

FACTUAL INFORMATION

- Stress types: acute, chronic, traumatic

Traumatic stress driven by preservation of species

- on and off button - physiological
- increased alertness
- social connectedness
- cumulative

- FFF (or combo)
 - Individual differences within and across people/groups
 - Impacts - physiological, cognitive, emotional, behavioural

- PTSR and PTSD
 - Fear
 - Avoid Intrusion
 - Anxiety

Some critical variables

- Exposure - Age and developmental level
- Support from carers
- Previous experience

- Victim types

School response and recovery:

- Recoil, reorganization, destabilization
- Plan helps!
- Good intentioned interventions are not good enough

Strategies:

- Briefing
- Defusing
- Debriefing
- One-to-one (psychologist first aid or counselling or therapy)
- Operational debriefing

- What not to do? (Johnson p22)

- Self care and mutual support

Principles:

- System - don't apologize or rescue
- Empowerment (not disempowerment or intrusion)
- Assess needs (mapping)
- Communication
- Coordination
- Caring / support
- Opportunity for growth
- Witlur. the context of the community
- Record keeping
- Involve appropriate support people (eg. people who have an ongoing relationship with the school).
- Define the brief
- Flexibility
- Symbolism is critical too
- Build on people's resiliency
- Consultation before counseling
- Client centred

STUDENT SERVICES CRITICAL INCIDENT DATA SHEET

District:

School(s):

Date of critical incident:

SS Contact for this form:

Please describe the critical incident:

Does the school have an emergency management plan?

Yes No

School Incident Manager (Position and Name)

The incident was: tick one

Major Disruption to school: Disaster (eg fire)

Death

Intruder

Threat of violence

Drugs

Weapons

Violence

Serious injury, health or medical emergency

Other (Describe)

Number of Student Services Staff involved at any level:

Were Student Services staff from another district used:
Yes No

Estimated person hours by Student Services Staff (include travel time, time on site follow-up etc.)

Names of Student Services staff involved:

Level of competency
1,2 or 3

Names of Student Services staff involved:

Level of competency
1,2 or 3

Services delivered / interventions undertaken: Tick as many as appropriate

Consultation to School Admin.

Consultation to parents

Staff counselling

Parent counselling

Student counselling

Liaison with Central Office

Consultation to Directors

Staff debriefing

Parent debriefing

Student debriefing

Inter-agency liaison

Preparation of a written plan for this incident

Consultation to staff

Staff debriefing

Parent debriefing

Student debriefing

Media Liaison

Preparation of letters or other documents

Subsequent staff training

Brief description of services delivered:

Brief evaluation of services delivered:

Scenario One

Peter Modern from Pristine Primary School phones in to speak with you on Thursday at 2.00 PM. He explains he has a problem you might be able to help him to deal with. He is not forthcoming and you are unsure how to react to his request. You are aware he is a reserved principal who rarely calls on Student Services, or other DEO services for that matter.

He tells you he has a teacher, Margaret, who is stressed at the moment. She has left the classroom in tears and says she cannot go on teaching the kids today. Peter has made her a cup of tea, sent her to the staffroom and covered for her class with a teacher who is free to work in the class for the day. You enquire further and he tells you the teacher is a little fragile and has overreacted to things.

After further probing you are told that she is upset that a student she taught last year was hit by a car after school yesterday whilst playing in the neighbourhood. Peter says she is a little stressed and needs to just have an ear for a few minutes before she is fine. He asks if you can come out to the school shortly.

Fortunately you are free and agree to visit the school in half an hour.

What actions do you take

- Before you hang up the phone?
- At the DEO before you go?
- To mentally prepare as you drive to the school?

When you arrive at the school Peter is waiting in the carpark to greet you. He seems relieved you are here. He asks you to be discreet and to settle Margaret down with minimal fuss. He says to avoid letting other staff know what is happening and to tell her she can have tomorrow off work if she would like.

You meet Margaret and find her teary. She is very emotional and has difficulty speaking. You try to speak with her while other staff come and go from the room doing their business. She lets you know that she had taught Thomas, the boy killed in the hit-and-run accident yesterday. He was a favourite of hers. His brother, Jamie, is in her Year 3 class this year. Jamie and four other boys were with Thomas when he was killed. Jamie has been away today but the other boys have been at school and have all been upset. Other children in the Year 3 class have wanted to talk about the incident but have not done so openly. You are then told that Peter went into the Year 3 and 4 classes first thing in the morning and told all students it was sad Thomas was dead but that they must all be brave and move on. He told them it was best they all keep their memories of Thomas and not interfere with them through talk. They had also been told to never discuss the issue with poor Jamie again either.

