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Emergency and Critical Incident Management Plan

for

EASTSIDE LUTHERAN COLLEGE



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Section 1

Introduction

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1.1 Using the Emergency and Critical Incident Management Plan

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

P - Prevention

P - Preparedness

R - Response

R - Recovery

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

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

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

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

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

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

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

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

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

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

- identifying on-site and off-site situations that have the potential to become emergencies or critical incidents that would affect site operations;
- determining, with other agencies (e.g. Hazard Management Agencies), potential risks associated with particular situations;
- using risk management practices to assess the potential risks and develop mitigation strategies;
- developing an *Emergency and Critical Incident Management Plan* that considers the management of foreseeable risks;
- communicating the plan to all staff;
- training key staff;
- testing and modifying the plan annually;
- schools in bushfire prone areas must practice evacuation drills prior to October and at least once per term during bushfire season, October to March; and
- schools that are located in bushfire prone areas must incorporate key bushfire messages in their curriculum.

1.2 Effective Emergency and Critical Incident Management Planning

Required processes are:

- **Developing the Plan** with the relevant stakeholders. Principal or site manager and other staff considered vital need to be involved in establishing the Plan.
- **Bushfire Plan (where appropriate).** Ensure that you develop a bushfire Plan and liaise with the Fire and Emergency Services Authorities and local Government.
- **Informing those staff who will need to action the Plan.** Communicating the Plan to school personnel and ensuring a level of familiarity with what the Plan is for, what it involves and where it is stored.
- **Testing and reviewing the Plan.** Testing the Plan at least annually and undertaking a review following emergencies or critical incidents is important in maintaining a current and effective Plan.

1.3 Purpose of the Emergency and Critical Incident Management Plan

Principals or site managers are responsible for management of on-site and off-site school related emergencies and critical incidents, in order to minimise trauma and distress to students and staff and damage to property and to ensure the teaching and learning program is maintained or resumed.

1.3.1 Principles

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

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

1.4 Overview of School Context and Risks

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

Demographic factors:

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

Geographic factors:

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

Specific risk factors

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

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

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2.1 Emergency and Critical Incident Response - AEIOU

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

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

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

A	Assess situation, call emergency services, assist those in danger
E	Evacuate students, staff and visitors, if appropriate
I	Inform the district office or central office
O	Organise resources, advise parents
U	Undertake recovery operations and return site to normal

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



The following actions are not necessarily carried out sequentially.



The roles in the "Coordinated By" column are suggestions only.



This section will be most useful when managing an Emergency or Critical Incident. These pages can be copied and used during an Emergency or Critical Incident.

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

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



See Section 8 for recommended response to specific emergencies.

2.3 Evacuate or Lockdown

E EVACUATE (ON-SITE OR OFF-SITE) OR LOCKDOWN	
ACTIONS	COORDINATED BY
<input type="checkbox"/> Consider the need to evacuate either on-site or off the school site.	Ruth Ferguson/Mat Blunt
<input type="checkbox"/> Liaise with school staff, other agencies and the regional office in considering lockdown.	Ruth Ferguson
<input type="checkbox"/> Communicate the evacuation or lockdown using predetermined activation signals.	Ruth Ferguson/Mat Blunt
<input type="checkbox"/> Take the evacuation kit to the designated assembly area/administration area.	Suegini Blunt/Nicole Purdon
<input type="checkbox"/> See checklist of specific lockdown actions. (See 6.7 Lockdown Procedures).	Ruth Ferguson/Mat Blunt/Suegini Blunt
<input type="checkbox"/> Notify the Police and seek advice as to whether off-site evacuation is safe.	Ruth Ferguson/Mat Blunt


2.4 Inform Regional and Central Office

I INFORM DISTRICT AND CENTRAL OFFICE	
ACTIONS	COORDINATED BY
<input type="checkbox"/> Contact Regional Executive Director or delegate.	Ruth Ferguson
<input type="checkbox"/> Report according to Regional Office Protocols	Ruth Ferguson
<input type="checkbox"/> Seek assistance from your Regional Executive Director, and the media liaison contact for all communications about the incident.	Ruth Ferguson
<input type="checkbox"/> Consult with regional office personnel.	Ruth Ferguson
<input type="checkbox"/> Instruct staff to direct media enquiries to the media liaison contact.	Ruth Ferguson/Mat Blunt
<input type="checkbox"/> Contact school Occupational Safety and Health Representative.	Mat Blunt



Check contact numbers regularly.

2.5 Organise to Support Those Affected

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

2.6 Undertake Recovery Operations at the End of the Day

U UNDERTAKE RECOVERY OPERATIONS AT THE END OF THE DAY	
ACTIONS	COORDINATED BY
<input type="checkbox"/> Debrief all staff as necessary. Review with the Emergency Management team and plan for the next day.	Ruth Ferguson
<input type="checkbox"/> Organise necessary relief/additional staff to meet teaching, support, administration and front office needs.	Ruth Ferguson/Narelle Green/Suegini Blunt
<input type="checkbox"/> Gather data and map people affected (directly and indirectly). This can include: subject teachers and SG teacher, people who live nearby, sports groups, social groups, etc.	Erin Crean
<input type="checkbox"/> Make a list of students who attend and others that are notified as being at risk	Erin Crean
<input type="checkbox"/> Ensure support for the leaders of the school response and those who have been supporting others. This may involve support from the Employee Assistance Program for those in need.	Erin Crean
<input type="checkbox"/> Liaise with local agencies for possible after hours/weekend support.	Ruth Ferguson/Suegini Blunt/Erin Crean

Section 3
Emergency and Critical Incident Response:
The Following Days and Longer-Term Recovery

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3.1 The Following Days and Longer Term Recovery

FURTHER CONSIDERATIONS IN THE FOLLOWING DAYS TO SUPPORT RECOVERY	
ACTIONS	COORDINATED BY
<input type="checkbox"/> Identify and offer more specialised personal support to vulnerable and/or most affected staff and students.	Erin Crean
<input type="checkbox"/> Provide recovery support and advice for students/staff/parents about the normal cycle of recovery and indicators that extra support may be required.	Erin Crean
<input type="checkbox"/> Principal is to 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.	Ruth Ferguson
<input type="checkbox"/> Update information to staff, parents, and students, as appropriate. Enlist the help of the media liaison contact. Rumour control.	Ruth Ferguson
<input type="checkbox"/> Continue to assess risk and keep checking in on those affected. Allocate particularly affected students to support staff to check on.	Ruth Ferguson/Erin Crean
<input type="checkbox"/> Special considerations for suicide, including contagion effect.	Ruth Ferguson/Erin Crean
<input type="checkbox"/> Cultural considerations	Ruth Ferguson
<input type="checkbox"/> Death notice	Ruth Ferguson
<input type="checkbox"/> Memorial service	Ruth Ferguson
<input type="checkbox"/> Funeral attendance, with attention to the wishes of the family	Ruth Ferguson/Suegini Blunt/Erin Crean
<input type="checkbox"/> Make note of the anniversary in the next year diary	Suegini Blunt
<input type="checkbox"/> Continuing support for students and staff	Erin Crean
<input type="checkbox"/> Notifying staff who are not at school	Ruth Ferguson/Suegini Blunt
<input type="checkbox"/> Alert teachers to be sensitive to curriculum content	Ruth Ferguson
<input type="checkbox"/> Maintaining documentation	Suegini Blunt
<input type="checkbox"/> Ongoing liaison with other affected or vulnerable schools	Ruth Ferguson/Mat Blunt
<input type="checkbox"/> Consider ex-students	Ruth Ferguson/Suegini Blunt
<input type="checkbox"/> Process for meeting visitors (e.g. community people most affected)	Ruth Ferguson/Mat Blunt
<input type="checkbox"/> Interagency liaison	Mat Blunt
<input type="checkbox"/> Links with regional school psychology personnel	Erin Crean
<input type="checkbox"/> Instruct receptionist as to what information is to be told to parents and others	Ruth Ferguson
<input type="checkbox"/> Review responses and continuing needs	Ruth Ferguson

