



Eton Farm Education

Policy No/Name	EFE 14 Emergency, Critical and Reportable Incidents
Version	5
Status	Complete
Reviewed by	WM
Responsibility	Principal
Scheduled review date	June 2024

1. Statement

Eton Farm Education is committed to implementing an integrated critical incident management plan to ensure the highest priority is given to the best interest of the student or students affected by an event, along with people associated with the school, and the continuity of its teaching and learning objectives.

1.1. Scope

This procedure applies to the school board members, employees, students, and visitors to the school.

1.2. Purpose

This policy is intended to provide a framework for the management of critical incidents, emergencies, and reportable incidents that may occur at Eton Farm Education, along with a crisis management plan.

1.3. Student Protection

Eton Farm Education supports the rights of children and young people and is committed to ensuring the safety, welfare, and wellbeing of students, and views them as the highest priority at all times.

The school is committed to responding to allegations of student harm resulting from the conduct or actions of any person including employees. This commitment includes the provision of a safe and supportive learning environment for all students and requires all employees, volunteers, and visitors to model and encourage behaviour that upholds the dignity and protection of students from harm.

1.4. Risk Assessment

Risk assessment should be done by referring to the school's **Risk Management Policy and Procedures** and having regard to the School's Risk Register.

2. Emergency, Critical, and Reportable Incident Management Plan (ECRIMP)

As stated in the *Guide to the Registration Standard 7*, the following are reportable incidents and must be reported to the Director General as soon as practicable and in any event within 48 hours.

1. The death of a student or staff member at school or during a school-related activity or following an incident at school or during school-related activity.
2. An actual or potential injury, illness or trauma to a student, staff member or visitor who is at school or during a school-related activity or following an incident at school or during a school-related activity where the incident has resulted or may result in significant impact.
3. An incident requiring a police or other emergency services response when a student appears to have been taken or removed from school or from the school or from a school-related activity without proper authority or goes missing and cannot be accounted for.
4. An incident requiring the school to be locked down or to evacuate staff and students, or reduce the number of students or staff attending, or to close for any duration for health or safety reasons.
5. The receipt of a complaint or allegation of child abuse, including but not limited to sexual abuse, committed against a student –
 - a. by a staff member or another student; or
 - b. by another person on the school premises or during a school-related activity; whether the abuse is alleged to have occurred recently or in the past.
6. Issuing a formal warning, a suspension or ceasing the employment of a staff member for a breach of the school's Code of Conduct involving suspected grooming behaviour.

2.1. Other types of Emergencies

The *Australian Standard AS 3745:2010* lists the following emergencies and hazards that should be considered in an organisation's Emergency Management Policy and Emergency Management Plan:

- Bomb threat
- Building invasion/armed intrusion
- Bushfire
- Cyclone/flood
- Earthquake
- Evacuation instructions
- Explosive threat
- Hazardous substances incidents
- Letter bomb
- Severe weather/storm damage
- Structural instability
- Suspicious item
- Transport accident
- Toxic emission

3. Emergency Management Team

3.1. The school shall designate an Incident Response Team (EMT) comprising key staff members with defined roles and responsibilities for managing incidents promptly and effectively.

3.2. The EMT will include representatives from administration, student support services, teaching staff, and facilities management.

Position	Responsibility	Appointed	Contact
Incident Manager	Overall control of emergency, decision-making authority	Mary McKay-Walton	0409083324
Deputy Incident Manager	Support Incident Manager by acting on decisions made	Trish Green	0400017899
Area Warden	Manage evacuation from specific area	Belinda Moreton	0456 307 600
First Aid Officer	Administer first aid as required, record incident	Sharon Cox	0450 565700

Table 1: Emergency Management Team

4. Reporting a Critical and Emergency Incident

4.1. Eton Farm Education Board will notify the Director General of any critical and emergency incidents within 48 hours, by using the Critical and emergency incident report form. Follow link <https://www.education.wa.edu.au/dl/z7exrr?t=1559100534301>

- 4.2.** In the management of an incident, the school will give highest priority to the best interests of the student or students affected.
- 4.3.** Non-Government Schools Regulation (NGSR) can be contacted by phone on 9441 1900 or by email to NGSRregulation.Criticalincidents@education.wa.edu.au, to discuss a critical and emergency incident.
- 4.4.** NGSR, however, does not have a role in the resolution of a critical and emergency incidents in a school. NGSR considers critical and emergency incidents as part of monitoring schools' compliance with the registration standards and requirements.

