

	<p>PARADE COLLEGE</p>
<p>POLICY:</p>	<p>CRITICAL INCIDENT MANAGEMENT POLICY AND PLAN</p>

PREAMBLE

Parade College (the **College**) recognises the need to prepare for and respond to critical incidents which may affect the College community. In the event of a critical incident, the College acknowledges its responsibilities and duty of care to implement transparent and consistent procedures and processes to ensure accountability.

A critical incident is an event which causes disruption to the College, creates significant danger or risk and creates a situation where staff, students and/or parents feel unsafe, vulnerable and under stress. As a general rule, a critical incident is determined by its impact on individuals and the College community as a collective rather than a predetermined list of events.

POLICY STATEMENT

The purpose of the College’s Critical Incident Management Policy and Plan is:

1. To further the understanding of and restate the College’s commitment to upholding its duty of care to its community;
2. To ensure that the school system is accountable in its practices and complies with its legislative responsibilities;
3. To demonstrate a commitment to the principles of best practice in the management of critical incidents within our College community;
4. Recognise the impact of trauma on the College community;
5. Minimise the impact through the implementation of best practice principles in the management of prevention, preparation for and responding to critical incidents; and
6. Sustain an effective care network through its commitment to the wellbeing of the entire College community and recognising any suffering.

Report from teacher in Charge or other source to a member of the Crisis Management Team.

Principal Assistant
Principal (SW&D) Assistant Principal (T&L)
Assistant Principal (SW)
Assistant Principal (Org)
Director of Preston Campus

Contact numbers for the above staff are located in Appendix A.



Crisis Management Team
Assessment of Level of response
Principal
Assistant Principals Student
Counsellors House
Leaders
Director of Preston Campus



Critical Incident Response: Major Incidents: (Serious Injury/fatality/evacuation).

* Evacuation: (if necessary) Area / Building / Complex / School. (See Parade College Displan)

* Establish the following:

- Coordination point: Principal's Office
- Communications with Emergency Services/Worksafe
- Communications with Staff/Students/Parents
- Communications with CEO/Counselling bodies Recovery
- Room for students/staff
- Parent reception area
- Liaison with media
- Staff allocation for the above.

CRISIS MANAGEMENT PLAN

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1. About the College

Parade College is a Catholic boys' secondary school of 1950 (approx) students situated on two (2) Campuses at both Plenty Road, Bundoora and Clifton Grove, Preston. There is a staff of approximately two hundred and twenty (240) of whom one hundred and sixty (160) are teaching staff. The College operates as four semi-autonomous houses: Bodkin House (Years 7 - 12), Hughes House (Years 7 - 12), Lynch House (Years 7 - 12) and Treacy House (Years 7 - 12). The College has five on-site Counsellors. The College is part of a group of Catholic schools in the northern suburbs with access to the Austin Hospital Children's' Psychiatric Services. As part of the Catholic school system, Parade College can call upon the pastoral support services of the Catholic Education Melbourne.

The nature of the site is such that particular problems might arise from:

- (a) Grass Fire: A gradual housing development project is happening around the College.
- (b) Flood: Aqueduct pipes have been known to burst.
- (c) Electrical Incident – Preston Campus located beside Preston Tram Depot
- (d) Road Trauma: Plenty Road and Bell Street are busy and internal roads invite "hooning".

The College has a detailed DISPLAN Policy. This policy complements the DISPLAN.

2. What's in the Crisis Management Plan?

The plan describes the school and its environment, the potential hazards to which it is likely to be exposed and the manner in which emergencies will be managed by the school. It assumes that staff and students will be familiar with its contents and will be regularly drilled in the procedures to be adopted during an emergency. It assumes that preventive measures will have been implemented to reduce the impact of an emergency which occurs.

3. Identifying the Risks

Emergencies and Traumas - Critical Incidents

An emergency is an unforeseen occurrence, a sudden and urgent occasion for action. It includes events that are likely to significantly affect physical, psychological and emotional well-being of staff and students. It also includes events which may be described variously as a disaster, a traumatic event, an incident or a critical incident.

An emergency may also be a traumatic event. A traumatic event may include any situation faced by members of a community which causes them to experience unusually strong emotional reactions or one which has the potential to interfere with their ability to function, either at the time, or later. Emergencies, including traumatic events, can be experienced alone, with others or as part of a

broader community-based experience.

An emergency does not end once the physical safety of individuals has been assured or when the emergency services have gone home. The psychological and emotional well-being of staff and students becomes the focus of activity when coordinating recovery during an emergency.

Characteristics of Emergencies, Traumas and Critical Incidents:

Critical Incidents tend to have characteristics in common. They:

- are extremely dangerous or distressing.
- are sudden and unexpected, providing no opportunity to prepare for them.
- disrupt one's sense of control of events around them.
- disrupt one's beliefs and assumptions about the world, people and work.
- challenge the belief that events can be understood.
- include elements of physical or emotional loss or risk of loss.

Emergencies, Traumas and Critical Incidents may include the following:

- the murder or serious injury of a student or staff member.
- suicide of a teacher or student.
- sexual or physical assault.
- acts of violence or threats of violence.
- death of a student or staff member from a terminal illness.
- siege / hostage / disappearance / abduction / missing student.
- diagnosis of a life-threatening illness of a teacher.
- physically destructive events such as fire, lightning, windstorm.
- excursion injury from fall or cliff collapse.
- mandatory report abuse of a student.
- the cumulative effect of a series of small incidents.
- media coverage of a sensitive issue.
- serious injury or death resulting from a motor vehicle collision.
- firearms / bomb threats.
- impact by equipment / machinery / aircraft.
- fumes / spill / leak / contamination by hazardous material.

Each of the above incidents has the potential to create traumatic reactions in individuals within the Parade community. It is possible for people to be traumatized even if they were not directly involved in the emergency. Alternatively, while many people may have witnessed or been involved in the emergency, only one person may have been traumatized. A member of our College community who is exposed to an emergency which is extraordinary, dangerous or sudden and who perceives the emergency to be traumatic, may feel overwhelmed and out of control and may develop acute stress or traumatic reaction.

Some common reactions to trauma caused from emergencies or critical incidents.

Anyone who is directly or indirectly involved in an emergency, including administrators, teachers, ancillary staff, students, families and those with helping roles may experience one or several common reactions to trauma. Many people report feeling **switched on** and in a state of readiness to react to a potential threat at all times. This is one of many normal trauma responses which may include:

- over reaction to minor issues.

- disorganized thought processes.
- sleep disturbance.
- general anxiety.
- anxiety.
- impaired memory storage.

The reactions may be reflected in:

- a tendency for an all-or-nothing response.
- difficulty experienced by a class teacher in concentrating and in maintaining the day-to-day tasks of teaching.
- loss of confidence or self-esteem, difficulty in making decisions.
- intrusive nightmares and thoughts about an event.
- reassessment of the meaning of life goals and values.

the use of coping mechanisms such as social withdrawal, alcohol, drugs, major life changes, which may in fact worsen the situation and impede recovery. The plan is intended to be flexible. Procedures have been developed which should assist the school to manage emergencies ranging in nature and intensity from small-scale localized incidents lasting minutes or hours and which are managed by the school, to large-scale incidents which require external assistance and which may last for several days. It identifies roles and responsibilities of staff, students and visitors during an emergency. It describes actions to be followed in the case of specific types of emergencies.

