CRITICAL INCIDENT AND EMERGENCY MANAGEMENT PLAN

School Coordinator/Principal	David Marshall
Physical Address	Unit 1 and 2, 2 Gillam Drive Kelmscott 6111 Western Australia 08 9390 1995
Is the school on the Bushfire Risk Register?	No
Is the school designated a neighbourhood safe place?	No
Date Approved	15/07/2021
Next Review Date	02/2025

Version Control

Version	Effective Date	Changes	Author	Next Review Date
1.0	15/07/2021	New Policy	Sowilo Community High School	02/2022
	11/08/2022	Changes made to align with new definitions of a reportable incident from the Department	Sowilo Council	02/2023
	09/02/2023	Reviewed	Sowilo Council	02/2024
	18/04/2024	Slight changes to grammar. Changes on page 16 to Roles and Duties of the EMT.	Sowilo Council	02/2025

Contents

Section 1: Overview 6
1. Introduction 6
2. Components of an Emergency Management Plan 6
3. Events to report 6
4. Documentation 7
5. Legislation and Standards 8
6. School Policies 8
7. Distribution of EMP 8

Section 2: School Profile 9

Section 3: Preparation and Prevention 11
1. Risk Analysis and Treatment 11
2. Risk Schedule 11
3. Emergency Management Team (EMT) 12
4. Training Schedule and Training Drills 12
5. Staff Trained in First Aid 12
6. Students and staff with medical conditions or special needs 12
7. Emergency Management Kit 13

Section 4: Response 14
1. Response Sequence 14
2. Emergency Contacts 14
3. Staff Contact Information 15
4. Parent Contact Information 15
5. Emergency Management Team (EMT) – Roles and Duties 16
6. Reporting 18
7. Communication 18

Section 5: Evacuation and Assembly Points 20
1. Alarms 20
2. Assembly Point 20
3. Building Evacuation 21
4. Whole School Evacuation 21
5. Lockdown 22

Section 6: Response to Specific Events 23
For information on child sexual assault or abuse, please refer to the Child Protection Policy. 23
1. Armed Hold Up 23
2. Civil Disorder and Illegal Occupancy 24
3. Lockdown 25
4. Intruder 26
5. Earthquake 27
6. Gas Leak 29
7. Electrical Hazard 30
8. Explosion 31
9. Dangerous Goods/Hazardous Substances Spill 32
10. Environmental Spill Procedure 33
11. Bomb Threat 34
12. Chemical and Biological Emergencies 38
13. Medical Emergencies 40
14. Violence/Harassment or Bullying Behaviour 41
15. Pedestrian Accident 42
16. Severe Weather Incident 43
17. Staff or student lost on a camp or excursion 44
18. Suicide 45
19. Death of a Member of the School Community 46
20. Cyber Attack 47
21. Fire 48
22. Siege of Hostage Situation 49
23. Communicable/Infectious Diseases 50
24. Pandemic Management 51
25. Missing student 52

Section 7: Recovery 53
1. Actions to consider 53
2. Providing Psychological First Aid 54
3. Conduct Operational Debrief 55
4. Conduct Staff Debrief 55
5. Communicate with parents/guardians 56

Appendix 1 – Emergency and Critical Incident Diary 57

Appendix 2 – Communications Log 58

Appendix 3 – letter to parents 59

Appendix 4 – Information and advice for coping after a traumatic event 60

Appendix 5 – Template for initial media release 61

Appendix 6 – Tips for communicating with media 62

Section 1: Overview

1. Introduction

Under the School Education Act 1999, all WA Non-Government Schools are required to have arrangements in place for the management, recording and reporting of critical and emergency incidents. This Critical Incident and Emergency Management Plan provides information on how the school will respond to emergency situations.

The School Coordinator/Principal or Chief Warden (or their delegate) is responsible for the ongoing management of onsite and offsite school related emergencies and critical incidents. In managing the response, they will focus on minimising any ongoing trauma or distress to students and staff, damage to property and focus on returning to normal operations as soon as practicable. Our aim is to:

- Complete risk assessments to reduce the risk of critical incidents and emergencies.
- Make sure our procedures and responses prioritise the safety and wellbeing of the school community.
- Protect the school assets and reputation from damage or harm.

The procedures within this document outline such arrangements and assists the school to meet its legal requirements, duty of care and occupational safety and health obligations.

The Critical Incident and Emergency Management Plan applies to all staff, students, visitors, contractors, and volunteers at Sowilo Community High School.

2. Components of an Emergency Management Plan

The components of an Emergency Management Plan that will be covered in this document are:

- P - Prevention
- P – Preparedness
- R - Response
- R - Recovery

This includes:

- School profile and infrastructure information - location, access, security, alarms.
- Prevention Strategies and processes – risk assessment, emergency training.
- Response strategies and processes – evacuation, lockdown, procedures, roles and responsibilities.
- Recovery Strategies and processes – resuming normal operations, managing mental health and wellbeing.
- Processes for specific incidents and emergencies.

3. Events to report

Based on the principle of ‘prudent over-reaction and rapid de-escalation’, the idea being that it is easier to scale down an over-reaction than to ramp up an under-reaction. It is an expectation that staff report any incident that may affect school operations or the safety and wellbeing of staff or students to the School Coordinator/Principal.

Although not an exhaustive list, the following incidents should be reported. These events can occur at the school, offsite, and may occur outside of school hours.

- The death of (including suicide) or serious injury to, a student, parent, visitor, or staff member.
- Allegations of, or actual assault of, a student, staff member or a visitor.
- Child abuse
- 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/accident.
- Impact by machinery, equipment, aircraft.
- Fumes, spills, leak or contamination by hazardous material.
- Outbreak or incidence of disease.
- Flood.
- Theft, vandalism, and graffiti.
- Issues of negligence or legal liability.
- Need for an evacuation or lockdown.
- An event that has the potential to subject the school to high levels of public or legal scrutiny.
- Serious threats made against a student, visitor or staff member.
- Unethical behaviour by staff.
- Fraud.
- A student, visitor or staff member's behaviour that could result in potential risk to another member of the school community.
- All Occupational Health and Safety incidents, including near misses that could have resulted in injury.
- Severe weather/storm event.
- Cyber-attack or a privacy breach under the Notifiable Data Breach scheme.
- Witnessing traumatic events.
- An actual or potential injury, illness or trauma of a student, staff member or visitor who is at school during a school-related activity or following an incident at school or a school-related activity and where the incident has resulted or may result in significant impact. The following guidance is provided:
  - Police, Ambulance, Fire and Emergency Services, Worksafe or Child Protection and Family Support notified or involved.
  - In respect of an actual injury, illness, or trauma the apparent medical prognosis at the time is that the incident is likely to result in longer term physical or psychological impairment.
  - Normal school operations or activities are significantly disrupted or ceased.
  - School has commenced a review to mitigate future risk and/or action has been taken against students or staff to prevent imminent harm.

Some of the emergencies listed above will have a specific policy response that has been developed. The Emergency Management Plan will outline procedures for a several emergencies that do not have their own dedicated policy response. See Section 5 for specific processes.

4. Documentation

It is a requirement that all critical and emergency incidents be reported and documented, and that school policies and procedures are reviewed after each such incident.

5. Legislation and Standards

Legislation and Standards relevant to this Critical Incident and Emergency Management Plan include:

- Australian Standard AS 3745:2010 Planning for emergencies in facilities
- Emergency Management Act 2005
- Emergency Management Regulation 2006
- School Education Act 1999, s159(1)
- School Education Regulations 2000
- Disability Discrimination Act 1992
- Occupational Safety and Health Act 1984
- Occupational Safety and Health Regulations 1996
- Privacy Act 1988
- Standards Australia AS/NZS ISO 31000:2009 Risk Management Guidelines
- Standards Australia HB 292:2006 A practitioner's guide to business continuity management
- Standards Australia AS 3745:2010 Emergency Control Organisation and Procedures for Buildings, Structures and Workplaces

6. School Policies

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

- Emergency Management Policy
- Excursions, Camps and Water Based Activities
- Child Protection Policy
- Behaviour Management Policy
- Bullying Prevention Policy
- Complaints and Disputes Policy
- Risk Management Policy
- Internet and Email Usage Policy
- Records Retention Policy
- Occupational Health & Safety Policy
- Contractor and Volunteers Guidelines
- Fire Management and Evacuation Procedures

7. Distribution of EMP

A copy of this plan has been distributed to:

Name	Position Title and Organisational Name	Date sent	Email Address
SCHS Staff	David Marshall School Coordinator/Principal	30/04/2024	admin@sowilo.wa.edu.au
School Council Members	David Marshall	30/04/2024	admin@sowilo.wa.edu.au

Section 2: School Profile

Facility Profile Summary	
Name and address of Facility	Sowilo Community High School Unit 1 and 2, 2 Gillam Drive Kelmscott 6111 Western Australia
Phone number	08 9390 1995
Email	admin@sowilo.wa.edu.au
Hours of operation	0830am – 1600pm
After hours emergency contact	David Marshall
Total students	App. 76
Total staff	23
Building type	Open Plan - 5 common areas, 2 x kitchens, 6 x toilets, 6 x enclosed office areas, 7 x staff teaching areas, car park out front, rear access, side access.
Number of entrances and exits	5
Onsite evacuation location	The corner of Railway Ave and Gillam Drive – under the strata signage.
Location of First Aid Kits and Emergency Management Kit	Main Administration Office

Road Access to the School	
Road	**Access Details**
Gillam Drive	Access to side car park on eastern side of the building
Railway Avenue	Access to car park in front of the school entrance.

