



BUNBURY REGIONAL COMMUNITY COLLEGE

BRCC Critical and Emergency Incidents Policy



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1. Purpose

BRCC acknowledges that successful response and operation of the emergency procedures is achieved when staff and students know what is expected of them and what to do in the event of an emergency or critical incident.

The Principal is responsible for the management of emergencies and critical incidents and reporting any incidents to the BRCC Director and Board. This includes “reportable incidents” that must be reported to the Director of Education by the Governing Body using the form at <https://www.education.wa.edu.au/dl/z7exrr> within 48 hours of the incident occurring.

This policy is intended to create a system, policy and procedures for emergencies, critical incidents and reportable incidents that:

- allows BRCC to manage critical and emergency incidents in a way that gives highest priority to the best interests of the student or students affected;
- reduces the likelihood of emergencies and critical incidents;
- minimises the impact on students, staff, and site activities;
- facilitates the return of the site to normal operations as soon as possible; and
- meets the accountability requirements for reporting to the Chair of the BRCC Governing Council and to the Director General.

This policy has been developed so that the BRCC College Community understands the requirements and processes to manage any critical and emergency incidents that may occur at the College. The College is committed to preventing critical incidents where possible and will use the following strategies to manage this:

- Risk assessment
- Prevention and Preparedness; response to the incident; recording and reporting the incident
- Ensuring BRCC staff are aware of their legal and supervisory responsibilities and Work Health and Safety requirements and obligations.
- Ensuring BRCC staff have been trained and attend refresher training in Child Protection Policies and Procedures and can address bullying and other anti-social behavior effectively
- Assessing and developing strategies that address incidents that may occur at the college and reviewing these and relevant policies and procedures annually
- Challenging dangerous behaviour and encouraging safety and consideration for others
- Establishing links with support agencies.

Standard 7 of the Registration Standards for Non-Government Schools requires BRCC to have a critical and emergency incidents policy and procedures that:

- a) includes all reportable incidents as well as other critical and emergency incidents;
- b) enables and requires incidents to be managed in such a way as to minimise trauma and distress to students and staff and damage to property, and ensure the education program is maintained or resumed, while giving highest priority to the best interests of the student or students affected;
- c) requires all incidents to be reported and documented, including as required by standard 7.2 when applicable; and
- d) enables and requires the Principal to notify the governing body of all critical and emergency incidents.

2. Scope

This policy is applicable to Bunbury Regional Community College.

3. Definitions

CARE School is a Curriculum and Re-engagement in Education school, established and registered solely for the education of students at educational risk.

Child a child is defined in the *Children and Community Services Act 2004 (WA)* as a person who is under 18 years of age, and in the absence of positive evidence as to age, means a person who is apparently under 18 years of age. For the purposes of this policy the words 'child' and 'student' are used interchangeably.

Child of compulsory school age means a child who is required to be enrolled in an educational programme as per section 9(1) of the *School Education Act 1999*.

College community is the students, school staff (teachers, administrators, other staff, and volunteers), parents and carers, board members, and others with an interest in the school.

Critical incident is an incident in which there is a high likelihood of traumatic effects or evoking unusual or unexpectedly strong emotional reactions, which have the potential to interfere with the ability of the individual, group, or school to function either at the time or later.

A circumstance posing a "critical risk" for the purposes of this definition is one which would, if action had not been taken or the risk otherwise averted, have resulted in death, life-threatening illness, or life-threatening injury to one or more students and/or staff.

Disaster is an unexpected accident or natural event that causes serious damage and/or loss of life.

Educational Risk a student is at educational risk if he/she is of compulsory school age but unable to participate in mainstream schooling due to one or more of the following reasons:

- Is disengaged as evidenced by persistent non-attendance or a failure or refusal to enrol.
- Experiences learning difficulties or disadvantages that cannot be effectively catered for by a mainstream school.
- Is affected by life risk factors including domestic violence, abuse, homelessness, transience, addiction, chronic ill-health, or pregnancy.
- Is subject to a Children's Court Order.
- Is the subject of a Responsible Parenting Agreement covering school attendance.
- Is a persistent or serious juvenile offender.

Emergency an emergency is considered to have three elements:

- (a) a threat to the organisation,
- (b) the element of surprise, and
- (c) a short decision time.

An emergency is often an accident or incident that requires immediate intervention.

Emergency Management Plan (EMP): The planned response to a particular type of emergency.

Emergency Management Co-ordinator (EMC): The person responsible for the co-ordination of the response to an emergency. At BRCC this is the Principal or Campus Manager in the Principal's absence, or other delegated person.