All incidents likely to affect the safety and well-being of students, teachers or visitors are to be reported immediately and responded to as soon as possible. The safety and well-being of all people exposed to the emergency are to be considered at all stages of the emergency.

An emergency may have effects on those involved lasting long after the initial crisis has been resolved. The school recognizes that, in addition to implementing procedures to resolve the emergency quickly, the school may require support to assist the school community to return to school functioning.

The plan is to be reviewed annually by the College Leadership / Crisis Management team. In the event of an emergency, the plan is to be reviewed as soon as possible after the event to determine whether procedures in place were followed and whether they were adequate.

A copy of the plan is to be sent to the police and fire authorities for endorsement and to ensure that safe and correct procedures have been identified for use during emergencies.

4. Coordinating the College's Response

Reporting an Emergency in the School

Students should report an incident immediately to an adult within the school. Teachers should report an incident immediately to the Principal or Office Staff. All emergencies are to be reported to the Main Reception. The Principal or member of the Management Crisis team will report the emergency to the emergency services without delay. If outside normal business hours, contact the Principal.

Refer to Appendix D for Reporting Serious Workplace

Incidents Reporting an Emergency at a Camp / Excursion

Incident Response Strategy

This procedure has implications for all excursions (and incursions) that take place out of normal school or office hours due to the fact that normal administrative procedures may be difficult to access.

A: Key Personnel

Teacher in Charge of the Activity

This person should be noted as part of the excursion / incursion application process. This person should be the only person to initiate the Crisis Management Plan. This person should be the key person at the incident site to communicate with Emergency Services (in the event of the teacher-in-charge being absent or injured, there should be a designated second in charge when there are two or more staff at an activity This person must have the following details with them.

- Medical information - including access to CareMonkey and excursion class list.
- Student contact details.
- Emergency contact details.
- Program details.
- Incident Response Strategy.

School Contact Person: The role of this person is:

- To have a copy of the Crisis Management Plan.
- To be available to be contacted at all times.
- To have all program, medical, student and emergency contact details.
- To initiate the Crisis Management Plan when necessary
- To alert and have College Counsellors on standby if required.

Principal Nominee / Member of the Crisis Management Team: The role of this person is:

- To coordinate the Crisis Management Team.
- This person will also present the prepared release of information (as approved by the College Executive) to Media.

Crisis Management Team:

This team is to be called together in situations where the incident is serious, involves media coverage or involves a number of students. The Crisis Management Team will, through their appointed member, release information to staff, parents of involved students, College community and media. The team will also facilitate the contact of large numbers of parents and initiate contact with the CEO and counselling support services.

For emergency telephone numbers, refer to listed numbers at the beginning of

the policy. B: Incident Response Strategy

Minor Incidents:

- All First Aid treatment must be recorded in the **Accident Report LOG**.
- All injuries must be treated by a qualified First Aid practitioner.
- Any injury requiring treatment by a qualified Medical Practitioner requires parental contact after treatment and follow-up when back at school. This is to be carried out by the **Teacher-in-Charge**.

Major Incidents:

A major incident can involve a serious life-threatening injury, fatality, evacuation by **Emergency Services**, an overdue trip, a number of students or anything that involves **Media**.

Procedure to follow in case of a Major Incident:

Step 1: **The Teacher-in-Charge** will contact the Principal or a member of the Crisis Management Team and explain the nature of the incident. Depending on the nature of the incident and the number of students involved, the Principal or a member of the Crisis Management Team will decide whether to initiate the Crisis Management Plan. In some cases this person may be contacted by the Emergency Services.

Step 2: If there is no need for the Crisis Management Team and all necessary communication between school, Teacher-in-Charge, involved parents and medical and Emergency Services can be easily coordinated by the school Contact Person, then this should be carried out. In this case, after the resolution of the incident, the Crisis Management Team should meet to determine a follow-up strategy. This will involve incident analysis, student and parental contact, counselling / support services, legal advice and the release on information to other interested parties.

Step 3: Further liaison with Emergency Services may be required concerning the activity details and students / staff involved. If required, the Crisis Management Team will meet and release information to the relevant parties. Parents of involved students / staff must be contacted. A follow-up strategy must be developed and implemented.

Alerting the School

Students will be alerted by means of a warning siren across the public address system or, if power is unavailable, by the portable warning siren. An announcement will be made instructing staff and students about action to be taken.

Emergency to be coordinated from the Principal's Office

The coordinator, the Principal or delegated member of the Crisis Management Team will manage the emergency from the Principal's office or other alternative safe area. For the duration of the emergency, staff should not enter the coordinator's office except when undertaking a task directly related to the emergency.

5. Roles and Responsibilities

The Principal or delegate from the Crisis Management Team to coordinate the emergency. In the absence of the Principal, a Delegate from the Crisis Management Team will carry out the role of coordinator. One of these people will be at the school at all times.

Teachers are responsible for the safe and orderly evacuation of students when instructed by the Principal or member of the Crisis Management Team to do so. Teachers will ensure that students are accounted for and will check storerooms and toilets as indicated on the classroom emergency action card. The attendance roll, students' record cards and emergency actions are to be taken to the evacuation assembly area.

Teachers will be directed by the Principal or Crisis Management Team during an emergency and should not initiate any action to the emergency without the coordinator's authorization. This does not prevent a teacher taking action which minimizes the nature of the emergency such as using a fire extinguisher on a fire or administering first-aid to a student to reduce the effects of an injury. Any staff member given a task to complete by the Principal or Member of the Crisis Management Team must advise them when it is completed.

Teachers must supervise their students at all times. If directed to another task by the Principal or Crisis Team Management member, it is the responsibility of the class teacher to arrange alternative supervision before leaving the students.

Turn off all appliances if time permits, including stoves, heaters' pilot lights, light switches. Close doors and windows before leaving the classroom.

General office staff will deal with routine enquiries from staff and assistants, the Principal and members of the Crisis Management Team during an emergency. Office staff will be responsible for general telephone communications, including notification of parents at the direction of the coordinator.

The Principal or Member of the Crisis Management Team is responsible for:

- notification of emergency services and the CEM & EREA.
- alerting staff and students about the emergency.
- evacuation of staff, students and visitors.

- provisions of resources to manage the emergency.
- liaison with emergency services.
- delegation of duties to staff as required.
- communication with staff, students and parents.
- maintenance of staff and student welfare.

6. Communications: Keeping in Touch with Everyone

A warning siren will be sounded when there is an emergency to alert the school. An information message broadcast over the public address system or by a runner to individual classrooms will advise students and teachers about what action to be taken.

The Principal or the Crisis Management Team members will use the telephone as necessary. The Principal or members of the Crisis Management Team will liaise with emergency services and the Catholic Education Office who will be notified immediately about any emergency. The general office telephone will be used for all communications. To minimize overloading the school's telephone, calls must be restricted and should be brief.