5. Prevention and Preparedness

5.1. Prevention

The prevention component of the **ECRIMP** is focused on clearly identifying the risks to which the school is exposed and putting in place physical and policies and procedures that will mitigate or prevent an emergency arising.

The following methods can be applied.

- a. Identify and assess all potential risks including school buildings, grounds and surrounding area including offsite camps and excursions.
- b. Consult with the external agencies including The Department of Fire and Emergency Services (DFES), to assist in identifying preventable risks.
- c. Risk assessment should be done by referring to the school's Risk Management Policy and Procedures and having regard to the school's Risk Register.
- d. Undertake regular environment scans for changes that affect the school risk profile.
- e. Implementing appropriate measures to mitigate risk of cyber-attack and records/data loss.
- f. Discuss the school's safety and security systems and emergency plan with outside agencies e.g., DFES, and ask for their input to identify additional risks around the school.
- g. Effective implementation of the school's child safe organisation framework and associated policies, procedures, practices, and strategies for matters related to child safety and levels of care.
- h. Good signage around the school is a simple risk mitigation strategy. Signs can indicate hazards, exits, areas that are out of bounds to students and the personal protection equipment that should be used.
- i. Ensure there is a system in place to secure property and equipment, including vital and private documents.
- j. Involve businesses that are close to the school to ensure that the school's **ECRIMP** is coordinated with theirs.

- k. Ensure that students and staff are involved in preparation discussions which will help raise awareness of the possible risks around the school.

5.2. Preparedness

The **ECRIMP** has the school's overall strategy for responding to emergencies. In addition, there are specific responses for high-risk emergencies such as: bushfire, catastrophic weather, severe weather, lockdown etc.

Preparedness can be supported by.

- a. Effective preparation for emergency situations requires well drafted, simple but comprehensive plans that are tested and reviewed on a regular basis.
- b. Ensuring our staff are better prepared to respond if they have received the required training in management or response.

Section 2.2 of Standards Australia AS 3745:2010 Emergency Control Organisation and Procedures for Buildings, Structures and Workplaces describes in detail the following points to consider in preparing procedures to deal with an emergency:

- Evacuation routes
- People with disabilities
- Accounting for people
- Assembly area
- Receptionist/switchboard operator
- Floor or area marshalling
- Restrictions on vehicle movements
- Control and coordination
- Communication
- First aid personnel
- Emergency response equipment
- Life safety features
- School site plan including all school buildings and surrounds.
- Site plan of the school will be placed around the school and should include evacuation routes and exits, access for emergency vehicles, buildings, extinguishers, electricity and gas control points, location of any hazardous

material, evacuation assembly areas and location of coordination centre, information centre and recovery centre.

- The **ECRIMP** and site plans of the school will be readily available to all the agencies responding to the emergency. Information on the location of water, gas and electricity shut off should be referenced.
- The ECIMP will cater for the movement of personnel (staff, students, and visitors) from both buildings and grounds.
- The **ECRIMP** will also cater for staff and students with disabilities, mobility issues or other special needs.
- Ensure that there is provision in the evacuation procedures for people with disabilities by the allocation of an area away from threat, fire or smoke that can be used as a safe holding area until the evacuation can occur.
- Indicate how students will be moved and supervised and how water, shelter and toilet requirements will be met if the evacuation is for an extended period of time
- Establish a coordination centre at the school as parents will be wishing to make contact with the school by phone to see what is happening. The coordination centre would most likely be established in an office (if the emergency permits) where the person can concentrate on the emergency at hand. The coordination centre may also become the media liaison centre if necessary.
- An information centre may also be required for parents that arrive at the school. This centre should not be located near the coordination centre.
- A recovery room should also be identified for students and staff affected either physically or emotionally by the emergency.
- Ensure that the plan includes a strategy for securing all school property and equipment (including documents)
- Regularly test the evacuation plan (at least once per term), including the alarm system, and ensure that all staff and students know the location of all evacuation sites. The alarm system can be used to indicate the existence of an emergency and then to indicate that evacuation is required.
- Develop the communication and warning systems to be used e.g. mobile phones, public address system, alarm system, Standard Emergency Warning Signal (SEWS), evacuation tones
- Assign roles and responsibilities to staff. Make sure each role has a deputy in case the person is away. All of these staff must be trained in managing emergency situations e.g. drills, role plays, written scenarios
- Have a list of emergency contacts readily available e.g., DFES, Police, Health Department, parents.

