wellbeing.	Term 1 Or on arrival for new staff	Documents / policies listed in section 3.2 of DET <i>Emergency and Critical Incident Management Policy</i>	Principal or site manager	
Ensure staff are aware of standard response to those natural disasters and emergencies that are identified in the school risk management plan	Term 1	School risk management plan	Principal or site manager	
Discuss plans with support agencies <ul style="list-style-type: none"> District education office Local government Local Emergency Management Committee 	Term 1			

ACTION	BY WHEN	REFER TO DOCUMENT	RESPONSIBILITY OF	DATE COMPLETED
Provide a copy of the school Emergency and Critical Incident Management Plan to the Director Schools	Term 1		Principal or site manager	
Update student health care authorisations and emergency health management plans	February	<i>Student Health Care Policy</i>	Principal or site manager	
Identify staff with First Aid certificates (see Appendix)	February			
Ensure the Evacuation procedures and school site plan are publicly accessible and communicated to staff	February		Principal or site manager	
Set up school evacuation kit	February		Principal or site manager	
Evacuation and Lockdown drills	February August		Principal or site manager	
Review and update staff and student contact details. Telephone contact tree.	As changes occur		Registrar	
Review emergency contact numbers	February			
Induct new staff during the year	As required			

Section 8

Response to Specific Emergencies and Critical Incidents

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8.1 Armed Hold-up

In the event of an armed hold-up situation:

- Comply with the instructions given by the offender at all times. Try to **REMAIN CALM**.
- Only do what you are told to do – **NO MORE, NO LESS**.
- **DO NOT** argue with, threaten or stare at the offender.
- **DO NOT** attempt to disarm or otherwise apprehend the offender.
- Assume the offender is armed, even if a weapon cannot be seen.
- If the offender is carrying a firearm, it should be regarded as being loaded.
- Raise the alarm only if it is safe to do so.
- Answer any question when asked.
- Avoid any sudden movement that could panic the offender.
- If students are present, try to shift the offender's attention away from them.
- Observe as many details of the offender as possible.
- Note any items and surfaces touched by the offender.

Immediately after the incident, the principal/site manager is to:

- secure the immediate vicinity (for example, lock the office/room in which the hold-up occurred;
- do not allow anyone to approach the area in which the offender was located);
- notify police;
- advise the district education office as soon and attend to the post-incident needs of students and staff; and
- ensure students who are not in the immediate vicinity of the hold-up are kept away from it.

8.2 Bomb Threat

If you receive a bomb threat by telephone:

- STAY CALM.
- **DO NOT** hang up.
- Refer to the *Bomb Threat Checklist* on the following page.
- Try to get as much information as possible.
- Notify principal/site manager. If principal or site manager is off site, notify the deputy principal or district education office. **DO NOT COMMUNICATE THE THREAT TO ANYONE ELSE.**
- Contact WA Police (principal or site manager).
- Decide whether a search of the grounds is warranted (principal or site manager).
- Decide whether the site is to be evacuated (principal or site manager).
- If evacuation signalled, proceed to designated assembly area (refer to *Evacuation Procedures* within this document).
- Ensure staff and students take bags and other belongings with them.
- Leave doors and windows open.

If you receive a bomb threat by mail:

- Avoid handling of the letter or envelope unnecessarily.
- Place the letter in clear plastic bag or sleeve.
- Inform principal or site manager.
- Contact WA Police and organise emergency personnel to conduct an area search (principal or site manager).
- Consider the need to evacuate (refer to *Evacuation Procedures* within this document) (principal or site manager).

8.3 Bomb Threat Checklist

BY TELEPHONE: The person receiving the call is to note/record as many details and ask as many questions as possible. Record this on this form as soon as is practicable.

FROM ANOTHER SOURCE (e.g. WA POLICE): This form is still to be used. The source of notification is asked to provide as much detail as possible.