Teachers are to take attendance rolls during an emergency.

An information centre will be established to communicate with parents who arrive at the College. In the event that the media arrives at the school, they should be directed to the Principal or member of the Crisis Management Team nominated to handle the media.

7. Evacuation

The Principal or members of the Crisis Management Team will issue evacuation instructions to classes closest to the danger zone followed by classes furthest away from the danger zone and not towards or through the affected area. Teachers should not evacuate unless there is an immediate danger.

Teachers are responsible for the safety and supervision of their students during the evacuation and for the duration of the emergency. No teacher is to leave students unsupervised. If a teacher is directed by a member of the Crisis Management Team to perform a task which prevents effective supervision being maintained, it is the teacher's responsibility to arrange for alternative supervision before engaging in other tasks.

The Principal or member of the Crisis Management Team will specify the type of evacuation required from one of the following:

- within the building.
- to another building.
- within the school ground.
- beyond the school.

Evacuation Within the Building may occur when the danger is confined to a section of one wing of the school.

Evacuation to Another Building may occur when the danger is confined to one wing of the school.

Evacuation Within the School Ground may occur if the danger zone extends to school buildings, but not to open areas elsewhere around the school.

Evacuation Beyond the School may be required if the emergency affects the whole school.

No student is to leave the school or the evacuation area with a parent or other adult unless specific authorization to do so has been issued by the Principal or member of the Crisis Management Team.

Parents attending the school are to be directed to the information centre where a member of the Management Crisis Team nominated by the Principal / Deputy Principal will be available to provide information concerning the welfare of students and other information about the emergency. The coordinator will also designate the area to be established as an information centre.

8. Supporting Those Affected

The Principal will convene the Crisis Management Team when staff or students have been traumatized or are likely to suffer long-term effects, as a result of their exposure to an emergency, and initiate general principles of the school recovery action plan.

The CEM's pastoral care unit and/or the Outreach Crisis Response Strategy Team's Plan be requested to provide recovery support to the school. Support will normally be provided for students by the College Student Services, psychologists and social workers, and for teachers by staff from the CEM Pastoral Care Unit and others where necessary listed below.

9. Service Facilitators

Service Facilitators - (See Appendix A)

Classroom Action Card for Room Number.....

N.B. Each room will have an individual card prepared for it as there may be different circumstances applicable to different rooms.

Reporting of Emergency and Action to be Taken

1. Notify the general office immediately about an emergency observed by you or your students.
2. A warning signal will be broadcast on the public address system or on the portable warning system when an emergency has been reported.
3. An announcement will follow the warning signal which will advise staff and students what to do.

Evacuation

4. Listen for instructions to evacuate, whether to close doors and windows, and whether to turn off electrical and gas appliances.
5. Take the attendance roll with you to the evacuation area. Take valuables with you.
6. Leave the building using the nearest exit located to your room.
7. Move away from the danger area zone at all times when evacuating. If the shortest route to the evacuation area moves you closer to the danger zone, then take an alternative route. Monitor students for effects of heat or cold if evacuation is likely to be prolonged.
8. When Moving Away from the Danger Zone
9. Mark the attendance roll and account for all students.
10. Ensure students remain together in their class groups.
11. Do not leave students unsupervised. If instructed by the Principal or member of the Crisis Management Team to complete a task, arrange for alternative supervision first.

Release of Students to Parents or Other Adults

12. Students are to be dismissed or released to a parent or other adult without the specific authority of the Principal or a delegated member of the Crisis Management Team.
13. Record the name of the student, the adult, destination and time release if the Principal or delegated Crisis Team Member has authorised the release of students.

10. Site Plan

Site Plan - (See Appendix B)

11. Moving from Response to Recovery

It is important to recognize the existence of the recovery aspect associated with critical incidents. Whilst the initial incident and the immediate response are clearly identifiable and an accepted part of the emergency management planning and procedures, it is the recovery activity which will determine the extent to which individuals and groups, such as school communities, will cope with the long-term effects which can flow from a critical incident. Whilst the immediate physical safety and well-being of staff and students is the initial concern, the recovery activity addresses the long-term physical and emotional well-being of individuals.

A number of emergency services in Victoria will respond to calls for the immediate assistance, for example, police, fire brigade. During the emergency they will assume legal responsibility for control and coordination at the incident site. As the immediate crisis passes, it is important that effective recovery activities follow. This will often involve advice from the Catholic Education Office (CEM),

the Directorate of School Education and other agencies as listed in the directory attached to this document.

A common reaction to critical incidents is to deny that the event has had any significant impact on individuals and to overlook the value of external support. Experience has shown that the following help to minimize distress or trauma:

- Speed of response.
- Appropriateness of response.
- The opportunity to talk about the event and personal reactions to its ongoing support.

General Principles of School Recovery

Plan the Response and Recovery Process

The College Principal or member of the Crisis Management Team should take responsibility for organizing and coordinating recovery. This task could involve calling the Crisis Management Team together with the College Counsellors and CEM personnel. The Principal or Member of the Crisis Management Team will also need to organize liaison with emergency services and / or families of those affected.

Provide Information to those affected by the Trauma

The psychological beginning point in assuming some control over the event is understanding what happened. It is the Principal's or Crisis Management Team Members' task to provide information and facilitate appropriate venues for its dissemination. Students and teachers have a need to accept the reality of the event, and the inevitable discussions that follow are better based on fact than on rumour or supposition. It is important that rumours be discounted.

Resume Normal Routines as soon as Possible

There is reassurance and safety in the predictability of normal routines. Once the event has been formally acknowledged - perhaps through meetings, a memorial service, or whatever is appropriate - the next step may well be to rescue, as far as practicable, normal timetables, so that any ongoing recovery strategies can take place against a background of predictability.

Assess the Psychological / Emotional Needs of those Affected

After the traumatic event, the people involved will need to support. The nature of this support will vary amongst individuals but generally those closest to the incident will need more assistance than others. The College Counselling Team in conjunction with the Principal should determine the nature and support needed. At the minimal level this should mean providing opportunities for those involved to express and share with others the reactions they had to the incident. Those in charge, and those helping, also need extra consideration during this time. Finally, some ritual or action of "closure" may need to be planned.

Recovery Management - Short-term Tasks

The period during and just after notification of an emergency is often the most difficult. It is at this time that the College Crisis Management Plan is to be enacted, the College Crisis Management team is to be convened and the recovery process begun.

The following checklists contain a range of prompts and are designed to provide quick answers during the emergency.

- initial emergency record.
- emergency message record.
- quick check telephone list.
- short term tasks within the first twenty-four hours.
- setting up a recovery room.
- informing staff.
- staff briefing.
- informing close friends.
- strategies for use in the classroom.
- tips for supporting students.
- informing parents and members of the College community.

The above are reproduced separately at the end of this document in a form which can be photocopied for immediate use during an emergency.

Short-term Tasks - Within the first twenty-four hours

Set aside five minutes to calm down and collect your thoughts. Implement the College Crisis Management Plan. Consider the level of response that may be required, and discuss possible responses with others.

