



CRITICAL AND EMERGENCY INCIDENTS AND CRISIS MANAGEMENT POLICY

POLICY DETAILS AND DOCUMENT MANAGEMENT

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01/11/2020	1.0	Board	Critical and Emergency Incidents and Crisis Management Policy

GENEALOGY

This Policy replaces:
This Policy was cancelled and superseded by:

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PREAMBLE

Emmanuel Christian Community School values and adheres to contemporary and safe practices that respond effectively and minimise any impact on the School community. A timely response to a critical incident and its management of such a crisis is essential.

This policy outlines the procedures and management of such events so that each incident is managed effectively ensuring the safety, well-being and ongoing support of the entire School community.

Emmanuel Christian Community School implements processes to ensure that the School physical and online environments meet child safe standards at all times.

When a Critical Incident occurs, immediate and well-prepared decisions must be made. The well-being of people and the credibility and reputation of the School can be greatly undermined as a result of poor responses. In contrast to risk management, which involves assessing potential threats and finding the best ways to avoid those threats, the management of a Critical Incident involves dealing with the threat as it occurs and/or after it has occurred.

A Register will be kept of all Critical and Emergency Incidents along with the outcomes of any review undertaken following the incident.

SCOPE

All members of Emmanuel Christian Community School staff and volunteers must comply with this policy.

The School is committed to safeguarding and promoting the safety, welfare and wellbeing of children and young people and expects all staff and volunteers to share this commitment.

All incidents therefore must be managed in such a way as to give the highest priority to the best interests of the students and minimise trauma and stress to students and staff.

All decision making for any critical and emergency incidents is based around this mandate.

CONTEXT

Emmanuel Christian Community School may, from time to time, review and update this policy to take account of changes to the school's operations and practices and to make sure it remains appropriate to the changing legal and school environment.

POLICY

1. DEFINITIONS

1.1 CRITICAL & EMERGENCY INCIDENT:

- Death, or life-threatening injury, of a student or staff member at the school, or following an incident that occurred at 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 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.

With any of the above incidents, 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 well either at the time of incident occurrence, or later.

1.2 CRITICAL RISK:

- One in which, if action were not taken or the risk averted, would have resulted in death, life-threatening illness, or life-threatening injury to one or more students and / or staff.

1.3 INCIDENT MANAGER:

- The person responsible for the overall control of an emergency or critical incident, usually the Principal or sometimes their delegate.

1.4 CRISIS:

- An unstable or crucial time or state of affairs in which a decisive change is impending, especially one with the distinct possibility of a highly undesirable outcome. A crisis usually develops over time; however, it can suddenly escalate if not managed.

1.5 Crisis Management:

- The process by which the School deals with a major event that threatens to harm the organization, its stakeholders, or the public.

1.6 Crisis Management Plan (CMP):

- The way the School deals with a particular crisis.

1.7 Crisis Management Team:

- The specific group of people who deal with crises.

1.8 Emergency:

- An emergency can be considered to have three elements: (a) a threat to the organization, (b) the element of surprise, and (c) a short decision time. In these guidelines a crisis and an emergency will be considered to be the same.

2. CRISIS MANAGEMENT TEAM (CMT)

The 'Crisis Management Team' at the School is the Senior Leadership. All members of the Senior Leadership Team are ready to initiate, coordinate and monitor the School responses to a crisis. The crisis team has some standard procedures for certain events and the competence to react appropriately to events that are different or were not predicted.

A crisis to one person may simply be an inconvenience to another. Someone must decide to activate or not activate the Crisis Management Team. This is usually the Principal, or Deputy Principal. Develop a teaching and learning program that appropriately delivers the requirements of the Western Australian Curriculum and Assessment Outline.

3. TYPES OF INCIDENTS TO BE MANAGED

- Natural disasters: earthquake, flood, fire, storm.
- Failure of technology: software failure, system crash, services cut off.
- Confrontation: employee strike, armed person.
- Malevolence: kidnapping, malicious rumours, terrorism, bomb threat, arson.
- Misdeed: management deliberate or unintentional error, failure to treat an issue early enough.
- Workplace violence: between employees on the School grounds.
- Injury/Pandemic: injury or death of a student or employee, School bus accident, many students, or staff ill.
- Parents, relief staff and contractors.