TELEPHONE BOMB THREATS (Response Checklist)	
1. General Questions to Ask	
<ul style="list-style-type: none"> • What is it? • When was it set to explode OR When will the substance be released? • Where did you place it? • What does it look like? • When did you put it there? • How will the bomb explode OR How will the substance be released? • Did you put it there? • Why did you put it there? 	
2. Bomb Threat Questions	
<ul style="list-style-type: none"> • What type of bomb is it? • What is the bomb? • What will make the bomb explode? • When is it set to explode? 	
3. Chemical/Biological Threat Questions	
<ul style="list-style-type: none"> • What kind of substance is it? • How much of the substance is there? • How will the substance be released? • Is the substance a liquid, powder or gas? 	
4. Other Questions to Ask	
<ul style="list-style-type: none"> • What is your name? • Where are you? • What is your address? 	
5. Observations from the voice	
<p>Speaker was: <input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Child</p> <p>Age: <input type="checkbox"/> Very Young <input type="checkbox"/> Adolescent <input type="checkbox"/> Adult <input type="checkbox"/> Old</p> <p>Sobriety: <input type="checkbox"/> Normal <input type="checkbox"/> Intoxicated <input type="checkbox"/> Drugged</p> <p>Speech: <input type="checkbox"/> Normal <input type="checkbox"/> Stammer <input type="checkbox"/> Slurred <input type="checkbox"/> Lisp <input type="checkbox"/> Incoherent <input type="checkbox"/> Well spoken <input type="checkbox"/> Abusive <input type="checkbox"/> Irrational</p> <p>Accent was: <input type="checkbox"/> Message sounded like it was being read by caller <input type="checkbox"/> Message was taped</p> <p>Other:</p>	

TELEPHONE BOMB THREATS (Response Checklist)	
6. Observations about the call	
Source:	Did it sound as if a public telephone was used? <input type="checkbox"/> Yes <input type="checkbox"/> No
Background Noises:	<input type="checkbox"/> Music <input type="checkbox"/> Children <input type="checkbox"/> Talking <input type="checkbox"/> Typing <input type="checkbox"/> Traffic <input type="checkbox"/> Machinery <input type="checkbox"/> Aircraft <input type="checkbox"/> Harbour <input type="checkbox"/> Other
Call received by:At..... am/pm Line No:..... Ext No:.....
Duration of Call:	Time:
Origin of Call:	<input type="checkbox"/> Bomber <input type="checkbox"/> Police <input type="checkbox"/> Fire Brigade <input type="checkbox"/> Other
7. Other information you are able to add	
.....	

8.4 Bushfire

For comprehensive information on preparing for and responding to bushfire, please refer to the *Principal's Guide to Bushfire*, available from the *Policies* website at <http://det.wa.edu.au/policies>.

8.5 Casualties

In the event of an accident - administer first aid in accordance with the circumstances of the occurrence of the accident.

DO NOT PANIC

If necessary, seek assistance from someone who is qualified in first aid.

DO NOT LEAVE THE INJURED PERSON ALONE. Send someone else for help.

If no-one is available to go for help, do whatever you can to assist the person until help arrives.

DO NOT become a casualty. Protect yourself, the casualty and any other person from the danger.

If the injured person is still in danger, either:

- remove him or her from the hazard (for example, in the case of smoke inhalation, move the person to an area where there is fresh air);
- or remove the hazard from the person (for example, in the case of electrocution, switch the power off).

If the situation looks life threatening, try to get urgent medical attention from paramedics or medical practitioner.

When medical help arrives, assist in the management of the casualty if asked to do so.

8.6 Chemical Contamination Event

Chemical contamination events that impact on, or have the potential to impact on, the occupants of a site may be as a result of a local mishap or may originate off-site. An example of a localised event could be a chemical spill in a school science laboratory. An off-site event could be in the form of an explosion and chemical fire at industrial premises, with the resultant toxic smoke plume at risk of inundating a nearby school site.

Whilst such events are rare, it is important to appreciate the difference between the two types and to respond appropriately to the circumstances at the time.

On-site Chemical Contamination Event

In the event of a chemical spill or other chemical contamination occurrence that originates on-site, the response must be immediate and in accordance with the circumstances that present at that time.

- If the chemical spill is indoors and presents a potential risk to safety (e.g. explosive or toxic vapour/gas), evacuate the room immediately. Move to a safe area well aware from the spill.
- Upon exiting the room, close all doors and if possible, isolate the electrical power supply to the room in question.
- If the event is outside the control and capability of the principal or site manager to deal with, call emergency services.
- If the event is at a school site, notify the relevant Director Schools at the earliest opportunity.
- In all cases, notify the Department's Principal Consultant Environmental Health.