FURTHER CONSIDERATIONS IN THE FOLLOWING DAYS TO SUPPORT RECOVERY	
ACTIONS	COORDINATED BY
<input type="checkbox"/> Acknowledge people who have supported the school	Ruth Ferguson /Suegini Blunt/Mat Blunt
<input type="checkbox"/> Review school records/mailling lists and amend as appropriate	Suegini Blunt/Nicole Purdon
<input type="checkbox"/> Operational debrief (see Appendix)	Leadership Team
<input type="checkbox"/> Inquest/court date(s) (arrange support for staff involved)	Ruth Ferguson
<input type="checkbox"/> Review & modify <i>Emergency and Critical Incident Management Plan</i>	Leadership Team
<input type="checkbox"/> Anniversary dates	Suegini Blunt
<input type="checkbox"/> Update incident report via <i>Online Incident Notification System</i> if appropriate.	Ruth Ferguson/Mat Blunt

Section 4 Emergency Contacts

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4.1 Emergency Services Contact Numbers

Group		Phone Number
Tasmania Police	Life-threatening or time critical emergency	000
	Non-life threatening incident requiring Police response	131 444
	Tasmania Police Switchboard	03 6230 2111
Ambulance		000
Fire and Emergency Services Authority		000
State Emergency Service		03 6173 2700
Royal Hobart Hospital		03 6166 8308
Poisons Information Centre		131 126
Gas (isolated to School Hall) – Elgas		131 161
Electricity – TasNetworks		132 004
Water – TasWater		136 992
Health Direct		1800 022 222
Clarence City Council		03 6217 9500
Mekina (Security System)		1300 550 054
Parmic (Fire Protection Systems)		03 6245 0776



Add additional phone numbers as required.



Check contact numbers regularly.

4.2 Education Regional Office and Central Office Contact Numbers

Group	Phone Number
LEVNT Executive Director – Julian Denholm	03 9236 1250
LEVNT Director Leadership & School Improvement – Shane Paterson	03 9236 1250
LEVNT Director Operations (Compliance etc) – Tammy Hughes	03 9236 1263
Media – via Julian Denholm	03 9236 1250



Add additional phone numbers as required.



Check contact numbers regularly.

4.3 Emergency Contact Numbers for School Personnel

Role		Name	Phone Numbers		
			Daytime	Mobile	Out of Hours
Principal or Site Manager		Ruth Ferguson (Acting)	6244 6885	0411 740 588 (private)	
Deputy Principal/Dean of Students	#1	Vacant	6244 6885		
	#2				
	#3				
Director of Learning		Kate Castle	6244 6885	0455 021 765	
College Co-ordinators	Primary	Isabel Eaves	6244 6885	0488 442 656	
	Secondary	Vacant	6244 6885		
Staff and Student Welfare			6244 6885	0428 295 426	
Outdoor Education		Emma Hassett	6244 6885	0402 904 303	
			6244 6885		
			6244 6885		
First Aid		Suegini Blunt, Rosemary Kennedy, Nicole Purdon	6244 6885	0475 514 855, 0438 396 889, 0432 825 125	
Pastor		Pastor Peter Noble	6244 6885		
Business Manager		Narelle Green	6244 6885	0439 728 067	
Facilities Co-ordinator		Mathew Blunt	6244 6885	0455 021 770	
Operations Manager		Mathew Blunt	6244 6885	0455 021 770	
School Board Chairperson		Steven Kroker		0438 856 441	
Social Worker		Erin Crean	6244 6885	0400 264 019	



Seek permission to use private phone numbers.



Check contact numbers regularly.

Section 5 Incident Notification

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5.1 Reporting Requirements

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

The next section is for future use.

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

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

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

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

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

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

Schools can access the Online Incident Notification System at:
`http:// (insert here)`

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Section 6

Evacuation and Lockdown

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6.1 School Evacuation Kit (located at Reception, rear storage room)

The school evacuation kit comprises:

- duties of evacuation personnel;
- portable AM/FM radio with fresh batteries;
- megaphone;
- whistle;
- copy of the school *Emergency and Critical Incident Management Plan*;
- copies of the Emergency and Critical Incident Diary (see Appendix);
- copy of the student class lists;
- copy of student home and emergency telephone numbers;
- pens/pencils;
- pads of paper;
- torch and spare batteries;
- attendance register.

Remember to take your mobile phone with you.

First Aid/School Nurse will take:

- First Aid Kit
- Student & Staff Health Care Plans
- Student health care medication (eg. Epipen, antihistamine, Asthma meds)



Modify this list to suit school requirements.

6.2 Evacuation Considerations

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

The school evacuation arrangements need to allow for:

- the school site plan (with clearly marked evacuation routes) to be strategically displayed around the school;
- the movement of people from both buildings and grounds;
- evacuation to at least two alternative designated assembly areas (in the event of a bushfire, notify authorities to seek advice as to whether an off-site evacuation is safe. Also, on their recommendation of a preferred site);
- evacuation to an off-site assembly area;
- people with special needs or disabilities;
- class lists to be taken; and
- test and review, at least annually. The bushfire Plan should be reviewed and updated prior to October each year. Practice evacuation drills prior to October and at least once per term during bushfire season, October to March. (All actions need to be documented and dated).

6.3 On-site Evacuation Procedure

DUTIES FOR EVACUATION PERSONNEL

EASTSIDE LUTHERAN COLLEGE	
ROLE	DUTY
PRINCIPAL or SITE MANAGER (INCIDENT CONTROLLER) Or DEPUTY	Assess situation. Raise alarm throughout school and complete final sweep of buildings. Proceed to designated assembly area. Check for damage, gas leaks, power failure and any other hazard. Monitor situation and ensure that no-one returns to any building unless authorised to do so after consultation with emergency services. Advise Regional Executive Director.
DEPUTY	Checkpoint officer - proceed directly to designated assembly area. Must have a list of all staff and students on hand. Teaching and non-teaching staff should report themselves and students to the Deputy.
REGISTRAR ADMINISTRATION STAFF	Complete sweep of administration block, lock administration block, and collect back up data. Assist principal or site manager with sweep of school. Call 000, upon instructions from on-site incident controller. Notify administration upon instruction from on-site incident controller. Notify outlying buildings and staff/students offsite (as necessary). Collect the evacuation kit. Proceed to designated assembly area. Advise checkpoint officer which staff members are absent and their replacement, if applicable, and any visitors on site. Maintain Emergency and Critical Incident Diary (see Appendix). Sound stand down signal when instructed.
FIRST AID OFFICERS	Collect a first aid kit and escort any sick students. Proceed to designated assembly area. Report to checkpoint officer (deputy or such designated person(s)).
TEACHERS	Collect class list then escort students, volunteers and any other persons in their charge to the designated assembly area. Check class list. Relay information back to checkpoint officer – by 'All Staff' Email.