Security Alarms			
Type	**Location**	**Monitoring Company**	**Shut Off Instructions**
Back to Base	On panel at main entrance doors	E Fire and Safety	Manual shut off at the panel – enter code.

Security Cameras			
Type	**Location**	**Monitoring Company**	**Shut Off Instructions**
Back to Base	Hubs are located in the server room and the new storage room in unit 2.	E Fire and Safety	Controlled at the hub.

Smoke Alarms
Located throughout the facilities.

Utilities		
Type	**Service Provider**	**Contact**
Gas	Alinta	13 13 58
Water	Water Corporation	13 13 75
Electricity	Synergy	13 13 51

Roof Access
Roof is accessed through the ceiling tiles

Onsite Hazards	
Hazardous chemicals/materials storage	Locked cupboard in male toilets
Fuel Storage	n/a
Curriculum ICT servers	Server Room – Locked
Student computers	Locked away

Section 3: Preparation and Prevention

1. Risk Analysis and Treatment

The School Coordinator/Principal will:

- Identify and assess all risks onsite and offsite that have the potential to become critical incidents or emergencies or affect the normal operations of the school.
- Involve outside agencies or organisations (Hazard Management, Security) to identify potential risks associated with particular situations.
- Implement risk practises and strategies in line with the school's Risk Management Policy.
- Implement strategies to eliminate or reduce the likelihood of occurrence of critical incidents and emergencies.
- Distribute and communicate the Critical Incident and Emergency Management Plan to the school community.
- Organise training for key staff and organise and schedule training drills for the school community.
- Test, review, and update the Critical Incident and Emergency Management Plan annually.

Refer to the **Risk Management Policy** and **School Risk Assessment** for more details.

2. Risk Schedule

The following table outlines the risk schedule undertaken by the school as directed by the School Coordinator/Principal.

Action	When	Responsibility
Review and update school risk assessment	Annually in February	Principal/School Coordinator
Appoint occupational health and safety representative	February	Principal/School Coordinator
Review and update Critical Incident and Emergency Management Plan and Procedures	February	Principal/School Coordinator
Communicate Plan to staff and students	Term 1 New Staff Induction	Principal/School Coordinator
Deliver training to new staff	Term 1 New Staff Induction	Principal/School Coordinator
Update staff contact list and first aid training records in EMP	February As changes occur	Principal/School Coordinator
Make sure all evacuation maps and area maps are updated and accessible to all staff and students.	February	Principal/School Coordinator

Action	When	Responsibility
Check content of emergency kit and first aid kits	February Following emergency	Principal/School Coordinator
Complete evacuation and lockdown drills for all staff, students and volunteers.	Term1 & 3	Principal/School Coordinator

3. Emergency Management Team (EMT)

The EMT is the group of key personnel within the school who will respond to critical incidents and emergencies. It is the role of the EMT to prioritise the safety of staff, students, volunteers, and contractors and make decisions in the event of an incident or emergency that mitigate potential harm to people, property and reputation.

Refer to **Section 4** for details of the Emergency Management Team and their responsibilities.

4. Training Schedule and Training Drills

The smooth operation of the emergency procedures is achieved only when members of the Emergency Management Team and all other staff and students know what is expected of them and the processes they must follow. The Emergency Management Plan and its associated procedures are tested and reviewed on a regular basis.

The school will:

- Practice and perform annual Lockdown drills.
- Perform building evacuation drills in Terms 1 and 3 of each year.
- Deliver training to all staff, relevant to their role, as part of a staff induction.
- Provide regular refresher training as required.

5. Staff Trained in First Aid

The following table provides a list of the staff who are currently qualified in first aid, the level of qualification and when they are due to requalify.

Staff Name	Qualification	Date of completion
All staff	Provide a first aid response in an education and care setting - (HLTAID004)	16/04/2024

6. Students and staff with medical conditions or special needs

Staff will use the student and staff list from the Emergency Management Kit to identify students and staff with specific medical of other special needs that will require assistance during a critical incident or emergency if an evacuation is involved.

7. Emergency Management Kit

The Emergency Kit is kept in the main Administration office in a large black plastic crate labelled 'Emergency Kit'. The contents of the kit include:

Item	Notes
Duties of the EMT	X 1 copy for each EMT member
Copies of the Critical Incident and Emergency Management Plan	X 1 copy for each EMT member
Maps of the school and surrounds including muster points	A3 size & laminated
Maps of the buildings and facilities – gas bottles, power transformers, first aid kit locations, fire extinguishers, smoke alarms	X 1 – 3 copies
Master keys	1 set
Student List	Medical information included
Staff contact list	Medical information included
Parent contact	With phone contact details
Safety Data Sheets Set	Information on hazardous substances and chemicals in the school
Torches w spare batteries	X 1 - 3
Notebook and pens	X 1 - 3
Critical Incident Diary	For Communications Officer to record timeline of events
First Aid Kit	1 for EMT 2 x student/staff groups with student personal medication
Camera	To help document evidence
Attendance Register for that Day	X 1
Whistle/Megaphone	X 1
Bottled water	X 3 - 5

Section 4: Response

Incidents will be managed so that the highest priority is the students or staff members affected. The response sequence is as follows:

1. Response Sequence

Assess	**Assess** the situation and collect the immediate details – who, what, when, where, how many.
Contact	**Call** emergency services **(000).**
Assist	**Help** anyone who is in danger if it is safe.
Evacuate	If required **evacuate** staff, students, volunteers, visitors, contractors. If evacuation is unsafe – **lock down** the school.
Inform	**Contact** the School Council Chair. **Advise** parents/guardians.
Organise	**Organise** school resources.
Recovery	**Start** the recovery process and return the school to normal operations when it is safe to do so. **Support** the school community in the recovery process.
Report	**Provide** a report to the school council. **Report critical incident to the Director General** within 48 hours, by using the Reportable incident notification form.

2. Emergency Contacts

Name	Number
WA Police (Emergency)	**000**
Ambulance (Emergency)	**000**
Fire and Emergency Services	**000**
State Emergency Services (Kelmscott) Emergency Assistance	9497 1266 1300 1300 39
DFES Emergency Information	1 300 449 9055

Name	Number
WA Police – NON-life-threatening requiring Police response	131 444
Local Police Station (Armadale)	08 9399 0222
Hospital (Armadale)	08 9391 2101
Gas	13 13 52 (ATCO for leaks outside a building)
Electricity	13 13 51
Telstra	13 22 00
Water Corporation	13 13 75
Health Direct	1 800 022 222
Parks and Wildlife (DPAW)	9219 900
Work Safe WA	1 300 307 877
Pollution Watch	1 300 784 780
Poisons Information Line	13 11 26
Alcohol/Drug Information Service	1800 250 015
Local Government (City of Armadale and Ranger)	08 9394 5000 1 300 886 885 (AH)

3. Staff Contact Information

Emergency contacts for staff are kept in the Emergency Response Kit.

4. Parent Contact Information

The Parental Contact list is kept in the main administration area accessible by the School Coordinator/Principal, Deputy Principal and Administration Team. The School Coordinator/Principal and Deputy Principal can access the list remotely on their laptops. An updated copy is kept in the Emergency Management Kit.

This EMP is distributed to external organisations and individuals outside the school. Private and confidential information on parents and students is shared only when required.

5. Emergency Management Team (EMT) – Roles and Duties

Positions on the Emergency Management Team (EMT) will consist of a Chief Warden as a minimum. Other positions that may be used, dependent on the situation include:

- Operations and logistics
- Communication
- First Aid
- Area and Evacuation Wardens

The Chief Warden is the first person on this list below who is present at the time of the incident.

