



# Heights College Critical Incident Procedures

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## Identification of Possible Emergencies

| GROUP A   | GROUP B  | GROUP C   |
|---|--|---|
| Cyclones<br>Severe Storms<br>Earthquake<br>Fire<br>Flood<br>Bomb Threat<br>Explosion<br>Major Vandalism | Accidents or Incidents resulting in death or serious bodily injury<br>Bus Accident<br>Lockdown<br>Dangerous Mail or Packages<br>Intruder on Campus<br>Kidnapping<br>Siege<br>Hostage Taking<br>Lost Child<br>Murder<br>Suicide<br>Toxic Emissions / Chemical Spill (External)<br>Chemical Spill (Internal) / Poisoning | Accidents etc. resulting from design or maintenance problem |

## Critical Incident Team

- i) The Headmaster is responsible for control and coordination in a Critical Incident, or in their absence the Business Manager or Head of Student Management and Administration.
- ii) The Headmaster or their delegate should assemble a Critical Incident Team as soon as possible and appoint, for the current incident only, a Critical Incident Team Coordinator from those present. The Critical Incident Team will include at least:
  - Headmaster
  - Business Manager (who is also responsible for Work Health and Safety)
  - Head of Primary
  - Head of Student Management and Administration
  - Head of Teaching and Learning
  - Pastoral Care Coordinator
  - College Counsellor
- iii) The Control Centre should be located in Front Reception, depending on the location of the emergency. Circumstances may dictate an alternate location. Mobile phones should then be used.

## Activation in Response to an Emergency

### Stages of Activation

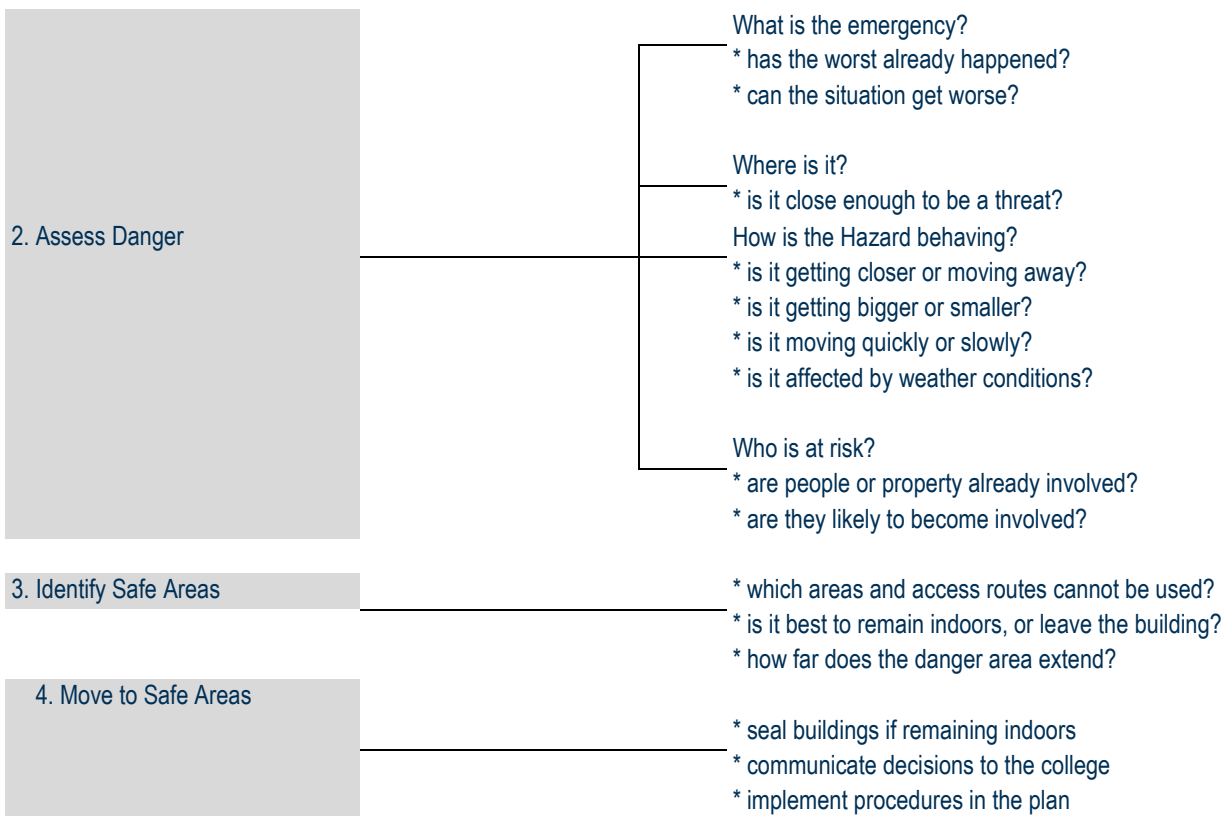
The plan should be activated through the following stages depending on the nature of the emergency:

1. Alerting
  - i) The initial report of an emergency having taken place, will be made by the person discovering it to the Headmaster or their delegate.
  - ii) In cases of an impending disaster, where adequate warning is available, the Headmaster (or their delegate) should receive this warning.
2. Assessing Danger in an Emergency