EASTSIDE LUTHERAN COLLEGE	
ROLE	DUTY
NON-TEACHING STAFF	Assist teachers to assemble students as quickly as possible. Check buildings are empty (notify supervisor if you are leaving their presence) and proceed to the designated assembly area.
SPECIALIST	Check buildings are empty and proceed to designated assembly area.
STAFF	Stay with any persons in your charge. Students must be escorted to their class teacher (if safe to do so).
CANTEEN	Turn off any cooking apparatus and proceed to designated assembly area. Report to checkpoint officer.
OCCUPATIONAL HEALTH AND SAFETY REPRESENTATIVE	Ensure students are evacuated to the designated assembly area as per the evacuation plan.
VISITORS	All visitors must report to the administration officer, near the checkpoint officer, so they can be marked as present in Visitors' Book.
WELLBEING DOG 'BUDDY'	If the wellbeing dog is under your supervision please take the dog with you (under effective control by a responsible adult – ON A LEAD) to the designated assembly point if safe to do so. Please ensure the safety of yourself and your students before anything else – if the dog escapes please do not put yourself at risk by attempting to capture it.

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



Should an evacuation be necessary during a lunch period or outdoor activity, teachers on duty are to escort children directly to the designated assembly area.



As part of operational debriefing it is important to undertake an evaluation of the evacuation procedure.

- 1. Raise alarm**
- 2. Staff and students must proceed to designated assembly area via emergency exits**
- 3. Staff who have been assigned to a group must ensure students in that group are all accounted for. All staffs must report themselves and students (when necessary) to Deputy Principal following evacuation.**
- 4. Assess situation before declaring end of emergency**

Alternative assembly areas and evacuation routes should be marked on the plan.

6.4 Off-site Evacuation Procedures

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

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

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

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



It would be useful to maintain liaison with the Local Emergency Management Committee.

6.5 School Site Plan and Evacuation Routes

See Appendix



Add your school's School Site Plan with Evacuation Routes here.

6.6 Important Locations

AREAS	LOCATION	NOTES
Emergency Control Post	Principal's Office	
Emergency Control Post (Alternative)	Reception Office	Closest to Fire Panel
Emergency Control Post (Alternative)	Pontville Office	
Emergency Control Post (Alternative)	Finance Office	Upstairs
Evacuation Assembly Areas	Oval	
Evacuation Kit	Reception, rear storage room	
First Aid kit	Sick Bay, Reception. Various	
Security keys (Note: this could create a security risk depending on how widely this document is distributed)	Front Office, Operation Manger's Office	
Power board	Various	Overall – external/rear of main building behind girls bathroom. Main building, switchboard room near IT Office. Hall in crying room. Pontville in store room opposite Kindy.
Water mains – shutoff	Rear of cottage	20 metres back, near road
Gas main – shutoff	Hall, Northern external wall	Basketball court side
Solar – shutoff	Switchboard room & external wall near rockwall/bank	Behind main building and cry room (hall)
List of people on site	Front Office	
Other		



Add any additional utilities for your school.

6.7 Lockdown Procedures

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

The principal or site manager will initiate lockdown based on an assessment of risks to students and staff. The decision to initiate lockdown will be informed by advice from other agencies, the regional office or other information available at the site.

Predetermined communication signals are required for the activation (**activation signal: Downtown Shutdown by The Presets**) and de-activation of lockdown (**deactivation signal: I'm Free by The Rolling Stones**).

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

Communication processes will need to consider:

- staff and student needs;
- emergency management agencies (e.g. Tasmania Police or Tasmania Fire Service);
- the Regional Executive Director/regional office; and,
- parents.

When preparing communications for parents following a lockdown the principal or site manager will liaise with their Regional Executive Director and the media liaison contact.

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



Arranging the first test of the school lockdown procedure for a student free day is useful. The local Police can be invited to be involved in testing of lockdown procedures. A letter to parents prior to and after any testing is a useful action to take.



There is a need to consider communication processes during a lockdown. This will include how messages can be conveyed to and from classrooms and the administration building.



The prearranged lockdown activation and lockdown de-activation signals should not be an "alarm" sound as this could agitate an intruder. The signals need to be sounded but preferably not as a continuous sound.

LOCKDOWN

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

LOCKDOWN

PRINCIPAL OR SITE MANAGER (INCIDENT CONTROLLER)	
Actions (to de-activate, and immediately following, a lockdown)	Completed
Confirm with emergency service personnel that it is safe to de-activate lockdown	
Ensure that any students, staff or visitors with injuries or other needs are dealt with immediately before reunification	
Account for all staff, students and visitors; identify any missing persons and notify emergency personnel	
Determine whether to activate the school parent re-unification process	
Determine if there is any specific information staff, students and visitors need to know (e.g. areas of the school to avoid or parent re-unification process)	
De-activate lockdown using the predetermined de-activation signal	
Advise staff, students and visitors of any specific information they need to know	
Initiate re-unification process	
Provide appropriate information on the lockdown to staff and students	
Print and issue pre-prepared parent letters and give these to students for them to take home	
Advise the regional office that the lockdown is over and the outcomes	
Seek support from the Regional Executive Director or Regional Office, as required	
Brief staff on the incident	
Ensure all personnel are made aware of Employee Assistance Program contact details	

LOCKDOWN

PRINCIPAL OR SITE MANAGER (INCIDENT CONTROLLER)	
Actions (follow-up)	Completed
Prepare and maintain records and documentation.	
Follow up with any students, staff or visitors who need support	
Have an operational debrief to review the lockdown and school procedural changes that may be required	

LOCKDOWN

SCHOOL STAFF	
Staff actions during a lockdown	Completed
If in class, stay in the classroom	
If out of class, move to the closest classroom or safe area. Ensure all persons are safe and inside where possible.	
Direct students who are out of class into their regular or the closest classroom	
Do not leave classroom to get students	
Close the classroom door (lock it if possible). Barricade door if necessary.	
Close windows, blinds and shutters	
Turn lights off	
Keep all people close to the ground (e.g. on the floor) and away from windows and doors	
Tell students that mobile phones are not to be used and are to be turned off	
Record the names of all people in the classroom – email to ‘All Staff’	
Stay calm and encourage others to be calm and quiet	
Provide information to the principal or site manager, as required	
Do not allow any unauthorised people into the room	
Remain in the room until the de-activation signal is given	
If emergency medication is required, then contact the administration office for advice	
If a young child needs to use a toilet, consider use of a plastic lined bin	
When de-activation is signalled listen for/await any specific instructions from the principal or site manager	
Explain any special instructions (as requested by the principal or site manager)	
Follow any specific instructions from the principal or site manager	

Section 7

Risk Assessment, Prevention and Preparedness

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7.1 Risk Assessment, Prevention and Preparedness

The principal or site manager will:

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

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

ACTION	BY WHEN	REFER TO DOCUMENT	RESPONSIBILITY OF	DATE COMPLETED
Undertake risk assessment and develop risk management plan	Annually in February	Existing Policy and Procedure documents	Principal or site manager	
Appoint occupational health and safety representative	February		Principal or site manager	

7.3 Preparing for Emergencies and Critical Incidents

ACTION	BY WHEN	REFER TO DOCUMENT	RESPONSIBILITY OF	DATE COMPLETED
Ensure staff members understand those policies and procedures that impact on student and staff safety, health and wellbeing.	Term 1 Or on arrival for new staff	Existing Policy and Procedure documents	Principal or site manager	
Ensure staff are aware of standard response to those natural disasters and emergencies that are identified in the school risk management plan	Term 1	School risk management plan	Principal or site manager	
Discuss plans with support agencies <ul style="list-style-type: none"> • Regional office • Local government • Local Emergency Management Committee 	Term 1		Principal or site manager	
Provide a copy of the school Emergency and Critical Incident Management Plan to the Regional Executive Director	Term 1		Principal or site manager	
Update student health care authorisations and emergency health management plans	February	<i>Student Health Care Policy</i>	Principal or site manager	