Immediate Tasks:

Step 1: Safety

- ensure that staff and students are safe from injury or harm.
- notify the emergency services using their emergency numbers.
- notify the CEM & EREA.
- record details on ***the initial emergency record*** and ***emergency message record*** forms.

Step 2: Principal convenes the Crisis Management Team

- allocate responsibilities to individual staff.
- allocate responsibility for evacuation and assembly of staff and students.
- allocate responsibility for management of information including telephone calls.
- allocate responsibility coordinating media requests for information.
- allocate responsibility or provision of information to parents who arrive at the school.
- coordinate routine school activities including the teaching program.
- notify teachers and ancillary staff about the emergency, trauma or crisis.
- notify parents of students first then siblings at the College.
- establish a recovery room for affected students and a waiting room for parents.
- inform students within the school.
- appoint staff to monitor the recovery room.
- actively seek information from the CEM, police, hospital or elsewhere as required.
- inform the College Board & EREA.
- inform the College community via letter or newsletter.
- monitor College community reactions and support those in care-giving roles.
- liaise with outside agencies, including the emergency services.

- set aside time to brief key personnel and to review responses.

Short-term Tasks - Setting up a Recovery Room

Principal or Member of the Crisis Management Team.....

- designate a room where people know they can quickly locate support staff.
- appoint staff preferably with first-aid knowledge, to supervise the recovery room and to support those who are very distressed.
- set up a student recovery room well away from classrooms, or several rooms during a large incident, close to toilets and with comfortable chairs and tissues.
- provide separate recovery room for staff.
- ensure that several adults are available to monitor and assist students during a large or complex incident where a large number of students may be affected.
- set aside a room for parents with tea and coffee-making facilities, which is separate from students to avoid having them congregate around the school.
- contact parents of students who remain in the recovery room and alert them about possible concerns.

Short-term Tasks - Informing Staff

Having Verified Information:

- provide teachers and ancillary staff with a brief outline of the incident.
- provide a brief factual outline to others within the school community on a **need-to-know** basis.
- inform staff as soon as possible about a serious emergency involving death or injury which occurs after hours, on the week-end or during the school holidays.
- inform staff about arrangements or holding a briefing meeting before informing students at the start of the next school day.

All Staff

- monitor students for shock reactions and seek first-aid if required.
- allow distressed students and staff reasonable access to the recovery rooms.
- encourage students to gather in smaller friendship groups rather than larger groups.
- keep a list of students who are attending the recovery room.
- give students a task to undertake such as making a card or writing a letter to the injured person/s as soon as practicable.

Short-term Tasks - Briefing Staff:

An emergency staff meeting will be called by the Principal or Members of the Critical Incident Management Team to provide known facts, dispel rumours and to establish a common reference base. It also provides an opportunity to outline the preliminary recovery management arrangements.

Before the Start of the School Day:

- verify and restate factual information about the incident, so that staff can understand what has happened and the information will **sink in**.
- talk with staff about the reactions they may experience.
- outline recovery management arrangement.
- inform staff about procedures for dealing with the media.
- discuss procedures to be followed by staff during the day.
- discuss guidelines for informing their students and ways of averting questions from students.
- provide teachers with a written summary for use as reference when discussing the incident with students.
- ensure that staff have time to have their questions answered and to talk about the incident amongst themselves.

At the End of the School Day

- meet with the staff to review the day, to allow staff to share the trauma of the day and identify students at risk.
- ensure that the school Crisis Management Team members are available to offer support and guidance.

Short-term Tasks - Informing Students

The Principal or Crisis Management Team

- contact the bereaved family or police to ascertain what information may be released within the school.
- prepare a factual written statement, without graphic detail, for use as a reference by teachers when discussing the incident with students.
- determine whether to tell students about the incident at a whole assembly, by year levels or individual classes, depending upon the nature of the incident.
- discuss with teachers who feel uncomfortable raising the event with students and arrange for support from another teacher or member of the Crisis Management Team.
- identify staff who may be too distraught to take classes and arrange replacements from within the school, CEM, or casual relief teachers.
- ask teachers to mark a roll to identify who has been informed and who has not.

Teachers

- provide a factual account of the incident at the beginning of the first class, in a way that ensures that everyone hears the same information.
- limit speculation and rumour by providing factual and relevant information about the incident.
- inform students about the location of counselling services and recovery rooms.
- inform students about arrangements for memorial services, funerals and appropriate ways to express condolences.
- outline arrangements for the day.

Short-term Tasks - Informing Close Friends

- notify close friends of the dead or injured prior to making announcement to other students.

- take students aside when they arrive at school and inform them privately.
- consider informing the students or their families at home prior to the start of the school day.
- ensure that individual attention is given to intimate friends who are likely to have special needs beyond those of other students.

Short-term Tasks - In the Classroom

There will be a wide range of reactions to the news of incident, injury or death. Some students may be visibly affected while others may show no sign of distress. Dealing with, and responding to, news of an emergency is a very individual experience. Individual characteristics, such as how a person interprets the event, previous experiences and the relationship to the injured or deceased, are all factors that influence how people will respond.

Adolescents can be traumatised by what they hear from others about an incident. Use protective interrupting strategies if a story or details become too graphic for some students. Protective interrupting requires the teacher to stop an anecdote being told in a public forum. It may be possible to change the direction of a discussion by distracting or diverting the student. The student should be given an opportunity to tell the story in a more appropriate setting alone with the teacher.

It is useful to:

- allow opportunities to talk about the incident and reactions, taking the opportunity to explain that different people respond in different ways.
- explain that a range of reactions may be experienced, that the reactions are normal, that people react in a range of ways, and with time and support the reactions will ease.
- repeat the facts as often as requested.
- allow students to opt out of discussion.
- encourage older students to talk and piece together a clear picture of what happened.
- use the natural tendency of students to repeatedly question what happened as a useful means of dispelling rumours and myths.

Short-term Tasks - Supporting Students

When Providing Support to Students Try to:

- provide support and comfort.
- sit quietly with the student, say little, and accept silence.
- accept initial emotional reactions.
- use minimal prompts such as "you've had a frightening experience".
- tell students that you are sorry such an event occurred and you want to understand and assist them.
- provide information about what has happened and what is being done to help.
- use active listening and empathy skills.
- be alert for anyone who appears to be in shock who may need medical attention.
- acknowledge the experience and normalise the reactions - **"You've had a frightening experience - no wonder your hands are shaking"**.
- bring a calm presence to the situation.
- provide ongoing support to individuals when they receive additional information such as notification of deaths, or when collecting personal effects.

- ensure that support is available at home before the student leaves the scene.
- be guided by the student and listen to what the individual wants.
- start from the students' point of understanding.
- ask students to tell what happened in their own words.
- allow opportunity for play - some students seek to get a better understanding of what happened through play.
- allow students to talk over concerns with someone they have chosen, including another teacher.
- respect their need for adolescents to seek support from their group and to be with their friends rather than with adults.

Try to Avoid Statements in which Students are Told:

- **it will be all right** because it may not be.
- they are **lucky it wasn't worse**, as such statements rarely console anyone who is traumatised.
- about death using abstract explanations or euphemisms - **gone to sleep, passed away**.
- how are **they feeling**.