- Develop a 'tree style' staff 'out of hours' emergency contact list for significant events that occur outside school hours.
- Make sure the Emergency Management Plan is known to all staff and that a copy of the Evacuation Procedures is clearly displayed in all classrooms.
- It will also be useful to affiliate with the Local Emergency Management Committee which can identify specific local risks, this Committee is chaired by the Local Government.
- Psychological preparedness might include building resiliency in the community, learning skills (both by key staff and by the community generally) in managing distressing emotions or anxious thinking, or building 'coping skills.'

6. Response to Incident

The emergency response planning in the **ECRIMP** is undertaken with the aim of achieving an effective response to emergency situations.

All emergency management planning is undertaken with the aim of achieving an effective and timely response to emergency situations.

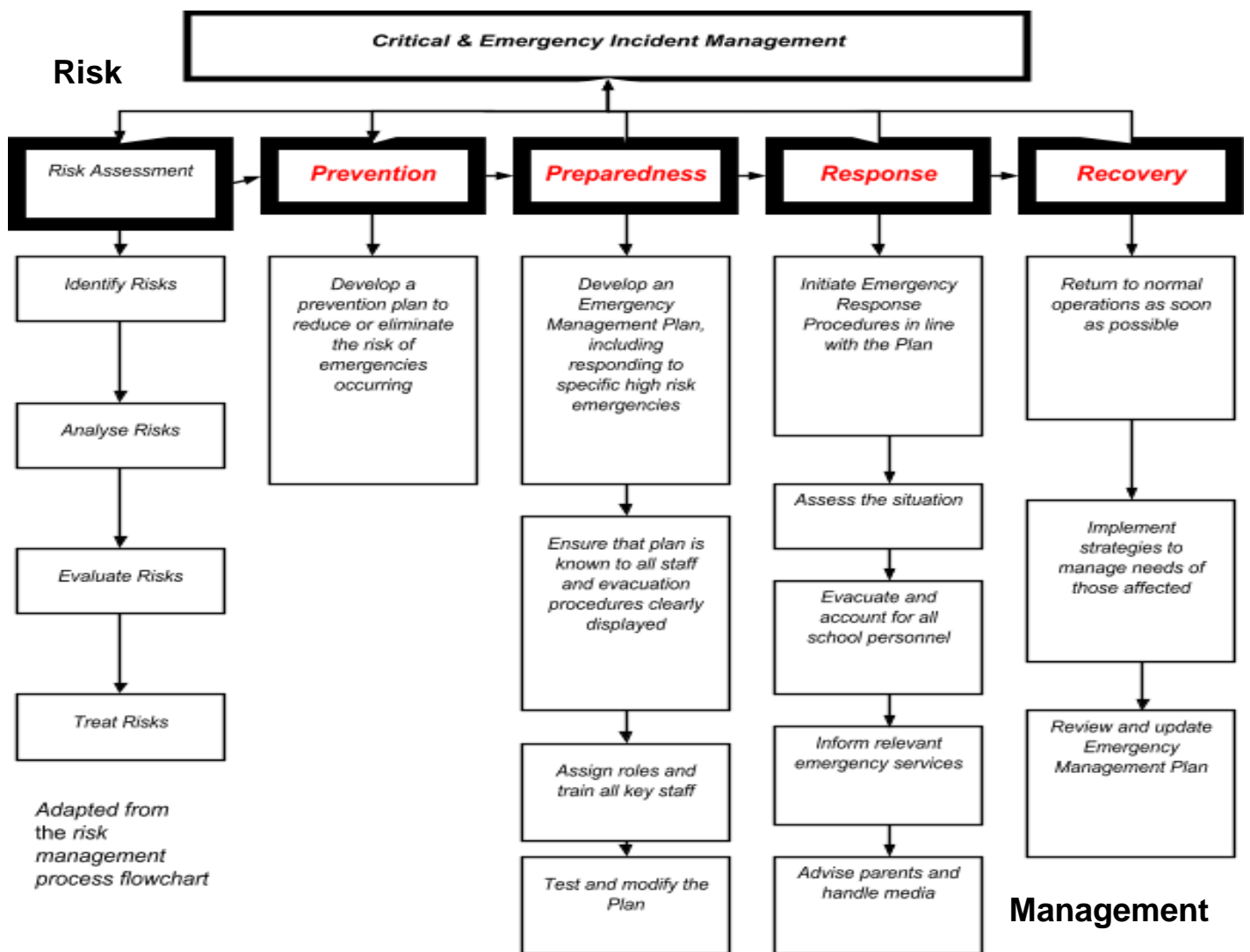
6.1. Additional points for consideration are:

- All staff are required to report and document all incidents as per EFE Policy
- The Principal is required to report all incidents to the board.
- Responding to an emergency is based on a set command structure.
- There are roles and responsibilities for school staff and third parties such as police and fire brigades in responding to the different types of emergencies.

How to respond will depend on several factors:

- When the incident occurs – during the school day, holidays, weekend.
- The location of the incident
- What impact the incident will have on students and staff, taking into consideration the age and ability of the students at the school.
- Liaising with the appropriate Management Agency
- The extent to which the incident is site-specific or community oriented.
- The cumulative effects of other incidents that have affected the site in recent times.
- Social, cultural, lingual, economical, geographical, and other community factors

- Other agencies may have a role to play through legislative or policy control of an emergency (e.g., for fire incidents, the hazard management agency is the Department of Fire and Emergency Services)
- When responding to an emergency, it must be done in line with the Emergency Management Plan. The Emergency Response Procedures should be documented in a format that is appropriate to the school taking into consideration the possible threats the school may encounter.



Adapted from Australian Standards AS4360 Risk Management, AS3745 Emergency control organisation and procedures for buildings, structures and workplaces, and HB292 Handbook: A practitioner's guide to business continuity management.

Flow Chart

Staff Briefing Checklist

Action	Completed	If not completed, assigned to	Principle
<p>Check attendance. Staff who were absent during the incident should be briefed as soon as possible.</p> <p>Make sure someone has taken responsibility for this.</p>			
<p>Introduce any additional support staff or community resource people who are present and explain their roles.</p>			

Action	Completed	If not completed, assigned to	Principle
<p>Provide accurate information, in line with family and WA Police direction and confidentiality requirements, including:</p> <ul style="list-style-type: none"> • Names of students or staff members directly involved; • Time and place of the event; • Names and year groups of siblings directly affected who are also in the school; • Additional information surrounding the event. 			

Action	Completed	If not completed, assigned to	Principle
Action taken for the above. Additional comments:			

Action	Completed	If not completed, assigned to	Principle
<p>Describe the agreed response plan (make copies available) including:</p> <ul style="list-style-type: none"> • Roles and responsibilities; • Any timetable and procedural changes; • Classroom briefing advice and written statement to be read to students; • Register of students identified as being at-risk; • Counselling venues, procedures and record keeping; • Student movement and monitoring within the school, and early release procedures; • Media and other enquiries; • Handouts available/description of expected student responses. 			
<p>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, P&C.</p>			
<p>Questions?</p>			

Action	Completed	If not completed, assigned to	Principle
<p>Next briefing time to be decided. This follow-up meeting will provide an opportunity for:</p> <ul style="list-style-type: none"> • Staff members to discuss classroom experiences and feedback information back to the group; and • The Principal to update staff on events and actions. 			
<p>Monitor the wellbeing of staff throughout the meeting and afterwards.</p>			

Communication and the Media

The following should be considered:

- The person responsible for talking or responding to the media should be trained.
- Never say “no comment” as most people will assume that means you are hiding something.
- Don’t use jargon or technical terms. Clear communication reduces misinformation, and it doesn’t appear you are trying to confuse.
- The media person should be confident, able to speak clearly and fluently, have good eye contact and not appear nervous.
- Some responses can be discussed and pre-drafted by the CMT.
- Communication should be quick, accurate and consistent.
- Have the intranet and school website prepared to accept crisis information and be easily updated.
- Always speak with one voice. Make sure everyone is receiving and passing on the same information.
- Express concern, empathy and sympathy with or for those involved. Avoid placing blame.
- Make sure staff are kept up to date. Meet with them as soon as possible after crisis.
- Deliver all information promised.
- Talk to media off site if possible.
- Issue an accurate, factual, basic initial statement as quickly as possible.