1. School Coordinator/Principal
2. Maintenance Manager
3. Welfare Manager
4. Social Worker

Role	Responsibility
Chief Warden	**Responsibilities** • In the event of an emergency/incident assume control of all activities in connection with the emergency organisation and evacuation procedures until the hand over to the Emergency Service Personnel. • Take appropriate action during an emergency to prioritise the safety and wellbeing of the school community and any other building occupants at the time. **Action** • When an alarm is signalled, or an emergency is raised assume control of the situation/incident. • Communicate with staff from the area where the alarm has been activated and assesses the situation. • If necessary, evacuate the appropriate class area and/or building. • Notify the relevant emergency services e.g. Fire Brigade, Police and/or Ambulance. • Assist the authorities, i.e. Fire Brigade, Police etc. as required. • If an evacuation is ordered - Make sure everyone has been evacuated from the building. Make sure cleared areas are noted. • Maintain communication with the staff and other wardens (first aid, operations and logistics, area and evacuation wardens) as to the situation. • Advise everyone when it is safe to re-enter the building following the incident or emergency.
Operations and Logistics	**Responsibilities** • Manage the contents of Emergency Management Kit. • Assist with checking building facilities and equipment – this includes turning off systems, completing building sweeps and managing gas, electricity and water. • Manage movement of equipment and support the emergency services as required.

Role	Responsibility
	• Assist with the evacuation of visitors and contractors. • Provide support and assistance to any students or staff with special needs or medical conditions. **Action** • When an alarm is signalled or an emergency is raised, retrieve the Emergency Kit from the administration area and take it to the Chief Warden. • Carry out the Chief Wardens instructions and provide support.
Area and Evacuation Wardens	Every staff member is an area and evacuation warden. **Responsibilities** • In the event of an incident or emergency area/evacuation wardens will assume control over their class areas. This includes the students and volunteers in that area. • Make sure that all class areas are cleared, and students are evacuated to the emergency assembly area as instructed by the EMT. **Action** Upon instruction or notification: • Organise their students/equipment, stay in their area and wait for instructions from the EMT. • When instructed to evacuate, facilitate the safe evacuation of the area. • Sweep their area to make sure that everyone has been evacuated. If their area is near the toilets check the toilets to make sure they are empty. • Make sure any doors in their area are closed, lights turned off and windows closed. • Report to the EMT when the area is cleared, and they are at the emergency assembly point and have been checked off the attendance list. • Carry out any other instructions as requested by the Chief Warden.
First Aid Officer	**Responsibilities** • Provide first aid to anyone who is injured or those in need of assistance. **Action** On being notified of an incident or emergency: • Collect First Aid kit from administration area. • Proceed to the incident or emergency and provide first aid until the emergency services arrive, first aid is no longer required or as instructed by the EMT.

Role	Responsibility
	• If the evacuation signal is given, move to the Emergency Assembly Area and wait for further instructions from the EMT.
Communications	**Responsibilities** • Document the incident or emergency in the diary to capture for records management. • Communicate with Emergency Services, staff or parents as directed by the Chief Warden. **Action** On being notified of an incident or emergency: • Collect notebook and pen and make your way to the Chief Warden. • Document event log using the Emergency Management Diary template (Appendix 1). • Communicate information as directed by the Chief Warden. • Prepare documentation for post incident debriefs. .

6. Reporting

All Critical and Emergency Incidents are required to be documented, recorded in the Incident Register with all documentation held by the School Coordinator/Principal.

The School Coordinator/Principal will report all Critical and Emergency Incidents to the Sowilo School Council and will work with the school council to make sure all reportable Critical and Emergency Incidents are reported to the Director General within 48 hours of the incident using the Reportable Incident Notification Form available at https://www.education.wa.edu.au/ongoing-obligations.

7. Communication

Clear and concise communication within the school (staff, students, volunteers) and outside of the school (parents, community, media) is essential in any emergency event or crisis. As a school, we will implement the following principles with our communication plan:

- **Communicate immediately** if only to acknowledge that something has happened, and you are looking into the episode.
- **Update early and often**. Be proactive and early with sharing news, even when the whole picture is not clear. Start with summary statements on what is known and provide updated action plans and new developments as early and as often as possible.
- **Be open and transparent in all communication** to help maintain trust. Be factual, list key points of what has occurred and what actions the School has/will take.

The school will identify the key individuals and groups it needs to communicate with. This includes:

- Students, staff and volunteers
- School Council
- Parents
- Wider community

- Media

Item	Detail
School Council	The School Coordinator/Principal will notify the School Council of the incident as early as possible if it is safe to do so. They will continue to provide regular updates to maintain consistency and accuracy of information and work with the board to make sure that all reporting requirements are fulfilled post incident.
Communication Updates	The School/Coordinator/Principal will keep key stakeholders up to date with information throughout and after the incident. Methods used include: • Sending email or text communications to staff and parents. • Posting a statement on the school website and social media pages. • Organise for calls to be returned promptly. • Update the school's voicemail to inform callers about the incident. • Follow up with post crisis communication updates via email, phone calls, newsletter articles and social media announcements.
Media Releases	If appropriate the school will release a statement to the media which will be posted on the school's website, social media accounts and distributed to staff. Make sure that staff are reminded that only the School Coordinator/Principal will talk to the media. The School Coordinator/Principal must give permission for any interviews and for media to have access to the facilities. If an interview is organised a written statement will be used by the School Coordinator/Principal to guide the interview.
Record Keeping and Documentation	All critical incident information will be documented using the Incident Communication Diary. Information collected will include response actions and times, first aid treatment and notes, conversations, media questions and notes. This information will be kept on file and used to evaluate Critical and Emergency Incident Procedures and Communication Plans.

Section 5: Evacuation and Assembly Points

1. Alarms

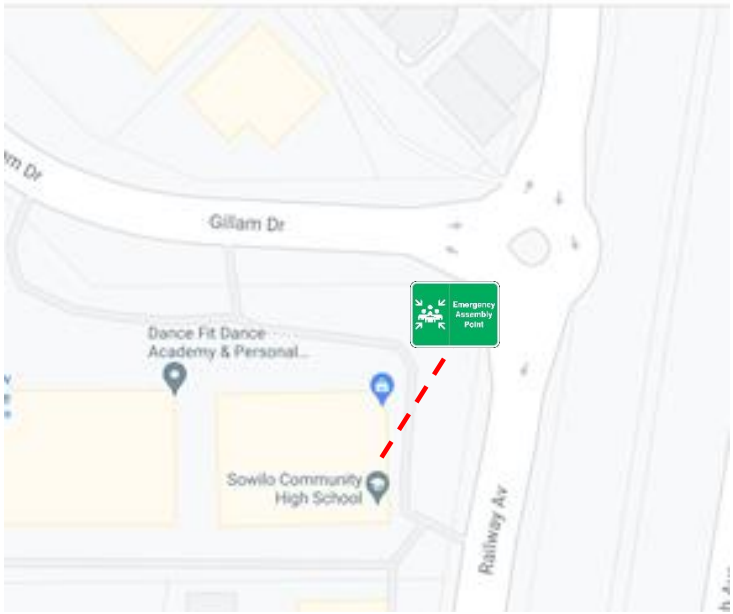
Raising the alarm	Any staff member who identifies an emergency must do the following: • Inform the School Coordinator/Principal of the incident or emergency. If the School Coordinator/Principal is unavailable inform the Administration and Deputy Principal. • Remain there until directed to go back to your area.
False alarms	If no emergency is found, the Chief Warden must: • Inform staff/visitors of the false alarm, • Meet the emergency service on arrival and inform them of the situation.

2. Assembly Point

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

Primary Assembly Point – The corner of Railway Avenue and Gillam Drive (under the strata signage). When ordered to evacuate the facility, everyone must proceed directly to the primary Assembly point.

Evacuation Map



3. Building Evacuation

Chief Warden to initiate evacuation procedure by giving the command to 'Evacuate'. The Chief Warden or member of EMT will walk around to all class areas and give the command. School staff, students, volunteers, and contactors must:

- STAY CALM, provide reassurance, and listen carefully to instructions.
- The Chief Warden will designate duties to staff in accordance with the EMT. Staff who are designated to roles must immediately assume those responsibilities.
- Staff to turn off lights, electrical appliances and close any doors and windows in their teaching area.
- Staff to pick up student attendance roll and start moving students in their care to the Emergency Assembly Area. Assist any students with special needs or medical conditions.
- Staff to check the attendance roll before confirming with the Deputy Principal who will work with the administration team to collate attendance and identify if anyone is missing.
- The Deputy Principal will conduct a whole - school roll call.
- Staff, students, volunteers, and contractors to remain at the Emergency Assembly point until the Chief Warden confirms it is safe to return.
- Staff are to check students back in on the attendance register and give to administration. Any students who are missing must be reported to the Chief Warden.
- The School Coordinator/Principal will report the evacuation to the School Council.
- The School Council and the School Coordinator/Principal will make sure that incident is reported to the Director General within 48 hours by using the Reportable incident notification form.