The Headmaster (or their delegate) should:

1. Verify Report

- \* confirm the accuracy of the information
- \* alert the College
- \* notify the emergency services



## GROUP A CRITICAL INCIDENTS

### Cyclone / Severe Storm

1. Before the Severe Storm or Cyclone season:
  - i) Trim tree branches well clear of buildings.
  - ii) Check and clean roofs, guttering and downpipes.
  - iii) Ensure portable radios are charged / have fresh batteries.
  - iv) Clear grounds of loose objects that could cause damage during high winds.
2. Upon first warnings (including evacuation):
  - i) Listen to local radio for further warnings and reports.
  - ii) If sufficient warning or on advice from police or SES, send students home, provided it is safe to do so.
    - a) Business Manager and/or Groundsman to coordinate College buses to take students home.
    - b) Headmaster (or their delegate) to provide a written statement to be sent to parents and used to respond to all enquiries.
    - c) Notify parents by sending an SMS through TASS. The Head of Student Management and Administration holds a print copy of all phone numbers in the event of TASS being unavailable.
  - iii) Release staff whose homes or property may be flood-prone or cut off in a flood at the same time as students.
  - iv) Request radio stations to broadcast evacuation notice to parents.

| MEDIA PROVIDER     | PHONE NUMBER |
|--------------------|--------------|
| ABC RADIO (FM 105) | 07 4924 5111 |
| HOT FM (FM 107.9)  | 07 4927 6222 |
| SEA FM (FM 101.5)  | 07 4923 5300 |
| 4RO (AM 990)       | 07 4920 2000 |

- v) Remaining staff to:
  - secure all doors/windows and tape (cross fashion 'x') or cover windows;

- disconnect all electrical appliances; and
  - check port racks and areas outside classroom for belongings.
- vi) In the case of cyclones, if a **local evacuation warning** is issued, turn off electricity, gas etc., assemble all students, staff etc. and follow instructions from emergency services.
3. During Cyclone / Severe Storm:
- i) Ensure everybody stays inside away from windows.
  - ii) Do not use the telephone (lightning danger).
  - iii) Listen to the portable radio for weather updates.
  - iv) During cyclones, beware the calm 'eye'. Everybody must remain inside until advised by emergency services or weather bureau that danger has passed.
4. After the Cyclone / Severe Storm passes:
- i) Listen to radio for warnings and reports of disruption to services.
  - ii) Check buildings for damage and evacuate if in dangerous condition.
  - iii) Before moving outside, check for damage to neighbouring buildings, fallen power lines and debris.

## Earthquake

1. DURING THE EARTHQUAKE
  - i) If **indoors**, stay there and ensure nobody moves about or leaves the building.
  - ii) Get everybody to take cover under tables, benches, desks or internal door frames.
  - iii) Keep away from windows, shelves and overhead fittings.
  - iv) In **multistorey buildings**, stay clear of windows and outer walls. Get everybody to take cover under desks near pillars or internal walls. Do not allow lifts to be used.
  - v) If **outside**, go to open spaces away from buildings, trees, poles, power lines etc.
  - vi) Lie down until the shaking has ceased.
2. AFTER THE EARTHQUAKE
  - i) Check for injuries and apply first aid. Do not move the seriously injured (unless in immediate danger) until ambulance arrives.
  - ii) Avoid use of telephones (to relieve congestion) unless there is a serious injury, fire or other serious problem.
  - iii) Turn off electricity, gas and water.
3. EVACUATION
  - i) Evacuate everybody (clear of buildings, walls, power lines and trees) by the safest route.
  - ii) Do not light matches until a check is made for gas or fuel leaks.
  - iii) Listen to local radio and heed warnings and advice.
4. DAMAGE SURVEY
  - i) Check for water or sewerage leaks, broken electrical wiring etc.
  - ii) Do an external check for cracks and damage, including roof, chimneys and foundations.
  - iii) Be prepared for aftershocks and do not re-enter even slightly damaged buildings until they have been checked by an engineer.

## Fire / Explosion

Follow process in Work Health and Safety Procedures

## Flood

1. LOCAL FLOODING INFORMATION
2. UPON FIRST WARNINGS
  - i) Listen to local radio stations

| <b>MEDIA PROVIDER</b> | <b>PHONE NUMBER</b> |
|-----------------------|---------------------|
| ABC RADIO (FM 105)    | 07 4924 5111        |
| HOT FM (FM 107.9)     | 07 4927 6222        |
| SEA FM (FM 101.5)     | 07 4923 5300        |
| 4RO (AM 990)          | 07 4920 2000        |

- ii) Arrange to stack furniture, equipment and books above floor level in blocks prone to flooding in heavy downpours, mainly downstairs LLC and sheds beyond oval.
- iii) Arrange to move any garbage (bins), chemicals, fuel etc. to secure locations.