- Designate a media area where all briefings will be held. Secure those areas you do not want media to enter.
- Check legislation with authorities before releasing information.
- Develop 2 or 3 key messages that are honest and consistent. Try to be positive and proactive.
- Never guess or predict the future. Only release information that you have verified. Never go 'off the record'.
- Hold regular media briefings. Keep to time. Make brief statements and then answer a few questions. Don't answer off topic questions.
- Respect people's privacy. Be careful of allowing the release of photos.
- Be aware of how the media will operate. Below is an example of how situations can evolve:
 - First hours of the crisis: Media will make a mad scramble for information. Reporters will interview anyone willing to talk, often without verifying accuracy of information. The more information released, the less the media will have to rely on rumour and hearsay.
 - What and who: Media will want to know exactly what happened and who was involved — victims and perpetrators.
 - Why and how: Media will ask why the crisis occurred and how it evolved. There will be a step-by-step dissection of the crisis.
 - Analysis of emergency response: Media will analyse how the crisis response functioned. Did first responders react appropriately? Did the school's crisis plan work?

Emergency / Crisis Management Team Contact Details*

*Obtain permission to include personal numbers, add additional numbers as required, check numbers prior to beginning term 1.

Role	Name	Phone Numbers		
		Work	Mobile	Out of Hours
Incident Manager	Mary McKay-Walton		0409 083 324	
Emergency Services Coordinator	Trish Green			
Student Welfare		9503 2996	0404 326 640	
Security, internal access				
Onsite Personnel Mgmt				
Safe egress from school				
Communication				
Medical Coordinator				
Health Services / Psych				
Documentation				
Review				
OSH Rep				

Other				
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<i>Last Checked on:</i>	<i>By:</i>

Community Emergency / Contact Phone Numbers

Add additional numbers as required, check numbers prior to beginning term 1.

Agency		Phone Number
WA Police	Life-threatening or time critical emergency	000
	Non-life threatening incident requiring Police response	131 444
	Local Police Station, Mundijong	9526 5111
Ambulance		000
Fire and Emergency Services Authority		000
State Emergency Service		132 500
Hospital: Armadale		9391 2000
Armadale Health Service		9399 5777
Poisons Information Centre		131 126
Gas		131 352
Electricity		131 351
Water Corporation		131 375
Health Direct		1800 022 222
Local Government		9526 1111

Pollution Watch	1300 784 780
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School's Emergency Contacts*

*Obtain permission to include personal numbers, regularly check for currency

Contact	Name	Phone Numbers		
		Work	Mobile	Home
Principal / Incident Manager	Mary McKay-Walton		0409 083 324	
Deputy Incident Manager	Trish Green	9503 2996	0400017899	
First Aid Officer	Sharon Cox		0450 307 600	
<i>Other Key Personnel:</i>				
Bursar			0408 094 664	
School Psych	Bas Snyder AISWA	9441 1600		
<i>Hazard Management Agencies:</i>				
DFES	State Emergency Service	132 500		
Police		000		
Ambulance		000		
Local Government	Shire of Serpentine-Jarrahdale	9526 1111		

<i>Medical:</i>				
School/Community Nurse				
Local doctor(s)	Armadale District Surgery	9399 5777		
Dental clinic				
Community Health Centre				
Hospital	Armadale Hospital	9391 2000		

Communications Log

Date	Time	Person spoken to	Agency	Phone No.	Information Shared

Sample Emergency and Critical Incident Diary

Incident:	
Page No.:	
Compiled By:	
Date:	

Time	Particulars	Action	
		Required	Taken

Template for Initial Media Release

For Immediate Release

CONTACT: *Name*

PHONE NUMBER: *Phone number*

DATE OF RELEASE: *Date*

Headline: *NAME OF SCHOOL, INCIDENT.*

Describe situation:

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

Describe action being taken:

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

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

List information for parents/staff:

Parents can meet their students at LOCATION ADDRESS.

