





Critical Incident and Emergency Management Plan

(including Evacuation and Lockdown Procedures)

	Ratified by Council	Reviewed by Principal
Date	February 2022	September 2022
Name	Justin Coombs	Jenny Dougan
Signature		

West Coast Steiner School is committed to being a Child Safe Organisation, taking a preventative and participatory stance on child protection issues and promoting a child safe environment

PROVENANCE					
Review Cycle	1 year	Last Review	September 2022	Next Review	September 2023
Responsibility	School Principal				
Related Policies and Procedures	<div> <div> Child Protection Policy Privacy Policy Volunteer Policy Duty of Care Policy Bullying Prevention Policy Risk Management Policy </div> <div> Behaviour Management Policy Complaints and Concerns Management Policy Excursions, Camps and Incursions Policy Occupational Safety and Health Policy </div> </div>				
Relevant Legislation and Authority	<div> <div> Emergency Management Act 2005 Emergency Management Regulation 2006 School Education Act 1999, s159(1)(i) School Education Regulations 2000 Disability Discrimination Act 1992 Privacy Act 1988 Occupational Safety and Health Act 1984 </div> <div> Occupational Safety and Health Regulations 1996 Standards Australia AS 3745:2010 Emergency Control Organisation and Procedures for Buildings, Structures and Workplaces Australian Standard AS 3745:2010 Planning for emergencies in facilities </div> </div>				
Appendix	Appendix A: General Response Procedures Flowchart Appendix B: Procedures for Specific Critical Incidents and Emergencies Appendix C: Emergency Contact List Appendix D: Emergency Pack List Appendix E: Information for Coping after a Traumatic Event				

VERSION MANAGEMENT		
Date	Changes Made	Author
June 2018	Critical Incident & Crisis Management Policy and Procedures created	D Backshall
August 2021	Review of Critical Incident & Crisis Management Policy and Procedures Evacuation Policy, Lockdown Policy. Combined to create new document Critical Incident and Emergency Management Plan incorporating revisions from AISWA Guidelines Terrorism V1, Bomb Threat V3 updated March 2020, Critical & Emergency Incidents Management V9 updated Sept 2020	L Lane
May 2022	Changes to Evacuation Procedures made following drill.	L Lane
September 2022	Changes to Lockdown Procedures made following drill -how to contact Kindy and Music Room, number for Nollamara Primary School	L Lane
6 December 2022	Problems identified with roles of CIMT when a person is not present at school to take up duties. Procedures amended so that any staff member not responsible for a class or on DOTT must report to Principal to assist CIMT.	L Lane
26 April 2023	Changes to definition of reportable incident updated. Reportable Conduct Scheme information included following the commencement of WA Reportable Conduct Scheme in January 2023	L Lane

Policy

Background

Schools are required to provide a safe environment for students, staff, volunteers and visitors to the school campus as part of their duty of care and occupational safety and health obligations. Part of the provision of a safe environment is to have an effective emergency management policy and procedure that is well-documented, understood and practised. Furthermore, the management of critical and emergency incidents is a condition of the Non-Government Schools Standards, which requires every school to have and implement a critical and emergency incidents policy and procedures which will:

- a) include all reportable incidents as well as other critical and emergency incidents
- b) enable and require incidents to be managed in such a way as to minimise trauma and distress to students and staff and damage to property and ensure the education program is maintained or resumed, while giving highest priority to the student or students affected
- c) require all incidents to be reported and documented
- d) enable and require the Principal to notify the governing body of all incidents.

The Standard covering critical and emergency incidents also requires that the governing body ensures the Director General is notified of every reportable incident as soon as practicable, and in any event within 48 hours of the incident, using the form published by the Director General for this purpose.

Purpose

West Coast Steiner School aims to provide a safe and secure environment for the students, staff and volunteers who work or participate in the school. During a critical incident or emergency, the School will endeavour to minimise the trauma and distress to students, staff and visitors and where possible reduce damage to property and ensure the teaching and learning program is maintained or resumed. Our priority will always be the health, safety and well-being of our students both during and after a critical incident or emergency.

As such, the School will put in place adequate and appropriate measures to manage the response to traumatic events based on the principle of 'prudent reaction and rapid de-escalation' - it is easier to scale down an 'over-reaction' than to ramp up an 'under-reaction'.

West Coast Steiner School will:

- establish a comprehensive and integrated Critical Incident and Emergency Management Plan that addresses the primary aspects of: Prevention, Preparation, Response, Recovery and Review
- form a Critical Incident Management Team
- ensure appropriate organisational systems to allow a prompt, effective response to a crisis
- liaise with appropriate community organizations (e.g. fire, police, hospital, SES, counselling services) that may be involved in a response to a crisis situation
- provide adequate in-servicing for staff, particularly those in leadership roles, and induction of new staff to procedures
- ensure all students, staff and families have appropriate support and counselling made available to them, should a crisis event occur in the context of school activities or where such an event has significant impact upon the school community

- review and evaluate our response to any incidents.

Application

This policy applies to and is binding upon all members of the West Coast Steiner School staff, parents/carers, community and its students.

Policy Review and Dissemination

This policy and related procedures will be made available to the public and staff members on the school website and is available to staff in the Policies and Procedures folder in the School Reception.

West Coast Steiner School will provide ongoing training to ensure all staff members understand their responsibilities in complying with this policy and procedures.

The School may, at any time, make amendments to this policy to ensure continuous improvement and compliance with current legislation. The policy will be reviewed annually by the School Principal.

Definitions

Emergency: An emergency can be considered to have three elements: (a) a threat to the organisation, (b) the element of surprise, and (c) a short decision time. An emergency is often an accident or incident that requires immediate intervention.

Examples of emergencies are fire, bomb threat, hazardous materials spills, prolonged loss of a utility such as water or power, cyclone and floods. Some emergencies will have a specific response plan, such as Fire Management.

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

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

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

Critical Incident Management Team (CIMT): The group of key personnel within the School who will respond to and manage critical incidents and emergencies. It is the role of the CIMT to quickly make decisions in the event of a crisis to prevent damage to life, property or reputation. The team structure will depend on the type of crisis they have been set up to manage and may include leadership, members of the School Council, grounds/maintenance staff and other selected staff.

Critical Incident Manager (CIM): The person responsible for assembling the CIMT, overseeing the crisis and co-ordinating the School's response. The School Principal will assume this role, and in the Principal's absence, the Deputy Principal will take on this role. The CIM is the official spokesperson informing the media/liasing with the School Council concerning legal issues.

Critical Incident and Emergency Management Plan (CIEMP): The planned response to a critical incident or emergency.

Procedures

Management of emergencies and critical incidents will involve consideration of:

1. prevention and mitigation
2. preparedness for
3. response to
4. recovery from
5. review of emergencies and critical incidents.

1. Prevention and Mitigation

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

School Principal and Leadership Team will:

- implement risk management practices in line with the West Coast Steiner School's *Risk Management Policy* to assess the potential risks and develop mitigation strategies
- seek advice from external agencies, as required, regarding the potential risks associated with particular situations
- take responsibility for oversight of all emergency management plans
- assemble the CIMT at the beginning of each year to review roles and review the Critical Incident and Emergency Plan
- regularly review incident/accident reports for future prevention and identification of trends;
- ensure good behaviour management policies are maintained and implemented.

All Employees will:

- participate in contingency training and workshops at staff meetings, creating emergency scenarios and possible solutions
- identify and assess all potential risks on-site and off-site that have the potential to become emergencies or critical incidents or might affect site operations.

Teachers will:

- complete and submit relevant Risk Management documentation before proceeding with an incursion, excursion or camp
- ensure good supervision of students on school grounds, including yard duty and pick up/drop off and off site during school related activities.

Maintenance Supervisor will

- establish and maintain a schedule for good maintenance of equipment, grounds and facilities
- undertake safety audits of playgrounds and classrooms
- undertake audits of storage of dangerous goods.

2. Preparedness

Effective preparation for emergency situations requires clear and comprehensive emergency procedures that are easy to follow, tested so all involved know what to expect and how to respond, and reviewed on a regular basis.

School Principal and Leadership Team will:

- organise training of all staff so they are familiar with the critical incident and emergency management procedures, including training of new staff during the induction process
- arrange for annual First Aid training for all staff and the maintenance of register
- review the Critical Incident and Emergency Plan with all staff at the beginning of each year, and share any updates with the staff as they arise at staff meetings throughout the year
- establish a schedule for the annual testing and review of Lockdown Procedures and Evacuation Procedures so staff and students know what is expected of them.