3. EVACUATION

- i) If sufficient warning or on advice from police or SES, send students home, provided it is safe to do so.
- ii) Advise parents as soon as possible.
- iii) Handle phone enquires.
- iv) Release staff whose homes or property may be flood-prone or cut off in a flood.
- v) Request media providers to broadcast evacuation notice to parents.

| <b>MEDIA PROVIDER</b>                  | <b>PHONE NUMBER</b> |
|--|---------------------|
| ABC RADIO (FM 105)                     | 07 4924 5111        |
| HOT FM (FM 107.9)                      | 07 4927 6222        |
| SEA FM (FM 101.5)                      | 07 4923 5300        |
| 4RO (AM 990)                           | 07 4920 2000        |
| CHANNEL 7                              | 07 5430 1777        |
| WIN TELEVISION                         | 07 4930 4499        |
| CHANNEL TEN                            | 07 4923 5300        |
| MORNING BULLETIN                       | 07 4930 4222        |
| THE MIRROR                             | 07 4939 3311        |
| SOCIAL MEDIA – Facebook where possible |                     |

4. CANCELLATION OF COLLEGE

- i) Where flooding causes the closure of many roads, it should be necessary to cancel college for the day. Such a decision should be made by the Headmaster (or Head of Student Management and Admin/Primary) as early as possible in the morning.
- ii) Request media to broadcast the cancellation notice to parents and students.

| <b>MEDIA PROVIDER</b> | <b>PHONE NUMBER</b> |
|-----------------------|---------------------|
| ABC RADIO (FM 105)    | 07 4924 5111        |
| HOT FM (FM 107.9)     | 07 4927 6222        |
| SEA FM (FM 101.5)     | 07 4923 5300        |
| 4RO (AM 990)          | 07 4920 2000        |
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|  |              |
|--|--------------|
| WIN TELEVISION                         | 07 4930 4499 |
| CHANNEL TEN                            | 07 4923 5300 |
| MORNING BULLETIN                       | 07 4930 4222 |
| THE MIRROR                             | 07 4939 3311 |
| SOCIAL MEDIA – Facebook where possible |              |

### Telephone Threats

#### 1. Received at the **College**;

- i) DO NOT HANG UP AFTER CALL
- ii) In the case of bomb threats, a general evacuation of the college should occur.
- iii) The person receiving the threat (usually the receptionist) should record the details of the threat using Telephone Threat Form. This information should then be passed immediately to the Headmaster (or their delegate).
- iv) The Headmaster (or their delegate) should then:
  - a) Notify police (request trace of call)
  - b) Assess seriousness of threat
  - c) If evacuation is necessary, check exit routes for suspicious objects, then follow evacuation plan.

#### 2. Received by a **College Bus** whilst travelling;

Upon receiving a threat via mobile phone the Bus Driver should:

1. Park the bus at the nearest convenient parking area;
2. Ensure all passengers (including the Bus Driver) exit the bus and move a safe distance (as is practical) away from the bus; passengers should only take water, hats and mobile phones with them.
3. Lock the bus;
4. Phone 000 and provide the following information:
  - Who? Bus Registration Number; Driver name
  - Where? Exact location and direction of travel
  - What? Describe incident
  - Which? Give details of passengers
5. While waiting for the arrival of police:
  - i) Complete as much of the form (threat details) as can be remembered
  - ii) Phone college (if another mobile phone is available this could be done while the Driver phones 000) and provide details.
  - iii) Keep passengers as safe and calm as possible.
6. When police arrive:
  - i) Assist with search of bus as directed by police;
  - ii) Provide details of threat to police using the Telephone Threat Form
7. When relief bus from college arrives:
  - i) Assist with loading of passengers onto relief bus; or
  - ii) Advise parents by mobile phone to collect their child/ren.
8. Response by college:
  - i) Call from Bus Driver (or other adult) should be put through to the Headmaster (or their delegate)
  - ii) The Headmaster should record details.

- iii) The Headmaster should then arrange for a relief bus to travel to pick up the passengers from the bus being searched; this bus should then either return students to school (if on excursion or morning run) or deliver students home (if on afternoon run)

## GROUP B CRITICAL INCIDENTS

### 1. Bus Accident

#### Bus Accident – Non Injury

1. Driver reports details of accident by mobile phone or second party to Business Manager or Groundsman, or Administration (07 4936 1076) giving the following information:
  - Who? Bus number – Driver name
  - Where? Exact location and direction of travel
  - What? Describe incident
  - Which? Details of children on bus
2. Reception advises Business Manager and Head of Secondary/Primary of the above information.
3. Business Manager or Reception to organise another bus to pick up students.
4. Parents notified if accident is after school hours.

#### Bus Accident – Involving Serious Injury or Death

1. Driver Response (if possible)
  1. Phone 000 emergency and request assistance.  
Provide:
    1. Driver's name.
    2. Bus vehicle registration number.
    3. Locations, address, direction of travel.
    4. Extent of injuries etc.
    5. Time of accident.
  2. Phone school.  
Provide similar information to that above.
2. School Response
  1. Dispatch Bus Mechanic plus some other available staff.
  2. Notify parents

### 2. Emergency Lockdown Procedures

In the event of an armed intruder being in school grounds, or similar such occurrence where the safety of students and staff are at risk, the College will perform an Emergency Lockdown.