Emergency Management Team (EMT): The team who initially deal with an emergency. The team may include leadership, medical personnel, grounds/maintenance staff and selected teaching staff. At BRCC this is led by the Principal or Campus Manager in the Principal's absence, or other delegated person.

Grooming For the purpose of the definition of reportable incidents, grooming is the use of a variety of manipulative and controlling techniques with a vulnerable subject in order to establish trust or normalise sexually harmful behaviour with the overall aim of facilitating exploitation and/or avoiding exposure

Parent/Carer includes parents, non-parental carers, foster parents, grandparents, and other carers of students.

Reportable incidents for the purpose of standard 7 include:

- (1) The death of 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.
- (2) An actual or potential injury, illness or trauma of 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 and 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 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 by: (a) a staff member or another student; or (b) 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.

Responsible person in relation to a student, means a parent/carer of the student; or if the student has turned 18 or who is a prescribed child, the student; or (c) a person whose details have been provided under section 16(1)(b)(ii)(II) of the *School Education Act 1999*.

Trauma for the purpose of standard 7 and the definition of reportable incidents, a trauma is a psychological wound or injury suffered at school or during a school-related activity [Australian Psychological Society].

4. Policy

Context

Bunbury Regional Community College (BRCC) is a 'Curriculum and Re-engagement in Education' (CARE) School that caters specifically to students who have disengaged from mainstream education. The College offers a full-time alternative education program under the *School Education Act 1999 (WA)*.

BRCC maintains a Critical and Emergency Incidents Register that includes *reportable incidents*. This enables reporting by the Principal to the Board and Director General to occur as required.

In the event of an emergency or Critical Incident, BRCC recognises that appropriate infrastructure must be in place to ensure the provision of all necessary support services.

This document outlines the management and procedures following for critical and emergency incidents.:

Where possible the prevention of incidents and emergencies is considered and mitigated against. This is done through risk management and regular reviews. Ensuring there are policies and procedures in place and available to the College Community assists in preparedness in the event of an incident or emergency occurring. This provides the College with appropriate responses to manage situations to be able to recover from any incident and provide the best possible support to affected students and staff. To assist in this process BRCC seeks to provide:

- Appropriate support and counselling services are available to those affected
- Appropriate information is provided to relevant stakeholders
- Any media interaction is managed appropriately and effectively
- Effective evaluation is carried out and procedures implemented to avert a recurrence if possible.

In the event of a **reportable incident** the Board Chair is notified immediately or as soon as practicable on the day of the incident. The Board Chair will ensure the Director General is notified of each [reportable incident](#) as soon as practicable and in any event within 48 hours.

After an incident, the BRCC Governing Body will be provided with a report from the Principal. The receipt of this report is to be shown in the Governing Body meeting minutes.

If the report from the Principal concerns a *reportable incident* the Governing Body minutes must also include the date on which the Director General of the Department of Education was notified, the date the Governing Body was notified, and the date the Principal was notified if they were absent during the incident.

Events of Critical and Emergency Incidents to be reported

All BRCC staff should report any incident that may affect school operations to the Principal.

This is not an exhaustive list; however, the following incidents should be reported. These events can occur at the college, offsite, and may occur outside of school hours.

- The death of (including suicide) or serious injury to, a student, parent, visitor or staff member;
- Allegations of, or actual assault of, a student, staff member or a visitor;
- A fire on the school property or in an area that may impact the school;
- Siege/Hostage situations;
- Suspicious person/s and/or vehicles;
- Missing/disappearance/removal of Student/s;
- Firearms or other weapons on the school property;
- Bomb threat;
- Motor vehicle collision;
- Impact by machinery, equipment, aircraft;
- Fumes, spill, leak, or contamination by hazardous material;
- Outbreak or incidence of disease;
- Flood;
- Theft, vandalism, and graffiti;
- Issues of negligence or legal liability;
- Need for an evacuation or lockdown;
- An event that has the potential to subject the school to high levels of public or legal scrutiny;
- Serious threats made against a student, visitor, or staff member;
- Unethical behaviour by staff;
- Fraud;
- A student, visitor or staff member behaviour that could result in potential risk to another student, visitor, or staff member;
- All Occupational Health and Safety incidents, including near misses that could have resulted in injury.
- Severe weather/storm damage
- Cyber attack
- Child abuse
- A privacy breach under the Notifiable Data Breach scheme
- witnessing traumatic events
- An incident involving injury, illness or trauma to a student or staff member at school or during a school-related activity requiring ambulance or hospital attendance. The following guidance is provided:
 - The “incident” causing the injury, illness or trauma must have occurred at school or during a school-related activity. An illness which a student has on arrival at school and which the school must then address as appropriate, is not reportable.
 - The nature of the injury, illness or trauma must be interpreted within the overall context of having a significant impact.
 - Ambulance or hospital attendance must be “required” and not merely precautionary, for example as an alternative to GP or medical centre attendance.
 - An incident may not initially be considered reportable but may become so as further information (such as doctor’s advice) becomes available. A report must be made within 48 hours of the incident being identified as reportable.