Margaret seems very shaken. She talks at length about how great Thomas was, about how she feels she has let the children down for not discussing the issue today and that she wants to speak with Thomas and Jamie's parents but has not done so for fear of upsetting Peter. Other staff have whispered to her they also want to deal with the matter and not have it swept under the carpet.

What do you suspect is going on?

What actions would you take now (at 3.00 PM)?

What plans would you like introduced for tomorrow?

On Friday morning you arrive at the school to speak with the staff group, as was arranged after school yesterday. What would you like Peter to say? What would you say?

A small group of parents presents at Peter's door demanding to know how the school will handle the issue. Their children have been upset last night and cried. They have not wanted to come to school today and have told their parents that the teachers don't care about what happened to Thomas. What actions do you recommend occur at this point?

As you speak quietly with Peter in his office at 9.45 AM he breaks down. He explains his wife has been recently diagnosed with cancer, that his mother died last week. He also has concerns for another teacher, Mary, who teaches Year 4, who has recently separated from her husband under stressful circumstances. He says she will crack.

What action do you now take?

What do you predict may unfold over the coming week and what actions need to be undertaken to assist the school during this period?

EMERGENCY MANAGEMENT

(Draft 16 December)

POLICY AND PROCEDURES

1 POLICY

The principal/site manager for each Department of Education worksite will be responsible for instituting measures which lead to the:

- adequate preparation for;
- mitigation of effects of;
- good management of and response to;
- recovery from; and
- review of

site-related emergencies (including school evacuation) and critical incidents in order that trauma and distress for students and staff and damage to property are minimised

2 BACKGROUND

The Department of Education is committed to ensuring the safety, health and well being of its students, staff and school communities.

Effective emergency management will reduce the likelihood of emergencies and critical incidents and minimise the impact on students and staff, disruption to site activities and facilitate the return of the site to normal operations as soon as possible.

This document is derived from two documents. These are:

- o the *Risk Management Policy*, which requires principals/site managers to integrate formal risk management processes within site planning and work related activities, and provides a process and methodology for the identification, analysis, assessment, treatment and monitoring of site risks, and
- o the *Crisis Management Guidelines*, which are superseded by this document, and which provided information about the Comprehensive Approach (prevention, preparedness, response and recovery) to emergency management which is a key concept of the WA Emergency Management Arrangements (State Emergency Management Committee, Policy Statement Number 7, November 2001).

Principals/site managers will use their site Risk Register spreadsheet to select the situations for which emergency and/or critical incident planning is required.

3 RELATED DOCUMENTS

The following Department of Education policies are related to this document:

- *Risk Management;*
- *Water Based Excursions;*
- *Excursions;*
- *Child Protection;*
- *Behaviour Management in Schools;*
- *Community Use of School Facilities;*
- *Visitors on School Premises; and*
- *Occupational Safety and Health.*

The following are also related to this document:

- *Critical Incident Management: Student Services Competencies, A Manual for Student Services Personnel;*
- *Fire Inside Out, Fire and Emergency Services Authority, 2001 and*
- *WA Emergency Management Arrangements, SSMC Policy Statement Number 7, November 2001 and;*
- *Disaster/Emergency Management for Principals, Emergency Management Australia.*

4 DEFINITIONS

Emergency

An emergency is an event, actual or imminent, which

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

(e.g.: electrical or water supply failure, bomb threat, and fire.)

Critical Incident

A critical incident is an incident in which there is a high likelihood of traumatic effects. A critical incident evokes unusual or unexpectedly strong emotional reactions, which interfere with the ability of the individual, group or system to function either at the time or later (e.g.: on site accident causing death or serious injury, suicide.).

Incident Manager

The Incident Manager is the person responsible for the overall control of an emergency or critical incident.

The principal/site manager will assume this role unless:

- the principal/site manager is incapacitated or unavailable; or
- the line manager and/or the principal/site manager decide/s to identify another person as Incident Manager because of the nature of the incident or the expertise of the individual.

Note: for incidents involving more than one site there will be an incident manager for each site. In this case overall management responsibility will be assumed by one of the incident managers unless the line manager decides to identify another person as overall Incident Manager because of the nature of the incident or the expertise of the individual.

Emergency Control Post

The specific location at which the Incident Manager is positioned.

Community

A group with a commonality of association and generally defined by location, shared experience or function.

Comprehensive Approach

The development of emergency arrangements to embrace the aspects of prevention, preparedness, response and recovery (PPRR). PPRR are aspects of emergency management, not sequential phases.

Evacuation Assembly Areas

Predetermined locations at which students and staff gather to be accounted for in the event of an evacuation.