#### 1. Training

The College has an interactive Site Induction Program training tool which covers Lockdown procedures and can be accessed by staff through the following link: [www.heightscollege.conceptsafety.com.au](http://www.heightscollege.conceptsafety.com.au)

- i) Employees should be given adequate instruction for Lockdown procedures by completing annual training through the Heights College Site Induction Program and interactive training with the Work Health and Safety Advisor and/or Business Manager at the beginning of each year.
- ii) The whole College will participate in at least two Lockdown practice drills annually; one during class time and another during lunch time.
  - During these practices, the College Executive Team will walk around the College to observe how well the procedures have been performed (e.g. check doors are locked, students are under desks/on floor etc.) and identify any areas that need improvement.
  - Staff will be consulted via email after the practice drill and given an opportunity to provide feedback.

- A report reviewing the practice drill will be provided to the Health and Safety Advisory Committee, including feedback received and areas for improvement.

## 2. Lockdown Procedures

- If a person becomes aware of a situation that may require the College to lockdown, they must immediately notify the Headmaster (or their delegate).
- The Headmaster (or their delegate) will determine if it is appropriate to perform a Lockdown and contact the Police (000).
- In the event of an Emergency Lockdown, the Headmaster (or their delegate) will sound the Lockdown Alarm by pressing **AND HOLDING** the alarm button located in the Front Reception for 60 seconds (alarm sounds like a football siren).
- An Administration Officer will activate the worship music over the phone system:
  - Enter \*731076**
  - Wait until you hear the music from other phones before hanging up

### Front Reception

- Check outside building and get students (and other personnel) into the building.
- Lock doors, close all windows, blinds and curtains.
- Divert the College phone by pressing the button above 'night answer'
- After worship music has stopped playing, make announcement as follows (the phone system is divided into 2 groups):
  - Group 1: **Dial \*71#** (55 classrooms)
  - Group 2: **Dial \*72#** (rest of the classrooms and admin)

Lockdown Message: (speak slowly and repeat message, then hang up)

**Attention please – attention all staff and students.**

**This signal is for a LOCKDOWN. Please follow LOCKDOWN procedures, then wait for the ALL CLEAR message to signal when it is safe to exit your rooms.**

All Clear Message: (speak slowly and repeat message, then hang up)

**Attention please – attention all staff and students.**

**The situation is now ALL CLEAR. Repeat – ALL CLEAR. The LOCKDOWN is now over.**

### Teachers / Staff

- Upon the sounding of the Lockdown siren, teachers/staff should check outside buildings and get students (and other personnel) into classrooms / rooms.
- Lock doors, close all windows and blinds / curtains.
- Instruct all students (and others) in rooms to get under desks or lie down flat on the floor, preferably at least one metre away from windows or in concealed / shielded locations, if possible.
- Ensure telephone volume is turned up to hear any announcements.
- Maintain a calm atmosphere in the classroom, keeping alert to emotional needs of students.
- Instruct students on oval and too far away from buildings to lie down flat wherever they are.
- Do not use telephones or radios during a lockdown unless assigned to do so.
- Exit rooms only when all clear is given through telephone or verbally by a member of the College Executive Team

### Students

- Lie down flat on floor if in a room.
- Move quickly to a room or toilet block if outside. If the room is locked already, knock on the door and say your name and class to the teacher.
- If this is impractical, lie down flat wherever they are.



### 3. Handling of Dangerous Mail and Packages

In general, check all mail that comes into the building, both by Courier, hand delivery or Australia Post. Treat all unusual mail or mail from overseas from an unidentified source as possibly suspect. Any mail that is identified as suspect is not to be opened.

#### To assist in identifying suspect mail:

- Was the delivery of the package or the item unexpected?
- Has excessive postage been paid?
- Was the package or item delivered by an unusual means of delivery (e.g. special courier, overseas delivery, etc.)?
- Does the package or the item lack a return address, is it incorrectly addressed or is there common words miss spelt?
- Is there unusual handwriting on the package?
- Is the package an unusual shape or lopsided?
- Is the package heavy for its size indicating that it may contain a hazardous material?
- Are there any wires protruding from the package?
- Are there any abnormal holes in the package?
- Are there any grease marks or chemical stains on the outer cover of the package or item?

#### **If you suspect that you have received a package that may contain hazardous material and; HAVE NOT OPENED IT**

1. Place item in a plastic bag and seal it.
2. Place all items in a second plastic bag and seal that bag.
3. Stay in your office or immediate work area. This also applies to co-workers in the same room. Prevent others from entering the area and becoming contaminated. Remember you are not in immediate danger
4. Call for help. This may be your supervisor or to 000 to ask for POLICE depending on your situation. Advise:
  - Exact location of incident – street address, building
  - Number of people potentially exposed
  - Description of the package/device
  - Action taken e.g., package covered with black coat, area isolated.
5. Keep your hands away from your face to avoid contaminating your eyes, nose and mouth.
6. If possible (without leaving your work area) wash your hands.
7. Wait for help to arrive.