4. CRISIS MANAGEMENT

Sometimes a crisis can be detected or predicted before it occurs, a so-called 'looming crisis'. A culture of dealing with issues before they escalate and reporting possible crises can be encouraged. The School uses the principle of 'prudent over-reaction and rapid de-escalation'. It is easier to scale down an over-reaction than to ramp up an under-reaction.

Legislation requires the School to respond in specific ways to certain events. For example, the Occupational Safety and Health Act 1984 requires that certain incidents be reported to WorkSafe.

5. PREPARATION AND PREVENTION

Some critical incidents can be prevented or at least mitigated by having good policies and procedures in place.

- Excellent compliance management.
- Good risk management policy to identify potential critical incidents and develop mitigation strategies.
- Quality staff induction processes.
- Good maintenance of equipment including vehicles.
- Safety audits of playgrounds and classrooms.
- Audits of storage of dangerous goods.
- Good behaviour management policy.
- clear signage.
- Reviews of all incident/accident reports.
- Good access to the School grounds for emergency services.
- Routine evacuation and lock down practice.
- Good supervision of students including yard duty and pickup and drop off.
- Regular discussion at staff meetings.
- Culture of "tell someone if you are suspicious or concerned".

6. CONTAIN AND LIMIT DAMAGE

The crisis management team attempts to minimise the damage a critical incident has caused or may cause. There may be short-term and long-term consequences to consider

7. RECOVERY

- Do we need counsellors to assist staff, students, or parents? (Contact AISWA School Psychology Service)

- The critical functions of the School need to be a priority to ensure that the best interests of the children are maintained and supported.
- The School may need to consider apologies or compensation issues if there is some fault. Legal advice should be sought.
- Debriefing staff, parents, governing body.
- Recovery can be complex. Offers of help and equipment may be overwhelming. A coordinated planned recovery will need a team effort. The crisis management team and others, including maintenance, building expertise, legal etc. will need to meet regularly to coordinate the recovery phase. The recovery team would select and coordinate outside services.
- Audits of buildings and equipment may need to be organised.
- An appropriate programme to assist students recover from trauma is required when they have been adversely affected.
- Regular communication with stake holders to inform them of progress will be maintained.

8. REVIEW

Documenting everything is essential for a review is to be effective.

Careful analysis of all that happened is needed to see what improvements can be made.

- Did we respond early enough?
- What extra equipment was needed?
- Was our training adequate?
- Did we recover as quickly as possible?
- Did all team members work well?
- What went well?
- Was our communication adequate?
- What weren't we prepared for?
- What do we need to change for the future?

9. COMMUNICATION

Reliable clear communication within the School and with parents during a crisis or as an impending crisis approaches is essential. The School makes use of notes and letters sent home with students, phone calls, SMS.

Media management is a crucial aspect of planning. Only the Principal or Board Chair has the authority to speak to the media. Accurate reporting is essential if the School's reputation is to be maintained. The School will need to notify the Department of Education (94411900) of any critical or emergency incidents such as:

- Circumstances that pose a critical risk to health, safety, or well-being of one or more students or staff.
- Incidents requiring School closure, lockdown, or reduction in the number of students and staff attending.
- Death, or life-threatening injury, of a student or staff member at the School, or following an incident that occurred while being educated.

10. INFORMATION TO HAVE ON HAND

Copies of the following information should be kept in a crisis pack so that it can be easily carried off site or passed on to emergency services as required.

- Maps of School and surrounds including muster points.
- Aerial photos of School.
- Blueprints of buildings.
- Maps of locations of gas bottles, power transformers, cut off valves for gas, water and power, fire hydrants and extinguishers, First Aid kits.

- Information on students and staff with special medical needs, mobility, vision, or hearing difficulties.
- Master key with Principal and Business Manager.
- Mobile phone numbers of staff.
- Student enrolment register including family contacts.

11. PRACTICE

All Crisis Management Plans should be practised regularly so responses will be automatic for staff and students.