Hazard Management Agency

That organisation which, because of legislative responsibility or specialised knowledge, expertise and resources is responsible for ensuring that emergency management activities pertaining to the prevention of, preparedness for, response to and recovery from a specific hazard are undertaken. Such organisations are either designated by legislation or detailed in State level emergency management plans.

Key Staff

Key staff are those likely to be assigned a specific role (e.g. contacting parents, contacting emergency services) in the management of emergencies (e.g. in schools, the Principal, Deputy Principal and front office staff).

5 RELEVANT LEGISLATION OR AUTHORITY

- Australian Standard 3745 - *Emergency Control Organisation and Procedures for Buildings*.
- *Industrial Relations Act, 1979*.
- *Occupational Safety and Health Act, 1984*
- *Public Sector Management Act, 1994*.
- *Occupational Safety & Health Regulations, 1996*
- *School Education Act, 1999*
- *School Education Regulations, 2000*
- *Australian Standard 4360: Risk Management*.

6 PROCEDURES

6.1 PREPARATION AND MITIGATION

6.1.1 Risk Assessment

The principal/site manager must:

- identify on-site and off-site situations that have the potential to become emergencies or critical incidents affecting the site's operations;
- determine, with other agencies, potential risks associated with particular situations; and
- use Risk Management practice to assess the potential risks and develop mitigation strategies.

6.1.2 Risk Minimisation

The principal/site manager will implement strategies to eliminate or reduce the likelihood of the occurrence of emergencies or critical incidents. Principals will:

- assign responsibility for the regular testing of evacuation and in-built alarm systems;
- provide signs to indicate inherent hazards and exits where appropriate;
- raise awareness of students and staff to potential risks and 'triggers' of emergencies or critical incidents;
- consult with other agencies to assist identification of preventable risks;
- establish strategies for securing property and equipment; including critical documents and information, and
- raise awareness of students and staff to indicators of potential social and psychological health difficulties in themselves and others;
- consider providing First Aid Training to staff (e.g. CPR and EAR).

6.1.3 Emergency Management Plan

The principal/site manager will ensure that an Emergency Management Plan is developed for the school/site and is based on consideration of

- Management of foreseeable risk;
- All Hazards Approach to Emergency Management (summarised in Figure 1);

The principal/site manager must ensure that the Emergency Management Plan includes:

- an overall strategy for the management of emergencies and critical incidents;
- specific strategies to reduce the potential for additional cases of suicidal behaviour;
- specific strategies for the management of certain high-risk emergencies or critical incidents identified as relevant to the site (e.g. bush-fires and cyclones); and
- an evacuation plan which:
 - o is tested and reviewed at least annually;
 - o caters for evacuation from both buildings and grounds;

- o includes strategically located building/site plans which highlight:
 - o the Emergency Control Post;
 - o evacuation routes and exits;
 - o building locations and special features;
 - o water (including hydrants), electrical and gas control points; and
 - o Evacuation Assembly Areas.
- o details the roles and responsibilities of staff with respect to:
 - o evacuation control;
 - o security;
 - o communication; and
 - o in the case of school sites, parent notification and collection of students.
- clear identification and assignment of the roles and responsibilities of staff, including the delegation of specific roles and responsibilities that account for the absence of the principal/site manager or other key staff;
- an list of current emergency contact telephone numbers for use in the event of an emergency situation or critical incident (e.g. hazard management and support agencies like the WA Police Service, Fire and Emergency Services Authority (FESA), the Department for Community Development and Department of Health; and, parents, in the case of schools);
- appropriate provision for people with disabilities;
- details of communication strategies and warning systems to be used in specific incidents (e.g. use of mobile phones, public address system, Standard Emergency Warning Signal (SEWS), evacuation tones).

6.1.4 Communication and Training

The principal/site manager will ensure that the Emergency Management Plan of the school/site is:

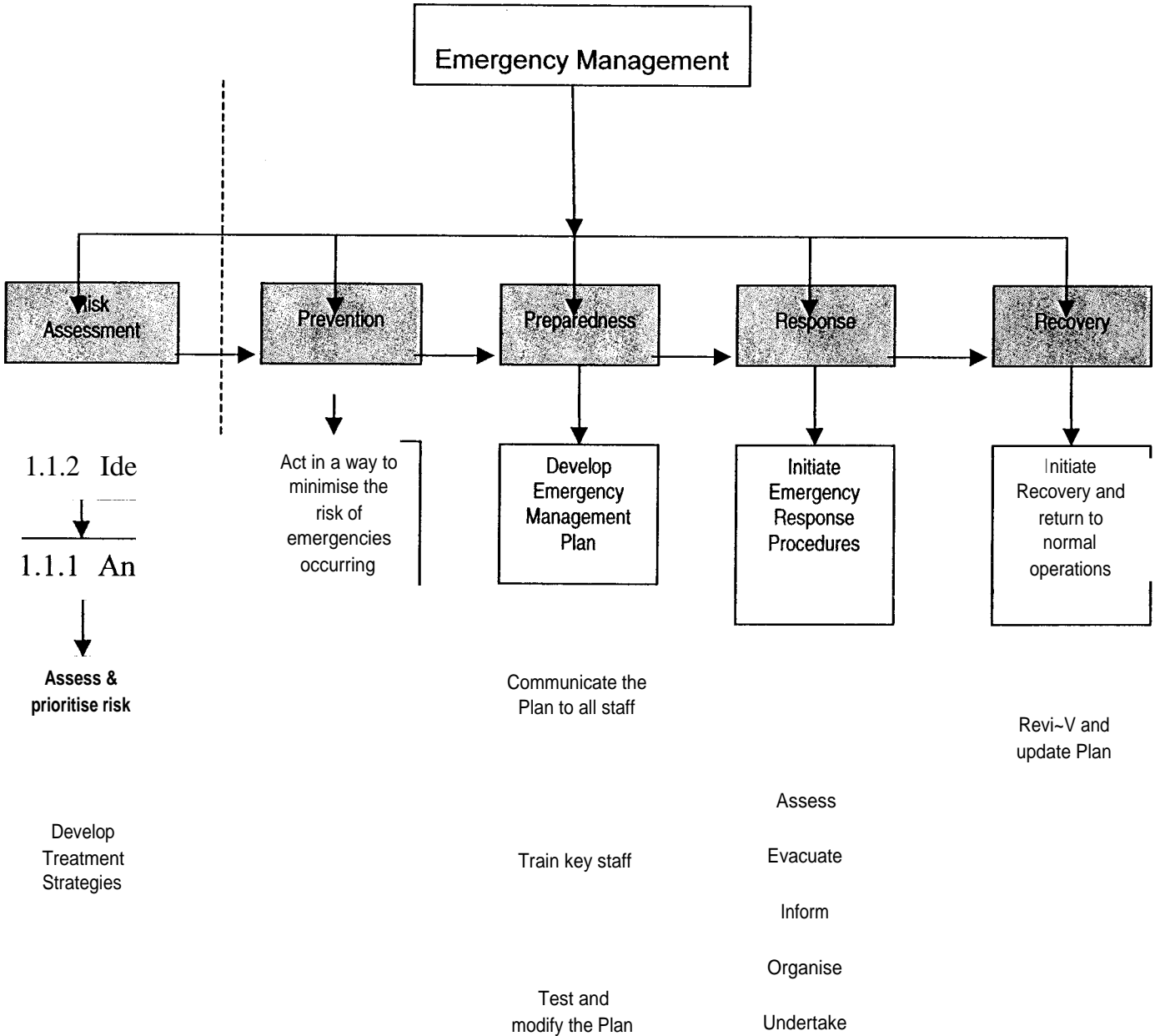
- communicated to all staff;
- publicly accessible for both inspection and use in the event of an emergency or critical incident; and
- reviewed and tested (e.g. evacuation drill) on an annual basis and after an emergency or critical incident.
- implemented by staff trained for their role in managing emergency situations (e.g. participation in drills such as role plays or written scenarios);
- sent to relevant support agencies (e.g.: schools to send a plan to District Office) so that important information is immediately accessible to those off-site who may thus be able to provide better support;
- modified in accordance with information gained from testing and actual experiences;
- developed in consideration of the services provided by other agencies such as the Police Service, State Emergency Service, Fire and Emergency Services Authority, the Department for Community Development and Department of Health, including Mental Health services.

Guideline

Principals/site managers and district Student Services representatives will find it useful to affiliate with the Local Emergency Management Committee which maybe coordinated by the local government and/or the Officer in Charge of the local Police Service.

Figure 1

An All Hazards Approach to Emergency Management



Adapted from
Risk Management
policy

Adapted from *Australian Emergency Management Arrangements (Emergency Management Australia)*

6.1.5 Other Responsibilities

The Director-General has the responsibility to:

- ensure currency and accessibility of policy documents in the area of risk management and emergency management.
- ensure system level coordination is established in the event of a major emergency or critical incident which requires central support.
- maintain a list of Student Services personnel with Level 3 competency in Critical Incident Management (refer to Critical Incident Management: Student Services Competencies, A Manual for Student Services Personnel); and
- develop and maintain a central database of Incident Notification forms and use this to plan improved prevention and response strategies.