#### **HAVE OPENED IT**

1. Do not disturb the item any further. Do not pass it around. If any material has spilt from the item, do not try to clean it up, or brush it from your clothing.
2. If possible place an object over the package without disturbing it such as a large waste bin.
3. Stay in your office or immediate work area. This also applies to co-workers in the same room. Prevent others from entering the area and becoming contaminated. Remember you are not in immediate danger
4. Call for help. This may be your supervisor or to 000 to ask for POLICE depending on your situation. Advise:
  - Exact location of incident – street address, building
  - Number of people potentially exposed
  - Description of the package/device
  - Action taken e.g., package covered with black coat, area isolated.
5. Keep your hands away from your face to avoid contaminating your eyes, nose and mouth.
6. If possible (without leaving your work area) wash your hands.
7. If possible, have the building ventilation system shut down and turn off any fans or equipment that is circulating air around your workplace.
8. Wait for help to arrive.

#### **If you suspect the mail item may contain an explosive device:**

1. Follow your normal emergency procedures
2. Ring 000 and report the package
3. Evacuate the area

#### 4. Intruder on Campus

The campus intruder is defined as a non-student or a student on suspension, who loiters or creates disturbances on school property. Dangerous and/or concealed weapons are forbidden on school premises unless carried by police.

1. Greet the intruder in a polite and non-threatening manner.
2. Identify yourself as a school official.
3. Ask the intruder for identification.
4. Enquire as to the purpose of presence.
5. If it is determined that the intruder has no rightful reason to be on campus, challenge his/her presence.
6. Advise the intruder s/he is trespassing.
7. Ask the intruder to quietly leave the campus.
8. If the intruder refuses to respond to requests to leave, inform him/her of intention to summon the police.
9. If the intruder gives no indication of voluntarily leaving the school, notify the police.

**Please note:** Do not approach the intruder if you feel as though it will put you or anyone around you in danger. Notify the Headmaster immediately.

#### 5. Kidnapping / Siege / Hostage Taking

In responding to a kidnapping situation:

1. Confirm available facts by personal observation or by a second information source
2. Contact police: 07 4932 3500 or 000
3. Evacuate - partially or totally (according to the situation)
4. Assemble personnel with a direct knowledge of:
  - i) preceding events;
  - ii) interior layout/topography;
  - iii) the hostage(s); or
  - iv) the assailant(s).
5. Complete the Siege/Hostage/Kidnapping Questionnaire
6. Cooperate with and assist police as necessary
7. Contact parents/guardians of student/s kidnapped
8. Provide counselling for those distraught over situation

#### 6. Lost Child

Any report of a lost student brought to the attention of school staff should be considered as being serious. When a student is reported missing, while coming to or going from school functions, school personnel should become involved.

When a student is reported lost:

1. The relevant Head of Secondary/Primary should be advised.
2. Gather the following information.
  - Who made the report?
  - Time last seen, where and with whom?
  - Physical description and how dressed?
  - Playmates, friends' names, addresses and phone numbers.
  - Student's normal path, mode of transport to and from school (contact Bus Driver if applicable).
3. Contact teachers or counsellors to check if student shared any information with them that might be helpful.
4. Provide counsellor with information regarding those who may be distraught over the situation.
5. Institute a search.
6. Notify parents.
7. Notify police as needed.

## 8. Murder

In responding to a murder situation, the Headmaster should:

### Where assailant has fled:

7. Notify police immediately on 000;
8. Do not disturb crime scene;
9. Gather witnesses while awaiting arrival of police;
10. Arrange first aid for any other student / persons who have been injured; and
11. Keep other students away from crime scene.

### Where assailant is still present:

1. Notify police immediately on 000;
2. Ensure safety of students and other personnel; and
3. Use Lockdown Procedures if necessary.

## 9. Suicide

Any suicide attempt should be taken seriously.

### Suicide Threat

1. Notify Principal or Pastoral Care Coordinator (PCC) immediately.
2. PCC should screen the severity of the incident and determine need for assessment and involvement of other staff or outside agency / persons.
3. Counselling staff involved with the identification of risk should notify parents / guardians.
4. Inform whole school community as needed.

### Suicide Attempt – No Injury

1. Call police (000) if a weapon is involved.
2. DO NOT LEAVE THE PERSON ALONE.
3. PCC and other suitable staff determine necessary stabilising action.
4. Call Ambulance or First Aid provider if needed.
5. Notify parents / guardians.
6. Ensure provision of follow-up counselling.

### Suicide Attempt – Injury

1. Call Ambulance (000) immediately.
2. First aid provider and PCC should attend to injured person.
3. A staff member should accompany student to hospital.
4. Call parents / guardians, specify what is going to happen, where to go (school or hospital) and have someone ready to meet parents / guardians.
5. Critical Incident Team constituted to disseminate information and request extra help as needed. As much factual information as possible should be presented to discount the rumour mill.
6. Headmaster should prepare a follow-up report.

### Completed Suicide

1. Call the police (000) immediately.
2. Call parents.
3. Headmaster activates Critical Incident Team.
4. Emergency staff meeting should be called. As much factual information as possible should be presented to discount the rumour mill and to provide consistent data to share with students when school convenes.

## 10. Toxic Emissions / Chemical Spill (External)

### 1. Upon first warnings

When alerted by phone or emergency warning sound:

- i) Move all students, staff etc. into buildings immediately.
- ii) Close all external doors and windows; draw curtains/blinds across windows and seal ventilators.
- iii) Turn off air conditioners and extinguish all cigarettes and naked flames, including pilot lights.
- iv) Occupy rooms furthest from the emission source area.