All Employees will:

- know the procedures for Lockdown and Evacuation
- be familiar with the site layout, including exits, the location of the Evacuation Muster Points and any hazardous areas
- participate in Evacuation Drills in Terms 1 and 4, and in Lockdown Drills in Terms 2 and 3
- take part in annual First Aid training.

Office Staff will:

- ensure the Emergency Pack is kept up to date (see Appendices)
- undertake training in identifying and subsequent handling of suspect mail items.

Maintenance Supervisor will:

- ensure clear signage, including evacuation and lockdown directions, is displayed throughout the school
- check access to school grounds for Emergency Services is clear
- ensure maps and building plans are available for Emergency Services, including locations for power, water and gas shut off valves and switches.

Class Teachers will:

- maintain up to date emergency procedure information near the door of each classroom and in the Red Emergency and Relief File in each classroom
- ensure Class Mobile is always charged and available
- be aware of specific needs of students, in particular students with disabilities, language needs or mobility issues, and determine how these will be managed during an emergency situation
- discuss Critical Incident and Emergency Management Plans, particularly Lockdown Procedures and Evacuation Procedures, with students so they are aware of what is required and have an opportunity to share any concerns they may have.

3. Response

The CIMT will manage all critical incidents, emergencies, and/or crises in such a way as to give the highest priority to the best interests of the student/s affected, and to minimise actual or possible damage.

Some critical incidents or emergencies are quite contained and have their own dedicated policy response outside of this plan, such as the Allergy and Anaphylaxis Management Policy. Other critical incidents or emergencies have specific procedures set out for them in the Critical Incident and Emergency Management Plan, such as Lockdown Procedures.

Procedures have been developed for the following specific critical incidents and emergencies (see Appendices for full documentation).

- Violent/Threatening or Armed Person
- Civil Disorder and Illegal Occupancy
- Sieges/Hostage Situations
- Bomb/Explosive Threat
- Handling of Suspect Mail and Packages
- Chemical and Biological Emergencies
- Natural Disasters
- Extreme/Hazardous Weather
- Fire
- Electrical Hazard
- Dangerous Goods/Hazardous Substance or Environmental Spill
- Student Missing From School
- Death of a Student or Staff Member
- Suicide
- Lockdown Procedures
- Evacuation Procedures

In any other situation, the CIMT should follow the response sequence set out below, appropriate to the nature of the emergency situation.

General Response Procedures

1. Assess the situation
2. Contact relevant emergency services
3. Assist those in danger
4. Evacuate students, staff and visitors, if appropriate, to the designated evacuation site.
5. Inform the Chair of Council
6. Advise parents, organise resources
7. Undertake recovery operations and return site to normal
8. Document and report incident - Critical and Emergency Incidents Register, Director General
9. Provide follow up support
10. Review procedures and response

Communication

West Coast Steiner School understands that clear, concise communication within the school – to staff and students, to parents and the wider school community is essential in any crisis or emergency event. The school has communication networks including SMS, Facebook, the School Website, email and newsletters.

The School will, where safe and practicable to do so:

- be proactive in communicating information early, even if only to acknowledge that something has happened, and we are looking into the incident
- 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.

Order of communication:

- internal communication to school staff – either face to face or via SMS/email
- parents (phone, SMS or email depending on urgency)
- students (face to face)
- wider community (newsletter, Facebook page, media).

The Marketing Officer and Reception Staff may be assigned the task, by the CIM, of managing communication to all staff and the school community during the short and longer time period. A log of all communication with outside bodies/agencies should be kept, along with any communication with the parent body, students and staff pertaining to the crisis.

Liaising With the Media

Media coverage of a significant community event is often inevitable and thought needs to be given in planning for critical incidents to optimise the Media's advantages and minimise its shortcomings. The CIM and Chair of Council are the only people who should address the Media. Media contact with staff and students is to be minimised and the CIM will provide the Media with clear guidelines for making any contact with staff or students. It may be advisable for any Media Release to be reviewed by a legal representative.

The following should be considered:

- never say "no comment" as most people will assume that means you are hiding something
- avoid jargon or technical terms - clear communication reduces confusion
- some responses can be discussed and pre-drafted by the CIMT
- communication should be quick, accurate and consistent
- have the school website prepared to accept crisis information and be easily updated
- always speak with one voice - make sure everyone is receiving/passing the same information
- express concern, empathy and sympathy with or for those involved - avoid placing blame
- deliver all information promised
- talk to Media off site if possible or designate an area where all briefings will be held
- issue an accurate, factual, basic initial statement as quickly as possible
- check legislation with authorities before releasing information
- develop 2 or 3 key messages that are honest and consistent - try to be positive and proactive
- never guess or predict the future - only release information that you have verified
- hold regular Media briefings, keeping to time and making brief statements, answer a few questions but do not answer off topic questions
- be careful of allowing the release of photos
- respect people's privacy.

All staff, especially the Receptionist, need to be briefed as how to handle questions from the Media and how to deal with phone calls. If a staff member is called to make a statement, an appropriate response would be: *"I am unable to answer any questions or make any comments. The Principal will make a statement at the appropriate time."*

Documenting and Reporting

It is a requirement that all critical and emergency incidents are documented at the school itself. School staff are required to report and document all incidents and use the Accident/Incident/Hazard Report form available in Reception.

The School Principal, in the role of CIM, will document all incidents in the West Coast Steiner School's Critical and Emergency Incidents Register. The School Principal will report the incident to the Chair of School Council and include it in the monthly Council report. This documentation may be reviewed during a school registration visit or at any other time if requested by the Director General.

Reportable Incidents

Additionally, the School Principal will report all 'reportable incidents', as soon as possible within 48 hours, to the Director General using the critical and emergency incident report form available from the Department of Education's website. The following are reportable incidents:

1. The death of a student, staff member or visitor who is at school or during a school-related activity, or following an incident at school or during school-related activity.
2. An actual or potential injury, illness or trauma of a student, staff member or visitor who is at school or 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.
3. An incident requiring a police or other emergency services response when a student appears to have been taken or removed from school or from a school-related activity without proper authority or goes missing and cannot be accounted for.
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, and including but not limited to sexual abuse, committed against a student by:
 - (a) a staff member or another student or
 - (b) 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, a suspension or ceasing the employment of a staff member for a breach of the school's Code of Conduct involving suspected grooming behaviour.

Reportable Conduct Scheme

A Reportable Conduct Scheme commenced in Western Australia on 1 January 2023 requiring schools to notify the Ombudsman of reportable conduct pertaining to sexual and physical abuse, in addition to submitting a reportable incident notification to the Director General. The Ombudsman will monitor, oversee and review investigations into such reports. The School Principal must notify the Ombudsman within seven working days after they become aware of a reportable allegation or reportable conviction.

Reportable Conduct covered by the Scheme in the first year includes:

- Sexual offences;
- Sexual misconduct;
- Physical assault; and
- Other prescribed offences.

After 12 months of the operation of the Scheme, conduct will also include:

- Significant neglect of a child; and
- Any behaviour that causes significant emotional or psychological harm to a child.

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

Events to Report

Based on the principle of 'prudent over-reaction and rapid de-escalation' staff should report any incident that may affect school operations to the School Principal, who will inform the Chair of School Council. The following is a list of incidents that should be reported. These events can occur at the school, offsite, and may occur outside of school hours.