The Director, Schools has the responsibility to:

- ensure that all schools/sites have an Emergency Management Plan;
- ensure that district Student Services personnel have appropriate opportunities to develop emergency management and critical incident related knowledge, skills and experience;
- ensure involvement of district Student Services and operations support to schools, as required; and
- develop and maintain a district database of Incident Notification Forms (see Appendix 1) and use this to plan improved prevention and response strategies.

Guideline

Directors, Schools and their delegates will find it useful to aj~liate with District Emergency Management Committees, which are coordinated by the Police Service.

6.2 EMERGENCY MANAGEMENT AND RESPONSE

An Incident Manager will be identified based on consideration of the:

- complexity of issues to be managed; and
- expertise and site responsibility.

The decision on who will be Incident Manager will be made by the principal/site manager, unless otherwise specified by the Director, Schools or Director General.

The Incident Manager will determine the level of response and specific actions taken. In making this determination, particular factors to be considered include:

- the potential and likely impact of the emergency or critical incident on students and staff;
- the timing of the incident (time of day, whether it occurs during a weekend, or in the case of schools in the school holidays);
- the extent to which the incident is site-specific or community-oriented;
- the location of the incident;

Draft Document: Revised on 16 December 2002

- the cumulative effect of other incidents which have affected the site in the recent past;
- (in the case of schools), the developmental level of the student population;
- the social, cultural, lingual, economical, geographical and other community factors; and
- the recognition of other agencies that may have a role to play through legislative or policy control of an emergency (e.g.: for fire incidents, the hazard management agency is Fire and Emergency Services Authority; for cyclones, the hazard management agency is the Fire Emergency Service Authority; Department for Community Development is a support agency called upon by the controlling agency, to provide emergency accommodation, catering, clothing as well as registration for financial assistance to disaster affected people.)
- the need to liaise with the appropriate Hazard Management Agency in regard to incident and operational matters.

As well as tailoring the nature and level of responses to the emergency or critical incident, the Incident Manager must also modify the responses as the situation changes and must recognise the varying needs of students and staff.

The principal/Incident manager will respond to a particular emergency or critical incident in accordance with the actions outlined in the Emergency Management Plan.

While tailoring actions according to situations, in general, the principal/site manager (Incident Manager) must take the following sequenced actions:

Assess the situation, call emergency services, and assist first those in immediate danger.

Evacuate students, staff and visitors if appropriate, to a designated assembly area and verify that everyone is accounted for. Ensure the evacuated area is cleared.

Inform the superordinate (i.e. district or central) office:

- Name of the Incident Manager who, if not the principal/site manager, has assumed responsibility for the subsequent actions;
- Provide and update status reports to the superordinate office;
- Maintain a record of events and the actions taken; and
- Send 'Incident Notification Form' to the superordinate office. This form is to be

forwarded to the Critical Incident Coordinator in Central Office as soon as is reasonably possible.

Organise additional resources, manage responses to the media as authorised by the Director, Schools and, in the case of schools, provide parent advice.

Undertake recovery operations.

All Department of Education employees must be mindful of their responsibility for confidentiality of information related to emergencies and critical incidents.

The Director, Schools will:

ensure that appropriate support is provided to schools experiencing emergencies or critical incidents including:

- provision of assistance with the selection of the Incident Manager;
- adoption of the role of Incident Manager if appropriate;
- provision of district Student Services and operations support as required;
- provision of assistance with inter-agency liaison as required;
- notification of the Critical Incident Coordinator in Central Office and
- provision of contingency funding for the emergency and critical incident management needs of District Offices and schools;

6.3 RECOVERY

The Incident Manager, together with the principal/site manager (if these are not the same person) will decide when the emergency and/or critical incident is over.

The principal/site manager will:

- take appropriate actions to return the site infrastructure to normal;
- develop and implement medium to long term strategies in conjunction with district Student Services and operations to identify and manage the ongoing social and psychological needs, and (in the case of students) the educational needs, of those affected; and
- modify specific procedures of the Plan as determined by the operational debriefing.

The District Director must:

- ensure the provision of district support to schools/sites in the process of recovery from an emergency or critical incident.

6.4 REVIEW OF PROCESSES

The principal/site manager will:

- conduct an operational debriefing to evaluate implementation of the Emergency Management Plan; and
- prepare a post incident report encompassing the outcomes and recommendations of the debriefing.

The Director, Schools will undertake an investigation of compliance with Departmental policy and operational guidelines in cases where severe injury or death has resulted from an emergency or critical incident.

The Director General may review Departmental policy or procedures as is deemed necessary.