5.Prevention and Preparedness

Risk Assessment

The Principal will:

- Identify and assess situations that have the potential to become emergencies or critical incidents affecting the College's operations at all of its sites;
- Determine potential risks associated with particular situations;
- assess the potential risks and develop mitigation strategies in line with the College's Risk Management Policy;
- Implement strategies to eliminate or reduce the likelihood of the occurrence of emergencies or critical incidents;
- Ensure all staff have knowledge of and access to Emergency Management Plans and Procedures through effective and regular communication,
- Organise relevant training for staff;
- Ensure test and reviews of the plans are made annually.

Preparing for Emergencies and Critical Situations

The Principal will:

- Ensure staff understand policy and procedures that impact on student and staff safety, health, and wellbeing, especially those in relation to Child Protection and Safety.
- Ensure staff are aware of standard responses to those natural disasters and emergencies that are identified in the College risk assessment.
- Discuss plans with local support agencies such as local government and Local Emergency Management Committees.
- Keep updated records of health care authorisations and emergency health plans.
- Identify staff with First Aid certificates and ensure staff have required first aid training.
- Undertake evacuation and lockdown drills.
- Review emergency and staff and student contact details.
- Induct/inform new staff and students during the year.

Emergency Management Team

Due to the small size of BRCC, the Emergency Management Team (EMT) is the group of key personnel within the school who will respond to an emergency or crisis. It is the role of the EMT to quickly make decisions in the event of a crisis before damage to life, property or reputation occurs. It is also their responsibility to ensure the safety of students, staff, visitors and contractors during an Incident or Emergency. The School's Leadership Team will act as the Emergency Management Team.

Training Schedule and Arrangements

Effective operation of emergency procedures is accomplished when members of the EMT and all other staff, and students know what is expected of them.

To ensure this, emergency management plans (EMPs) should be tested and reviewed on a regular basis.

BRCC will:

- perform annual lockdown drills.
- perform building evacuation drills.
- deliver training to all staff, relevant to their role, as part of a staff induction.
- provide regular refresher training as needed.

Communication, Training, Testing and Review

The Principal must ensure the Critical and Emergency Incident Policy:

- is communicated to all staff by placing it on Employment Hero and reviewing information to ensure all staff have read the policies on Employment Hero;
- procedures are publicly accessible for both inspection and use in the event of an emergency or critical incident;
- is implemented by staff trained for their roles in managing emergency situations; and,
- is tested and reviewed (for example, evacuation drills, role plays or written scenarios) on an annual basis and, where necessary, after an emergency or critical incident; modified in accordance with information gained from testing and actual experiences.

6. Responses to Critical and Emergency Incidences

All incidents must be managed to ensure the best interests of the students who may be affected is given the highest priority.

Standard Response Sequence

1. Assess the situation, call emergency services, assist those in danger
2. Evacuate students, staff, and visitors, if appropriate
3. Inform the Board of Governors
4. Organise resources, advise parents
5. Undertake recovery operations and return site to normal
6. Report critical incident to the Director General of critical and emergency incidents within 48 hours, by using the critical and emergency incident report form

Emergency / Crisis Management Team Contact Details

Role	Name	Office	Mobile
Incident Manager	Brett Piggott	6274 6971	0459 915 803
Emergency Services Coord	Inga McQueen - Bunbury	6274 6971	0467 573 238
	Cam McEvoy - Busselton		
Student Welfare	Tamara Daniel	6274 6971	
Security, internal access	Tym Frazer	6274 6971	0460 757 995
Onsite Personnel Mgmt.	Trish Satie		0438 868 033
Safe egress from school	Inga McQueen - Bunbury	6274 6971	0467 573 238
	Cam McEvoy - Busselton		
Communication	Brett Piggott	6274 6971	0459 915 803
Medical Coordinator	Sally Magill	6274 6971	0487 169 168
Health Services / Psych	AISWA School Psychology Service	asps@ais.wa.edu.au 08 9441 1600	
OSH Rep	Inga McQueen - Bunbury	6274 6971	0467 573 238
	Cam McEvoy - Busselton		
Other			