4. Whole School Evacuation

If the whole school needs to evacuate the building and surrounding premises. The Chief Warden will inform all staff of the evacuation. Staff to help students organise their belongings. Staff to check the attendance roll and everyone to remain in their areas.

If time permits, the administration team or designated staff member send SMS to parents and ask them to collect children from school. Staff to stay with students until their parents collect them. Mark student on the roll as they are collected by their parents.

If faster evacuation is required:

- Administration to inform Emergency Services that we are evacuating to the designated Emergency Assembly Area.
- Administration or delegated staff member to SMS all parents to drive to school to pick up students.
- Chief Warden to delegate a Carpark Warden to meet arriving parents and have them wait in the carpark.
- Students are marked off on attendance rolls as they leave the school.
- Students with special needs or medical conditions are assisted as required.
- Chief Warden and Administration team/designated staff to remain at school until all students are evacuated.

- Chief Warden will Report the evacuation to the School Council.
- The School Council and the School Coordinator Principal will make sure that incident is reported to the Director General within 48 hours by using the Reportable incident notification form.

5. Lockdown

Lockdown is the act of isolating students, staff and visitors from a perceived threat of physical harm at the school site by confining people to classrooms or other school buildings. The Chief Warden (or School Coordinator/Principal) will initiate lockdown based on an assessment of risks to students and staff. The decision to initiate lockdown will be informed by advice from other agencies, the Non-Government Schools Regulator or other information available at the site.

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

Staff who identify a potential emergency requiring lockdown must report immediately to the School Coordinator/Principal.

- If a potential emergency arises that requires a lockdown, then the School Coordinator/Principal will initiate the lockdown.
- The School Coordinator/Principal will make an announcement confirming the lockdown.
- All staff, students and visitors must remain in class areas. If classes are outside, they must return immediately to the class areas. Stay calm and make sure students know to stay quiet.
- Close and lock all doors and windows where possible and turn all lights off. Avoid standing near or looking out of windows.
- Staff to record the names of all students in their area. If anyone is missing, then let the School Coordinator/Principal or Deputy Principal know.
- Do not allow unauthorised people into the classroom.
- Remain in the class area until the School Coordinator/Principal or Emergency services declare it safe to leave.
- Report the incident to the School Council.
- The School Council and the School Coordinator Principal will make sure that incident is reported to the Director General within 48 hours by using the Reportable incident notification form.
- Meet the post incident welfare and wellbeing needs of all staff and students.
- Communicate with parents/guardians. When preparing communications for parents following a lockdown the School Coordinator/Principal must liaise with School Council, legal services and school psychologists.

Section 6: Response to Specific Events

For information on child sexual assault or abuse, please refer to the Child Protection Policy.

1. Armed Hold Up

In the event of an armed hold-up situation:

Step	Details
1	Follow the instructions given by the offender. Do not try to argue or threaten the offender and do not try to disarm or apprehend the offender.
2	Remain calm and avoid making sudden movements that may panic the offender. Do what you are told and answer any questions when asked.
3	Raise the alarm if it is safe to do so.
4	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.
5	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.
6	Observe as many details of the offender as possible including: • Any surfaces or items touched by the offender. • Clothes they are wearing – distinguishable features.
7	Immediately after the incident, School Coordinator/Principal will: • Secure the immediate vicinity where the incident occurred and restrict access to the area. • Keep students away from the area. • Notify the police.
8	The School Coordinator/Principal will: • Report the incident to the School Council • Report to the Director General within 48 hours by using the Reportable incident notification form.
9	Meet the post incident welfare and wellbeing needs of the school community.

2. Civil Disorder and Illegal Occupancy

Based on the information available, the School Coordinator/Principal will:

Step	Details
1	Notify police and emergency services and request assistance.
2	Restrict access to the building.
3	Evacuate staff and students to a safe location away from the incident if possible. If it is not possible, keep the students and staff in a secure area of the building.
4	Keep away from windows. If considered necessary and possible, lie prone on the floor.
5	The Chief Warden/School Coordinator/Principal to communicate with emergency services personnel.
6	Chief Warden/School Coordinator/Principal to announce resumption of normal operation only after receiving advice from emergency services personnel.
7	Report the incident to the School Council.
8	The School Council and the School Coordinator Principal will make sure that incident is reported to the Director General within 48 hours by using the Reportable incident notification form.
9	Meet the post incident welfare and wellbeing needs of the school community.

Note

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

3. Lockdown

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 class areas. The Chief Warden (School Coordinator/Principal) will initiate lockdown based on an assessment of level of risk to the school community. This decision will be informed by advice from emergency services, the Non-Government Schools Regulator or other information available at the site.

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

Step	Details
1	If a potential emergency arises that requires a lockdown, then the School Coordinator/Principal will initiate the lockdown.
2	The School Coordinator/Principal will make an announcement confirming the lockdown.
3	All staff, students and visitors must remain in class areas. If classes are outside, they must return immediately to the class areas. Stay calm and make sure students know to stay quiet.
4	Close and lock all doors and windows where possible and turn all lights off. Avoid standing near or looking out of windows.
5	Staff to record the names of all students in their area. If anyone is missing, then let the School Coordinator/Principal or Deputy Principal know.
6	Do not allow unauthorised people into the classroom.
7	If someone needs to use the bathroom, consider using a plastic lined bin and screening off an area for privacy.
8	Remain in the class area until the School Coordinator/Principal or emergency services.
9	Report the incident to the School Council.
10	The School Council and the School Coordinator Principal will make sure that incident is reported to the Director General within 48 hours by using the Reportable incident notification form.
11	Meet the post incident welfare and wellbeing needs of the school community.
12	Communicate with parents/guardians. When preparing communications for parents following a lockdown the School Coordinator/Principal must liaise with School Council, legal services and school psychologists.

Note

Records and documentation associated with a lockdown need to be maintained by the school.

4. Intruder

Where it is not possible to initiate a Lockdown Procedure:

Step	Details
1	Students to remain in groups and not approach the intruder.
2	Comply with the requests of the intruder and take down as many observations as possible about the intruder.
3	When the intruder leaves, notify the School Coordinator/Principal and/or ring 000. All witnesses should write down their description of the intruder.
4	Report the incident to the School Council.
5	The School Council and the School Coordinator Principal will make sure that incident is reported to the Director General within 48 hours by using the Reportable incident notification form.
6	Meet the post incident welfare and wellbeing needs of the school community.

5. Earthquake

In the event of an earthquake the staff must ensure students remain in their area are as safe as possible. The safest place to be under desks, under a strong doorway or in corners away from windows. If there is enough time and warning, then a whole school evacuation should be prioritised.

Indoors

Step	Details
1	If there is enough time, evacuate the whole school to the Emergency Assembly point.
2	If it is not possible, the School Coordinator/Principal must give the direction to shelter in place.
3	Staff to make sure no students, volunteers or visitors try and run from the building.
4	Direct students to shelter under desks or in corners of the room away from windows or under doorways.
5	Avoid sheltering near any equipment or furniture that may move – shelving, bookcases, mirror, windows.
6	Look out for falling plaster, bricks and light fixtures.
7	Remain in place until the Chief Warden/School Coordinator/Principal gives the instruction to evacuate.
8	Report the incident to the School Council.
9	The School Council and the School Coordinator Principal will make sure that incident is reported to the Director General within 48 hours by using the Reportable incident notification form.
10	Meet the post incident welfare and wellbeing needs of the school community.

Outdoors

Step	Details
1	Evacuate the whole school to the Emergency Assembly point.
2	Stay away from buildings, power poles, trees if possible.
2	All staff to check attendance against class rolls and give to Deputy Principal.
3	Chief Warden/School Coordinator/Principal to liaise with emergency services.
4	Check and treat injuries. Do not move seriously injured personnel (unless they are in danger) – wait for emergency services.

Step	Details
5	Turn off electricity, gas, water when it is safe to do so – or if advised by emergency services.
6	School Coordinator/Principal and Maintenance to check for damage, gas leaks, power failure and any other damage or hazards.
7	Make sure that no-one returns to any building unless authorised to do so.
8	Report the incident to the School Council.
9	The School Council and the School Coordinator Principal will make sure that incident is reported to the Director General within 48 hours by using the Reportable incident notification form.
10	Meet the post incident welfare and wellbeing needs of the school community.

6. Gas Leak

In the event of a gas leak being detected it is important to be aware of ignition sources, inhalation risks and prioritise the safety of the school community.