12. EVENTS TO REPORT

A **Critical Incident**, as detailed by the definition in this policy, must be reported to the **School Governing Body Chair** and to the **Director General** as soon as practicable and in any event **within 48 hours of the incident**.

A 'subset' of all critical and emergency incidents is referred to as 'reportable incidents'. Reportable incidents must not only be reported to the governing body but must also be notified to the Director General of the Department of Education, as soon as practicable and in any event, within 48 hours of the incident. The Director General must be notified of a reportable incident using the [Reportable Incident Notification form](#), that is available from the Department of Education's website.

The following are reportable incidents:

- 1) The death of a student or staff member at school or during a school-related activity, or following an incident at school or during school-related activity.
 - 2) 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. *
Ambulance or hospital be "required" and not merely precautionary, for example as an alternative to GP or medical centre attendance. NB: An incident not initially reportable may become so as further information becomes available (such as doctor's advice).
 - 3) An incident requiring a police or other emergency services response when a student appears to have been taken or removed, or goes missing and cannot be accounted for, from the school or from a school-related activity without proper authority.
 - 4) An incident requiring the school to be locked down or to evacuate staff and students, or reduce the number of students or staff attending, or to close for any duration for health or safety reasons.
 - 5) The receipt of a complaint or allegation of child abuse, including but not limited to sexual abuse, committed against a student –
 - a. by a staff member or another student; or
 - b. by another person on the school premises or during a school-related activity; whether the abuse is alleged to have occurred recently or in the past.
 - 6) Issuing a formal warning to or ceasing the employment of a staff member for a breach of the Code of Conduct suspected to have involved grooming behaviour.
- Death, or life-threatening injury, of a student or staff member at the school, or following an incident that occurred at 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 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.

TRAUMA

- For the purpose of reportable incident (2) a trauma is defined as: a psychological wound or injury suffered at school or during a school-related activity [Australian Psychological Society].

GROOMING

- For the purpose of reportable incident (6) grooming is defined as: the use of a variety of manipulative and controlling techniques with a vulnerable subject in order to establish trust or normalise sexually harmful behaviour with the overall aim of facilitating exploitation and/or avoiding exposure.

A **Mandatory Report** based on a belief, formed on reasonable grounds, that a child has been subject to sexual abuse (see School Child Safe Framework Policies) is also classed as a Critical Incident. However, the description of the incident on the Critical and Emergency Incident Form on the Department of Education website needs only to record that a mandatory Report has been made, providing the Report Receipt Number.

Based on the School's principle of 'prudent over-reaction and rapid de-escalation' staff should report any incident that may affect School operations to their line manager. Although not an exhaustive list the following incidents should be reported. These events can occur at the School or elsewhere and may occur out of School hours.

- The death of (including suicide) or serious injury to, a student, parent, or staff member.
- Allegations of or actual assault of a student or staff member.
- 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 could subject the School to high levels of public / 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, including near misses that could have resulted in injury.
- All Occupational Safety and Health incidents.
- Neighbourhood complaint.

13. COMMUNICATION AND THE MEDIA

Only the Principal or Board Chair has the authority to speak to the media. 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.
- Do not 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 Crisis Management Team.
- 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.
- 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.

14. CONTACTS

COMMUNITY PHONE 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 Warwick (not emergency) 37 Eddington Rd Warwick	08 9246 8333
	Hours: Open 8.00am - 3:30pm	
Ambulance		000
Fire		000
State Emergency Service Stirling Unit		132 500
Joondalup Hospital		08 9400 9400
Poisons Information Centre		131 126
Gas (Alinta)		131 352
Electricity (Western Power)		131 351
Water Corporation		131 375
Health Direct 9.00am – 5.00pm		0415 577 968
Local Government – City of Wanneroo		08 9405 5000
City of Joondalup		08 9400 4000

Pollution Watch	08 6364 7000
Department of Education	08 9264 4111
Chairman of the Board – Ken Ridge	0488 004 556
Principal – Gary Harris	0427 382 384

15. CRITICAL INCIDENT MANAGEMENT ROLES

COORDINATOR (PRINCIPAL OR NOMINEE)