Community Emergency / Contact Phone Numbers

Agency		Phone Number
WA Police	Life-threatening or time critical emergency	000
	Non-life-threatening incident requiring Police response	131 444
	Local Police Station - Bunbury	08 9722 2111
	Local Police Station - Busselton	08 9754 9555
Ambulance		000
Fire and Emergency Services Authority		000

State Emergency Service	132 500
Hospital(s) Bunbury St John of God	08 9722 1600
Hospital(s) Bunbury Regional Hospital	08 9722 1000
Hospital(s) Busselton	08 9753 6000
Poisons Information Centre	131 126
Gas	131 352
Electricity (Western Power)	131 351
Water Corporation	131 375
Health Direct	1800 022 222
Local Government – City of Bunbury	08 9792 7000
Local Government – City of Busselton	08 9781 0444
Workplace Accident reporting - workplace related death, serious life-threatening incident, or disease	1800 678 198
Lifeline	131 114
Pollution Watch	1300 784 780

Procedures For Specific Emergencies And Incidents

Responding to Emergencies and Critical Incidents

Each emergency or critical situation will unfold in a variety of unforeseen ways. However, it is crucial in any situation that the Principal and all staff remain calm and do not panic. In particular situations the following procedures should be followed:

Child Abuse and Grooming Behaviours

BRCC is committed to increasing the college community’s understanding around providing a safe environment for students and adults to challenge existing practice; to be able to raise concerns around unprofessional behaviour; and to have a shared understanding of what a safe school is.

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 is a “reportable incident”.

If a complaint or allegation of child sex abuse is received by BRCC the College Director and Board Chair will be notified immediately or as soon as practicable on the day of the incident. The Board Chair will ensure the Director General is notified of this [reportable incident](#) as soon as practicable and in any event within 48 hours.

Section 124A and s124B of the Children and Community Services Act 2004 (WA) mandates that doctors; nurses and midwives; teachers and boarding supervisors; and police officers

must report sexual abuse if they have a belief on reasonable grounds that child sexual abuse has occurred or is occurring, where this belief is formed in the course of the person's work, whether paid or unpaid.

The report must be made as soon as practicable after forming the belief (s124B(1)(ii)). This is important as the earlier a report is received, the faster steps can be taken to protect a child, where this is necessary.

When a teacher or nurse at BRCC has formed a belief based on reasonable grounds that child sexual abuse has occurred they must make a report to the Mandatory Reporting Service. In the first instance a verbal report should be made by calling **1800 708 704** and must be followed up with a written report as soon as possible.

The teacher or nurse may advise the Principal of the report, but there should be no obligation on them to do so. The identity of the reporter is to remain confidential.

Mandatory reporters who fail to report a belief that a child is being sexually abused commit an offence under the Act which attracts a fine of up to \$6,000 [s124B(1)].

Due to the seriousness of child sexual abuse, a verbal report is the preferred method of reporting in the first instance. A verbal report enables the Mandatory Reporting Service to ask clarifying questions and gather as much information as possible to inform the assessment, and any future intervention and planning. However, all verbal reports must be followed by a written report [s124C(1)].

Refer to the BRCC Child Protection and Child Safe Policy at [BRCC Policies – Bunbury Regional Community College](#) for comprehensive information and guidance.

How a mandatory reporter must make a report

A centralised Mandatory Reporting Service (MRS) has been established to receive all reports of child sexual abuse in Western Australia. This service is operational 24 hours a day, 7 days a week.

To make a verbal report, mandatory reporters can telephone **1800 708 704** or the Department's Central Intake Team on **1800 273 889** or email CPDUTY@cpfe.wa.gov.au or contact one of the Country District Offices:

Bunbury: 80 Spencer St, Bunbury ph. (08) 9722 5000 or

Busselton: Unit 3, 8 Prince St Busselton ph. (08) 9752 5600.

Non-Mandatory Reporting

Any person is lawfully entitled to make a report if they are concerned for a child's welfare, even if they are not required to do so as a mandatory reporter. Anyone making a voluntary(non-mandated) report is also protected with regard to confidentiality and immunity from legal liability.

The person's observations or the student's disclosure should be discussed, in the first instance, with the Principal, or the College Director if it is not appropriate to discuss it with the Principal.