Step	Details
1	Staff member to report evidence of gas leak to maintenance/School Coordinator/Principal.
2	School Coordinator/Principal and maintenance will assess the situation.
3	Chief Warden/School Coordinator/Principal to call emergency services if required.
4	Chief Warden/School Coordinator/Principal to give direction to commence an immediate evacuation of the building and move to the Emergency Assembly Point. Assist anyone affected by the gas leak.
5	Use first aid to treat any injured students or staff members.
6	At the emergency assembly point, staff check attendance against class rolls and provide to the Deputy Principal.
7	Stay at the emergency assembly point until the Chief Warden/School Coordinator/Principal or emergency services advises it is safe to return to the building.
8	Report the incident to the School Council.
9	The School Council and the School Coordinator Principal will make sure that incident is reported to the Director General within 48 hours by using the Reportable incident notification form.
10	Meet the post incident welfare and wellbeing needs of all the school and school community.

7. Electrical Hazard

In the event of an electrocution from faulty electrical wiring or equipment, the following steps must be taken.

Step	Details
1	School Coordinator/Principal to alert emergency services.
2	School Coordinator/Maintenance to isolate the area/hazard if it is safe to do so.
3	If it is domestic electricity, switch off the current but do not cut the cable.
4	If high voltage electricity is involved (such as fallen power cables), wait until Western Power has deemed the area safe.
5	Do not touch any conducting material which is also in contact with the current until the current is disconnected. In the case of electrocution, this may include a person.
6	Act immediately and apply first aid. Any person who has received an electric shock must be taken to hospital.
7	Keep everyone away from the area. Evacuate to the emergency assembly point if advised by emergency services or as directed by the Chief Warden/School Coordinator/Principal.
8	At the emergency assembly point, staff check attendance against class rolls and provide to the Deputy Principal.
9	Stay at the emergency assembly point until the Chief Warden/School Coordinator/Principal or emergency services advises it is safe to return to the building.
10	Only return to the building until it is safe to as directed by emergency services or Chief Warden/School Coordinator/Principal.
11	Report the incident to the School Council.
12	The School Council and the School Coordinator Principal will make sure that incident is reported to the Director General within 48 hours by using the Reportable incident notification form.
13	Meet the post incident welfare and wellbeing needs of the school community.

8. Explosion

The steps below are to be followed in the event of a sudden explosion.

Step	Details
1	Report to School Coordinator/Principal immediately.
2	School Coordinator/Principal to notify emergency services.
3	Assess the situation, being wary of fallen live wires, spilt flammable/corrosive liquids, the release of hazardous materials or flammable or toxic gases.
4	Start an immediate evacuation of staff, students, volunteers, contractors from the explosion affected area if it is safe to do so.
5	Apply first aid to anyone who is injured if it is safe to do so.
6	If it is safe, anyone who is trained in small fire firefighting can fight small fires with firefighting equipment that is located at the school.
7	At the emergency assembly point, staff check attendance against class rolls and provide to the Deputy Principal.
8	Stay at the emergency assembly point until the Chief Warden/School Coordinator/Principal or emergency services advises it is safe to return to the building.
9	Only return to the building until it is safe to as directed by emergency services or Chief Warden/School Coordinator/Principal.
10	If the school is remaining closed, organise for parents/guardians to collect students.
11	Report the incident to the School Council.
12	The School Council and the School Coordinator Principal will make sure that incident is reported to the Director General within 48 hours by using the Reportable incident notification form.
13	Meet the post incident welfare and wellbeing needs of the school community.

9. Dangerous Goods/Hazardous Substances Spill

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

Step	Details
1	Do not touch, handle or move anything.
2	Report to the School Coordinator/Principal.
3	The School Coordinator/Principal and Maintenance will assess the situation and decide the best evacuation procedure. (Cordon off the area, evacuate the area or evacuate the school).
4	Depending on the level of hazard from the Dangerous Goods/Substance, the following information needs to be collected (normally this is on the Material Safety Data Sheet): • Name of substance • Dangerous Goods Class • HAZCHEM Code
5	If there is a possible threat to the environment, due to toxic substances reaching stormwater drains, or leaching into soil, use bunting to protect drains and contain the spill. Only do this if it is safe to do so.
6	Keep everyone away from the spill area.
7	Monitor any person who may have come into contact with the dangerous good/hazardous substance. They must seek medical attention and must not eat or drink.
8	The emergency services and relevant authorities will confirm when the area is safe, and the spill has been cleaned up. The School Coordinator/Principal will confirm when students and staff can return to the school.
9	If the school is remaining closed, organise for parents/guardians to collect students.
10	Report the incident to the School Council.
11	The School Council and the School Coordinator Principal will make sure that incident is reported to the Director General within 48 hours by using the Reportable incident notification form.
12	Meet the post incident welfare and wellbeing needs of the school community.

Note

Any Dangerous Goods/Hazardous Substance spills should be cleaned up by a qualified contractor/service provider if they pose a risk to the health and safety of employees.

10. Environmental Spill Procedure

An environmental incident or accident occurs when a harmful substance flows into the environment. In the event of an environmental spill follow the steps below.

Step	Details
1	Immediately report to School Coordinator/Principal.
2	The School Coordinator/Principal and Maintenance will assess the situation and decide what clean up procedure to follow. Only attempt to clean up nontoxic spills.
3	The School Coordinator/Principal will contact emergency services and the appropriate service provider to clean up the spill.
4	If the spill is toxic or harmful then the School Coordinator/Principal will instigate an evacuation – barricade the spill area and restrict access by students and staff.
5	If a whole school evacuation is required following the evacuation procedure and move to the Emergency Assembly Area.
6	If it is safe to do so, contain the spill using bunting to stop it leaching into soil or drains.
7	Seek advice from the contractor/service provider on the spill disposal process to make sure it is cleaned up in an environmentally appropriate way.
8	Provide first aid to anyone who has been exposed to or come into contact with a hazardous substance. They must seek medical attention immediately and avoid eating or drinking.
9	The School Coordinator/Principal will notify the Environmental Protection Agency (EPA) or any other agency as directed by the emergency services.
10	The emergency services and relevant authorities will confirm when the area is safe and the spill has been cleaned up. The School Coordinator/Principal will confirm when students and staff can return to the school.
11	If the school is remaining closed, organise for parents/guardians to collect students.
12	Report the incident to the School Council.
13	The School Council and the School Coordinator Principal will make sure that incident is reported to the Director General within 48 hours by using the Reportable incident notification form.
14	Meet the post incident welfare and wellbeing needs of the school community.

11. Bomb Threat

A bomb threat is defined as a threat to detonate an explosive or incendiary device to cause property damage, death, or injuries. Whether such a device exists, all bomb threats are to be taken seriously.

Receiving a bomb threat by telephone

Step	Details
1	Remain calm and do not hang up or terminate the call.
2	Take down notes of telephone number, time of the call, details of the conversation. Use the **Bomb Threat Checklist** (following page) if possible.
3	Immediately notify the School Coordinator/Principal.
4	School Coordinator/Principal or Deputy Principal to contact the WA Police on 000 and provide relevant information when they arrive onsite.
5	Activate the school's offsite evacuation procedure.
6	Leave windows and doors open.
7	Manage the return to normal operations in consultation with WA Police. This includes debriefs, communications, media releases and reporting.
8	Report the incident to the School Council.
9	The School Council and the School Coordinator Principal will make sure that incident is reported to the Director General within 48 hours by using the Reportable incident notification form.
10	Meet the post incident welfare and wellbeing needs of the school community.

Receiving a bomb threat by mail

Step	Action
1	Avoid touching or handling the letter, package of envelope.
2	Complete a quick visual inspection of the area – do not move or touch anything.
3	Immediately notify the School Coordinator/Principal.
4	School Coordinator/Principal or Deputy Principal to contact the WA Police on 000.
5	Activate school's offsite emergency evacuation procedure.
6	Leave windows and doors open

Step	Action
7	Manage the return to normal operations in consultation with WA Police. This includes debriefs, communications, media releases and reporting.
8	Report the incident to the School Council.
9	The School Council and the School Coordinator Principal will make sure that incident is reported to the Director General within 48 hours by using the Reportable incident notification form.
10	Meet the post incident welfare and wellbeing needs of the school community.

Note

- The School Coordinator/Principal will decide, in consultation with the WA Police whether a search of the area is warranted.
- Follow offsite evacuation procedures once the decision has been made to evacuate.
- Use the checklist on the following page to assist.

Bomb Threat Checklist

Use this checklist to help record details of the bomb threat.

Telephone Bomb Threats (Response Checklist)	
1. General Questions	
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 gas?	
4. Other Questions to Ask	
What is your name?	
Where are you?	