ACTION	BY WHEN	REFER TO DOCUMENT	RESPONSIBILITY OF	DATE COMPLETED
Identify staff with First Aid certificates (see Appendix)	February		Principal or site manager	
Ensure the Evacuation procedures and school site plan are publicly accessible and communicated to staff	February		Principal or site manager	
Set up school evacuation kit			Principal or site manager	
Evacuation and Lockdown drills	February August		Principal or site manager	
Review and update staff and student contact details. Telephone contact tree.	As changes occur		School officer	
Review emergency contact numbers	February and as changes occur		Principal or site manager	
Induct new staff during the year	As required		Principal or site manager	
Ensure bushfire Plan is tested and updated prior to October of each year	Prior to October and brief update provided at the beginning of Term 1		Principal or site manager	

PLEASE NOTE

The contents of Section 8 contain specific instructions and guidelines therefore should not be altered in any way or deleted from this document.

Section 8

Response to Specific Emergencies and Critical Incidents

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8.0 Roles and Responsibilities

Position	Name	Area of Responsibility	Mobile Phone No.
Chief Warden	Mathew Blunt/Ruth Ferguson	Managing and overseeing emergency procedures. Staff Training, Facility Management.	0455 021 770/0411 740 588
Deputy Warden	Vacant	Maintaining calm atmosphere, following procedures, assisting Chief Warden	
Deputy Warden/ Area 1 Warden	Steve McNamee	Overseeing emergency procedures for Upper Main Building/Classrooms, Co-ordinators Office, Finance Office, Meeting Rooms, Sick Bay, Staff Room and Toilets	0445 025 495
Area 2 Warden	Suegini Blunt/Jacinta Keating	Overseeing emergency procedures for Science Lab, Principal's Office, Administration/Reception/Finance, Dungeon Storage Area and Undercroft/Workshop.	0475 514 855/0423 458 468
Area 3 Warden	Rosemary Kennedy	Overseeing emergency procedures for Pontville Rooms, PODS and Hall including toilets.	0438 396 889
Area 4 Warden	Staff member present at time of event	Overseeing emergency procedures for Cottage.	Ext 134
Area 5 Warden	Todd Waren	Overseeing emergency procedures of High School Pods, POD toilets and Terrapin Classrooms.	0417 054 024
Back up wardens	Ian Anderson & John Yaxley	As directed	0438 084 600/0427 535 374
Wardens	Class teachers	Implementing evacuation procedures, maintaining calm atmosphere, marshalling students and acting as leader of groups moving to assembly areas, assisting persons of disabilities as required.	
		<p>Area wardens to report back to Chief Warden (at fire panel/reception)</p> <p>Chief Warden to communicate with Tasmania Fire Service</p> <p>Reception Staff – Attendance register (10am daily list) to emergency assembly point and co-ordinate teachers to conduct roll call</p>	

8.1 Armed Hold-up

In the event of an armed hold-up situation:

- Comply with the instructions given by the offender at all times. Try to **REMAIN CALM**.
- Only do what you are told to do – **NO MORE, NO LESS**.
- **DO NOT** argue with, threaten or stare at the offender.
- **DO NOT** attempt to disarm or otherwise apprehend the offender.
- Assume the offender is armed, even if a weapon cannot be seen.
- If the offender is carrying a firearm, it should be regarded as being loaded.
- Raise the alarm only if it is safe to do so.
- Answer any question when asked.
- Avoid any sudden movement that could panic the offender.
- If students are present, try to shift the offender's attention away from them.
- Observe as many details of the offender as possible.
- Note any items and surfaces touched by the offender.
- Immediately after the incident, the principal/site manager is to:
 - secure the immediate vicinity (for example, lock the office/room in which the hold-up occurred);
 - do not allow anyone to approach the area in which the offender was located);
 - notify police;
 - advise the regional office as soon as possible and attend to the post-incident needs of students and staff; and
 - ensure students who are not in the immediate vicinity of the hold-up are kept away from it.

8.2 Bomb Threat

If you receive a bomb threat by telephone:

- **STAY CALM.**
- **DO NOT** hang up.
- Refer to the *Bomb Threat Checklist* on the following page.
- Try to get as much information as possible.
- Notify principal/site manager. If principal or site manager is off site, notify the deputy principal or regional office. **DO NOT COMMUNICATE THE THREAT TO ANYONE ELSE.**
- Contact Tasmania Police (principal or site manager).
- Advise Regional Office.
- Decide whether a search of the grounds is warranted (principal or site manager).
- Site leader must assist and organize emergency personnel to conduct an area search (if necessary).
- Decide whether the site is to be evacuated (principal or site manager).
- If evacuation signalled, proceed to designated assembly area (refer to *Evacuation Procedures* within this document).
- Leave doors and windows open.

If you receive a bomb threat by mail:

- Avoid handling of the letter or envelope unnecessarily.
- Place the letter in a clear plastic bag or sleeve.
- Inform principal or site manager. Do not communicate threat to anyone else unless they are immediately impacted by the threat.
- Contact Tasmania Police and organise emergency personnel to conduct an area search (principal or site manager).
- Consider the need to evacuate (refer to *Evacuation Procedures* within this document), (principal or site manager).

8.3 Bomb Threat Checklist

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

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

TELEPHONE BOMB THREATS (Response Checklist)	
1. General Questions to Ask	
<ul style="list-style-type: none"> • What is it?..... • When was it set to explode OR When will the substance be released? • Where did you place it?..... • What does it look like? • When did you put it there? • How will the bomb explode OR How will the substance be released? • Did you put it there? • Why did you put it there? 	
2. Bomb Threat Questions	
<ul style="list-style-type: none"> • What type of bomb is it?..... • What is the bomb? • What will make the bomb explode? • When is it set to explode? 	
3. Chemical/Biological Threat Questions	
<ul style="list-style-type: none"> • What kind of substance is it? • How much of the substance is there? • How will the substance be released?..... • Is the substance a liquid, powder or gas?..... 	
4. Other Questions to Ask	
<ul style="list-style-type: none"> • What is your name? • Where are you?..... • What is your address? 	
5. Observations from the voice	
<p>Speaker was: <input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Child</p> <p>Age: <input type="checkbox"/> Very Young <input type="checkbox"/> Adolescent <input type="checkbox"/> Adult <input type="checkbox"/> Old</p> <p>Sobriety: <input type="checkbox"/> Normal <input type="checkbox"/> Intoxicated <input type="checkbox"/> Drugged</p> <p>Speech: <input type="checkbox"/> Normal <input type="checkbox"/> Stammer <input type="checkbox"/> Slurred <input type="checkbox"/> Lisp</p> <p> <input type="checkbox"/> Incoherent <input type="checkbox"/> Well spoken <input type="checkbox"/> Abusive <input type="checkbox"/> Irrational</p> <p>Accent was: <input type="checkbox"/> Message sounded like it was being read by caller</p> <p> <input type="checkbox"/> Message sounded like it was recorded</p> <p>Other:</p>	
6. Observations about the call	
<p>Source: Did it sound as if a public telephone was used? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>	

TELEPHONE BOMB THREATS (Response Checklist)	
Background Noises:	<input type="checkbox"/> Music <input type="checkbox"/> Children <input type="checkbox"/> Talking <input type="checkbox"/> Typing <input type="checkbox"/> Traffic <input type="checkbox"/> Machinery <input type="checkbox"/> Aircraft <input type="checkbox"/> Harbour <input type="checkbox"/> Other
Call received by:At..... am/pm Line No:..... Ext No:.....
Duration of Call:	Time:
Origin of Call:	<input type="checkbox"/> Bomber <input type="checkbox"/> Police <input type="checkbox"/> Fire Brigade <input type="checkbox"/> Other
7. Other information you are able to add	
.....	