Insert quote from Principal/Central Administrator:

Quote here.

FOR MORE INFORMATION:

Hotline number:

Web Address:

Considerations for Recovery in the Days Following an Incident and the Longer Term

Actions		Coordinated By:
<input type="checkbox"/>	If required, ensure notification to the Department of Education, via the appropriate form, in accordance with Section 4 of this document	
<input type="checkbox"/>	Identify and offer more specialised personal support to vulnerable and/or most affected staff and students.	
<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.	
<input type="checkbox"/>	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.	
<input type="checkbox"/>	Update information to staff, parents, and students, as appropriate. Rumour control.	
<input type="checkbox"/>	Special considerations for suicide, including contagion effect.	
<input type="checkbox"/>	Cultural considerations	
<input type="checkbox"/>	Death notice	
<input type="checkbox"/>	Memorial service	
<input type="checkbox"/>	Funeral attendance, with attention to the wishes of the family	
<input type="checkbox"/>	Continuing support for students	

	and staff	
<input type="checkbox"/>	Notifying staff who are not at school	
<input type="checkbox"/>	Alert teachers to be sensitive to curriculum content	
<input type="checkbox"/>	Maintaining documentation	
<input type="checkbox"/>	Ongoing liaison with other affected or vulnerable schools	
<input type="checkbox"/>	Consider ex-students	
<input type="checkbox"/>	Process for meeting visitors (e.g. community people most affected)	
<input type="checkbox"/>	Interagency liaison	
<input type="checkbox"/>	Links with school psychology support personnel / services	
<input type="checkbox"/>	Instruct receptionist as to what information is to be told to parents and others	
<input type="checkbox"/>	Review responses and continuing needs	
<input type="checkbox"/>	Acknowledge people who have supported the school	
<input type="checkbox"/>	Review school records/ mailing lists and amend as appropriate	
<input type="checkbox"/>	Operational debrief	
<input type="checkbox"/>	Inquest/court date(s) (arrange support for staff involved)	
<input type="checkbox"/>	Review and modify Critical and Emergency Incident Management Plan	
<input type="checkbox"/>	Anniversary dates	

Psychological First Aid

Psychological first aid (PFA) is an evidence-informed approach to support children, adolescents, young people, adults and families in the immediate aftermath of a disaster or wide-spread critical incident. It is designed to reduce initial distress, and to foster and promote both short and long-term coping.

The Australian Red Cross describes PFA as a 'humane, supportive response to a fellow human being who is suffering and who may need support.' It is an internationally developed approach to effectively helping people affected by an emergency, disaster or traumatic event and includes basic principles of support to promote natural recovery. It 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, manage their immediate needs, and support recovery.

More information about PFA, implementing PFA into a school's planning and preparedness, and training can be found from the AISWA Psychology Service.

The Australian Red Cross and the Australian Psychological Society identify five key elements in providing psychological first aid.

1. Actions to promote safety:
 - Reducing exposure to harm, helping people with basic needs and accessing medical attention, and, providing for physical and emotional comfort.

2. Actions to promote calm:
 - Being aware of emotional responses, being friendly and compassionate, providing accurate information, providing support and information about stress and coping, providing an environment that is safe.

3. Actions to promote connectedness:

- Assisting people to make and keep connected with friends and support people, providing practical help, linking to other support services.
4. Actions to promote self-efficacy:
- Supporting people to meet their own needs, assisting with decision-making, and helping prioritise and draw on their own resources to cope.
5. Actions to promote hope:
- Conveying the expectancy that people will recover, be there/willing to help, reassuring people that their feelings are normal.
 -
 - The aim of the immediate, and short-term, responses following an emergency, disaster, or traumatic event is to help meet the emotional and practical needs above all else. It is not to provide “counselling” or “psychological therapy”.

The aim of PFA (and effective responses following an event) is to build people’s own capacity to recover, to support recovery by helping people to identify both their needs and their resources to manage these, and to promote the belief that people have the ability to cope.

Version History		
Date	Version	Reviewer
07/19	1 created	MMW
11/19	2	MMW
09/20	3	MMW
11/20	4	MMW
06/23	5	WM

EMERGENCY, CRITICAL AND REPORTABLE INCIDENTS AND CRISIS MANAGEMENT PLAN