Short-term Tasks - Informing Parents and the School Community

Parents, school counsellors and other members of the school community will want to know what happened and to assist if possible. It is important that they are given factual information and that the information has been approved for public release.

The Principal or Crisis Management Team

- confirm the release of information with those directly affected and to the police.
- send a letter to parents about the incident.
- advise parents about the recovery arrangements which have been put in place.
- provide copies of the **Common Reaction to Traumas** pamphlets to parents.
- explain to parents that adolescents are likely to seek comfort from their peer group rather than their parents and adults.
- provide a recovery room for parents and run parent briefings as required.

12. Sample Letters

Sample Letters - (See Appendix C)

13. Funeral Arrangements and Rituals

Rituals Serve an Important Function for Both Adults and Children. These Rituals assist in

- reducing unreality
- counteracting fantasies
- getting some understanding of what is happening.
- helping individuals to work through the event.
- saying goodbye.

- establishing a shared understanding of the event.

Viewing the Body

In some cultures, viewing the body is seen as an important part of the ritual. Students can be helped through this process by an adult who is able to describe what they will see when they enter the room. An adult who enters the room first to see the dead person is then able to describe the room to those students who wish to view the body. The description can also include the casket and how the appearance of the dead person may have changed, eg. visually and in terms of touch and temperature change. It is equally important for adults to be prepared for this experience.

Attending the Funeral

It is generally beneficial to attend the funeral, although they should not be forced to attend against their wishes. Before the funeral the child should be given a detailed description of:

- what will happen.
- what the room will look like
- what the casket will look like.
- information about the service.
- what the burial will entail.
- possible adult reactions during the rituals.
- how they might feel themselves.

Invite the priest conducting the service to be available to answer students' questions and to describe the planned ceremony.

Some families are willing to allow classmates to assist in planning the rituals. They may be able to participate in the ceremony by reading eulogies, choosing music, or by placing a flower on the casket.

It is also important for adults to be prepared for the funeral ceremony. There is a range of cultural and religious differences in response to death and it is essential that members of the school community who are attending the funeral are briefed beforehand on what will happen during the ceremony and burial. Funeral agencies may assist with further information and support.

The following practical needs are to be considered when large numbers of students are attending a funeral.

- to minimise fainting or hyperventilation, encourage students to remove coat or jumpers prior to the ceremony.
- have a first-aid-trained person to assist distressed students.
- have cold drinks and cool face washers available.
- prepare for media presence at the funeral.
- get students and staff to return to school for drinks and sandwiches after the funeral to allow monitoring of reactions and support.
- organise a time for students not attending the funeral to bring their memorials and floral tributes to a nominated room at school and for someone to take them to the funeral on their behalf.

Long-term Recovery

Long-term recovery management requires a continuing awareness of individual needs and reactions and a process for managing those responses.

Long-term Tasks

- monitor and support members of the school community, particularly on significant dates such as anniversaries.
- consider long-term intervention activities such as the need for ongoing counselling or other specialist support.
- reconvene key people at regular intervals to review the school's response and the effectiveness of planning arrangements.
- revise the school emergency management plan in light of experience gained.
- continue liaison with outside agencies and maintain contact networks.
- consider a ritual of marking significant dates.
- prepare for legal proceedings, if necessary.

14. Court Appearance

The Victorian Court Network is a voluntary service, which provides support and advice to people required to attend courts in Victoria. The Court Network can be contacted by telephone on (03) 9670-6977. Staff can assist in preparing individuals in the school community for their court appearance.

Students and staff are to be adequately prepared for appearance in court. Students may be prepared by involving them in

- role plays.
- discussion of the nature of the criminal or coronial court process.
- visits to court prior to appearance.
- meeting the clerk of the court.
- standing in the witness box.
- warning of likely distressing points in the hearing.
- discussion of possible media coverage and limitations imposed by the court.
- previewing evidence including video footage.

It is recommended that on the day of the hearing anyone attending court:

- eat breakfast.
- bring a cut lunch to avoid having to leave the court complex or being confronted by the media.
- try and ignore the media.
- refer all media requests to a nominated media spokesperson.

- ensure that support is available to members of the school community as information and findings are released during the court process.

15. Managing the Media

Any incident which combines injury with students is likely to interest the media. Electronic and print media will take every opportunity to fulfil their legitimate role in providing the public information. In many cases, media will be at an emergency affecting a school group before personnel at the school know there is an emergency. Sensationalizing events can have adverse effects on the recovery process and may in fact create trauma for some people.

News crews and journalists may be expected to use any means at their disposal to obtain a story if school personnel refuse to talk to them. The College needs to actively control the media and coordinate media requests for information, issue media releases, schedule press conferences. The Principal or a nominated member of the Crisis Management Team, EREA or CEM will deal with the media.

In many cases, the police will assume responsibility for media liaison. Before the College Principal or Crisis Management Team members agree to provide interviews, it is important to check whether it is appropriate and what information can be discussed publicly. In general, comments should be restricted to the emergency itself, the reaction of the school community and the support mechanisms in place to assist staff and students.

The following procedure is to be allowed in the preparation of a media release:

It should contain about three paragraphs that have been verified for accuracy and checked with policy and family.

- Paragraph 1: Briefly outline the verified facts.**
Paragraph 2: Outline what the school has done to assist those affected. **Paragraph 3: Outline support and recovery arrangements.**

Include name and contact number of the school Crisis Management Team member responsible for media.

Coordinating Media Coverage

- All media enquiries to be dealt with by Principal or member of the Crisis Management Team nominated to deal with the media.
- Staff are to refer media requests to the College Crisis Management Team (as above).
- The College Crisis Management Team media nominee to confirm with police, media liaison or CEM/ EREA staff whether the school is authorized to provide media comment.
- Liaise with families about any statements made to the media.
- Staff, students and parents are to be briefed if possible about probable media coverage.
- Crisis Management Team / CEM/ EREA delegate is to issue regular media releases

containing updated information.

- Crisis Management Team / CEM/ EREA delegate is to keep a record of media enquiries.
- Crisis Management Team / CEM/ EREA delegate to offer scheduled interviews and press conferences in return for media commitment not to seek uninvited access to staff, students or parents.
- Crisis Management Team / CEM/ EREA delegate is to provide media with story ideas which minimise distress to the school, emphasizing positive recovery activity being undertaken such as the use of trauma counsellors.
- Crisis Management Team / CEM/ EREA delegate negotiates accepted areas for filming, such as the school boundary, outside of church at funerals but not within.
- Crisis Management Team / CEM/ EREA delegate is to check the information provided to the media does not conflict with court requirements or police investigations.
- Crisis Management Team / CEM/ EREA delegate should anticipate renewed media interest arising from anniversaries, similar events and court cases.

16. Coping with Suicide

Helping Students Cope after a Suicide

Suicide, like other forms of sudden death and trauma, affects the whole school community. Managing recovery after a suicide is especially difficult as it is often surrounded by taboos, myths and secrecy.