Off-site Chemical Contamination Event

In the event of a chemical spill or other chemical contamination occurrence (e.g. fire resulting in toxic smoke) that originates off-site but which has the potential to adversely impact on a school site or other Department workplace. The Fire and Emergency Services Authority as the responding agency will:

- Make contact with the principal or site manager and provide advice and/or direction as the circumstance dictates. This may involve lockdown or evacuation - any directions given must be complied with.
- If the event involves a school, the principal or site manager must advise their Director Schools as soon as possible.
- The Department of Health will advise the Department's Principal Consultant Environmental Health, who will liaise with all stakeholders.
- Fire and Emergency Services Authority may request on-site monitoring for air contaminants entering the school grounds.

8.7 Civil Disorder and Illegal Occupancy

Based on the information available, during school opening hours, the principal or site manager 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:

- Notify WA Police and request assistance.
- Notify the district education office.
- Restrict staff and students to quadrangle areas and the immediate surrounding buildings.
- Secure perimeter gates if the school is fenced.
- Prevent people leaving or entering the school or college site except by the main gate.

Level 3. Incident is Imminent

Refer to lockdown procedures. If out of school hours contact the Regional Executive Director or School Security.

8.8 Cyclone/Flood

In cyclone-prone areas, principals/site managers should establish links with their local State Emergency Services (SES) and familiarise themselves with the various actions required under each "alert stage".

- If flooding is imminent, make contact with the local SES and district education office as soon as possible.
- If the school is still occupied, ensure students and staff are located in the highest sheltered areas.
- Where possible, ensure that high value equipment and records are relocated away from impending floodwaters.
- Ensure potential electrical hazards have been eliminated (for example, isolate power supply) **(ONLY WHEN IT IS SAFE TO DO SO)**.
- Remain at the safe location while it continues to offer protection.
- Do not allow anyone to enter the floodwaters.

8.9 Earthquake

In the event of an earthquake, **REMAIN CALM** and reassure staff, students and visitors.

Indoors

- Stay indoors and seek shelter under tables, desks or strongly-constructed door frames.
- Check that evacuation routes are safe.
- Instruct staff, students and visitors to collect belongings (**UNLESS THREAT IS IMMEDIATE**).
- Ensure all staff, students and visitors evacuate in an orderly manner on being given evacuation instructions (principal or site manager).
- Stay away from windows and other fixtures that may become unstable.
- Provide assistance to people with disabilities or special needs.
- Turn off electricity, gas, and water (**ONLY WHEN IT IS SAFE TO DO SO**).

Outdoors

- Move quickly away from buildings and power poles.
- Evacuate to designated assembly area.

After the Earthquake

- Check attendance against class rolls at the designated assembly area.
- Contact the district education office.
- Liaise with emergency services.
Check for injured people. **DO NOT MOVE SERIOUSLY-INJURED PEOPLE UNLESS THEY ARE IN IMMEDIATE DANGER. WAIT FOR EMERGENCY SERVICES.**
- Survey damage.
- Turn off electricity, gas and water supplies (**ONLY WHEN IT IS SAFE TO DO SO**).
- Check for damage, gas leaks, power failure and any other hazard. **ENSURE THAT NO-ONE RETURNS TO ANY BUILDING UNLESS AUTHORISED TO DO SO (PRINCIPAL/SITE MANAGER).**

8.10 Evacuation Instructions

On hearing the alert (verbally, automatic alarm or manual alarm):

- All staff, students and visitors should collect their belongings (**UNLESS THE THREAT IS IMMEDIATE, SUCH AS A FIRE OR EARTHQUAKE**).

- In the event of a threat of **FIRE**, close all doors and windows and turn off power supply (**ONLY WHEN IT IS SAFE TO DO SO**).
- In the event of a threat of **BOMB THREAT**, open all doors and windows.
- Collect class rolls and move students and visitors along designated routes to the designated assemble area(s).
- Assist to staff, students and visitors with disabilities or special needs.
- Assemble students in groups and mark off class roll.
- Confirm rolls with assembly warden immediately after checking.
- Remain with students and wait further instructions from incident controller.
- Return to classrooms in an orderly and safe manner, when instructed to do so.