Telephone Bomb Threats (Response Checklist)				
What is your address?				
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 Noises:	☐ Music ☐ Children ☐ Talking ☐ Typing ☐ Traffic ☐ Machinery ☐ Aircraft ☐ Harbour ☐ Other			
Call received by	**Name**		**Time**	
	Line no		**Ext no**	
	Duration of call			
Origin of Call:	☐ Bomber ☐ Police ☐ Fire Brigade ☐ Other			
7. Other information				

12. Chemical and Biological Emergencies

If there is a chemical or biological incident, then take the following steps:

Step	Details
1	Report immediately to the School Coordinator/Principal.
2	School Coordinator/Principal to contact emergency services on 000. Report: • Exact location. • Estimated number of patients. • Wind direction(if chemicals are suspected). • Directions to approach upwind (if chemicals are suspected). • Information on any action taken – barricading, covering etc.
3	School Coordinator/Principal to organise for the scene to be secured. Use barricading to restrict any access to the area and turn off any ventilation or fans in the area.
4	Evacuate the building.
5	Keep the area secure until emergency services have arrived.
6	Report the incident to the School Council.
7	The School Council and the School Coordinator Principal will make sure that incident is reported to the Director General within 48 hours by using the Reportable incident notification form.
8	Meet the post incident welfare and wellbeing needs of the school community.
9	Manage the return to normal operations in consultation with WA Police. This includes debriefs, communications, media releases and reporting.

Unopened Package

If the biological/chemical incident is in the form of a package which **HAS NOT** been opened:

Step	Details
1	Place the item in a plastic bag, seal it. Place it in a second plastic bag and seal it again.
2	Keep your hands away from your face and avoid contaminating your eyes, nose and mouth. If possible, wash your hands without leaving the area.
3	Anyone who has been in touch with the package must remain in the area. Restrict access so no one else can enter the area.
4	School Coordinator/Principal to contact the emergency services on 000.

Step	Details
5	Consult with emergency services on if the building should be evacuated. Follow normal evacuation procedures.
6	Keep the area secure until emergency services have arrived.
7	Report the incident to the School Council.
8	The School Council and the School Coordinator Principal will make sure that incident is reported to the Director General within 48 hours by using the Reportable incident notification form.
9	Meet the post incident welfare and wellbeing needs of the school community.
10	Manage the return to normal operations in consultation with WA Police. This includes debriefs, communications, media releases and reporting.

Open Package

If the biological/chemical incident is in the form of a package which **HAS** been opened:

Step	Details
1	Do Not disturb, move or touch the item any further. If material has spilled from the item, do not try to clean it up or brush it off desks or clothing.
2	Keep hands away from your eyes, nose and mouth to avoid any further contamination.
3	If you can cover the object safely then cover it.
4	Restrict access to the area.
5	School Coordinator/Principal to contact the emergency services on 000.
6	Consult with emergency services on if the building should be evacuated. Follow normal evacuation procedures.
7	Keep the area secure until emergency services have arrived.
8	Report the incident to the School Council.
9	The School Council and the School Coordinator Principal will make sure that incident is reported to the Director General within 48 hours by using the Reportable incident notification form.
10	Meet the post incident welfare and wellbeing needs of the school community.
11	Manage the return to normal operations in consultation with WA Police. This includes debriefs, communications, media releases and reporting.

13. Medical Emergencies

Follow this procedure in case of Medical Emergency – where the patient has collapsed, is in respiratory distress, complaining of severe chest pains.

Step	Details
1	Stay with the patient – do not leave them. If possible, seek help from other staff members trained in first aid. If you are alone then gain attention through any means possible – phone, send student for help or yell.
2	D.R.S.A.B.C.D and start any lifesaving procedures if necessary. Organise for someone to retrieve the defibrillator from the main administration area.
3	Organise for someone to report to the School Coordinator/Principal.
4	School Coordinator/Principal to contact emergency services on 000
5	Stay with the patient until help arrives.
7	Report the incident to the School Council.
8	The School Council and the School Coordinator Principal will make sure that incident is reported to the Director General within 48 hours by using the Reportable incident notification form.
9	Meet the post incident welfare and wellbeing needs of the school community.

Note

Refer to the Asthma and Anaphylaxis Guidelines for management of these medical emergencies.

14. Violence/Harassment or Bullying Behaviour

If faced by aggressive, violent of bullying behaviour by another staff member, parent or student follow these steps:

Step	Details
1	Request the individual to stop the inappropriate behaviour.
2	If offender is being aggressive, try to calm them down. Acknowledge their feelings and ask them to explain the issue in a civil manner.
3	Get help from another person if they continue to behave aggressively or heatedly.
4	Withdraw from the situation if the behaviour continues and appears to be escalating. If you cannot withdraw, you are entitled to use reasonable force to protect yourself.
5	Establish a physical barrier between yourself and the person or take refuge in another room or office – do not put yourself at risk. Allow the person to leave the premises.
6	If you have been unable to resolve the issue then report the issue to the School Coordinator/Principal.
7	The School Coordinator/Principal will report the incident to the School Council.
8	The School Council and the School Coordinator Principal will make sure that incident is reported to the Director General within 48 hours by using the Reportable incident notification form.
9	Meet the post incident welfare and wellbeing needs of the school community.

Note

All incidents of aggressive behaviour, bullying or harassment will be investigated.

15. Pedestrian Accident

If there is a pedestrian accident outside the school entrance or in the school carpark.

Step	Details
1	Call emergency services on 000.
2	Apply First Aid to the level of training and use all standard precautions against blood and body fluids.
3	Report to School Coordinator/Principal.
4	Stay with the patient until the emergency services arrive.
5	The School Coordinator/Principal will report the incident to the School Council.
6	The School Council and the School Coordinator Principal will make sure that incident is reported to the Director General within 48 hours by using the Reportable incident notification form.
7	Meet the post incident welfare and wellbeing needs of the school community.

16. Severe Weather Incident

If there is severe weather forecast or approaching the following steps will apply.

Step	Details
1	Monitor the weather – Bureau of Meteorology/radio/internet – for information and advice.
2	Direct students to stay indoors and stay clear of windows.
3	Work with the administration team and parents/guardians to make sure all students can get home safely.
4	If students are out of school on an excursion or offsite activity make sure they know the information about the forecast weather event and have a safe plan in place to seek shelter.
5	Remind staff to drive safely and to the conditions.
6	After the weather event, the School Coordinator/Principal and Maintenance will check the building and associated structures for any damage.
7	The School Coordinator/Principal will report the incident to the School Council.
8	The School Council and the School Coordinator Principal will make sure that incident is reported to the Director General within 48 hours by using the Reportable incident notification form.
9	Meet the post incident welfare and wellbeing needs of the school community.

17. Staff or student lost on a camp or excursion

If staff or students become lost or go missing during a school camp or excursion the following steps will apply.

Step	Details
1	Complete an initial search for the missing student or staff member.
2	Report the missing student or staff member to the School Coordinator/Principal. Provide the following details: • Full name of missing person • Description of missing person and any medical conditions they may have. • Time and location of where they went missing. • Any other information – were they upset, was anyone else involved etc.
3	School Coordinator/Principal to contact emergency services and advise them of the missing staff member or student.
4	School to contact the missing persons next of kin/parent/guardian.
5	Work with emergency services to implement a search plan and assist them as required.
6	The School Coordinator/Principal will report the incident to the School Council.
7	The School Council and the School Coordinator Principal will make sure that incident is reported to the Director General within 48 hours by using the Reportable incident notification form.
8	Meet the post incident welfare and wellbeing needs of the school community.

18. Suicide

The following steps outline the process to be taken in the event of a suicide or attempted suicide within the school community on the school premises.

Step	Details
1	Report to the School Coordinator/Principal immediately. Restrict access to the area. Make sure all other staff and students are kept away.
2	Call emergency services on 000.
3	The School Coordinator/Principal will work with the Welfare Team and other staff members to coordinate a response to the suicide or attempted suicide. The response will include the monitoring, support and wellbeing of the entire school community.
4	School Coordinator/Principal in consultation with the welfare team to organise external counsellors as required.
5	Make sure that all staff know the details of the Employee Assistance Program.
6	The School Coordinator/Principal will report the incident to the School Council.
7	The School Council and the School Coordinator Principal will make sure that incident is reported to the Director General within 48 hours by using the Reportable incident notification form.
8	Manage communications with the school community, parents/guardians and media.
9	Manage the return to normal operations. This includes debriefs and reporting responsibilities and ongoing monitoring of students and staff.
10	Meet the post incident welfare and wellbeing needs of the school community.