- death of (including suicide) or serious injury to, a student, parent, visitor or staff member
- allegations of, or actual assault of, a student, staff member or a visitor
- a fire on the school property or in an area that may impact the school
- siege/hostage situations
- suspicious person/s and/or vehicles
- missing/disappearance/removal of student/s
- firearms or other weapons on the school property
- bomb threat
- motor vehicle collision
- impact by machinery, equipment, aircraft
- fumes, spill, leak or contamination by hazardous material
- outbreak or incidence of disease
- flood
- theft, vandalism and graffiti
- issues of negligence or legal liability
- need for an evacuation or lockdown
- an event that has the potential to subject the school to high levels of public or legal scrutiny
- serious threats made against a student, visitor or staff member
- unethical behaviour by staff
- fraud
- a student, visitor or staff member's behaviour that could result in potential risk to another student, visitor or staff member
- all occupational safety and health incidents, including near misses that could have resulted in injury
- severe weather/storm damage
- cyber attack
- child abuse or a privacy breach under the notifiable data breach scheme
- witnessing traumatic events
- an incident involving injury, illness or trauma to a student or staff member at school or during a school-related activity requiring ambulance or hospital attendance. The following guidance is provided:
 - the 'incident' causing the injury, illness or trauma must have occurred at school or during a school-related activity. An illness which a student has on arrival at school and which the school must then address as appropriate, is not reportable
 - the nature of the injury, illness or trauma must be interpreted within the overall context of 'critical' meaning that it is such as could realistically have a significant long-term impact
 - ambulance or hospital attendance must be required and not merely precautionary, for example as an alternative to doctor or medical centre attendance
 - an incident may not initially be considered reportable but may become so as further information (such as doctor's advice) becomes available. A report must be made within 48 hours of the incident being identified as reportable.

Work related deaths and certain types of injuries and diseases must also be reported to Worksafe as a legal requirement under Work Health and Safety legislation. Reporting must be done by the School Principal by completing an online form on WorkSafe's website: <https://wise.commerce.wa.gov.au/wise-noi/>. Immediately report a workplace fatality or serious injury on the Accident Notification Line 1800 678 198.

Types of injuries that must be reported are:

- a fracture of the skull, spine or pelvis
- a fracture of any bone in the arm (other than in the wrists or hand) or in the leg (other than a bone in the ankle or foot)
- an amputation of an arm, a hand, finger, finger joint, leg, foot, toe or toe joint
- the loss of sight of an eye
- any injury other than the above which, in the opinion of a medical practitioner, is likely to prevent the employee from being able to work within 10 days of the day on which the injury occurred.

Types of diseases that must be reported are:

- infectious diseases: tuberculosis, viral hepatitis, Legionnaires' disease and HIV, where these diseases are contracted during work involving exposure to human blood products, body secretions, excretions or other material which may be a source of infection
- occupational zoonoses: Q fever, anthrax, leptospiroses and brucellosis, where these diseases are contracted during work involving the handling of, or contact with, animals, animal hides, skins, wool, hair, carcasses or animal waste products.

4. Recovery

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

A co-ordinated planned recovery will need a team effort. The CIMT and others, including maintenance, building expertise, legal etc. will need to meet regularly to co-ordinate the recovery phase.

The CIM will:

- make sure student recovery is given the highest priority
- take appropriate steps to return the school infrastructure to normal
- develop and implement medium to long term strategies to identify and manage the ongoing social, psychological and education needs of those affected, especially students
- schedule regular updates to School Council re response/progress.

The CIMT will consider the following actions, appropriate to the nature of the emergency situation, as part of the recovery process:

- staff briefing should take place as soon as possible following the incident
- student briefing, by the School Principal or Class Teacher should take place when appropriate
- identify and offer more specialised support to vulnerable and/or most affected staff and students
- links with school psychology support - contact AISWA School's Psychology Service
- provide recovery support and advice for students/staff/parents about the normal cycle of recovery and indicators that extra support may be required
- follow up contact with families involved to express sympathy, arrange retrieval of personal items of student/staff member as appropriate and discuss school role in ongoing support
- update information to staff, parents, and students, as appropriate
- audits of buildings and equipment may need to be organised
- special considerations for suicide, including contagion effect
- cultural considerations
- monitor Facebook reactions/digital information
- death notice/memorial service/anniversary dates
- funeral attendance, with attention to the wishes of the family
- continue support for students and staff
- notify staff who are not at school
- alert teachers to be sensitive to curriculum content
- maintain documentation
- ongoing liaison with other affected or vulnerable schools
- consider ex-students
- process for meeting visitors (e.g. community people most affected)
- instruct Reception/staff as to what information is to be told to parents and others
- acknowledge people who have supported the school
- review school records/mailling lists and amend as appropriate
- operational debrief
- inquest/court date(s) - arrange support for staff involved
- consider apologies or compensation, seek legal advice if liability is an issue
- review and modify Critical and Emergency Incident Management Plan.

Psychological First Aid

Psychological first aid (PFA) is an approach to support people in the immediate aftermath of a critical incident. It is designed to reduce initial distress, and to foster and promote both short and long-term coping through encouragement and support. It refers to the actions that can be taken by people without formal psychological or counselling training to provide emotional support for people, manage their immediate needs, and support recovery.

The following information (taken from the Department of Education's Emergency and Critical Incident Management Plan Template) may be useful for members of the Leadership Team when providing PFA for staff:

- Discreetly observe staff members. Initiate contact only after you have observed the staff member and appraised the situation. It is important to make sure that contact will not be seen as intrusive or disruptive
- Ask simple questions to ascertain what help may be needed. Emphasise the support available to the staff member
- Review the situation and emphasise the positive actions taken by the staff member in managing the situation
- Use physical contact if appropriate. Just holding a hand or a hand on the shoulder may convey concern and support. (Use discretion in this situation)
- Listen with compassion
- Reflect the words of the person. Don't judge the statements a person makes
- Ask non-intrusive questions (e.g. "Where were you during..." "How did you find out...")
- Keep the discussion based on what happened. Avoid "What if..." or "I should have..." statements. If the person takes this line, bring the talk back to real events
- Follow-up should be at a level appropriate to the relationship between the person and helper. In some instances it may be as simple as an offer to make them a cup of tea or asking "How are you now?"

Employee Assistance Program (EAP)

West Coast Steiner School has in place an EAP to provide employees and their immediate family with confidential assistance and/or counselling for work or personal issues. The School will pay for 2 sessions with either Dr Trish Sherwood, or a practitioner of the employee's own choosing. Dr Trish Sherwood can be contacted by phone 0417 977 085 or email: infosophiacollege@gmail.com

5. Review

Following any practice drills or actual emergency situations, the CIMT will meet as soon as is practicable and review the School's preparedness beforehand and its response. CIMT will undertake a careful analysis of the incident/crisis and its management. The following questions can be used to guide the review process to determine what went well and identify areas for improvement:

- Did we respond early enough?
- What extra equipment/resources were needed?
- Was our training adequate?
- Did we recover as quickly as possible?
- Did all team members work well?
- Was our communication adequate and effective?
- What weren't we prepared for?
- Did all equipment work as expected?
- Did we document the process well?

The CIMT shall also meet at least annually to review the Critical and Emergency Management Plan, including warden numbers, procedures and contact directories, provision of training and exercises, equipment checks, suitability of the Emergency Muster Points and identification of any introduced hazards.

Both these types of reviews need to be appropriately documented. Changes will be recorded in the *Review of Critical incident and Emergency Situations in Adminfileshare*, and may also be included in minutes of meetings, communication, financial position, reports and specialist advice. Any policy and procedural change required as an outcome of these reviews should be implemented, with communication on updates to staff and any required extra training undertaken.

Appendices

Appendix A: Procedures for Specific Critical Incidents and Emergencies

- **Violent/Threatening or Armed Person**
- **Civil Disorder and Illegal Occupancy**
- **Sieges/Hostage Situations**
- **Bomb/Explosive Threat**
- **Handling of Suspect Mail and Packages**
- **Chemical and Biological Emergencies**
- **Natural Disasters**
- **Extreme/Hazardous Weather**
- **Fire**
- **Electrical Hazard**
- **Dangerous Goods/Hazardous Substance or Environmental Spill**
- **Student Missing From School**
- **Death of a Student or Staff Member**
- **Suicide**
- **Lockdown Procedures**
- **Evacuation Procedures**

Appendix B: Emergency Contact List

Appendix C: Emergency Pack List

Appendix D: Information for Coping after a Traumatic Event

Procedures for Specific Critical Incidents and Emergencies

Violent/Threatening or Armed Person

During a confrontation with a violent/threatening or armed person

- Comply with the instructions given by the offender at all times. Try to remain calm.
- Only do what you are told to do – no more, no less.
- Do not argue with, threaten or stare at the offender.
- Do not attempt to disarm or otherwise apprehend the offender.
- Assume the offender is armed, even if a weapon cannot be seen.
- If the offender is carrying a firearm, it should be regarded as being loaded.
- Answer any question when asked.
- If the person appears psychotic (unusual behaviour, saying odd things):
 - try and create a calm, non-threatening atmosphere
 - talk slowly, quietly, firmly and simply
 - avoid direct eye contact, do not get too close
 - do not try to reason with acute psychosis
- Back away slowly and alert others to move away also.
- 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 - physical details, mannerisms and attire.
- Note any items and surfaces touched by the offender.
- Make it easy for the person to leave the building/area and note the direction that the person took when they left the area.
- Raise the alarm only when it is safe to do so. Contact CIM and provide details of the incident as soon as possible.