The secrecy that often surrounds suicide develops a climate in which it is difficult for students to gain assistance with their own reactions and depression. Successful management of the event is likely to be less at risk of copy-cat suicides or related risk-taking behaviours.

Teachers should monitor students who may be at high risk following a suicide, particularly those who show extreme reactions, are particularly close to the deceased, or who have had previous traumas in their lives. Students may express feelings of guilt or responsibility for the death. It is valuable to emphasize that suicide was the choice of the person.

Short-term Tasks

Principal / Crisis Management Team

- where possible check with parents to determine what information can be released.
- inform staff about the death and discuss ways of dealing with students.
- inform students about the death in an honest and sensitive manner.
- be aware of affected siblings.
- provide unambiguous information to staff and students which will dispel rumours.
- avoid providing excessive detail about the method used to bring about the death, the motivation, family reaction.

Staff

- Inform students about the death in an honest and sensitive manner.
- Be aware of affected siblings.
- Avoid providing excessive detail about the method used to bring about the death, the

motivation, family reaction.

- Try to dispel any myths that students may express about the death **he must have been brave to kill himself.**
- Encourage discussion which emphasizes that the person chose to commit suicide.
- Discourage students from apportioning or accepting blame.
- Use active listening skills to support students who want to talk about the death.
- Wait for students to raise issues rather than forcing discussion when they may not be ready to do so.
- Provide students with information about grief reactions and the grieving process.
- Emphasize that grief reactions are normal and that they will disappear over time.
- Reassure students that there is no right way to feel or react in these circumstances.
- Encourage students to talk to their parents about the suicide.
- Provide information to students and parents about support services which are available through the school and the community.
- Identify a recovery room where students can go if they need a quiet area.
- Monitor students to identify those who may need support - particularly those who show extreme reactions, are close to the dead person or are known to have had traumatic experiences of their own.
- Monitor anyone who seems particularly withdrawn and be aware of the potential for copy-cat behaviour.

Short-term Tasks

Principal or Crisis Management Team

- Crisis Management Team to ensure that provision is made for staff to deal with their own grief.
- Prepare staff and students for the funeral.

Long-term Tasks

Principal Crisis Management Team and Staff

- Continue to monitor those students who are most affected or at highest risk.
- Encourage students to use networks of friends.
- Discuss with students how they might support one another.
- Continue to monitor the school community over the long term.
- Be aware of the significance and sensitivity which surrounds anniversaries, sporting events, school photos et al.
- Review the school's response to death and suicide and accommodate changes to the curriculum and personal development policies where appropriate.

Appendices:

Appendix A – College Contact Numbers & Code Categories

Appendix B - Service Facilitators

Appendix C - Site Plans Appendix D – Sample Letters

Appendix E – Reporting Serious Workplace Incidents

Approved by the College Board June 2002

Revised October 2001, December 2003, May 2006, August 2010, April 2016, July 2020

APPENDIX A – COLLEGE CONTACT NUMBERS & CODE CATEGORIES

Bundoora Campus Address: 1436 Plenty Road, Bundoora 3083 Telephone: 9468 3300 Fax: 9467 3937		
Principal:	Mr Andrew Kuppe	College: 9468 3330 Mobile: 0428 480223
Deputy Principal:	Mr Mark Aiello	College: 9468 3353 Mobile: 0412 785418
Assistant Principal:	Mr Michael Callanan	College: 9468 3396 Mobile: 0439 393346
Assistant Principal:	Mr Geoff Caulfield	College: 9468 3331 Mobile: 0433 743265
Assistant Principal:	Ms Mary Dourios	College: 9468 3272 Mobile: 0438 801401
Assistant Principal:	Ms Regina Rowan	College: 9468 3390 Mobile: 0488 464534
Student Counsellors:	Mr Damian Mahony	College: 9468 3388 Mobile: 0426299007
	Ms Annette Magro	College: 9468 3201 Mobile: 0413 779119
	Mrs Sharon Muir	College: 9468 3205 Mobile: 0405 181665
	Mrs Genevieve O'Connor (B Tues, Wed, Thurs)	College: 9468 3434 Mobile: 0408 133117
Ministry Team:	Mrs Kylie Kuppe	College: 9468 3346
Preston Campus Address: 8 Clifton Grove, Preston 3072 Telephone: 9416 6550 Fax: 9484 6759		
Director of Campus:	Mrs Sally Ryan	College: 9416 6504 Mobile: 0400 500 355
College Counsellor:	Ms Courtney Baglin (Tues, Wed, Thurs)	College: 9416 6590 Mobile: 0430 050052
	Mrs Genevieve O'Connor (P Mon, Fri)	College: 9416 6520 Mobile: 0408 133117
Director Pathways Education:	Mr John Nicholls	Campus: 9416 6511 Mobile: 0417 195813