### 2. Evacuation

- i) Do not attempt to evacuate unless officially advised by emergency services.
- ii) Listen to radio or TV for the Standard Emergency Warning Signal - SEWS which, will precede any authorised information or instructions.
- iii) Remain indoors until either, you hear the 'all clear' or you receive advice from emergency services.

## 11. Chemical Spill (Internal) / Poisoning

### Chemical Spill (Internal)

1. In the event of a chemical spill in a school building, students and staff must be moved to a safe location immediately, using fire drill procedures.
2. Try to address the spill at the lowest possible level. Check MSDS sheets for details.
3. Call the Fire Brigade depending on the severity of the spill.
4. Call the Ambulance if anyone is seriously affected by the spill.
5. Wait for permission from authorities before returning to the school building.

### Poisoning

If a student ingests a poisonous substance:

1. Obtain first aid treatment; contact Poisons Control Centre for advice
2. Contact parents to advise and request them to collect and seek medical advice
3. Phone ambulance if student is seriously affected by poison.

## Crisis Management Checklist

### First 24 Hours

1. First few minutes
  - Stop and think – appearing calm helps give a sense of control to others.
  - Read emergency procedures to remind yourself of what needs to be done.
2. Find out facts.
3. Establish a Management Plan.
  - Contact College Board Chairman and appropriate personnel.
  - Convene a meeting immediately with the College Executive / Leadership Team and convene a Critical Incident Team.
  - Determine whether additional support and advice is needed.
4. Inform directly affected personnel before any general announcement, and AFTER parents have been notified.
5. If the student is an Overseas student the College requires:
  - a. 24 hour access to contact details for all students and their families (for schools with overseas students this will also include agents, homestay families, carers, consular staff, embassies and interpreting services if necessary)
  - b. 24 hour access to contact details for all relevant staff members needed in the event of a critical incident e.g. school counsellor, welfare officer, legal services, school security
  - c. *The College should also contact DIAC and inform them of the incident.*
  - d. *If the student is in hospital for some time, the College needs to maintain contact with the student and their family.*

- Support and assistance for the student and family
  - Depending on the condition of the student, the school could provide school work for the student to enable them to remain in touch with school activities
  - Discuss with the family any required changes to the enrolment of the student e.g. suspension or cancellation of enrolment and make any changes required on PRISMS
6. Inform all **staff**
    - Facts of incidents
    - Outline management plan.
    - Suggest sources of personal support for staff.
  7. Inform all **students**
    - Assemble all students and outline pertinent facts.
    - Provide information regarding support available.
  8. Inform **parents** by telephone or visit if student is directly affected.
    - Provide facts to parent body via newsletter or separate letter and outline school's response.
    - Indicate possible reactions children may experience.
    - Suggest sources of help for families.
    - Establish a 24 hour phone message answering service to callers who wish to access basic information which needs to be disseminated, e.g. phone numbers of relevant personnel to contact, status of conditions etc.
    - If all school phone systems are out, the Leadership team would each ring six staff members within their sub-school, who will in turn ring six staff members or parents, etc. Alternatively, a brief could be broadcast on the local radio stations.
  9. Set up recovery room in school
    - Support personnel, refreshments, comfortable chairs
    - Allow private space for several days
  10. **The Headmaster or his delegate is the only staff member to talk to the media.**

#### 48-72 hours after Incident

1. Restore College to regular routine.
  - Provide regular, updated information to staff.
  - Provide a balance between structure and normal functioning and flexibility required by staff and students unable to return to normal routines.
2. Support those more directly involved
  - Provide opportunities for staff and students to express their feelings and reactions
  - Support staff to be available
  - Provide referral information
3. Home/School Link
  - Encourage two-way communication between home and school.
  - Update parents by newsletter or meeting.

#### First Month

1. Hold meeting of affected staff
  - Encourage staff to express and share feelings and identify issues requiring further action
2. Update College staff
  - Provide regular updates on matters relating to the incident.
  - Encourage the sharing of ideas that might assist in the recovery of the College community.
3. Consider memorial options.
4. Convene a meeting of parents
  - Encourage parents to express feelings and concerns about their child's welfare and help them understand reactions to a crisis.

## Long Term

1. Monitor members of the College community
  - Everyone in the school community may be affected. The memory of past losses may be triggered by the crisis. Encourage those affected to seek support/professional assistance.
  - Monitor stress levels.
2. Training and development needs.
3. School program/curriculum implications.
4. Anniversaries.
5. Inquests and legal proceedings.
  - Seek legal advice if College staff are required to give evidence in legal proceedings.