Immediately following a confrontation with a violent/threatening or armed person

- Secure the immediate area, i.e. lock the office/room in which the confrontation occurred.
- Do not allow anyone to approach the area in which the offender was located.
- Notify police and record information for them.
- Attend to the post-incident needs of students and staff.

Procedures for Specific Critical Incidents and Emergencies

CIVIL DISORDER AND ILLEGAL OCCUPANCY

Based on the information available, during school opening hours, the CIMT 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 131 444
- Restrict staff and students to designated areas and the immediate surroundings of the buildings.
- Secure perimeter gates where possible.
- Prevent people leaving or entering the school site except by the main gate.

Level 3: Incident is imminent

- Refer to lockdown or evacuation procedures.
- If out of school hours contact the School Principal and the WA Police.

Procedures for Specific Critical Incidents and Emergencies

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 on authorisation of the CIM.

- 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 School Principal/CIM. Where time permits this decision should be made in consultation with the WA Police.
- See Lockdown Procedures
- 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.
- See Evacuation Procedures
- 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.

Procedures for Specific Critical Incidents and Emergencies

BOMB/EXPLOSIVE THREAT

If you receive a bomb threat in *writing*:

- Keep the written material, including any envelope or container. DO NOT photocopy as this may destroy useful information.
- Avoid further handling in order to preserve evidence such as fingerprints.
- Place the evidence in an envelope, preferably plastic; using a glove, tissue or something else to help minimise your contact with the material.
- Contact the CIM and await further instructions.

If you receive a bomb threat by *telephone*:

- Stay calm and DO NOT HANG UP YOUR PHONE.
- Use the Bomb Threat Check List (see Appendices) to help you keep the caller on the phone
- Write down the EXACT wording of the threat and ask questions as per the checklist.
- Alert nearest co-worker that you are receiving a threat. They will contact the CIM.
- Even if the caller hangs up, do not hang up your phone. Police can still trace the call.
- Wait for instructions from the CIM.

TELEPHONE BOMB THREAT CHECKLIST DO NOT HANG UP--CALL CAN BE TRACED			
Record Exact Wording of Threat			
Questions to Ask Caller		Response Given by Caller	
When is the bomb going to explode?			
Where is the bomb located?			
When was the bomb put there?			
What does it look like?			
What type of bomb is it?			
What will make it explode?			
Did you place the bomb?			
Why did you place the bomb?			
Other Questions to Ask			
What is your name?			
Where are you now?			
What is your address?			
Observations from the Caller's Voice			
Male	Female	Child	Speech: Normal / Fast / Slow
Approximate age			Manner: Calm / Emotional / Abusive
Accent			Diction: Clear / Muffled / Stammer / Lisp
Did you recognise voice? Yes / No			Voices: Irrational / Incoherent
If yes, who do you think it was?			Message sounded as if it was taped
			Message sounded as if it was read by the caller
Observations about the Call			
Detail any background noise			
Traffic	Voices		Pa System
Aircraft	Machinery		Factory
Music	Animal		Other
Call Details			
Date of call:		Time of Call: am / pm	
Duration of call:		Call received on line no.	
Call received by:			

If you find a *suspicious package* found:

- Do not touch it.
- If it has been touched, place it gently on a level surface immediately.
- Evacuate the immediate area, noting the exact location and description of object.
- Contact the CIM and await further instructions.

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

- Unusual odours, such as marzipan or machine oil.
- Grease marks on the envelope or package.
- Heavy, bulky or oddly-shaped envelopes or packages. Weight maybe unevenly distributed
- Visible wiring or tinfoil.

ALL THREATS SHOULD BE TREATED AS SERIOUS UNTIL PROVEN OTHERWISE.

Procedures for Critical Incident and Emergency Management Team

Upon receiving notification of a threat or the discovery of a suspicious package, the CIM will:

1. Analyse all information received and categorise the bomb/explosive threat as either:
 - Specific – the caller will provide detailed information which could include describing the device, why and where it was placed, the time of activation and other details. The specific threat is less common but more credible
 - Non-specific – the caller may state that a bomb has been placed and may give very little or no additional information before hanging up. This type of threat is more common but cannot be discredited without investigation
2. Immediately contact police.
3. Assemble CIMT.
4. Determine Evacuation/Search Procedures

Depending upon the assessed level of threat and advice from the police/emergency services, there are evacuation options:

- search without evacuation
- search and then evacuate
- evacuate and then search
- evacuate immediately (without search)
- partial evacuation - particularly effective when the threat includes the general or specific location of the placed object, or where a suspicious object has been found without prior warning. Partial evacuation can reduce risk of injury by removing non-essential personnel. Personnel essential to a search can remain and critical services can be continued.

The duty of care for all students, staff and visitors should always be the priority when deliberating which action to take, and as such;

WEST COAST STEINER SCHOOL WILL EVACUATE

TELEPHONE BOMB THREAT CHECKLIST		
<u>DO NOT HANG UP – CALL CAN BE TRACED</u>		
Record Exact Wording of Threat		
Questions to Ask Caller	Response Given by Caller	
When is the bomb going to explode?		
Where is the bomb located?		
When was the bomb put there?		
What does it look like?		
What type of bomb is it?		
What will make it explode?		
Did you place the bomb?		
Why did you place the bomb?		
Other Questions to Ask		
What is your name		
Where are you now?		
What is your address?		
Observations from the Caller's Voice		
Male Female Child	Speech: Normal / Fast/ Slow	
Approximate age	Manner: Calm / Emotional /Abusive	
Accent	Diction: Clear / Muffled / Stammer / Lisp	
Did you recognise voice? Yes / No	Well Spoken Irrational Incoherent	
If Yes, who do you think it was?	Message sounded as if it was taped	
	Message sounded as if it was read by the caller	
Observations about the Call		
Detail any background noise		
Traffic	Voices	PA System
Aircraft	Machinery	Factory
Music	Animal	Other
Call Details		
Date of Call:	Time of Call:	am / pm
Duration of Call:	Call received on line no.	
Call received by:		

Procedures for Specific Critical Incidents and Emergencies

HANDLING OF SUSPECT MAIL AND PACKAGES

If a package or envelope has not been opened:

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

If the package or envelope has been opened:

- Do not disturb, move or touch the item any further. If material has spilled from the item, do not try to clean it up or brush it from your clothing.
- If practicable, place an object such as a rubbish bin over the package without disturbing it.

In both instances:

- Keep your hands away from your face and avoid contaminating your eyes, nose and mouth.
- Wash your hands if it is possible to do so without leaving your work area.
- Stay in your office or immediate work area. This also applies to your co-workers in the same room. Prevent others from entering the area and becoming contaminated.
- CIM to call police on 000 and wait for help to arrive.

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

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

Procedures for Specific Critical Incidents and Emergencies

CHEMICAL AND BIOLOGICAL EMERGENCIES

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

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

On-Site Chemical Contamination Event

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

If the chemical spill is indoors and presents a potential risk to safety (e.g. explosive or toxic vapour/gas)

- evacuate the room immediately
- upon exiting the room, close all doors and if possible, isolate the electrical power supply to the room in question
- move to a safe area well away from the spill
- immediately advise the CIM of the incident
- CIM will call emergency services.

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 the School site, the Fire and Emergency Services Authority as the responding agency will:

- Make contact with 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.
- If the event involves the School, the Principal must advise the Department of Education
- Services as soon as possible.
- The Department of Health will liaise with all stakeholders.
- Fire and Emergency Services Authority may request on-site monitoring for air contaminants entering the School grounds.

Procedures for Specific Critical Incidents and Emergencies

NATURAL DISASTERS

EARTHQUAKE

if you are indoors

- Remain calm and reassure staff, students and visitors.
- Do not run from the building.
- Stay indoors and seek shelter under tables, desks or strongly constructed door frames.
- Provide assistance to people with disabilities or special needs.
- Be wary of loose objects or equipment which may fall or slide, such as falling plaster, high bookcases or cabinets.
- Stay away from windows and other fixtures that may become unstable.
- Turn off electricity, gas, and water (only when it is safe to do so).
- Remain indoors until otherwise instructed.