EMERGENCY CODE CATEGORIES

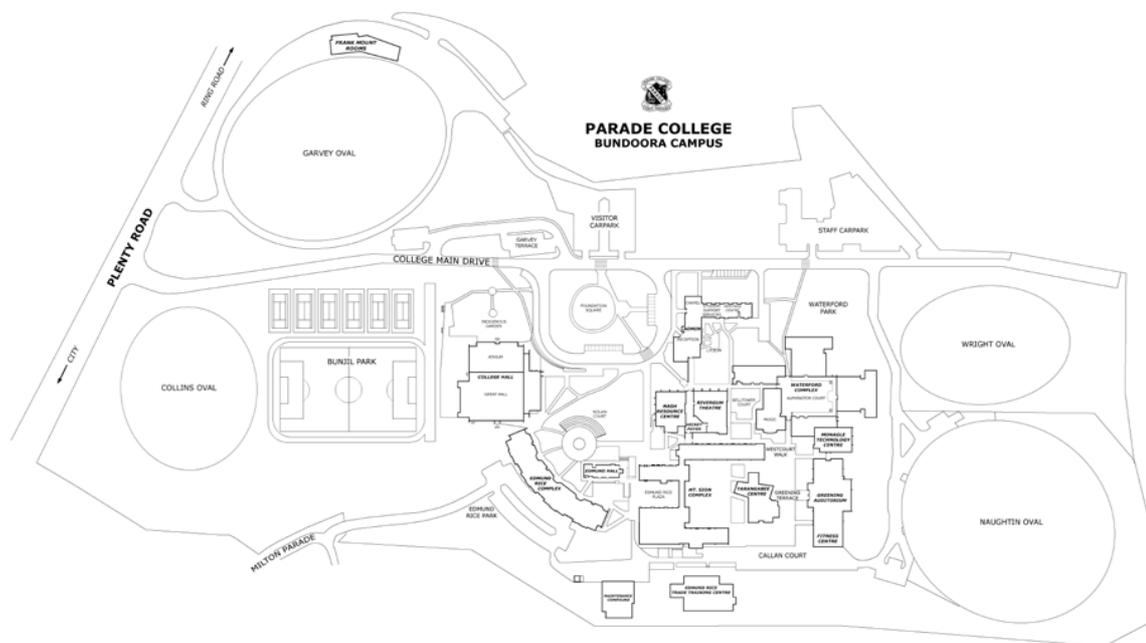
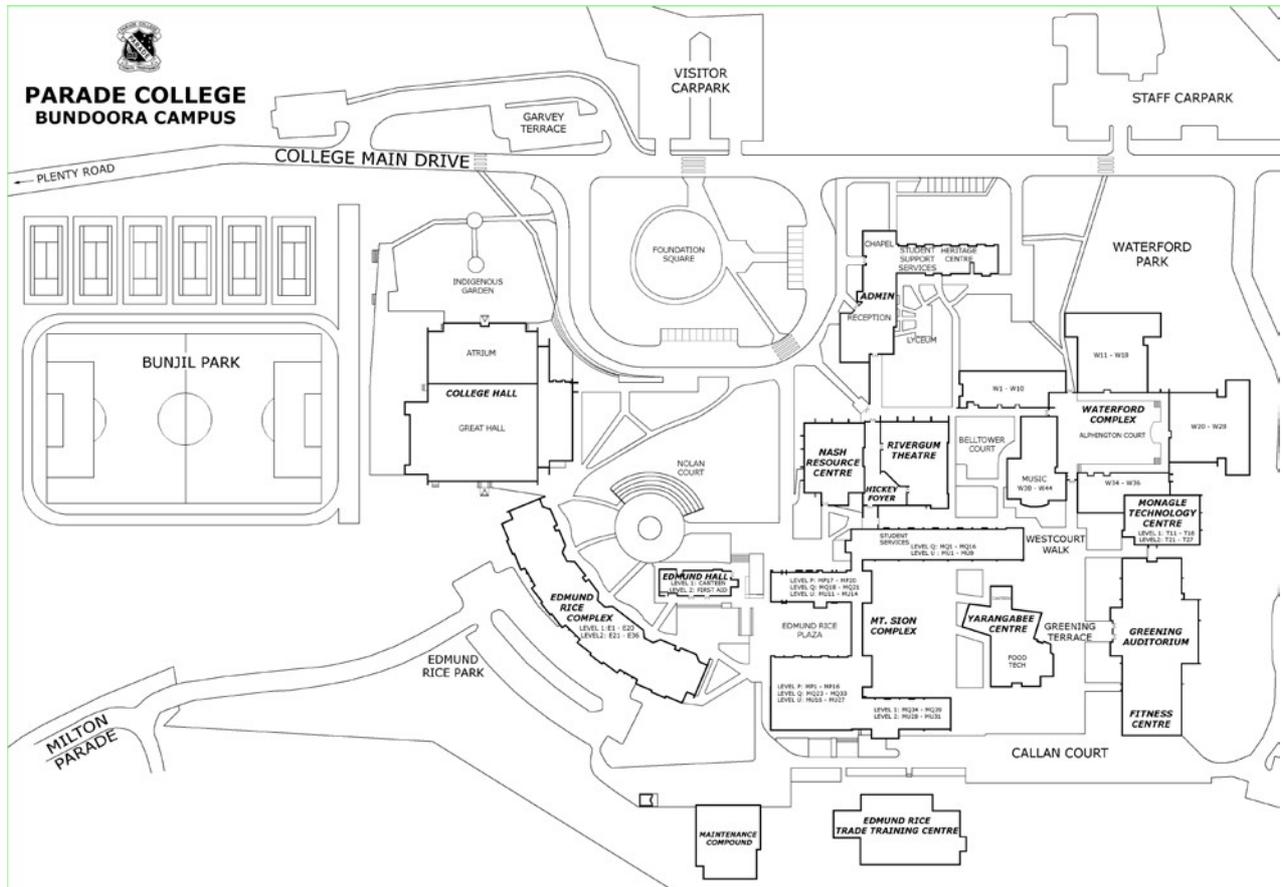
Code Red	Fire/Smoke
Code Blue	First Aid
Code Purple	Bomb
Code Black	Threat
Code Brown	Armed Intrusion/general
Code Yellow	Disturbance Adverse Weather
Code White (Brother	Gas Leak/ Hazardous

APPENDIX B - SERVICE FACILITATORS

EREA Province Administration	9347 4211 / 8359 0100	
Catholic Education Melbourne	9267 0228	
CEM Emergency Management Officer	9267 0404	
Mr Harry Allard Mr Dennis Torpey Manager Student Services CEM	0439 642 881 9267 0228 9267 0228	
North East North Eastern CATT Service PO Box 464 Heidelberg 3084	BH: 9450 9000 FAX: 9450 9020 AH: 9450 9090 AH FAX: 94509469	
Child & Adolescent Mental Health Service, Austin Repatriation Medical Centre Intake Worker for Adolescent Issues	9496 3620	
Crisis Assessment Team Austin Hospital	1300 859 789	
Victorian Police	Mill Park	9407 3333
	Greensborough	9435 1044
	Epping	9409 8100
	Preston	9479 6111
Fire Services	000	
Ambulance	000	