Principals or site managers are required to notify Tasmania Police of all bomb threats.

8.4 Bushfire

For comprehensive information on preparing for and responding to bushfire, please refer to the Bush Fire Management Plan.

Pre-empting bushfire:

- Monitor and remove materials that may easily be ignited (branches overhanging buildings, debris and rubbish around and under buildings including gutters, and dry grass and vegetation)
- Ensure flammable materials are stored properly and safely
- Ensure that all building exits, emergency exits, and windows are unobstructed
- Maintain a 'shelter-in-place' (multi-purpose hall) in the event a bushfire occurs during schooling hours

Anticipating bushfire:

- Principal should consult with local fire authorities to determine the school should be closed on days of high fire risk
- Ensure designated assembly points have appropriate access to emergency equipment
- Ensure building exits are kept clear and unobstructed
- Communicate to staff, students and parents/guardians via:
 - o College website;
 - o Email at beginning of bushfire season;
 - o Student handbook;
 - o Staff handbook;
 - o Weekly newsletter;regarding bushfire and whether the college will be closed

Response to bushfire during schooling hour:

- Site leader must communicate and must only act upon directions of fire brigade. No one is to remain on premises.
- If it is safe to travel, release staff whose homes are in possible danger and retain core group to supervise remaining students.
- Send home students whose parents are already here if fire brigade deems it safe to do so
- It is the site leader's duty to:
 - o Listen to the radio for information on approaching fire. Emergency services are not to be called for updates
 - o If possible, arrange for hosing down of roofs, walls and playground areas, especially areas facing fire-front and leave sprinklers on
 - o Arrange for down pipes to be plugged and roof gutters filled with water using hoses only if it is safe to do so
 - o Fill sinks and all available containers with water for extinguishing small fires and to use as drinking water
 - o Tie damp towel (striking colour) around letterbox or at gate to notify authorities regarding water source
- Movement to shelter-in-place should only occur if evacuation advice not issued and staff and student are trapped on site

When inside shelter-in-place:

- Direct everyone to remain calm within the building
- Assemble on lower floor if it is a multi-storey building
- Keep clear of windows and away from part of building which will be initially exposed to fire-front
- Isolate gas at main switches
- Isolate electricity in all but refuge area of college
- Disconnect all hoses and store them inside of building close to exit point to prevent fire damage
- Connect hose to an inside tap if possible
- Turn off air conditioning
- Close all windows and draw blinds
- Close all doors and place wet towels or blankets at the base
- Remain inside until main fire-front has passed

What to expect when fire comes:

- Radiant heat, even in areas well back from flames
- Spark and embers flying through the air
- Thirst

After fire has passed:

- Only leave building upon directions of fire brigade
- Students and staff should leave building in orderly manner and assemble in safe area
- Conduct roll call
- Hoses should be reconnected. Check for spot fires near or on college building
- Extinguish parts of building which have been ignited, provided it is safe to do so
- Building exits must be kept clear of obstructions
- Assembly points should have appropriate access to emergency equipment
- Access to facilities and grounds for emergency vehicles must be maintained

8.5 Casualties

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

- **DO NOT PANIC**
- If necessary, seek assistance from someone who is qualified in first aid.
- **DO NOT LEAVE THE INJURED PERSON ALONE.** Send someone else for help.
- If no-one is available to go for help, do whatever you can to assist the person until help arrives.
- **DO NOT** become a casualty. Protect yourself, the casualty and any other person from the danger.
- If the injured person is still in danger, either:
 - remove him or her from the hazard (for example, in the case of smoke inhalation, move the person to an area where there is fresh air); or
 - remove the hazard from the person (for example, in the case of electrocution, switch the power off).
- If the situation looks life threatening, try to get urgent medical attention from paramedics or medical practitioner.
- When medical help arrives, assist in the management of the casualty if asked to do so.

8.6 Chemical Contamination Event

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

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

On-site Chemical Contamination Event

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

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

Off-site Chemical Contamination Event

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

- Make contact with the principal or site manager and provide advice and/or direction as the circumstance dictates. This may involve lockdown or evacuation - any directions given must be complied with.
- If the event involves a school, the principal or site manager must advise their Regional Executive Director as soon as possible.
- The Department of Health may become involved and if so will liaise with all stakeholders.
- Tasmania Fire Service may request on-site monitoring for air contaminants entering the school grounds.

8.7 Civil Disorder and Illegal Occupancy

Based on the information available, during school opening hours, the principal or site manager should consider the following operational levels:

Level 1. Normal Operation

Level 2. Report of a Potential Situation

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

- Notify Tasmania Police and request assistance.
- Notify the Regional Executive Director and Regional Office.
- Restrict staff and students access to affected areas.
- Secure perimeter gates if the school is fenced.
- Prevent people leaving or entering the school or college site except by the main gate.

Level 3. Incident is Imminent

- Refer to lockdown procedures.

If out of school hours contact the Regional Executive Director or Security Company.

8.8 Cyclone/Flood

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

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

- 1. Contact with local SES and education regional office**
- 2. Contact emergency services personnel**
- 3. If school is still occupied, direct students and staff to highest sheltered areas**
- 4. ***follow evacuation procedure*****
- 5. Notify parents and guardians**
- 6. Ensure high value equipment are relocated away from impending floodwaters if possible**
- 7. Ensure all electrical hazards (power supply), water and gas services are turned off if safe to do so**
- 8. Move hazardous equipment such as electrical items above likely flood level**
- 9. Secure area and prevent other people from entering**
- 10. All staff and students must stay in sheltered area while awaiting instructions from site leaders or emergency personnel**

8.9 Earthquake

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

Indoors

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

Outdoors

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

After the Earthquake

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

8.10 Evacuation Instructions

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

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

8.11 Fire

In the event of a fire:

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

8.12 Handling of Suspect Mail and Packages

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

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

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

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

If the package or mail item has not been opened:

- Do not disturb, move or touch the item any further. If any material has spilt from the item, do not try to clean it up, or brush it from your clothing.
- Keep your hands away from your face to avoid contaminating your eyes, nose or mouth.
- If possible, without leaving your work area, wash your hands.
- Remove bystanders (students, staffs, parents/guardians/ visitors) from immediate vicinity of object
- Notify principal or deputy principal immediately
- Stay in your office or immediate work area – this also applies to co-workers in the same room – and prevent others from entering the area and becoming contaminated.
Remember – you are not in immediate danger.
- Call Tasmania Police for help on 000. Inform the Police operator about:
 - exact location of the incident – street address, building floor;
 - number of people potentially exposed;
 - package/device; and
 - action taken.
- Principal will arrange for area to be cordoned off at safe distance. Assess the situation to determine whether evacuation or lockdown procedure should be initiated.
- Wait for help to arrive.

If the package or mail item has been opened:

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

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

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

8.13 Sieges/Hostage Situations

Siege and hostage situations are two of the most significant emergencies or critical incidents that a school may encounter. They often develop with unpredictability, speed and lethality. These events may involve armed or unarmed people, using a carefully planned or completely unplanned method. 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 Tasmania Police.