During an earthquake, if you are outside

- Move quickly away from buildings and power poles.
- Evacuate to designated Emergency Muster Point.

Following an Earthquake

- Check attendance against class rolls at the designated Emergency Muster Point.
- Liaise with emergency services.
- Check for injured people. DO NOT MOVE SERIOUSLY INJURED PEOPLE UNLESS THEY ARE IN IMMEDIATE DANGER. WAIT FOR EMERGENCY SERVICES.
- Turn off electricity, gas and water supplies only when it is safe to do so.
- CIMT to check buildings for casualties, damage, gas leaks, power failure and any other hazards. Ensure that no-one returns to any building unless authorised to do so.
- If any building damage or hazards are identified, commence evacuation (see EVACUATION PROCEDURE).

BUSHFIRE

West Coast Steiner School is **NOT listed** in the Department of Fire and Emergency Services Bushfire Prone Area.

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

FLOODING

- Upon discovering flooding assist anyone in immediate danger (if safe to do so), before raising the alarm by notifying the CIM.
- Direct people away from pools of water due to:
 - possible electrocution risk
 - cannot readily tell its depth
 - may be contaminated (sewage)
 - possible slip hazard
- If possible, determine the nature of the flooding (water main/roof damage/sewerage/etc.) and arrange for isolation of the source and/or contact the appropriate maintenance provider.
- If flooding is extensive, immediately isolate the flooded area and notify the Fire Brigade.
- Do not allow staff and students into the area until it is declared safe.

Procedures for Specific Critical Incidents and Emergencies

EXTREME/HAZARDOUS WEATHER

Extreme weather is considered to be weather conditions too cold, wet, hot, windy or unsafe. The School Principal based on an assessment of risks to students, staff and visitors:

- makes the decision to initiate lockdown, which could be on advice from other agencies e.g. WA Police, Fire and Emergency Services or State Emergency Services
- advise Education Department of closure, lockdown or evacuation
- maintain records and documentation associated with a closure, lockdown or evacuation
- extreme weather timetables to be prepared in the event of, but not limited to, rain, storms, high winds, heat (above 37 degrees) and staff to be informed
- all staff to be aware and kept informed of current impending and/or changing weather conditions throughout the school day
- the Principal may decide on days of impending extreme heat to lengthen the recess and shorten the lunch break. This decision will be based on current weather conditions and information from the Bureau of Meteorology (BOM)
- weather conditions to be monitored and as they change the staff are to be kept informed
- when planning outdoor activities, staff must make allowances for extreme weather conditions based on predicted weather conditions or time of year
- when necessary the School Principal to arrange for power supply to be switched off at the electrical board (ONLY WHEN IT IS SAFE TO DO SO)
- classroom teachers are responsible for organising appropriate indoor activities for the children during extreme weather timetables
- all teaching and non-teaching staff are aware of and implement their duty of care when extreme weather timetables are called.

Procedures for Specific Critical Incidents and Emergencies

FIRE

In the event of a fire:

- Raise the alarm.
- Alert CIM.
- Evacuate everyone from the immediate vicinity of the fire.
- Fight fire with existing equipment (ONLY WHEN IT IS SAFE TO DO SO).
- Sound the evacuation alert if evacuation is necessary.
- Allow staff, students, and visitors to collect belongings (ONLY WHEN IT IS SAFE TO DO SO).
- On sounding of the alert, evacuate all staff, students and visitors in an orderly manner following the Evacuation Procedures.
- Close all doors and windows.
- Arrange for power supply to be switched off at the electrical switchboard (ONLY WHEN IT IS SAFE TO DO SO).
- Assist staff, students and visitors with disabilities or special needs.
- Remain with students and await further instruction from the CIM.
- DO NOT leave Emergency Muster Point until advised to do so by the appropriate incident controller.
- Return to classrooms (ONLY WHEN IT IS SAFE TO DO SO).

Procedures for Specific Critical Incidents and Emergencies

ELECTRICAL HAZARD

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

- Maintenance Supervisor to isolate the area/hazard, provided it is safe to do so.
- If domestic electricity, switch off the current, do not cut the cable.
- If high voltage electricity is involved (such as fallen power cables), wait until Western Power has deemed the area safe.
- 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.
- Act immediately to arrange first aid and contact Emergency Services. Any person who has received an electric shock **MUST** be taken to hospital for treatment, even if they appear to be fine.
- Warn any onlookers of the danger.
- Ensure any faulty equipment is tagged to prevent further use.

ELECTRIC SHOCK GUIDELINES:

Avoid direct contact with the affected person while they are in contact with the current.

Low Voltage – Immediate Actions (person discovering):

- Immediately switch off / disconnect power source.
- If unable to switch off current, stand on something dry (blanket, rubber mat, newspapers) and break the contact by pushing the affected person free with a wooden pole or board, or pulling with a loop of rope around an arm or leg.
- Ensure onlookers are kept away from the live/ energised equipment.

High Voltage – Immediate Actions (person discovering):

- Immediately disconnect power source.
- Only permit first aid treatment after the current has been switched off (high voltage injuries can be very severe, even fatal, involving burns to skin and possibly to internal organs).
- Ensure onlookers are kept away from the live/ energised equipment.

Procedures for Specific Critical Incidents and Emergencies

DANGEROUS GOODS/HAZARDOUS SUBSTANCE OR ENVIRONMENTAL SPILL

In the event of a dangerous goods/hazardous substance incident of any nature or environmental spill:

- DO NOT touch, handle or move the dangerous goods/hazardous substance.
- DO NOT attempt to clean up the spill unless it is non-toxic
- Immediately advise the CIM of the incident.
- If the spill is a toxic or harmful product, then the CIM is to instigate the appropriate Evacuation Procedure (if deemed necessary), i.e. evacuate the entire school or cordon off the immediate area.
- Evacuate the area through your normal emergency procedures.
- The CIM will decide what clean up procedure is appropriate.
- Any remaining product from the spill should be disposed of in an environmentally sound manner. Advice should be sought from a contractor/service provider if necessary on the correct disposal procedure.
- Depending on the level of hazard from the dangerous good/substance, Emergency Services may need to be called - take note of the name of the substance, the Dangerous Goods Class and HAZCHEM code.
- If there is a possible threat to the environment, due to toxic substances reaching stormwater drains, or leaching into soil, use bunting to protect drains or contain the spill, if safe to do so.
- Any persons who may have come into contact with the dangerous good/hazardous substance must not eat, drink or smoke until decontaminated.
- When the area has been declared safe and the dangerous/hazardous substance or spill has been dealt with, Environmental Protection Agency and/or relevant authorities will be notified by the CIM.

NOTE: Any Dangerous Goods/Hazardous Substance spills should be cleaned up by a qualified contractor/service provider if they pose a risk to the health and safety of employees. See emergency contact details for Site Environmental & Remediation Services.

Procedures for Specific Critical Incidents and Emergencies

STUDENT MISSING FROM SCHOOL

When a student cannot be located, it can be a distressing experience for staff, parents and students. More often than not, there is a simple explanation and the student is safely located; however, all incidents must be treated seriously. A student can be presumed missing if they are not found within 15-20 minutes, in which case the CIM must be notified.

- Confirm with the appropriate teacher that the child has not been collected by parent or guardian or is absent with reason.
- Instruct available staff members to monitor exit points to prevent missing person from leaving the site.
- Implement a thorough search of the school grounds and immediate vicinity for the student, with assistance from available staff members.
- Liaise with the parents/guardians in a timely manner, informing them of the situation and suggesting that the parent stay at home or have someone stationed at the home in case the student returns home.
- Advise Emergency Services of the situation.
- Assist Emergency Services as required.

Procedures for Specific Critical Incidents and Emergencies

DEATH OF STAFF OR STUDENT

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

- Call Emergency Services and advise of the incident
- Take steps to ensure safety of other students and staff
- Isolate the victim, cordon off area and do not cover victim
- Notify the CIM who will then contact relevant educational bodies
- Make arrangements with Police for parents/carers/next of kin to be notified
- Provide affected staff and students with access to Employee Assistance Program and/or counsellors

Not School Related

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

Procedures for Specific Critical Incidents and Emergencies

SUICIDE

Schools 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. Any students expressing suicidal thoughts or threats or engaging in self-harm behaviour need to be taken seriously; consultation with parents and referral to a psychologist is recommended. Students with an identified risk of suicidal or self-harming behaviour should be appropriately assessed and supported. Providing opportunities for enhancing the health and wellbeing of students and staff is a significant way to prevent suicide.