8.11 Fire

In the event of a fire:

- Raise the alarm.
- Alert principal or site manager.
- Evacuate everyone from the immediate vicinity of the fire.
- Fight fire with existing equipment (**ONLY WHEN IT IS SAFE TO DO SO**).
- Sound the evacuation alert if evacuation is necessary.
- Allow staff, students, and visitors to collect belongings (**ONLY WHEN IT IS SAFE TO DO SO**).
- On sounding of the alert, evacuate all staff, students and visitors in an orderly manner.
- Close all doors and windows.
- Arrange for power supply to be switched off at the electrical switchboard (principal or site manager) (**ONLY WHEN IT IS SAFE TO DO SO**).
- Collect classroom rolls and move students and visitors along designated routes to the designated assembly area.
- Assist staff, students and visitors with disabilities or special needs.
- Assemble students in groups and mark their names off the rolls.
- Confirm rolls with assembly warden immediately after.
- Remain with students and await further instruction from the incident controller.
- **DO NOT** leave assembly area until advised to do so by the incident controller.
- Return to classrooms (**ONLY WHEN IT IS SAFE TO DO SO**).

8.12 Handling of Suspect Mail and Packages

It is appropriate that staff handling mail remain vigilant and cautious at this time, but it should be remembered that most reports of suspicious packages are false alarms.

All staff handling mail should be made aware of the emergency procedures for responding to and reporting a suspicious article.

Where possible, the sorting and processing of mail and packages should be conducted in an area that is separate from the main area of business.

The procedures outlined below are to be followed should staff receive a suspicious package or mail item.

If the package or mail item has not been opened:

- Do not disturb, move or touch the item any further. If any material has spilt from the item, do not try to clean it up, or brush it from your clothing.
- Keep your hands away from your face to avoid contaminating your eyes, nose or mouth.
- If possible, without leaving your work area, wash your hands.
- Stay in your office or immediate work area – this also applies to co-workers in the same room – and prevent others from entering the area and becoming contaminated. **Remember** – you are not in immediate danger.
- Call the WA Police for help on 000. Inform the WA Police operator about:
 - exact location of the incident – street address, building floor;
 - number of people potentially exposed;
 - package/device; and
 - action taken.
- Wait for help to arrive.
- If the package or mail item has been opened:
 - Do not disturb, move or touch the item any further. If any material has spilt from the item, do not try to clean it up, or brush it from your clothing.
 - Keep your hands away from your face to avoid contaminating your eyes, nose or mouth.
 - If possible, without leaving your work area, wash your hands.
 - Stay in your office or immediate work area - this also applies to co-workers in the same room – and prevent others from entering the area and becoming contaminated. **Remember** – you are not in immediate danger.
 - Call the WA Police for help on 000. Inform the WA Police operator about:

- exact location of the incident – street address, building floor;
- number of people potentially exposed;
- package/device; and
- action taken.
- Wait for help to arrive.

If there is suspicion that the mail item may contain an EXPLOSIVE DEVICE:

- Follow your normal emergency procedures.
- Ring 000 and report the package to the WA Police.
- Evacuate the area.

8.13 Sieges/Hostage Situations

Siege and hostage situations are two of the most significant emergencies or critical incidents that a school may encounter. They often develop with unpredictability, speed and lethality. These events may involve armed or unarmed people, using a carefully planned or completely unplanned method. Many of these situations are over within several minutes. It is essential that, if the safety of students or staff is at immediate risk, decisive actions are taken to reduce access to additional victims. This includes immediate notification of the WA Police.

Before the arrival of emergency services, the decision to instigate lockdown or to evacuate all or part of the school premises is a decision to be taken by the principal or site manager. Where time permits this decision should be made in consultation with the WA Police.

Large scale evacuation will always be a last resort. The decision will need to balance the risks as to whether students and staff are afforded better protection by remaining where they are or by evacuation. If a decision to evacuate is made, the aim will be to evacuate the optimum number of people expeditiously and safely.

Parents and other persons who arrive on a school site during a siege or hostage situation should be mustered to a safe location.

The preservation of life will take precedence. Perpetrators should not be approached or challenged.

8.14 Suicide

Schools, particularly secondary settings, need to be mindful of the risk of suicidal behaviour in students and alert to the potential for a contagion/clustering influence in which one death by suicide can increase the likelihood of other suicides.