## Staff Roles

### Headmaster

- Initiates and supervises the Critical Incident Policy.
- Determines immediate course of action depending on circumstances.
- Gathers factual information on the crisis.
- Arranges for contact with emergency services if required.
- Appoints a Critical Incident Team and Critical Incident Team Co-ordinator.
- Notifies Chairman of the College Board.
- Arranges and chairs a brief meeting of College Leadership Team and Critical Incident Team (as a matter of urgency) to consider implementation of action plan
- Formulates a statement of fact for staff, students and office receptionists.
- Arranges and chairs a meeting of all staff to inform them of the situation and to advise re which action should be taken.
- Talk to whole school assembly if appropriate.
- Contact parents of students directly involved.
- Arrange for the College solicitor and Insurance Company to be notified.
- Visit site of incident if appropriate or arrange for a member of the Critical Incident Team to visit if necessary. This may be done by the College Chairman.
- As the only school contact, the Headmaster will:
  - (a) Present the College's point of view and communicate the key messages.
  - (b) Address the facts in an open and co-operative manner, ensuring that the College's story is clearly presented.
  - (c) Influence and manage perceptions.
  - (d) Where the issue has potential to cause long-term damage to the College, seek media communications and legal advice to assist in formulating a response and management plan.
  - (e) Be accessible, co-operative and in control.
  - (f) Be the face of the College.
  - (g) Ensure that key stakeholders are briefed prior to (if possible) media involvement.
  - (h) Cultivate and call on expert allies.
  - (i) Record all events and manage the debrief.
  - (j) Ensure there is adequate prayer covering throughout the crisis.

### Critical Incident Team

- Obtain a clear explanation of the known facts
- Identify the immediate support resources available
- Discuss needs for additional resources e.g. extra counsellors.
- Nominate suitable Counselling rooms within the College (N.B. Sick Bay is not appropriate for distressed and grieving students).
- Identify those members of the College community most closely involved.
- Make arrangements for informing the staff, student body, College Board etc. as appropriate.

- Make decisions about the appropriate manner of contact with the distressed family and offer support.
- Provide additional guidelines for the staff about what information to give students, how to handle reactions (e.g. to particularly traumatic experiences or to any media coverage) and the referral of distressed students to counselling.
- Arrange debriefing at end of day for staff if required.

### **Critical Incident Team Co-ordinator**

The Critical Incident Team Co-ordinator appointed by the Headmaster will be responsible for the co-ordination of support to students and/or staff or other persons, as appropriate:

- He/she will be assisted by the Head of Primary School, Middle and Senior School Coordinators, Counsellors, Year Level Coordinators, staff and qualified outside agencies as required.
- Chair meeting with Critical Incident Team and community health representatives if appropriate.
- Supervise welfare aspects of the Critical Incident Policy.
- Arrange for the set-up of the Counselling Rooms identified.
- Ensure the location of Counselling Rooms is communicated to all staff.
- If required, arrange for the set-up of a staff Recovery Room, including refreshments.
- Record 'at risk' students nominated by the Critical Incident Team and/or Pastoral Care teachers, Class teachers or Year Level Coordinators – initially those most directly involved in the incident.
- Visit site of incident if appropriate.

### **Business Manager**

The Business Manager will stand by for the Headmaster in his absence.

- Liaise with Headmaster and the Critical Incident Team.
- Maintain administration.
- Re-organise staff as required.
- Liaise frequently with Office Receptionists.
- Ensure there is a prepared statement from the Headmaster.
- Liaise with ancillary staff as required.
- Arrange for parents to be contacted as required.

### **Counsellor**

- Liaise directly with the Co-ordinator of the Critical Incident Team.
- Determine staffing needs at the Counselling Rooms with the Critical Incident Team and to request staff from the Head of school accordingly (specifically staff trained in critical incident stress debriefing and grief and loss counselling).
- Counselling and co-ordinating activities, where required.
- Contact Community Health where required to inform them of the crisis and if appropriate, arrange for them to visit the College to discuss needs/assist in management of the situation.
- Assist other community support services in arranging long-term service provision to individuals (both students and staff) and families.
- Work with community health staff in assessing readiness of students involved in returning to school.
- Contact other counsellors for support, if necessary.

### **Staff**

- A statement of fact may be provided for you to read to students.
- Remain calm.
- Dispel rumours and discourage speculation.
- Model an appropriate response to the crisis.
- Identify students at risk.
- Be available to students or refer to counselling as considered necessary. Record names of all students at risk. (N.B. Students should be **taken** to a Counselling Room where staff are available to talk with and reassure them).

- Provide activities, through art, music and writing, to reduce stress and express emotions; and, as much as possible, ensure that students feel secure and calm.
- Record of all 'at risk' students identified during the day to be returned to Critical Incident Team Co-ordinator.
- Talk with Critical Incident Team to consider management of crisis in short and long term.

#### **Ancillary Staff**

- Briefed by a member of the Critical Incident Team shortly after the statement of fact is ready.

#### **Office Receptionists**

- Refer all media enquiries to the Headmaster.
- Answer parent enquiries by reference to the prepared statement.
- Assure enquirers that school is proceeding normally, that students should come and/or stay.
- Thank people who offer to help, taking contact numbers if the offer needs to be taken up.

#### **Other Office Staff**

- Continue with routine duties and be prepared to assist as required, to handle personal enquiries.