19. Death of a Member of the School Community

At School or during an excursion or camp

Step	Details
1	Contact emergency services and advise of the situation. Provide the following information: • Full name • Gender • Age • School name • Details of incident/accident
2	Make sure all other staff and students are safe.
3	Isolate the body and barricade the area.
4	Immediately report to the School Coordinator/Principal.
5	School Coordinator/Principal to contact Chair of School Council.
6	Organise with school/emergency services to notify the next of kin.
7	The School Coordinator/Principal in consultation with the welfare team to plan to manage the situation and provide counselling and support to the school community.
8	Make sure staff have access to the Employee Assistance Program.
9	The School Council and the School Coordinator Principal will make sure that incident is reported to the Director General within 48 hours by using the Reportable incident notification form.
10	Manage communications with the school community, parents/guardians and media.
11	Manage the return to normal operations. This includes debriefs and reporting responsibilities and ongoing monitoring of students and staff.
12	Meet the post incident welfare and wellbeing needs of the school community.

Note

Should a death occur that is not work/school related, appropriate support should be given to staff and students to assist them to cope with the grieving process.

20. Cyber Attack

If staff or students suspect a data breach or cyber-attack on the school's computer system, follow these steps.

Step	Details
1	Report to School Coordinator/Principal and Administration so they can disconnect the modem/connection.
2	Administration to contact the Business Manager and IT Service company.
3	IT Service Company will check system and provide report to School Coordinator/Principal.
4	School Coordinator/Principal to report to School Council.
5	The School Council and the School Coordinator Principal will make sure that incident is reported to the Director General within 48 hours by using the Reportable incident notification form.
6	Manage communications with the school community, parents/guardians and media.
7	Manage the return to normal operations. This includes debriefs and reporting responsibilities and ongoing monitoring of students and staff.
8	Meet the post incident welfare and wellbeing needs of the school community.

Note

If there is a loss of confidential information, then follow the steps in the Privacy and Compliance Policy – Data Breach and the Notifiable Data Breach Response.

21. Fire

In the event of a small fire on the school property:

Step	Details
1	Remain calm and raise the alarm. Report the fire to the School Coordinator/Principal.
2	Move students and staff away from the fire location.
3	The School Coordinator/Principal to assess the situation and call the emergency services on 000.
4	If it is safe to do so, staff trained in fighting fires should use the firefighting equipment (fire extinguishers) to fight the fire.
5	If required, School Coordinator/Principal to organise for the power supply to be switched off at the electrical switchboard.
6	If the decision is made to evacuate the school, follow the evacuation procedure and move quickly to the Emergency Assembly Point.
7	School Coordinator/Principal to report to School Council.
8	The School Council and the School Coordinator Principal will make sure that incident is reported to the Director General within 48 hours by using the Reportable incident notification form.
9	Manage communications with the school community, parents/guardians and media.
10	Manage the return to normal operations. This includes debriefs and reporting responsibilities and ongoing monitoring of students and staff.
11	Meet the post incident welfare and wellbeing needs of the school community.

22. Siege or Hostage Situation

Siege and hostage situations are significant emergencies 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. It is important to prioritise the safety and wellbeing of students and staff and reduce the risk of any further harm.

Large scale evacuation will always be a last resort. The decision will need to balance the risks to the school community. If a decision to evacuate is made, the aim is to evacuate the optimum number of people safely.

Step	Action
1	Notify the WA Police immediately on 000. Provide the following information: • Exact location of the incident – street address • Number of people involved • Description of situation • Action taken so far
2	School Coordinator/Principal or Deputy Principal makes the decision to instigate a lockdown or evacuate the school in consultation (if possible) with the WA Police. Follow lock down and evacuation procedures if safe to do so.
3	Wait for help to arrive. Do not approach or challenge any perpetrators.
4	Remain in lock down or at the Emergency Assembly Point until the all clear has been given by the emergency services.
5	School Coordinator/Principal to report to School Council.
6	The School Council and the School Coordinator Principal will make sure that incident is reported to the Director General within 48 hours by using the Reportable incident notification form.
7	Manage communications with the school community, parents/guardians and media.
8	Manage the return to normal operations. This includes debriefs and reporting responsibilities and ongoing monitoring of students and staff.
9	Meet the post incident welfare and wellbeing needs of the school community.

23. Communicable/Infectious Diseases

Schools have a key role to help manage infectious diseases in their facilities and in preventing the transmission of diseases in the school environment. Every effort should be made to minimise the spread of infection by encouraging:

Prevention

- Staff and students to stay at home in the early stages of illness as at this stage they can be infectious and shed the virus, bacteria or parasite through coughing, sneezing, contaminating surfaces and personal contact.
- School staff and students who are ill should not return to school until they are symptom free if they have a cold or flu.
- Staff and students who have had gastroenteritis should not return to work until they are symptom free for at least 48 hours
- Parents to seek medical advice if their child has ongoing symptoms of illness.

Management

- Encourage students and staff to report if they are unwell.
- Encourage parents/guardians to report infectious conditions to the school if the student is absent due to illness.
- If you believe an outbreak is occurring (many students/staff absent due to the same notify the health department.
- Monitor students and or staff for signs of infectious diseases and liaise with the health department if they have any signs or symptoms and organise for prompt medical attention.
- If there is an outbreak make sure the school is deep cleaned and remind the school community of good hygiene practices.
- Return to normal operations as soon as possible.

Refer to the Pandemic Management Plan for more information

24. Pandemic Management

A pandemic is an epidemic of infectious disease that is spreading through human populations across a country, continent or worldwide. Seasonal (or common) influenza is a respiratory illness that can be transmitted from person to person. Most people have some immunity, and a vaccine is available. Pandemic influenza is virulent human influenza that causes a global outbreak, or pandemic, of serious illness. Because there is little natural immunity, the disease can spread easily from person to person.

In the event of a staff or student being diagnosed with an infectious disease the school will follow the guidelines of the health department and the Pandemic Management Plan.

Step	Action
1	Close the school or exclude students/staff during a pandemic. It may be necessary to close a class area or the school to prevent the spread of an outbreak. In general: • Children with flu-like symptoms should not attend school. • If a child becomes sick with flu-like symptoms at school, they should be sent home. • School exclusion for children returning from particular countries overseas is no longer applicable.
2	Looking out for outbreaks - Influenza is a mild disease in most cases but a severe disease in some people. Sign of likely outbreak of influenza would be the occurrence of three new cases of flu-like illness within a three-day period in a single class/group within the school.
3	Report outbreaks in accordance with the Health Departments guidelines.
4	Contact between staff and students should be limit with reminders about hugging, kissing, shaking hands etc. Remind school community about personal hygiene and make sure there are hand sanitiser and hand wash stations stocked.
5	Complete a daily clean of the school where desks, chairs, floors, kitchens, bathrooms and toilet facilities making sure everything is cleaned, disinfected and sanitised.
6	School Coordinator/Principal to report to School Council.
7	The School Council and the School Coordinator Principal will make sure that incident is reported to the Director General within 48 hours by using the Reportable incident notification form.
8	Manage communications with the school community, parents/guardians and media.
9	Manage the return to normal operations. This includes debriefs and reporting responsibilities and ongoing monitoring of students and staff.
10	Meet the post incident welfare and wellbeing needs of the school community.

25. Missing student

If a student leaves the school property without permission or becomes missing.

Step	Action
1	Report to the School Coordinator immediately.
2	Confirm with staff and administration that the student has not been collected by a parent/guardian or is absent from school with reason.
3	Instigate a search for the student.
4	The School Coordinator/Principal to contact emergency services and advise them of the situation providing them with details of the student: • Name • Age • Sex • Medical Conditions • Special needs • Clothing worn • Time last seen and location • Any other information – background, family circumstances
5	Assist the emergency services as required.
6	Manage communications with the school community and parents/guardians and media.
7	School Coordinator/Principal to report to School Council.
8	The School Council and the School Coordinator Principal will make sure that incident is reported to the Director General within 48 hours by using the Reportable incident notification form.
9	Manage the return to normal operations. This includes debriefs and reporting responsibilities and ongoing monitoring of students and staff.
10	Meet the post incident welfare and wellbeing needs of the school community.

Section 7: Recovery

Once the emergency is over and the school facilities are declared safe, normal school operations will commence as soon as possible considering the recovery needs and the circumstances and nature of the incident/emergency. The school recognises the importance of making sure a plan is in place to manage the aftermath of any critical incident or emergency and implementing structures and process to assist the school community to cope and recover.

1. Actions to consider

#	Action
1	Ensure the Director General is notified as soon as practicable and, in any event within 48 hours of the incident, using the Reportable Incident Notification Form available at https://www.education.wa.edu.au/ongoing-obligations.
2	Complete all follow up communications – emails to parents, social media updates. Include information about the normal cycle of recovery and indicators that extra support may be required.
3	Make sure staff and students who were not at school are notified.
4	Conduct a staff and a student debrief as soon as possible after the incident/emergency.
5	Make sure there is plan developed to provide specialised personal support to affected staff, students and volunteers.
6	Provide recovery support and advice to staff, students, volunteers and parents.
7	If a death has been involved, 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.
8	Provide regular updates to staff, parents and students as appropriate. Maintain rumour control.
9	Implement cultural considerations.
10	Special considerations for suicide – including contagion effect.
11	If a death has occurred – organise the death notice, memorial service and funeral attendance (with attention to the wishes of the family).
12	Provide continuing and ongoing support to students and staff.
13	Make sure all staff are sensitive to curriculum content and activities.
14	Maintain documentation.
15	Liaise with other affected community organisations and other agencies.