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

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

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

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

In the event of a hostage situation, the following steps should be observed:

- **Alert principal, deputy principal, CIMT leader and Tasmania Police if an intruder raises suspicion as to his activities**
- **Do not approach intruder where there is a perceived threat of violence and potential harm to any person**
- **Ensure students who are not within the vicinity of the intruder are directed into classrooms**
- **Parents and other persons who arrive on school site should be directed to a safe location**
- **Assess the situation and determine the possibility of serious harm that may be caused by the intruder**
- **Preservation of life and reduction of risk of serious injury are paramount in making the decision to intervene**
- **relate the information to the police and follow instructions given by police**
- **instigate an evacuation or lockdown procedure where necessary, in consultation with the police**
- **the area should be treated as a crime scene once the incident has been brought under control and the threat of harm removed**

8.14 Suicide

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

Particular considerations for schools include:

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

The Ministerial Council for Suicide Prevention website provides useful advice relevant for schools. The website is located at www.mcsp.org.au The MindMatters website has valuable resources for schools. This website is www.mindmatters.edu.au

8.15 Death Occurring in College

In a school setting, serious accidents or mishaps may occur, such as vehicle accidents, chemical or gas explosions as a result of science experiments or self-incurred injuries. If serious, these accidents may result in the deaths of the person who did the action, bystanders or passers-by.

Members of the college community may also encounter events outside of college that may result in their deaths.

In the event of deaths occurring on college grounds, the following steps should be observed:

- **Remove bystander from area**
- **Close off area where event occurred. Isolate affected student, staff member or visitor**
- **Notify principal or site leader**
- **Contact emergency services personnel, Tasmania police**
- **Notify college counsellor to discuss involvement**
- **Inform students and staff via announcement. Inform parents/guardians via written statement/notice.**
- **Consult with school administrative board/ personnel regarding media enquiries**

In the event of deaths occurring outside college, the following steps should be observed:

- **Notify principal, deputy principal, staff before normal college hours**
- **Notify college counsellor**
- **if death occurs before normal college hours, students are assembled and are informed during assembly. Moment of silence should be observed out of respect.**
- **If death occurs during normal college hours, students should be informed via announcement. Moment of silence should be observed.**
- **Announce availability of counselling services**
- **Consult with school administrative board/ personnel regarding media enquiries**

8.16 Violent Intruder on Grounds

An intruder who enters college grounds with the intention of committing an act of violence is one of the most challenging critical incidents a college may encounter. These situations often develop with unpredictability, speed and lethality. The intruder may be armed and use a carefully planned or completely unplanned method.

Staff and students should remain vigilant in situation like these. In the event of a violent intrusion on college grounds, the following guidelines should be followed:

- Do not approach the intruder where there is a potential threat of violence and harm to any person
- Should an act of violence be committed, the risk to the victim and any other persons in the immediate vicinity, and totality of the situation should be taken into consideration before attempting to intervene in the situation.
- Remove bystanders from immediate vicinity
- Notify principal or deputy principal immediately
- Contact Tasmania Police and emergency personnel and relate to them the facts of the incident as best as possible
- Follow the instructions of the police and initiate evacuation or lockdown procedures if necessary
- Treat injured person/s if it is safe to do so
- The area should be treated as a crime scene once the situation has been brought under control. Cordon off the area and do not enter the area until the Police arrive.

8.17 Traffic/ vehicle accident

A traffic/ vehicle accident involves any type of vehicle accident such as bus, car, truck, train, tractor, mower or plane which may cause serious injury, property damage, death or shock.

A traffic/vehicle accident may engage other critical incident responses. In some circumstances, adjoining buildings or facilities (outside college grounds) may be affected. In the event of a traffic/vehicle accident, the principal must be notified. The site leader must assess the situation and determine whether to initiate lockdown or evacuation procedures. The following circumstances must be taken into consideration in making the assessment:

- Power failure due to electrical wires being brought down
- Escape of gas due to a ruptured gas pipe
- Toxic chemicals or fumes, e.g. accident involving petrol tanker

It is the principal/ site leader's duty to:

- call emergency services personnel and Tasmania Police and inform them of the situation and number of injuries.
- coordinate procedures until arrival of emergency services personnel
- identify themselves to emergency services personnel
- make sure they are easily identifiable
- conduct roll call in safe place with assistance from college staff
- inform parents/caregivers to collect children early if needed
- if necessary, initiate procedures to keep children at college after dismissal time if parents/guardians are unable to reach the college due to traffic changes

College staff should observe the following procedures:

- assist site leader in removing bystanders from immediate vicinity of accident site
- account for all students, visitors who were not involve in the accident
- ensure students are sheltered in a safe place until emergency personnel services arrive
- tend to any injuries if necessary. If injuries are too severe, keep an eye on the victim's condition until emergency services personnel arrives

8.17 cont. General Driveway and Carpark safety

Driveway and Car Park Safety

Moving vehicles pose as a threat to the safety of students, staff and visitors of the college if safety is not observed. Additionally, there is also a risk of property damage in the event of a collision.

Action	By When	Responsibility of
Marking parking areas	Done	Mathew Blunt
Ensure driveway and parking areas are properly lit	Done	Mathew Blunt
Identify hazards in driveway and ensure proper signage are placed	Done	Mathew Blunt
Mirrors are to be fixed to cover obvious blind spots	N/A	Mathew Blunt
Place speed limit signs to notify drivers that speed of vehicles must not exceed walking pace	Done	Mathew Blunt

All Eastside Lutheran College Staff must observe the following procedures when driving in or out of, or within the college car park:

- Drive at walking pace
- Only parked in designated parking areas
- Keep a careful lookout at all times
- Pay particular attention when reversing

8.18 Storm management

Destruction storms are one of the most common natural hazards in Australia. It can cause major destruction to property through high winds, hail, lightning and flash flooding.

Weather warnings

- Closely monitor weather warnings provided through Bureau of Meteorology website or other reputable services to assess potential risk to college

Before and throughout school year:

- Inspect college grounds to identify any trees/branches or other objects that have potential to fall during severe storm
- All loose objects that may potentially be picked up by strong winds are either stored away safely or tied down
- Inspection of all college buildings is undertaken to identify any potential loose fittings or other structural weaknesses that may have potential to fall during a severe storm

Teachers and students

- Aware of location of first aid kits and any medications specifically required by any student in their care
- Prepared for power failure. Prepare torch and spare batteries in places that are easily accessible
- Staff must be familiar with emergency response procedures and the names and contact details of all members of the CIMT and have access to a telephone
- Familiar with location of college's emergency storm shelter/s
- Prepared to move their class to the storm shelter/s, if and when instructed to do so

Responding to major storm

- All loose items: school bags outside classrooms should be brought inside
- All doors and windows must be closed and secured. Curtains and blinds should be drawn
- Staff and student in high risk areas (demountable classrooms) should be moved to designated storm shelter areas
- Should be instructed to stay away from doors and windows
- Remain where they are in lockdown until instructions to leave are provided by members of CIMT
- Care should be taken when moving around outside to avoid dangers caused by damage including down power lines, fallen trees, broken water and sewage lines, loose roof sheeting and other material

Lightning

- Do not go outdoors unless absolutely necessary

- Unplug all appliances including computers, radios and televisions. Do not touch electrical items or telephones during the storm
- Avoid water and metal (electrical conductors)
- If outdoors, move indoors. Do not stay in open space or under tall objects
- If no shelter is available, crouch down, feet close together with head tucked down
- If in a group, spread out, keeping individual students and staff several metres apart

8.19 Explosion

Explosions may arise from multiple causes such as gas leaks, chemical reactions or incendiary devices.