Immediate Response

- Ensure the immediate safety of community members if an on-site event (e.g. providing first aid, lock down procedures, ambulance, police, quarantining areas or substances).
- If not a site based event, find out the facts/circumstances as far as possible. Do not ignore rumours—investigate immediately. Confirm facts with the family and/or police.
- Ensure that affected students/parents/staff are not left alone.

First 24 Hours

- Convene CIMT Team in order to formulate plan which may include some or all of the aspects outlined below.
- Inform Department of Education Services.
- Make contact with relevant mental health agency (if appropriate).
- Set up a support room in the school.
- Identify and plan support for students who are at risk.
- Inform staff and provide script and advice documents which do not describe method of suicide.
- Inform students via a prepared script, in small groups, not a whole school assembly.
- Inform the wider community via prepared letter.
- Contact AISWA. Refer all media enquiries to that office.

48 – 72 Hours After the Incident

- Restore school to regular routine.
- Liaise with bereaved/affected family.
- Plan the school's involvement with funeral.
- Advise staff of all relevant actions and seek their feedback/observations during debriefs which should occur regularly over the first few days.
- Monitor students and begin assessment of identified students in collaboration with School Counsellor.
- Monitor staff wellbeing.
- Keep parents informed via notices.
- Collect all deceased student's belongings for the police and family.
- Continue documentation of all actions.

During the First Month

- Monitor staff and student wellbeing.
- Plan for school events of relevance (e.g. annual photographs).

- Gather relevant information from staff for a critical incident review if required.
- Conduct a critical incident review.
- Consider offering information sessions for school community with mental health agency.
- Continue documentation of all actions.

In the Longer Term

- Continue support and monitoring of students and staff.
- Keep parents, staff and students informed.
- Plan for anniversaries, birthdays and significant events.
- Implement recommendations from the critical incident review.
- Include the postvention plan when inducting new staff.

Procedures for Specific Critical Incidents and Emergencies

Lockdown

In the event of a potential physical threat to students, staff and visitors, the West Coast Steiner School may need to be placed in lockdown. Such events may include chemical spills, noxious gases in the atmosphere, extreme weather events or aggressive/armed intruders being on site. Lockdown minimises access to the school and secures students, staff and visitors in classrooms or other school buildings until the situation has been declared safe by an authorised person.

A copy of the Lockdown Procedure is to be kept at strategic locations around the school from where a critical incident or lockdown may be controlled. This will include Reception, the Staffroom, every classroom, and all other safe rooms which may be used in the case of a lock down. Copies of the Critical Incident and Emergency Management Plan, including procedures for a Lockdown, are also kept in the Red Emergency and Relief folders in each classroom.

Activating a Lockdown

1. The person identifying the threat will immediately notify the School Principal, or a member of the Leadership Team, of the hazard or emergency and its location.
2. The School Principal or delegate will assume the role of Critical Incident Manager (CIM) and ascertain the nature of the emergency to determine if a lockdown is needed. The decision to initiate a lockdown will be informed by advice from other agencies, the Non-Government Schools Regulator, Police and other emergency services as appropriate or other information available on site.
3. The CIM will activate the lockdown - ***Ravel's Bolero*** will play through the speakers across the school grounds to signal that a Lockdown is to commence.

Procedures for Critical Incident Management Team

CIM assembles the Critical Incident and Emergency Management Team (CIMT) – Deputy Principal, Business Manager, Marketing Manager and Reception. School Counsellor (if onsite) and Maintenance Supervisor will need to be called to come to Principal's office for CIMT meeting.

CIMT follow the procedure set out below, documenting actions on the checklists.

1. Maintenance Supervisor secures external office doors, lowers blinds and, **only if safe** - locks all gates, checks public spaces (toilets, grounds) for students/visitors and guides to safety.
2. Marketing Manager secures internal office doors and lowers blinds.
3. Main telephone line is to be kept free.
4. CIM Contact police and/or emergency services, School Council Chair and Nollamara Primary 9413 1550 from mobile to advise them of situation.
5. A text stating '**Lockdown now**' is sent to class mobiles (Reception/Marketing yellow numbers, Business Manager/Deputy Principal green numbers). Note Playgroup, Kindy, Music and the gardener MUST be called)
6. Each class to respond, '**Classroom secured**' and provide number of students in room, names of staff/visitors in room - record as received on checklist. If no response received, call mobile directly – note that the response may be delayed dependent on service provider.
7. Reception/Marketing checks Visitors Sign-In Book - call any contractors/visitors and guide to safety.

8. Business Manager/Deputy Principal checks staff sign-in - ensure staff are accounted for.
9. Business Manager/Deputy Principal contacts staff members who are outside school (e.g. on excursions) and advises them of situation – they may need to be diverted from School.
10. Follow up calls to class mobiles - check students present or missing, confirm staff and visitors in each room, check if any medical needs (Reception/Marketing yellow numbers, Business Manager/Deputy Principal green numbers).
11. Reception/Marketing SMS parents to advise not to come on campus (dependent on situation).
12. Update classes on situation as required.
13. Await deactivation advice from emergency personnel.
14. CIM deactivates lockdown by playing ***Ravel's Bolero*** AND sending text stating '***Lockdown ended***'. Staff must wait until both signals have been sent.

Immediately Following Deactivation of Lockdown

- 1 CIMT determine any information to be given to staff, including whether;
 - the school day may continue as normal.
 - students are debriefed at assembly/class visit (Class 1-6 classes Performance Room. CIM will come to Kindy 1-6 classes after)
 - students need to be safely evacuated from site and sent home.
- 2 Reception to email families to advise lockdown drill held OR SMS families to advise them of actual event and outcome, advise when safe to come onto campus, (dependent on event).
- 3 CIM follows up with anyone who needs support and advises staff of counselling service available. CIM also seeks support for self.
- 4 Debrief staff on incident.
- 5 CIM will report the incident, as soon as possible within 48 hours, to the Director General using the critical and emergency incident report form available from the Department of Education's website.
- 6 Conduct operational debrief with CIMT to review any changes to procedure.
- 7 Record changes in the *Review of Critical incident and Emergency Situations in Adminfileshare*, amend this policy and procedures and communicate changes to staff as soon as possible thereafter.

Checklist for Critical Incident Management Team						
Location	Contact	Lockdown Now Text Sent	Classroom Secured text received	Follow up Call	Update Sent	Lockdown Ended Text Sent
Class 1	0466 961041					
Class 2	0432 996758					
Class 3	0468 478024					
Class 4	0466 976328					
Class 5	0468 492988					
Class 6	0412 106732					
Rose Kindy	0481 356575					
Playgroup	0481 303104	Must call				
Gungurra/Sunflower	9440 6279	Must call				
Craft	0466 981980					
Learning Support	0415205307					
Hub	0481 363483					
Music Room-Chaplain	0432 129210	Must call				
Performance Room	0435 315946					
Staff Room	0468 302619					
Library	0481 346131					
Woodwork	0411 248316					
Chris - Gardner	0405 901050	Must call				

Critical Incident Management Team	Contact
Jenny Dougan (Critical Incident Manager)	0400 222 116
Vanessa Beesley (Critical Incident Manager back up)	0414 713 169
Emma Kendall/Allison Zarbaugh (Reception)	0410 247 338 / 0425 282 136
Julia Nevols (Marketing)	0400 128 685
Audrey Princi (Business Manager)	0417 194 011
Ian Burthem (Maintenance Supervisor)	0474 483328
Ruth Powell (School Counsellor)	0413 080 334

Lockdown Procedures for Teachers

Lockdown is activated when ***Ravel's Bolero*** is played through the speakers across the school grounds. This will be followed by a text from CIMT on the class mobile stating '***Lockdown now***'.

If the lockdown occurs during morning tea, outdoor play or lunch time, students should immediately be directed by staff into the closest classroom or safe area. People on Front Oval move to the Performance Room, those on Back Oval move to Playgroup (if open) or Gungarra Kindy. Staff who are not teaching at the start of a lockdown should go to the nearest classroom to assist. All classrooms and teaching spaces have a mobile phone which is to be kept charged at all times. This phone is to be taken when a teacher goes to the Back Oval.