- Receive notification of the event
- Contact with emergency services immediately if required e.g. police, ambulance services
- Provide information as appropriate to emergency services
- Arrange for the provision of appropriate private areas for those receiving counselling
- Provide leadership and support for a return to normal routine as soon as possible (e.g. return to normal timetable where possible and appropriate)
- Document essential information on the incident and the response effort
- Manage sensitive information confidentially
- Briefing for all staff and statement supplied to staff and for Form Teachers to share when appropriate
- Statement prepared so the same information is shared with all the community
- Use emergency numbers to contact staff and other stakeholders who may need to be informed This may involve out of hours contact
- May need to enlist the help of Crisis Management team members depending on the number of contacts that need to be made
- Arranges early meeting of coordinating team
- Instructs office staff of protocols for dealing with enquiries
- Provides a clear explanation of the known facts
- Convenes staff meeting/s in the day/s week/s ahead
- Communicates information to assist with the response effort
- Provides or arranges for the provision of information to supervising and monitoring students
- Oversees and endorses printed statements of the known facts about the events

INCIDENT MANAGEMENT TEAM (SENIOR LEADERSHIP TEAM)

- Notify the Coordinator immediately if informed of a critical incident
- Develop a shared understanding of the facts
- Keep keys on your person
- Assist with identification of tasks to be prioritised
- Assist with compilation of information on needs of those most affected
- Assist with maintaining information on the incident the response effort and emerging needs
- Assist in identifying members of the school community most closely involved and those likely to be affected
- Assist the Coordinator with determining immediate priorities for action
- Designate suitable private areas for provision of support
- Help to make arrangement to inform staff
- Receive information of student and staff needs
- Assist as directed with assisting those most affected to receive appropriate support
- Responsibilities allocated by the Coordinator
- Undertake assigned tasks
- Gather any new information the Crisis Management Team may need to consider
- School timetable for the next few day/s week/s confirmed
- Assist with the distribution of guidelines for teachers which have been endorsed by the Crisis Management Team Coordinator

- Meet to review support arrangement for staff and students
- Assist the coordinator with decision making in relationship to how and when and where to meet with broader School community or segments of the school community if the nature of the crisis warrants this
- Assist with reviewing ongoing support needs for staff and students
- Document information appropriately
- Manage sensitive information confidentially

STAFF

- Notify the Coordinator immediately if informed of a critical incident
- Always take keys with you
- Ensure you have taken the class list with you
- Receive guidelines to assist with handling students' reactions
- Use statement given by the Coordinator
- Assist with informing students of the events keeping within the guidelines and facts provided by the Coordinator
- Gather information on students' needs and communicate this to the Crisis Management Team
- Assist students to receive services by drawing their needs to the attention of the Crisis Management Team or other staff who have been designated by the coordinator to assist with this process depending on the impact of the crisis
- Seek assistance for themselves if required
- Supervise and monitor students
- Implement procedures regarding care and safety for student and staff
- Provide direct support for students in their care e.g. listening, referring on, reassuring
- Attend briefing meetings e.g. beginning and end of the first day/s
- Contribute information to assist with the response effort as appropriate
- Meeting duty of care requirements for students under your supervision
- If unable to do this inform Coordinator so that a replacement can be organised or other arrangements can be made for the students
- Monitor students for any changes which may need to be communicated to the Crisis Management Team
- Provide information and support to parent of affected students where appropriate
- Maintain safe workplace practices e.g. avoid putting yourself at risk
- Attend meetings as appropriate
- Document information appropriately e.g. concise stick to the facts • Manage sensitive information confidentially.

APPENDIX 1

A E I O U RESPONSE COORDINATION

Reproduced from the Department of Education's Emergency and Critical Incident Plan.

<http://det.wa.edu.au/policies>

ASSESS THE SITUATION, CALL EMERGENCY SERVICES AND ASSIST THOSE IN DANGER	
ACTIONS	COORDINATED BY
<input type="checkbox"/> Verify information.	
<input type="checkbox"/> Take appropriate safety precautions (e.g. turn off gas, water and/or electricity).	
<input type="checkbox"/> Administer First Aid where appropriate.	
<input type="checkbox"/> Contact emergency services as appropriate: Ambulance, WA Police, Fire Brigade, gas provider, water provider, electricity provider.	
<input type="checkbox"/> Ensure the incident site remains secure and undisturbed where WA Police or FESA are likely to be involved.	
<input type="checkbox"/> Remove people from the scene to an appropriate assembly area or classroom.	
<input type="checkbox"/> Account for everyone in the vicinity.	
<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 Emergency and Critical Incident Diary in the Appendix).	
<input type="checkbox"/> Gain family/WA Police authority to release information.	