APPENDIX C - SITE PLAN

BUNDOORA CAMPUS





PARADE COLLEGE BUNDOORA CAMPUS

EMERGENCY ASSEMBLY POINTS

Before/After School - Recess & Lunchtime

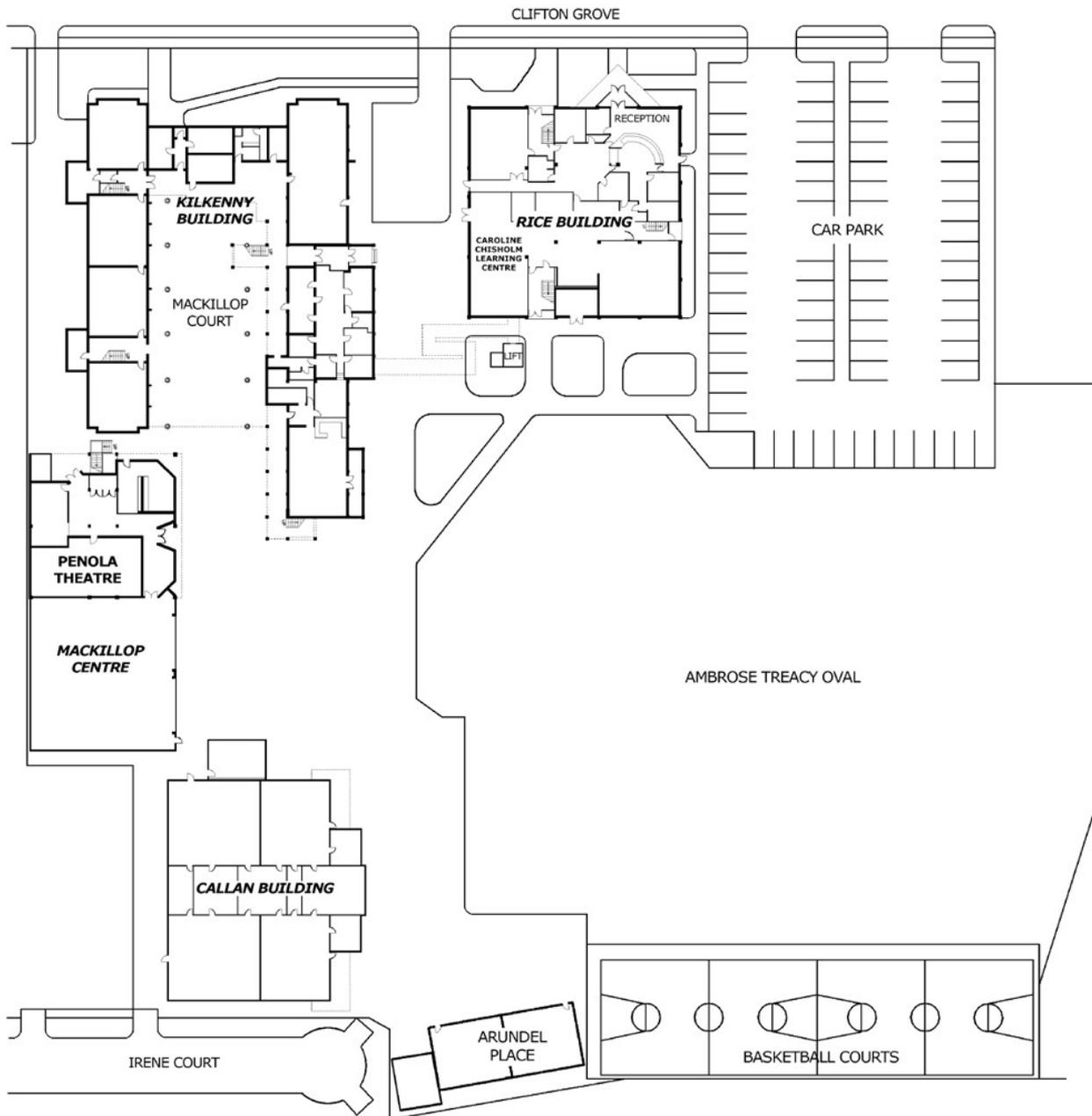


SITE PLAN

PRESTON CAMPUS



PARADE COLLEGE PRESTON CAMPUS SITE PLAN



APPENDIX D - SAMPLE LETTERS

Sample Letter to Parents / Guardians from the Principal

Dear Parents / Guardians,

Last week one of our students was killed in tragic circumstances. Details have not been released. The College has made a floral tribute to’s family and offered them the sympathy of our school community and the Yearstudents will establish a memorial.

We have been reassured by the care and concern demonstrated by students, teachers and parents in the support offered at this difficult time. Also, we have in place at the College a support system which involves psychologists and counsellors.

Your son may be affected by’s death in many different ways. Reactions may include not wanting to go to school, crying, not wanting to be alone and lack of concentration. Should your son need counselling, please contact me and I will make the necessary arrangements. It would be best for school routine to continue as normally as possible and for students to attend each day. There is no doubt we have all been saddened by this event.

Every effort is being made to support the children at school and I feel sure you will be doing the same at home.

Mr Andrew Kuppe
Principal

Sample Letter - Death of a Teacher

Dear Parents / Guardians,

Today we had some very bad news about one of our teachers. As some of you will know, Ms has not been well and tragically she died yesterday.

Your son will be very upset and in particular Ms’s class. We have talked with all the children and we have trained counsellors at the school today. If your son is very upset and needs further counselling, or if you would like to speak with the counsellors yourself about this matter, they will be available tomorrow at school.

Although your children will be affected by the loss of their teacher, it would be best for school routine to continue as normally as possible and students should attend school. Reactions of children will vary and may include crying, not wanting to talk, wanting to talk, anger, wanting to be alone, lack of concentration, sleeping or eating problems.

If there is any way we can help your son deal with this sadness, please contact me at the College and assistance can be arranged. Please feel free to talk with me at any time.

Mr Andrew Kuppe
Principal

APPENDIX E – REPORTING SERIOUS WORKPLACE INCIDENTS

The OH&S (Incident Notification) Regulations 1997 and equipment (Public Safety) (Incident Notification) Regulations 1997 require notification to workcover of serious workplace incidents and incidents involving certain equipment at an equipment site.

The Principal having overall management control of the workplace is responsible for advising workcover of serious incidents, regardless of whether the person who has been killed, injured or exposed to serious immediate risk is an employee or not.

Notification is required where an incident at a workplace or equipment site results in death or specified serious injury.

That is, if an injured person requires:

- medical treatment within 48 hours of being exposed to a substance
- immediate hospital treatment as an in-patient
- Immediate medical treatment for
 - o Amputation
 - o Serious head injury
 - o Serious eye injury
 - o Separation of skin from underlying tissue (for example, de- gloving or scalping)
 - o Electric shock
 - o Spinal injury
 - o Loss of bodily function
 - o Serious laceration

Notification is also required of dangerous occurrences which seriously endanger the lives or the health and safety of people in the immediate vicinity. Such dangerous occurrences include:

- collapse, overturning, failure or malfunction of, or damage to, certain items of major plant
- collapse or failure of an excavation or the shoring support of an excavation
- collapse of part of a building or structure
- implosion, explosion or fire
- escape, spillage or leakage of substances
- the fall from a height of dangerous or heavy objects

Reporting Deadlines

First deadline – “immediate”

The Principal must notify Workcover immediately he/she becomes aware of a notifiable incident.

Second deadline – “within 48 hours”

Written details of the incidents must be sent to Workcover within 48 hours.

How to, Whom and What to Notify:

The quickest and most direct method of reporting incidents is to phone Workcover’s toll free notification line on 13 23 60.

Written information to be submitted to Workcover within 48 hours is set out in the Schedule at the back of the OH&S (Incident Notification) Regulations 1997.

Written notification can be made using the sample "Incident Notification" form attached. The written record can be submitted either by fax, mail or in person, to a Workcover office.

A copy of the written record of any notified incident must be kept for at least 5 years. The record must be kept at the workplace.

All notifiable incidents will be investigated by the Crisis Management Team along with the OH&S Representative for the area where the incident occurred.

A written report is to be submitted with recommendations that will ensure further occurrences are prevented.

The report is to be filed with all other information relating to the incident.



Incident Notification Form

for Occupational Health and Safety (Incident Notification) Regulations 1997 or
Equipment Public Safety (Incident Notification) Regulations 1997

Person submitting details

Name: Tel No:

Date: Date of incident: Time of incident:

*Employer/self employer:

OR

#Person/organisation:

Business address: Place/location where incident occurred:

Name of employer of deceased/injured person(s), if any, if different from above:

Brief description of incident (Give details of the type of injury, if any, caused by the incident):

Details of injured person(s)

Name: Sex:

Residential address: Date of birth:

Tel No:

Occupation/job title/description: Employee/contractor/member of public:

Work activity being undertaken at time of incident (identify any plant, substance or equipment involved):

Person(s) who saw incident or first came to scene:

Action taken/intended, if any, to prevent recurrence of incident:

Optional

WorkCover ID:

WorkCover ID:

* Only applies to the Occupational Health and Safety (Incident Notification) Regulations 1997

#Only applies to the Equipment (Public Safety) (Incident Notification) Regulations 1997