Class mobile will sound, then ring. Pick up the call and follow actions below. Pin to unlock class mobile is **1534**.

Action

- If in classroom, stay there. If out of class, move to the closest classroom or safe area.
- Quickly check outside areas in vicinity of your room for students or **known visitors** and direct them to their regular class or closest classroom
- Find Red Emergency and Relief Teacher File and class mobile phone and keep with you
- Close and lock the classroom door. Close windows, blinds/curtains. Turn off the lights.
- Direct students to sit on floor, away from windows and doors and out of sight (if possible).
- Assist students with disabilities.
- Advise all people in the room that mobile phones are turned to silent and are not to be used.
- Text '***Classroom secured***' and the name of staff members and visitors in your room to *WCSS Lockdown Mobile* in contacts.
- Check student attendance and record the names of all people in the room.
- Await call from CIMT and advise them of student numbers, any missing students, or whether emergency medication is required.
- Do not leave classroom to search for missing students.
- Do not allow unrecognised people to enter the room.
- Stay calm and encourage others to be calm and quiet.
- If someone needs to use the toilet, use a plastic lined bin and screen off an area for privacy.
- Explain any instructions given by CIMT/police and follow instructions.
- Deactivate lockdown when you hear ***Ravel's Bolero*** played again AND receive a text stating '***Lockdown ended***'.

Following deactivation of the lock down, the CIM will advise whether;

- the school day may continue as normal.
- students in Class 1-6 may be gathered for an assembly for debriefing. The School Principal will visit Kindy 1 to Kindy 6 classrooms to debrief students and staff.
- students may be safely evacuated from site and sent home with parents/carers.

Procedures for Specific Critical Incidents and Emergencies

Emergency Evacuation

The following evacuation procedures should take place for a fire, bomb threat or similar emergency where students, staff and visitors to the School need to be evacuated outdoors or taken off site for their safety.

This Emergency Evacuation procedure will be practised at school on a regular basis to ensure familiarity with responsibilities and procedures. All staff members are required to ensure that they and their students are familiar with these procedures. Copies of the Critical Incident and Emergency Management Plan, including procedures for an Emergency Evacuation, are kept in the Red Emergency and Relief folders in each classroom.

If the evacuation signal is sounded during Recess or Lunchtime, all staff, volunteers, visitors and students under direction of the Duty Teachers, are to proceed immediately to the Emergency Muster Point in the front play area. Class Teachers are to organise students into seated class lines.

If the evacuation signal is sounded during a specialist or parent led activity, then the specialist/parent will evacuate the students to the Emergency Muster Point in the front play area and wait with their group until the Class Teacher arrives.

Any staff member on DOTT or other duties not involving supervision of a class, at the time an Emergency Evacuation signal is activated, must report directly to the School Principal to assist.

Activating an Emergency Evacuation

- The person identifying the threat will immediately **inform Reception who will notify the Principal**, or a member of the Leadership Team, of the location of the hazard or emergency.
- The School Principal, or the Deputy Principal in the Principal's absence, will assume the role of Critical Incident Manager (CIM). The CIM will ascertain the nature of the emergency to determine if an evacuation is needed. The decision to initiate an emergency evacuation will be informed by advice from other agencies, the Non-Government Schools Regulator, police and other emergency services as appropriate or other information available on site.
- The CIM will activate the evacuation signal using the toggle held in Reception. Additional toggles are held by the Finance Officer and in the safe. ***Vivaldi's' Spring*** will play through the speakers across the school grounds to signal that an Emergency Evacuation is to commence.
- With the exception of a search for a missing person, no one can re-enter a room until permission is given by Emergency Services or the School Principal/CIM.

Procedures for Critical Incident Management Team

CIM assembles the Critical Incident and Emergency Management Team (CIMT) – Deputy Principal, Business Manager, Marketing Manager and Reception. School Counsellor (if onsite) and Maintenance Supervisor will need to be called to come to Principal's office for CIMT meeting.

Staff members who are on DOTT or not involved with supervision of a class, at the time an Emergency Evacuation signal is activated, will report to the Principal's office for allocation of duties to assist the CIMT.

CIMT collect and wear orange vests.

CIM – Principal (Command Post and Communication)

1. Contact police and/or emergency services, School Council Chair and Nollamara Primary 9413 1550 from mobile to advise them of situation.
2. Contact staff members who are outside school (e.g. on excursions) and advise them of situation – they may need to be diverted from School.
3. Collect own mobile phone, loud hailer and Emergency Evacuation File.
4. Check Learning Support has evacuated.
5. Move to Emergency Muster Point A in the front play area to establish a command post.
6. Receive completed student and staff checklists from Deputy Principal.
7. Co-ordinate search for any missing students, staff, visitors.
8. Prepare for possible off-site evacuation at Des Penman Reserve 11 Lemana Court.
9. Update classes on situation as required.
10. Await all clear from emergency services.

CIMT 1 – Deputy Principal (Staff and Students)

1. Check Music Room, Staff Room and Administration are properly evacuated.
2. Shut the windows, turn off the lights and air conditioner in Administration.
3. Close and lock the doors to Enrolments, Finance, Deputy Principal and Principal's offices.
4. Move to Emergency Muster Point in the front play area.
5. Complete staff checklist to ensure all staff are accounted for.
6. Collect completed class lists from teachers and check students unaccounted for.
7. Report to CIM any missing staff or students.

CIMT 2 - Receptionist (First Aid)

1. Collect Visitor, Student, Staff Sign-in Books, Class Attendance Registers, Emergency Contacts file, Student Medical File, School mobile phone, First Aid Kit, bottled water, student medication and auto injector containers and pack into trolley.
2. SMS parents to advise not to come on campus (dependent on situation).
3. Switch Reception phone to message service.
4. Move to Emergency Muster Point in the front play area to establish First Aid station.

5. Pass any Class Attendance Registers to class teachers as they arrive.
6. Report to Deputy Principal to be checked off on staff list.

CIMT 3 – Business/Finance Manager (Evacuation Check)

1. Check all rooms from Library to Class 6 including toilets, Woodwork, Craft, Performance Room & Storeroom, Rose Kindy & Storeroom are properly evacuated
2. Move to Emergency Muster Point in the front play area.
3. Report to CIM with confirmation of rooms cleared.
4. Report to Deputy Principal to be checked off on staff list.

CIMT 4 – Enrolment/Marketing Manager (Evacuation Check)

1. Take own mobile phone, medical kit, water, Sunflower/Gungarra Kindy and Playgroup Attendance Registers if in Reception and handbell to ring along way.
2. Check Sunflower/Gungarra Kindy and Playgroup are properly evacuated.
3. Move to Emergency Muster Point B at the gate to the rear oval of the school.
4. Report to CIM via mobile phone with confirmation of rooms cleared and check staff off staff list.

CIMT 5 – Gardener/Maintenance Supervisor (Security)

1. Check HUB has been properly evacuated.
2. Unlock and open gates to Mayfair Street.
3. Patrol entrances to ensure no one other than Emergency Services enters the property.
4. Direct Emergency Services upon arrival to location of hazard or emergency.