EVACUATE (ON-SITE OR OFF-SITE) OR LOCKDOWN	
ACTIONS	COORDINATED BY
<input type="checkbox"/> Consider the need to evacuate either on-site or off the School site.	
<input type="checkbox"/> Liaise with School staff, other agencies and the district education office in considering lockdown.	

<input type="checkbox"/>	Communicate the evacuation or lockdown using pre-determined activation signals.	
<input type="checkbox"/>	Take the evacuation kit to the designated assembly area / administration area.	
	See checklist of specific lockdown actions.	

I INFORM	
ACTIONS	COORDINATED BY
<input type="checkbox"/> Contact AISWA (Phone No. 08 9441 1600)	
<input type="checkbox"/> Contact School Occupational Safety and Health Representative. (Principal or Business Manager)	
<input type="checkbox"/> Contact Department of Education (Phone No. 08 9441 1900)	

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.	
<input type="checkbox"/> Make direct contact with affected staff or families. (In the case of a death, WA Police contact the family.)	
<input type="checkbox"/> Prepare a statement for informing students and determine method of delivery.	
<input type="checkbox"/> Brief all staff of known facts Ensure everyone knows how to respond to media	
<input type="checkbox"/> Inform students using a prepared statement and offer comfort and support. Consider siblings and close friends.	
<input type="checkbox"/> Set up a recovery room.	
<input type="checkbox"/> Send the inconsolable to recovery area and/or Heads of School (School psychologist, chaplain, year coordinators). Make arrangements for students/siblings/parents to be re- united.	
<input type="checkbox"/> Prepare a written statement related to incoming enquiries and for students to take home to their parents.	
<input type="checkbox"/> Consider staff and students absent or off-site today, relief staff, ex-students and ex-staff that need to be informed.	
<input type="checkbox"/> Identify and notify others who need early advice (e.g. Board, Café, teachers, Uniform Shop, Library, key community agencies, other Schools affected).	
<input type="checkbox"/> Consider the staff in need.	

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.	
<input type="checkbox"/> Organise necessary relief/additional staff to meet teaching, support, administration, and front office needs.	
<input type="checkbox"/> Ensure support for the leaders of the School response and those who have been supporting others.	
<input type="checkbox"/> Liaise with local agencies for possible after hours/weekend support.	

16. RESPONSE TO SPECIFIC CRITICAL INCIDENTS

These responses have been taken from the Department of Education’s Emergency and Critical Incident Plan.

<http://det.wa.edu.au/policies>

16.1 ARMED HOLD-UP

In the event of an armed hold-up situation:

- Always comply with the instructions given by the offender.
- 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 (e.g., 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.
 - ensure students who are not in the immediate vicinity of the hold-up are kept away from it.

16.2 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. If Principal is off site, notify the Business Manager.

DO NOT COMMUNICATE THE THREAT TO ANYONE ELSE.

- Contact WA Police. (Principal)
- Decide whether a search of the grounds is warranted (Principal).
- Decide whether the site is to be evacuated (Principal).
- If evacuation signalled, proceed to designated assembly area.
- 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 (Business Manager or Executive member)
- Contact WA Police and organise emergency personnel to conduct an area search (Principal).
- Consider the need to evacuate (Principal).
- **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

- 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

- 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

- 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

4. Other Questions to Ask

- What is your name?
- Where are you?.....
- What is your address?.....