Staff must report any concerns to the Principal. The person may wish to consult with the school psychologist or a member of the Non-Government Schools Psychology Service, the BRCC College nurse or a BRCC social worker.

Procedures and Notification Steps

Step 1A: Physical, emotional, or psychological abuse, or neglect:

The teacher or nurse's observations or the student's disclosure should be discussed, in the first instance, with the Principal, or the College Director if it is not appropriate to discuss it with the Principal. It is not the role of the teacher or nurse to investigate child abuse or neglect matters. They must report concerns to the Principal.

The teacher and Principal may wish to consult with the school psychologist or a member of the Non-Government Schools Psychology Service, the college nurse or a BRCC social worker. Note: It is vital to remember that confidentiality is paramount, and that disclosure of this information should only be discussed with those in the school who are required to know.

Step 1B: Child sexual abuse – mandatory reporting:

In cases of suspected sexual abuse, the teacher or nurse is a mandated reporter and is required to make a report to the Department for Child Protection and Family Support through the Mandatory Reporting Service.

The Principal and other relevant staff are there to provide support if required. The teacher or nurse may advise the Principal of the report, but there should be no obligation on them to do so. The identity of the reporter is to remain confidential.

BRCC staff must not inform parents/carers until they have sought advice from DCPFS or WA Police, so as not to hinder / impede a possible investigation.

Step 2

If, following a report, a parent/carer approaches the College to receive support for the student, it is recommended that any interview be conducted with a minimum of two (2) College members present (e.g., The Principal and one other) to provide support. Note: It is important to remember that the focus of the meeting should be the welfare of the child.

In cases of child sexual abuse, the legislation provides protection for the person reporting. Disclosure of the reporter's identity or identifying information to parents/carers or any other party can incur a fine of \$24,000, and two-years' imprisonment.

IMPORTANT: To avoid interfering with any investigative process initiated by DCPFS or the Police, the Principal or teacher must seek advice from DCPFS or Police prior to informing the parent/carer of a concern of abuse or neglect.

The Principal will arrange ongoing support for the teacher, the student and anyone else affected. The need for ongoing support is often necessary as the teacher will continue in their role with the student and the DCPFS's role may continue for an extended period of time.

Grooming Behaviours

Grooming in a child protection context refers to deliberate actions undertaken to engage in sexual activity with a child. It differs from sexual abuse in that it is primarily a preparatory activity occurring before abuse occurs but is continued during and after the abuse to ensure the safety of the groomer.

Grooming is a subtle, gradual, and escalating process of building trust with a child and those around the child, both children and adults, with the express purpose of the sexual gratification of the perpetrator and generally involves engaging in sexual activity with the child. It is deliberate and purposeful and occurs both before and after the abuse. Abusers may groom children and supporting adults for weeks, months, or even years before any sexual abuse actually takes place. The grooming may occur in person or via cyber media.

Refer to the BRCC Child Protection and Child Safe Policy at [BRCC Policies – Bunbury Regional Community College](#) for comprehensive information and guidance.

Preventing or interrupting the Grooming process

Schools and other organisations unfortunately can provide a vast array of opportunities for groomers to enact the grooming process. Some abusers have a particular preference for children within particular age bands and some studies have shown that groomers will take child focussed employment principally to get access to a particular cohort of children.

BRCC holds all staff members accountable to the BRCC Code of Conduct and to their Duty of Care to students. Any observed breaches of the Code of Conduct should be reported to the Principal or College Director. Any reports made in good faith will be protected from any victimisation or other adverse consequences.

Challenging boundary crossings and violations is one of the most accessible strategies to combat grooming behaviour. Staff should raise any concerns they have immediately.

Employees, other professionals and volunteers, and others, are required to have very clear understandings of the expectations around interactions with students and processes for reporting concerning behaviours.

If an employee is investigated for behaviours considered to be grooming and is issued a formal warning, or ceases employment due to breaching the BRCC Code of Conduct, the College Director and Board Chair will be notified immediately or as soon as practicable on the day of the incident. The Board Chair will ensure the Director General is notified of this [reportable incident](#) as soon as practicable and in any event within 48 hours.

Reporting a student who appears to be missing

Parent/carers and students have been made aware that if the College remains unable to locate a student's whereabouts on or during a school day, contact should be made with WA Police to meet the College's duty of care requirement.

Contact with WA Police constitutes **a reportable incident** that will be notified to the College Board and the Director General of the Department of Education within 48 hours.

Incidences of unexplained absence requiring a police or emergency response fit the description of a Reportable Incident, as defined under **Critical and Emergency Incidents Standard - Standard 7.2**.