Particular considerations for schools include:

- Providing opportunities for enhancing the health and wellbeing of students and staff is a significant way to prevent suicide.
- Any students expressing suicidal thoughts or threats or engaging in self harm behaviour need to be taken seriously. Consultation with parents and district education office Student Services personnel is recommended.
- Students with an identified risk of suicidal or self harming behaviour should be appropriately assessed and supported.
- Raising staff awareness of risk factors associated with suicidal behaviour.
- Discouraging students from undertaking assignments that focus on suicide.
- Maintaining alertness to suicide risk and behaviour in students and staff.
- Avoiding any strategies that normalise, glamourise or increase identification with a person who died by suicide. Given the potential for harm and negative outcomes for at-risk students, schools **should not** include suicide as a discrete topic within the school curriculum. This includes guest speakers and teachers providing discrete suicide education to students; teachers should discourage students from providing suicide education to other students and discourage students from completing assignments focussed on suicide as a topic.
- Avoiding screening strategies as a way to identify students at risk of suicide. Evidence has shown that although there have been positive results when using screening strategies; there are also problems when using this approach. Screening activities are often subject to a high number of false positive results and false negative results. A false positive result indicates a person is at risk of suicide when they are not. A false negative indicates a person is not at risk of suicide when they are.
- The need to liaise closely with district education office Student Services personnel.

The Ministerial Council on Suicide Prevention website provides useful advice relevant for schools, www.onelifewa.com.au/about/mcsp/ . The Mind Matters website has valuable resources for schools, www.mindmatters.edu.au .

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Compiled By: _____

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A.2 Parent Re-unification Procedures

Activation of re-unification process will be determined by the principal or the site manager.

Once activated the following arrangements will apply:

- All parents who attend the school site to collect their child/children will be required to go to the designated parent re-unification area.
- All children must be signed out by a parent.

A.3 Staff Briefing (Sample Agenda)

The following example provides information on how to set a staff briefing agenda following an incident. All teaching and non-teaching staff should be included. For critical incidents consult with district education office Student Services.

1. Check attendance. Staff who were absent during the incident should be briefed as soon as possible. Make sure someone has taken responsibility for this.
2. Introduce members of the district education office team (if applicable) and any additional support staff or community resource people who are present and explain their roles.
3. Provide accurate information, **in line with family and WA Police direction and confidentiality requirements**, including:
 - names of the students or staff members directly involved;
 - time and place of the event;
 - names and year groups of siblings directly affected who are also in the school; and
 - additional information surrounding the event.
4. Outline actions taken.
5. Describe the agreed response plan (make copies available) including:
 - roles and responsibilities;
 - any timetable and procedural changes;
 - classroom briefing advice and written statement to be read to students;
 - register of students identified as being at-risk;
 - counselling venues, procedures and record keeping;
 - student movement and monitoring within the school, and early release procedures;
 - media and other enquiries; and
 - handouts available/description of expected student responses.
6. Outline actions and communications planned for parents/community, staff and students absent or off-site today, relief staff, other schools affected, ex-staff, ex-students, the P & C.
7. Questions.

8. Next briefing time. This follow-up meeting will provide an opportunity for:
 - staff members to discuss classroom experiences and feedback information back to the group; and
 - the principal to update staff on events and actions.
9. Monitor the wellbeing of staff throughout the meeting and afterwards.

A.4 Psychological First Aid

Psychological first aid 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.

Contact district education office Student Services for advice on psychological first aid.

The following may be useful for line managers when providing psychological first aid for staff:

- Discreetly observe the staff members. Ask simple questions to ascertain what help may be needed.
- Emphasise the support available to the staff member.
- Initiate contact only after you have observed the staff member and appraised the situation. It is important to make sure that contact will not be seen as intrusive or disruptive.
- Review the situation and emphasise the positive actions taken by the staff member in managing the situation.
- Listen with compassion.
- Offer to make them a cup of tea/coffee.
- Use physical contact if appropriate. Just holding a hand or a hand on the shoulder may convey concern and support. (Use discretion in this situation).
- Reflect the words of the person. Don't judge the statements a person makes.
- Ask non-intrusive questions (e.g. "Where were you during...?" "How did you find out...").
- Keep the discussion based on what happened. Avoid "What if...?" or "I should have..." statements. If the victim takes this line, bring the talk back to real events.
- In some instances staff members may have an intense and lasting response and need professional psychological help, such as that available through the Department's Employee Assistance Program. However, your interventions as a line manager or a colleague can do much to reduce or even remove the need for counselling.
- Follow-up should be at a level appropriate to the relationship between the person and helper. In some instances it may be as simple as asking "How are you now?"
- Remember that psychological first aid is about reducing distress, assisting with the current needs of the staff member and making sure the staff member is offered the support to allow them to function within their professional setting. It is not about revisiting traumatic experiences.