#	Action
16	Manage communication with ex-students.
17	Conduct review of the Critical Incident and Emergency Response Plan and update procedures and plans.
18	Follow up with wider school community
19	Liaise with welfare and support teams.
20	Communicate with the administration team and wider staff as to what information is to be provided to parents and others.
21	Review responses and identify continuing needs.
22	Acknowledge those who have supported the school.
23	Note anniversary dates in administration calendar.
24	Regular check in with school community.

2. Providing Psychological First Aid

Serious incidents and emergencies can be stressful with impacts on mental health and wellbeing. It is normal for people to show signs of distress following a serious incident or emergency. This may include:

- Fear and anxiety
- Anger and frustration
- Confusion
- Sadness
- Denial
- Grief

Following an incident, the school will ensure steps are taken to protect the school community from physical, psychological and emotional harm. The School Coordinator/Principal will work with the welfare team to identify areas of concern amongst the community and any individuals in particular and make sure that a plan is implemented to manage the welfare and wellbeing of staff and students.

Psychological First Aid is based on the principles of listen, protect and connect and is used as an approach to provide support to the school community in the immediate aftermath of a critical incident. The aim is to reduce stress and provide comfort, reassurance, support and a shared connection with the school community, family and friends based on the following key elements:

- **Actions to promote safety**: reducing exposure to harm, helping people with basic needs and accessing medical attention and providing physical and emotional comfort.
- **Actions to promote calm:** being aware of emotional responses, being friendly and compassionate, providing accurate information, providing information about stress and coping and providing a safe environment.

- **Actions to promote connectedness:** Assisting staff and students to keep connected with friends, family and the school community and providing practical and helpful support links with external organisations and agencies.
- **Actions to promote self-efficacy:** Assisting the school community and individuals to support their own needs, draw on their own resources to cope and help to prioritise decisions.
- **Actions to promote hope:** Be there and be willing to help the school community and provide reassurance with the message that their feelings are normal and they will recover.

For more information refer to Appendix 4 Information and advice for coping after a traumatic event.

3. Conduct Operational Debrief

The school will organise to have an operational debrief following the incident/emergency. The aim will be to review the response and reaffirm what worked well and identify areas and processes to refine and improve from an operational perspective only.

Process

Who	Key operational staff or an entire staff team
When	School Coordinator/Principal will convene the operational debrief when the incident/emergency is declared over.
Where	Venue as agreed
How	School based or independent facilitator. A brief outline to introduce the purpose, establish ground rules ad outline desired end result to the Emergency Management Plan. Make sure confidentiality requirements are explained. Organise for someone to take notes and collate information.
Outcome	Documentation from the debrief is kept as a record. Updates are made to the Emergency Management Policy and Critical Incident and Emergency Management Plan.

4. Conduct Staff Debrief

The School Coordinator/Principal will conduct a staff debrief following the incident/emergency. The following outline is used as a guide.

- Check attendance. Staff who were absent during the incident should be briefed as soon as possible. Make sure someone has taken responsibility for this.
- Introduce any additional support staff or community resource people who are present and explain their roles.
- 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.
  - additional information surrounding the event.
- Outline actions taken.
- 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.
  - handouts available/description of expected student responses.
- 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.
- Questions.
- 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.
  - the principal to update staff on events and actions.
- Monitor the wellbeing of staff throughout the meeting and afterwards.

5. Communicate with parents/guardians

The School Coordinator/Principal will send a letter out to the parents/guardians of the students providing an overview of the incident/emergency. They may also provide recommendations on how to manage the student's wellbeing and welfare at home.

See Appendix 3.

Appendix 1 – Emergency and Critical Incident Diary

Incident	
Page No	
Compiled By	
Date	

Time	Particulars	Action	
		Required	**Taken**

Appendix 2 – Communications Log

Date	Time	Person spoken to	Agency	Phone No	Information Shared

Appendix 3 – letter to parents

<insert school logo or letterhead>

Date

Dear Parents

The facts	Provide accurate information, in line with family and police wishes, and known facts including: • the event • the child/children/staff – death/injuries.
What has been done	I have spoken with/visited the parents/families of …., and on behalf of our staff and the school community I have expressed our deepest care and sympathy. Staff have told their students and have provided an opportunity for talking and sharing.
How students may react	It would be best for the student's school routine to continue as normally as possible and they should attend school as usual. Student'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 child feel the need for professional help or counselling please contact me.

Yours sincerely

David Marshall
School Coordinator

Appendix 4 – Information and advice for coping after a traumatic event

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

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

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

Focus on

- Listening - keep calm, be responsive to what people want and need.
- Acknowledge - the skills people already have, what they have already done or achieved.
- Promote - recovery, self-efficacy, and hope.

Avoid

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

The aim of any pastoral support is to reduce distress, assist with any current needs, and promote self-efficacy and connectedness with other people and support services. It is NOT the aim to 'get people to talk about it' or to elicit details of traumatic experiences and losses.

Working with students/young people

Help children and young people to verbalise their feelings, concerns and questions. Listen and respond appropriately. With adolescents talk 'adult-to-adult' to respect their feelings.

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

Appendix 5 – Template for initial media release

For immediate release

Contact: NAME

PHONE NUMBER:

DATE OF RELEASE:

Headline: Sowilo Community High School

Describe situation:

At approximately TIME, DATE, TYPE OF INCIDENT occurred at SCHOOL NAME, LOCATION.

Describe action being taken:

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

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

List information for parents/staff:

Parents can meet their students at LOCATION ADDRESS.

Insert quote from principal/school coordinator/delegate:

For more information:

Hotline number:

Web Address:

Appendix 6 – Tips for communicating with media

At Sowilo, where possible the School Coordinator/Principal will be the only person who talks with the media, acting as a spokesperson for the school. The School Coordinator/Principal will have had some media training/guidance and support to make sure they can manage the media attention effectively.

Negative media attention occurs primarily when there are incidents of misconduct, mismanagement, an accident or more general misconceptions or misunderstandings about the purpose of Sowilo Community High School and its students. Communication is essential during an incident. Part of the communication that is required will be to manage the media interest and enquiries.

Be aware of how the media will operate. Below is an example of how situations can evolve:

- **First hours of the crisis:** The media will make a mad scramble for information. Reporters will interview anyone willing to talk, often without verifying accuracy of information. The more information released, the less the media will have to rely on rumour and hearsay.
- **What and who:** The media will want to know exactly what happened and who was involved — victims and perpetrators.
- **Why and how:** The media will ask why the crisis occurred and how it evolved. There will be a step-by-step dissection of the crisis.
- **Analysis of emergency response:** The media will analyse how the crisis response functioned. Did first responders react appropriately? Did the school's crisis plan work?
- **How could it happen?** As the situation stabilises, the media will begin to look for causes of the tragedy and whether it could have been avoided. For example, they will ask if proper security measures were in place.
- **Second-day stories:** The media will begin to look for a different spin or angles, emerging issues and people to interview. The media will also want to cover special events after an incident such as funerals.

If the school receives a media enquiry, the following questions should be put forward to the journalist:

- What is the story about?
- What format will it be in?
- Who else has the journalist/reporter spoken to?
- How will the school's comments/spokesperson's comments be used?
- The reason for the interview?

Before speaking to the media, make sure the following is in place before delivering an accurate and factual statement:

- Responses will be discussed and drafted by the School Coordinator/Principal and members of the School Council/Emergency Management Team.
- Check information and facts are accurate. Only deliver information that has been verified.
- The school's website/social media pages are up to date with crisis information.
- Staff, students and parents are up to date with information – everyone should be receiving and passing on the same information.
- Staff are reminded not to speak with media without authorisation.
- A designated media area is set up outside the school facilities.
- Make sure all information delivered is accurate, to the point and direct. Avoid answering off topic questions and moving off track.

Other general consideration includes:

- Avoid the unauthorised release of any photos.
- If the person speaking has not had media training, then organise some training for them to be able to manage the situation.
- Avoid saying ‘no comment’ as most people will assume that means you are hiding something.
- Express concern, empathy and sympathy with or for those involved. Avoid placing blame
- Develop 2 or 3 key messages that are honest and consistent. Try to be positive and proactive
- Respect people’s privacy.