Responses:

- Staff must notify site leader/ principal immediately if suspected or believed explosion has occurred
- Site leader must initiate evacuation procedure. Direct all staff and students quickly and calmly as possible and move to the designated safe assembly area as long as it is safe to do so.
- Check if there are any persons injured. First aid is to be administered by First Aid Officer/ First Aid Personnel
- Site leader must contact and assist emergency services personnel and Tasmania Police immediately. Only act upon instructions given by the emergency services personnel
- Site leader must inform emergency services personnel of:
 - o The type of explosion
 - o Presence of fire
 - o Presence of any possible flammable or explosive products in the vicinity
 - o Access to fire
 - o Presence of injuries
- Stay low to floor and exit building as quickly as possible in the event of fire
- Only attempt to extinguish fire if trained in the use of fire equipment and if fire is manageable (if safe to do so)
- Do not use lifts
- Assist persons in immediate danger only if safe to do so. Notify emergency services personnel of the situation upon their arrival (Untrained persons should not attempt to rescue people who are inside a collapsed building)

8.20 Assaults

Overview

Work related violence is any incident in which a person is abused, threatened or assaulted in circumstances relating to their work.

Staff may use appropriate physical restraint to ensure that the employer's duty of care to protect students, clients and staff from foreseeable risks of injury is met. Common law defences such as self-defence, and defence of others remain legitimate reasons for the use of physical contact. Everyone has the right to defend himself or herself against an attack provided they do not use a disproportionate degree of force to do so.

Assaults on staff – out of control student

Procedures

Assess the potential level of risk

Consider the following:

- Are there others nearby who can assist, or deescalate the situation?
- Has the student had a previous history of threatening or violent behaviour?
- Are they armed or have the capacity to cause harm?
- Are lockdown procedures required?
- Minimise impact on others in the vicinity, e.g. protect from potential trauma or witnessing of event.

After the initial assessment of the event

- Remain calm and request they stop the behaviour. Show firmness and minimal emotion.
- Consider if physical restraint needs to be used or if retreat from the area will calm the situation.

If a situation/incident occurs

- Use physical restraint to protect yourself or others, and/or retreat to a safe area.
- Use the appropriate degree of force for self-defence or the defence of others, however staff behaviour should be defensive rather than aggressive; controlling rather than retaliatory.
- Raise an alarm so others can help control the student.
- Redirect students and others away from the area.

After a situation/incident occurs

- Provide first aid if required
- Alert the Principal/Leadership Team
- Alert Tasmania Police if required
- Report what has happened in writing to the Principal

8.20 Assaults cont.

- Describe events before, during, and after the situation
- Inform parents/carers
- Use the *Employee Assistance Program* services to assist with any negative emotions
- Put in place a risk management plan for the return of the student
- Provide support or arrange external services for affected students impacted by the event.

Assaults on staff – from others

Procedures

Assess the potential level of risk

Consider the following;

- Are there others nearby who can assist?
- Has the person had a previous history of threatening or violent behaviour?
- Are they armed or have the capacity to cause harm?
- Are lockdown procedures required?
- Do students and others need to be redirected to places away from sight or sound of the incident?

After the initial assessment of the event

- Remain calm and request they stop the behaviour. Show firmness and minimal emotion.
- Inform them that assault is a Police matter.
- Retreat from the area if possible.

If a situation/incident occurs

- Listen very carefully to any threat being made so the details can be reported. Take note of what is happening so it can be reported.
- Create a distance between the person and yourself if possible, this could be done by closing a door or moving to a safe area.
- Where necessary (and possible) call for assistance and witnesses.
- Use appropriate degree of force for self-defence or the defence of others, however staff behaviour should be defensive rather than aggressive, controlling rather than retaliatory.
- Raise an alarm so others can help.

After a situation/incident occurs

- Provide first aid if required
- Alert the Principal/Leadership Team
- Alert Tasmania Police

8.20 Assaults cont.

-
- Report what has happened in writing to the Principal
- Review events preceding and following the situation.
- Consult Professional Support staff for advice and direct support to minimise impact on students.
- Use the *Employee Assistance Program* services to reduce stress.
- Put in place a risk management plan to control the situation if there is a possibility that the circumstances will continue. Put in place controls like having a mobile phone, always working with others during hazardous occasions, getting an escort to the car etc.
- Seek advice from LEVNT regarding Trespass Letter.

Assaults on clients – from other clients

Procedures

Assess the potential level of risk

Consider the following;

- Are there others nearby that can assist?
- Has the person had a previous history of threatening or violent behaviour?
- Are they armed or have the capacity to cause harm?
- Are lockdown procedures required?

After the initial assessment of the event

- Remain calm and request that they stop the behaviour. Show firmness and minimal emotion.
- Inform them that assault is a Police matter.
- Do not argue with the person.
- Make it easy for the person to leave the building/area.
- Avoid sudden moves.
- Do not attempt to physically subdue the person unless yourself or others are in danger.
- Make a mental note of the person's description.
- Retreat from the area if possible.

If a situation/incident occurs

- Listen very carefully to any threat being made so the details can be reported. Take note of what is happening so it can be reported.
- Create a distance between the person and yourself if possible; this could be done by closing a door or moving to a safe area.

8.20 Assaults cont.

-
- Where necessary (and possible) call for assistance and witnesses.
- Use appropriate degree of force for self-defence or the defence of others, however staff behaviour should be defensive rather than aggressive; controlling rather than retaliatory.
- Raise an alarm so others can help.

After a situation/incident occurs

- Provide first aid if required.
- Alert the Principal/Leadership Team.
- Alert Tasmania Police.
- Report what has happened in writing to the Principal.
- Review events preceding and following the situation.
- Use the *Employee Assistance Program* services for staff to reduce stress.
- Put in place a risk management plan to control the situation if there is a possibility that the circumstances will continue. Put in place controls like having a mobile phone, always working with others during hazardous occasions, getting an escort to the car etc.
- Seek advice from LEVNT regarding Trespass Letter.

Sexual Assaults

Overview

Sexual assault covers a number of criminal offences such as indecent assault, aggravated sexual assault, sexual intercourse with a young person, and rape.

Procedures

- Assess the situation.
- If necessary, make the victim as comfortable as possible and call an ambulance/assist victim to seek medical attention if required.
- Contact Tasmania Police and take action as directed by Police. If the victim is a student, notify and liaise with Child Protection Services and Police.
- In conjunction with Tasmania Police, make arrangements for parents, carers, or next of kin and other parties (perpetrator, witnesses etc.) directly involved to be notified as soon as possible.
- MUST report the incident to the Principal/Leadership Team.
- The Principal/Leadership Team will report the incident to LEVNT, who will notify appropriate parties.
- Consult School Psychologist or Social Worker as required.
- Seek Professional Support Staff assistance e.g referral to Sexual Support Services, educational provision or adjustments, other services.

Appendix A

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A.2 Parent Re-unification Procedures

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

Once activated the following arrangements will apply:

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



Add school specific procedures here.

A.3 Staff Briefing (Sample Agenda)

The following example provides information on how to set a staff briefing agenda following an incident. All teaching and non-teaching staff should be included. For critical incidents consult with education regional office personnel (e.g. a school psychologist).