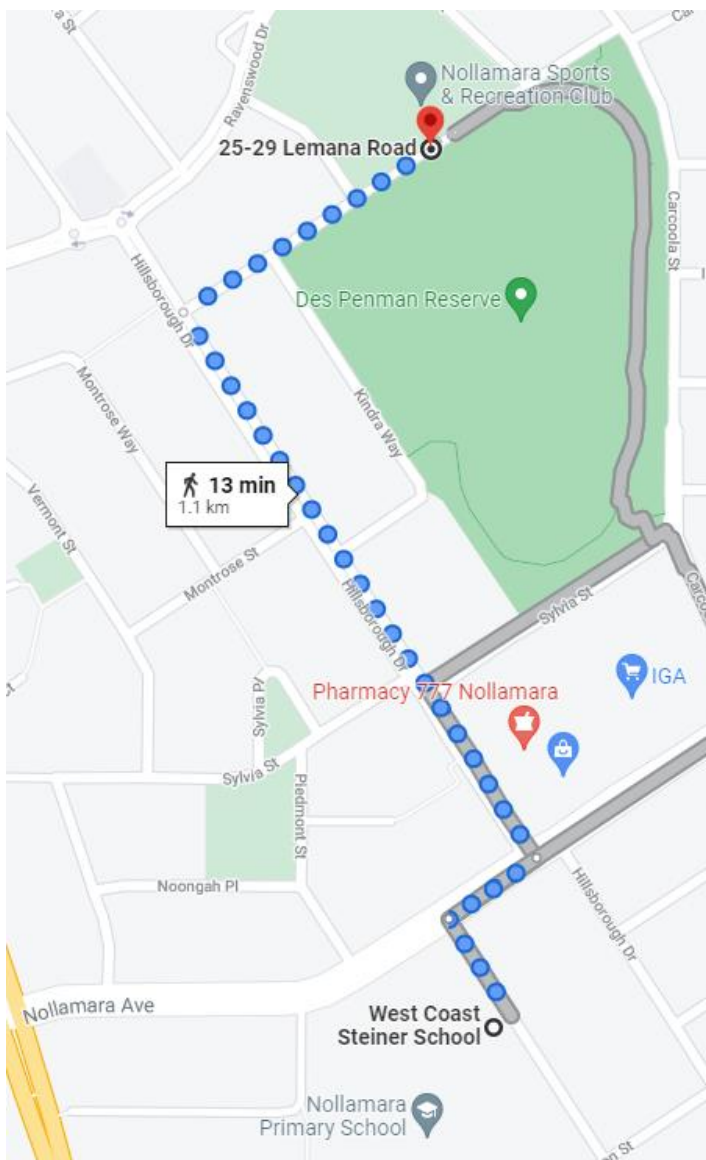
Immediately Following All Clear

- The Principal will talk to students and staff. Depending on the incident/level of trauma students will;
 - return to class under the care of their teachers
 - be given an extended break where staff circulate amongst the students
 - be collected by parents
 - have access to counselling staff.
- Reception to email families to advise Emergency Evacuation Drill held OR SMS families to advise them of actual event and outcome, advise when safe to come onto campus, (dependent on event).
- CIM follows up with anyone who needs support and advises staff of counselling service available. CIM also seeks support for self.
- Debrief staff on incident.
- CIM will report the incident, as soon as possible within 48 hours, to the Director General using the critical and emergency incident report form available from the Department of Education's website.
- Conduct operational debrief with CIMT to review any changes to procedure.
- Record any changes in the *Review of Critical incident and Emergency Situations in Adminfileshare*, amend this policy and procedures and communicate changes to staff as soon as possible thereafter.

Offsite Evacuation

On the advice of Emergency Services, the School may need to completely evacuate from the site. Staff and students will move from the Emergency Muster Point A or Muster Point B (depending on location of incident) to the **Des Penman Reserve** 11 Lemana Court.

- Classes are to move in an orderly manner under Teacher supervision down Mayfair Street into Nollamara Avenue and cross over to Hillsborough Drive, as per the route indicated on the map below.
- Upon arrival at Des Penman Reserve, Teachers are to complete a head count and roll call.
- All students and adults are to continue to follow the instructions of the emergency services until the event is over.
- CIMT will prepare for students to be collected by parents/carers from this site, should it not be possible to return to the school.



Emergency Evacuation Procedures for Teachers

On hearing the Emergency Evacuation signal ***Vivaldi's Spring***, Class Teachers and Education Assistants are to evacuate students and any visitors to their designated Emergency Muster Point.

Playgroup, Sunflower and Gungarra Kindy Emergency Muster Point A at rear oval.

Rose Kindy and all other classes to Emergency Muster Point B at front play area.

Teaching staff not in charge of a class should assist other staff, particularly any Relief Staff present, in the supervision of students and care of visitors at the school as they move to the Emergency Muster Point.

1. Calmly ask students to line up in pairs outside the classroom. Children are not to leave the group to obtain clothing, schoolbags or other personal belongings.
2. Ask any visitors in the classroom to accompany you and remain with you.
3. If you have a student in your class who has a disability that requires them to have a chair to sit on during the evacuation, arrange to take a chair with you.
4. Collect the Class Attendance Register, a pen, the red Emergency Relief File and class mobile phone. If the Register is in Reception it will be brought to the Emergency Muster Point for you.
5. Check that all students are out of the classroom.
6. Shut the windows, turn off the lights and air conditioner.
7. Close the door as you leave but DO NOT LOCK.
8. Lead the class to the Emergency Muster Point in the front play area.
9. If possible and safe to do so, check the class next door or staff in nearby rooms are also evacuating but DO NOT leave your students.
10. Sit the class down in 2 rows. Students should remain seated and together.
11. Staff MUST stand next to their class and actively supervise students at all times. Check students with respiratory conditions, medical or disability needs.
12. Complete a roll call and cross check students present with the Class Attendance Register.
13. In the space below, note students who are at School but missing from the Emergency Muster Point and hand this form to the Deputy Principal as soon as possible.
14. Wait with the class for all clear or further instructions from the Principal.

<hr/>	
Name of Teacher	Class
<hr/>	
Name of students at school today but who are missing from the Emergency Muster Point.	

EMERGENCY CONTACTS

Emergency Services and Community Contacts	Phone Number
Emergency Police Fire Ambulance	000
Police (non-life-threatening incident)	13 14 44
Mirrabooka Police Station (24 hours, 7 days)	9345 9000
Royal Perth Hospital	9224 2244
Perth Children's Hospital	6456 2222
Poisons information Centre	13 11 26
Stirling State Emergency Services	13 25 00
Site Environmental & Remediation Services (SERS)	9220 2000
Alinta Gas	13 13 58
Western Power – electrical faults and emergencies	13 13 51
Water Corporation – water supply	13 13 75
City of Stirling	9205 8555
Nollamara Primary School	9413 1550
Department of Child Protection	6217 6888
Department of Child Protection – after hours Crisis Care	9223 1111
AISWA	9441 1600
Dr Patricia Sherwood (Adult Counsellor Sophia College)	0417 977 085

Critical Incident Management Team	Contact
Jenny Dougan (Critical Incident Manager)	0400 222 116
Vanessa Beesley (Critical Incident Manager back up)	0414 713 169
Emma Kendall/Veronika Fitzgerald (Reception)	0447 373 127 / 0425 282 136
Julia Nevols (Marketing)	0400 128 685
Audrey Princi (Business Manager)	0417 194 011
Ian Burthem (Maintenance Supervisor)	0474 483328
Ruth Powell (School Counsellor)	0413 080 334

Emergency contact details for staff members are held by Reception, with copies kept in the Orange Emergency File.

Emergency Pack

This pack contains useful information and equipment in case of a critical incident or emergency.

Information:

- Copy of the School's Critical Incident and Emergency Management Plan
- Maps of the School and surrounds including Emergency Muster Points
- Aerial photos of School
- Blue prints 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 needs, e.g. medical, mobility, vision, hearing or English language difficulties. (Taking care not to release private information unless it is required to mitigate a life threatening situation)
- Master keys
- Location of TV aerials and data cables access into school
- Student photos
- Mobile phone numbers of staff
- Phone numbers of emergency services
- Student enrolment register including family contacts
- Class lists and attendance register for the day of an actual event
- Safety Data Sheets on all hazards in the school

Equipment:

- Two way radios with spare batteries
- Portable radio with spare batteries
- Torches with spare batteries
- Pens and notebooks
- Critical and Emergency Incident Diary (or similar document for recording purposes)
- Whistle
- Megaphone
- First Aid kit close to the Emergency / Crisis Pack (back up kits may be required if students and staff are in separated locations), including student healthcare medication (e.g. EpiPen)
- Cabled and Portable phone charging equipment

INFORMATION 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 wide spread trauma event (such as a bush fire or natural disaster) should occur alongside (or even after) the immediate practical support has been provided. The immediate aims in pastoral support after a disaster should be to ensure that people are safe, promote calm, encourage connectedness between people, and promote both hope and the reality that people can cope, can help themselves and do have the resources they need. This pastoral support is NOT counselling, 'stress debriefing', or diagnosing. It IS a humane, pastoral and supportive response, for people who have experienced a difficult situation, who are suffering, and who may need support.

Some DOs ...

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

Some DON'Ts ...

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

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

It is NOT the aim to 'get people to talk about it' or to elicit details of traumatic experiences and losses.

For those who work with children and young people:

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

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

Helping People with Coping

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

- Talking to another person for support;
- Prayer and meditation;

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

Tips for relaxation

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

For more information, the Australian Psychological Society and the Australian Red Cross all have some excellent on-line resources.