A.5 Informing Parents of an Emergency or Critical Incident

The following is a sample of a letter that could be used to inform parents of an emergency or critical incident.

Your School Letterhead	
Date	
Dear Parents	
The facts	Provide accurate information, in line with family and police wishes, and known facts including: a) the event; b) 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 sympathy and caring. 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. District education office school psychologist or social worker support can also be made available.
Yours sincerely	
PRINCIPAL	

Important Considerations

Schools need to be mindful of cultural sensitivities in preparing letters.

Communication about deaths believed to be attributable to suicide needs to be carefully prepared in liaison with the Director Schools, Manager Student Services and the Department's media unit. Similarly, when preparing communications for parents following a lockdown, principals or site managers will liaise with their Director Schools and the Department's media unit (phone 9264 5821).

A.6 Sample Leaflets for Parents



The following four landscape pages of this document contain two sample leaflets that can be edited to suit your school's needs for a specific situation.

The leaflets are designed to be printed two-sided, in landscape, and then folded into a DL size leaflet.

The first two pages are a leaflet for primary schools and the next two pages are for secondary schools.

Younger children may display the following reactions:

Emotional: Crying, sadness, clinging/separation anxiety, irritability, confusion, fear of sleeping alone, the dark, animals, people.

Regressive/Behavioural: Bed-wetting, regression in language and speech skills, thumb-sucking, disobedience and aggression, lying and exaggeration.

Children may display greater anxiety when being left at school by parents or relatives. They may also giggle and laugh inappropriately when they feel anxious.

Physiological: Changes with eating, complaining of pain, vomiting and bowel or bladder disorders. Some might have disturbed sleep or bad dreams.

Parents can help by reassuring children that they are safe and will be cared for, and by listening and talking to them about the experience.

Children react in different ways, within different timeframes, so providing a warm, secure and accepting environment will help with grieving.

Most children's reactions diminish over time.

If you have ongoing concerns talk to the classroom teacher, Deputy Principal or Principal, so that further support can be discussed.

*Mount Hawthorn Education Support
Centre
1 Killarney St
Mount Hawthorn
WA 6016
Phone 9443 4022*



Mount Hawthorn Education Support Centre

Helping your child when someone dies

General Guidelines for Parents and Caregivers

- Communicate in an open honest way while giving age appropriate explanations.
- Children frequently become unnecessarily upset by misunderstanding.
- Try to use concrete language and terms, so as to reduce confusion.
- Use terms dead, death, died, or culturally or religion-appropriate language. Saying that someone has gone on a journey, or is asleep, may be taken literally.
- Allow time for understanding, short conversations, repeated questions and mulling over.
- Do not hide your own feelings. However, seeing extremely distressed parents or teachers can further upset children.
- Don't brush aside feelings of guilt. Talking through is more reassuring.
- Avoid unnecessary separations.
- Be ready to talk about children's anxiety with regard to something happening to their parents or themselves.
- Say goodbye in your own way. Viewing the body, attending the funeral, visiting the grave, a prayer or memorial service, or lighting a candle may help. Families should make whichever decision is comfortable and appropriate to them.
- Accept children's regression, moods, tears, clinginess and changes in play willingly.
- Look at albums and photographs and keep reminders of the dead person present.
- Remember the deceased on birthdays and holidays.
- Strive for continuity in home, school and sporting activities.

A.7 Operational Debriefing

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.

Process

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

- Consider including district education office and interagency partners.

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

Where? Venue as agreed.

How? An independent facilitator (e.g. district education office Student Services) or a school based 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 school Emergency and Critical Incident Management Plan?
- Recorder takes notes.

Outcome

Documentation kept.

Modifications made to school *Emergency and Critical Incident Management Plan*.