TELEPHONE BOMB THREATS (Response Checklist)

5. Observations from the voice

Speaker was: Male Female Child
Age: Very Young Adolescent Adult Old **Sobriety:**
Normal Intoxicated Drugged **Speech:**
Normal Stammer Slurred Lisp
Incoherent Well-spoken Abusive Irrational
Accent was: Message sounded like it was being read by caller Message was taped
Other:

6. Observations about the call

Source: Did it sound as if a public telephone was used? Yes No
Background Music: Children Talking Typing **Traffic Noises:** Machinery Aircraft
Harbour Other
Call received by: At am/pm Line No:
..... Ext No:
.....
Duration of Call: Time:
Origin of Call: Bomber Police Fire Brigade Other

7. Other information you are able to add

.....
.....
.....

16.3 INJURY

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 (e.g., for electrocution, switch the power off).
- If the situation looks life threatening, try to get urgent medical attention from paramedics or a medical practitioner.
- When medical help arrives, assist in the management of the casualty if asked to do so.

16.4 CHEMICAL CONTAMINATION EVENT

Chemical contamination events that impact on, or have the potential to impact on, the occupants of a site may be because 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.

16.5 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 away 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, and within the control and capability of the Principal to deal with, call emergency services.

16.6 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. The Fire and Emergency Services Authority as the responding agency will:

- Contact the Principal and provide advice and/or direction as the circumstance dictates. This may involve lockdown or evacuation - any directions given must be complied with.
- The Department of Health will advise all stakeholders.
- Fire and Emergency Services Authority may request on-site monitoring for air contaminants entering the School grounds.

16.7 CIVIL DISORDER AND ILLEGAL OCCUPANCY

Based on the information available, during School opening hours, the Principal 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.
- Secure perimeter gates.
- Prevent people leaving or entering the School site except by the main gate.
- Restrict staff and students to paved areas and the immediate surrounding buildings.
- Notify Department of Education Services.
- Notify AISWA.

Level 3. Incident is Imminent

Refer to Evacuation and Lockdown Procedures Policy WS EL 1 2015.

16.8 CYCLONE / FLOOD

- If flooding is imminent, contact the local SES as soon as possible.
- If the School is still occupied, ensure students and staff are in the highest sheltered areas. These areas include Upper and Lower Primary buildings as well as the Library and Administration building.
- 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.

16.9 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).
- 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.
- 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).

16.10 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. On sounding of the alert, evacuate all staff, students, and visitors in an orderly manner. See Evacuation Policy and Guidelines.
- Arrange for power supply to be switched off at the electrical switchboard (Principal) (ONLY WHEN IT IS SAFE TO DO SO).

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

16.12 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. 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.

16.13 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.

The School gives particular mention to this in the Child Protection Policy. 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 is required.

- 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 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 Ministerial Council on Suicide Prevention website provides useful advice relevant for Schools.

The website is located at www.mcsp.org.au. The MindMatters website has valuable resources for the School. This website is www.mindmatters.edu.au.

17. SAMPLE LETTER TO PARENTS containing essential information

This letter has been taken from the Department of Education's Emergency and Critical Incident Plan.

<http://det.wa.edu.au/policies>

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. School psychologist or Chaplain can also be made available.

Yours sincerely

PRINCIPAL

18. CRISIS MANAGEMENT PLAN DEVELOPMENT

Crisis:	Documentation Complete		COMMENT
	YES	NO	
CRITERIA			
Rationale or purpose of this plan			
Risks addressed by this plan			
Response checklist			
CMT team details			
Contacts details			
Prevention and preparedness considerations			
Guidelines for specific incidents			
Incident diary			
Proforma letters for parents, media			
Staff briefing outline			
Information dissemination			
Communication procedures			
Training and testing procedure			

19. USEFUL WEBSITES

Bomb Threat - including checklist.

<http://www.afp.gov.au/~media/afp/pdf/b/bombs-defusing-the-threat-bookmarked-version.ashx>

Information on dealing with bomb threats, armed robbery, aggressive people, electronic crime, cash handling, theft by employees.

www.police.vic.gov.au/retrievemedia.asp?Media_ID=11243

WorkSafe

<http://www.commerce.wa.gov.au/WorkSafe/>

20. Related Policies and documents

Risk Management, Health Care, Excursions, Child Protection Policy,

Occupational Health and Safety, Evacuation and Lockdown Policy, Student Suicidal Behaviour and Non-Suicidal Self Injury (NSSI), Staff Code of Conduct.