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

A.4 Psychological First Aid

Psychological first aid refers to the actions that can be taken by people without formal psychological or counselling training to provide emotional support for people following an emergency or critical incident.

Contact school psychology personnel for advice on psychological first aid.

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

- Discreetly observe the staff members. Ask simple questions to ascertain what help may be needed.
- Emphasise the support available to the staff member.
- Initiate contact only after you have observed the staff member and appraised the situation. It is important to make sure that contact will not be seen as intrusive or disruptive.
- Review the situation and emphasise the positive actions taken by the staff member in managing the situation.
- Listen with compassion and without judgment. Keep in mind that it is important to acknowledge the impact of a stressful event and activate appropriate healing and coping resources.
- Normalise grief/ trauma/ stress responses and emphasise that they are outward expressions of a healing, restorative process, and set in motion a person's own coping mechanisms
- Offer to make them a cup of tea/coffee.
- Use physical contact if appropriate. Just holding a hand or a hand on the shoulder may convey concern and support (Use discretion in this situation as some people may not be comfortable with physical contact).
- 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...") and try to keep from discussing about the person's feelings.
- Keep the discussion based on what happened. Avoid "What if...?" or "I should have..." statements. If the victim takes this line, bring the talk back to real events.
- In some instances, staff members may have an intense and lasting response and need professional psychological help, such as that available through the Employee Assistance Program.
- Follow-up should be at a level appropriate to the relationship between the person and helper. In some instances, it may be as simple as asking "How are you now?"
- Reinforce the notion that taking care of oneself at this time is professionally intelligent and responsible
- Thank people for their contribution or cooperation in such difficult circumstances and for their support of each other.

- Remember that psychological first aid is about reducing distress, assisting with the current needs of the staff member and making sure the staff member is offered the support to allow them to function within their professional setting. It is not about revisiting traumatic experiences.

A.5 Informing Parents of an Emergency or Critical Incident

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

	Your School Letterhead
Date	
Dear Parents/Caregivers	
The facts	Provide accurate information, in line with family and police wishes, and known facts including: a) the event; b) the child/children/staff – death/injuries.
What has been done	I have spoken with/visited the parents/families of, and on behalf of our staff and the school community I have expressed our deepest sympathy and caring. Classroom teachers have told their students, and have provided an opportunity for talking and sharing.
How students may react	It would be best for the children's school routine to continue as normally as possible, and they should attend school as usual. Children's reactions will vary and may include crying, not wanting to talk or wanting to talk, wanting to be alone, anger, lack of concentration and sleeping or eating problems.
Support available	Should you or your children feel the need for professional help or counselling please contact me. Regional office, school psychologist or social worker support can also be made available.
Yours sincerely	
PRINCIPAL	



Liaise with your School Psychology Services Leadership and/or Coordinator Regional Operations support services.

Important Considerations

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

Communication about deaths believed to be attributable to suicide needs to be carefully prepared in liaison with the Regional Executive Director, Coordinator Regional Office and the media liaison co-ordinator.

Similarly, when preparing communications for parents following a lockdown, principals or site managers will liaise with their Regional Executive Director and the media liaison co-ordinator.

A.6 Sample Leaflets for Parents



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

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



Eastside Lutheran College

Primary School

Helping your child when someone dies

General Guidelines

for

Parents and Caregivers

Younger children may display the following reactions:

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

Regressive/Behavioural: Bed-wetting, regression in language and speech skills, thumb-sucking, disobedience and aggression, lying and exaggeration. Children may display greater anxiety when being left at school by parents or relatives. They may also giggle and laugh inappropriately when they feel anxious.

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

What can you do?

Parents can help by reassuring children that they are safe and will be cared for, and by listening and talking to them about the experience. Children react in different ways, within different timeframes, so providing a warm, secure and accepting environment will help with grieving. Most children's reactions will diminish over time.

The following steps are just examples of what you can do to help your children:

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

- Accept children's regression, moods, tears, clinginess and changes in play willingly.
- Look at albums and photographs and keep reminders of the dead person present.
- Remember the deceased on birthdays and holidays.
- Strive for continuity in home, school and sporting activities.

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



Eastside Lutheran College

Senior High School

Helping your child when someone dies

General Guidelines

for

Parents and Caregivers

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

The following reactions may occur:

Emotional/ Behavioural: Crying and sadness, hopelessness or inadequacy feelings, attentionseeking behaviour, rebellion and disobedience at school and at home, decreased school performance and school work, avoidance of school or sport or social activities, increased stress, tension or depression, anti-social and risk-taking behaviour, or even lack of emotion or any unusual behaviour.

Regressive: Young people may display behaviours more in keeping with younger age groups, such as wanting to be around parents more or checking where you are, less interest in socialising or wanting to spend more time with friends, and sometimes they may seem less responsible or sure of themselves.

Physiological: Nausea/ tummy upsets, headaches, vomiting, eating changes, disturbed sleep or nightmares, skin disorders.

What can you do?

Reassure students that these overwhelming feelings are normal in the circumstances and will pass with time. Know that there is no one standard way to deal with a loss. Try listening and talking to them about what has happened as they may not approach you themselves.

Some people react immediately with obvious signs of grief. Others take longer to come to terms with the reality and may react later, but with much less outwards emotion. Some students may also prefer to grieve privately, or you can try to keep continuity in home, school and sporting activities.

The following steps are just examples of what you can do to help your children:

- Adolescents have a need to have their feelings accepted by their peers and they tend to seek their comfort and support, spending hours going over the events of the incident together.
- Parents should not feel excluded. Young people feel more secure because they know you are in the background.
- It's OK to use the terms dead, death, died, or culturally or religion-appropriate language.
- Feel free to express your emotions, within your own level of comfort. However, seeing extremely distressed parents or teachers can unsettle adolescents.
- Say goodbye in your own way. Viewing the body, attending the funeral, visiting the grave, a prayer or memorial service, or lighting a candle may help. Families should make whichever decision is comfortable and appropriate for them.
- Unjustified feelings of guilt may surface. Don't brush these aside. Talking this through helps to reassure the young person.

- Be alert for anger outbursts and aggression, particularly with young men. This can be their way of unloading and resolving pent up emotions. Involvement in football or a hard run is a tried and true solution. Others get their relief from a punching bag. Pulling a pillow apart has been known to allow physical exertion, laughter and a covert tear or two.
- Keep a check on rash decision-making. Decisions about leaving school, changing goals or giving up social or sporting activities should be delayed
- Be ready to talk about the young person's fears and anxieties if they have concerns about something happening to loved ones or themselves.
- For some adolescents the experience may have challenged their sense of security and they can become overcautious and reluctant to take risks. Others may become involved in reckless or dangerous behaviour.
- If your adolescent displays strong emotional reactions though having had little or no contact with the deceased, do not be overly concerned. Some young people use these times to dwell on the complexities of life or to grieve about another loss.

If you have ongoing concerns please talk to a Deputy Principal or Principal, or one of the Student Services team, and further support can be arranged.

A.7 Operational Debriefing

Purpose

A review of the management of an emergency or critical incident in order to affirm and reinforce what worked well, and refine and improve future processes and practices.

Process

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

Consider including regional office and interagency partners.

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

Where? Venue as agreed.

How? An independent facilitator (e.g. regional office) or a school based facilitator?

Verbal format.

Brief introduction and clarification of purpose.

Clarify the scope of discussions.

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

Confidentiality requirements.

Sequential review of actions taken.

What can be altered on school *Emergency and Critical Incident Management Plan*?

Recorder takes notes.

Outcome

Documentation kept.

Actions from debrief.

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