## Appendix 1 – Telephone Threat Response Checklist

1. Record the exact wording and nature of the threat
2. Ask the following questions and record the answers

|                          |  |
|--------------------------|--|
| <b>Date:</b>             |  |
| <b>Time:</b>             |  |
| <b>Duration:</b>         |  |
| <b>Phone no. called:</b> |  |
| <b>Receiver of call:</b> |  |
| <b>Signature:</b>        |  |

| GENERAL THREAT                      |  |
|-------------------------------------|--|
| What are you threatening to do?     |  |
| Why are you making this threat?     |  |
| When do you intend to carry it out? |  |
| Do you intend to telephone again?   |  |
| What is your name?                  |  |
| Where are you?                      |  |
| What is your address?               |  |

| BOMB THREAT                        |  |
|------------------------------------|--|
| When is the bomb going to explode? |  |
| Where did you put the bomb?        |  |
| When did you put it there?         |  |
| What does the bomb look like?      |  |
| What kind of bomb is it?           |  |
| What will make the bomb explode?   |  |
| Did you place the bomb?            |  |
| Why did you place the bomb?        |  |
| What is your name?                 |  |
| Where are you?                     |  |
| What is your address?              |  |

### IDENTIFYING/LOCATING THE CALLER (Tick appropriate boxes)

#### Caller's Voice

|                          |        |
|--------------------------|--------|
| <input type="checkbox"/> | Male   |
| <input type="checkbox"/> | Female |
| <input type="checkbox"/> | Old    |
| <input type="checkbox"/> | Young  |

|                          |             |
|--------------------------|-------------|
| <input type="checkbox"/> | Slow        |
| <input type="checkbox"/> | Rapid       |
| <input type="checkbox"/> | Soft        |
| <input type="checkbox"/> | Loud        |
| <input type="checkbox"/> | Laughing    |
| <input type="checkbox"/> | Emotional   |
| <input type="checkbox"/> | Well spoken |
| <input type="checkbox"/> | Foul        |

|                          |            |
|--------------------------|------------|
| <input type="checkbox"/> | Slurred    |
| <input type="checkbox"/> | Nasal      |
| <input type="checkbox"/> | Stuttering |
| <input type="checkbox"/> | Lisping    |
| <input type="checkbox"/> | Raspy      |
| <input type="checkbox"/> | Abusive    |
| <input type="checkbox"/> | Incoherent |
| <input type="checkbox"/> | Recorded   |

|                          |                        |
|--------------------------|------------------------|
| <input type="checkbox"/> | Deep Breathing         |
| <input type="checkbox"/> | Cracking voice         |
| <input type="checkbox"/> | Disguised              |
| <input type="checkbox"/> | Accented               |
| <input type="checkbox"/> | Familiar               |
| <input type="checkbox"/> | Inconsistent           |
| <input type="checkbox"/> | Irrational             |
| <input type="checkbox"/> | Message read by caller |

#### Background Noises

|                          |               |
|--------------------------|---------------|
| <input type="checkbox"/> | Street noises |
| <input type="checkbox"/> | Crockery      |
| <input type="checkbox"/> | Voices        |
| <input type="checkbox"/> | PA System     |
| <input type="checkbox"/> | Music         |

|                          |                   |
|--------------------------|-------------------|
| <input type="checkbox"/> | House noises      |
| <input type="checkbox"/> | Motor             |
| <input type="checkbox"/> | Aircraft          |
| <input type="checkbox"/> | Office machinery  |
| <input type="checkbox"/> | Factory machinery |
| <input type="checkbox"/> | Animal noises     |

|                          |               |
|--------------------------|---------------|
| <input type="checkbox"/> | Clear         |
| <input type="checkbox"/> | Muffled       |
| <input type="checkbox"/> | Static        |
| <input type="checkbox"/> | Fading        |
| <input type="checkbox"/> | Local         |
| <input type="checkbox"/> | Long distance |

## Appendix 2 – Kidnapping / Hostage / Siege Questionnaire

Time Reported: \_\_\_\_\_ Reported by: \_\_\_\_\_

Day: \_\_\_\_\_ Date: \_\_\_\_\_

Exact location of siege / hostage taking / kidnapping incident: \_\_\_\_\_

Number of hostages: \_\_\_\_\_

Details of hostage(s):

| NAME OF HOSTAGE | HEIGHT (CM) | AGE (YRS) | SEX (M/F) | COLOURING (Hair/skin) |
|-----------------|-------------|-----------|-----------|-----------------------|
| 1.              |             |           |           |                       |
| 2.              |             |           |           |                       |
| 3.              |             |           |           |                       |
| 4.              |             |           |           |                       |
| 5.              |             |           |           |                       |

Number of assailants: \_\_\_\_\_

Notable characteristics of assailant(s):

| HEIGHT | WEIGHT | HAIR COLOUR | RACE | FACIAL HAIR | CLOTHING | OTHER |
|--------|--------|-------------|------|-------------|----------|-------|
| 1.     |        |             |      |             |          |       |
| 2.     |        |             |      |             |          |       |
| 3.     |        |             |      |             |          |       |

Description of any vehicles involved

| COLOUR | MAKE/MODEL | YEAR | REGISTRATION | NOTICABLE DAMAGE / FEATURES |
|--------|------------|------|--------------|-----------------------------|
| 1.     |            |      |              |                             |
| 2.     |            |      |              |                             |
| 3.     |            |      |              |                             |

Number of weapons: \_\_\_\_\_

Description of weapons: \_\_\_\_\_

Mood of assailant(s) (e.g. calm, irrational, nervous): \_\_\_\_\_

Witnesses: \_\_\_\_\_

Other information: \_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_