Evacuation

The Principal or Campus Manager will need to make an informed choice to trigger an evacuation of all or part of a College population.

The College evacuation arrangements need to allow for:

- the College site plan (with clearly marked evacuation routes) to be strategically displayed around the College sites;
- the movement of people from both buildings and grounds;
- evacuation to at least two alternative designated assembly areas;
- evacuation to an off-site assembly area;
- people with special needs or disabilities;
- class lists to be taken; and
- test and review, at least annually.

Procedures:

The Principal or Campus Manager will assess the situation and raise the alarm. On hearing the alert (verbally, automatic alarm or manual alarm):

- All staff, students and visitors should collect their belongings (unless the threat is immediate, such as a fire or earthquake).
- In the event of a threat of fire, close all doors and windows and turn off power supply (only when it is safe to do so).
- In the event of a threat of bomb threat, open all doors and windows.
- Collect class rolls and move students and visitors along designated routes to the designated assemble areas.
- Assist staff, students and visitors with disabilities or special needs.
- Assemble students in groups and mark off class roll.
- Remain with students and wait for further instructions.
- Return to classrooms in an orderly and safe manner, when instructed to do so.
- In the event of an evacuation the College Director and Board Chair will be notified immediately or as soon as practicable on the day of the incident. The Board Chair will ensure the Director General is notified of this reportable incident as soon as practicable and in any event within 48 hours.

Lockdown

- a) Lockdown is the act of isolating students, staff, and visitors from a perceived threat of physical harm at the College site by confining people to classrooms or other College buildings.
- b) The Principal or Campus Manager will initiate lockdown based on an assessment of risks to students and staff.
- c) Predetermined communication signals will be determined for the activation and de-activation of lockdown.
- d) Lockdown activation may occur either during class time or during non-class time.

Teachers or support staff will:

- If in class, stay in the classroom
- If out of class, move to the closest classroom or safe area
- Direct students who are out of class into their regular or the closest classroom
- Do not leave classroom to get students
- Close the classroom door (lock it if possible)
- Close windows, blinds, and shutters
- Turn lights off
- Keep all people close to the ground (e.g., on the floor) and away from windows and doors
- Tell students that mobile phones are not to be used and are to be turned off
- Record the names of all people in the classroom
- Stay calm and encourage others to be calm and quiet
- Provide information to the Principal or Campus Manager, as required
- Do not allow any unauthorised people into the room
- Remain in the room until the de-activation signal is given
- If emergency medical treatment is required, then contact the administration office for advice
- When de-activation is signalled listen for/await any specific instructions from the Principal or Campus Manager
- Explain any special instructions (as requested by the Principal or Campus Manager)
- Follow any specific instructions from the Principal or Campus Manager.
- In the event of a lockdown the College Director and Board Chair will be notified immediately or as soon as practicable on the day of the incident. The Board Chair will ensure the Director General is notified of this [reportable incident](#) as soon as practicable and in any event within 48 hours.

Armed hold-up or incident involving weapons

In the event of an armed hold-up situation:

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

- e) report the incident to the College Director and Board Chair;
- f) the Board Chair is to ensure the incident is reported as soon as possible to the Director General, and within 48 hours of the event, by using the critical and emergency incident report form
- g) attend to the post-incident needs of students and staff; and seek crisis support from the EAP or student counselling service.

Attempted Suicide or Suicide

The Principal and staff at the school have a Duty of Care to take such measures as are reasonable in the circumstances to protect the student from risks of injury that are reasonably foreseeable. Duty of Care is non-delegable and may extend beyond school hours and outside the school grounds.

In the case of a **student who has displayed suicidal ideation**, reasonable steps may include the following:

- a risk assessment should be conducted by an experienced mental health practitioner
- an Individual Management Plan should be developed to monitor, assess, manage, support and review the mental health of the student who has displayed suicidal ideation
- liaise with other professionals who may be providing assistance to the student e.g., psychiatrist, psychologist, medical practitioner
- provide appropriate supports and referrals to other students and staff who may be adversely affected by the students display of suicidal ideation
- identify and manage any other students who may be at risk of suicidal ideation, attempted suicide or completed suicide
- conduct information sessions about mental health and wellbeing for the benefit of staff, students and the college community.

In the case of a **student who has attempted suicide**, reasonable steps may include the following:

- a risk assessment should be conducted by an experienced mental health practitioner
- an Individual Management Plan should be developed to monitor, assess, manage and review the mental health of the student who has attempted suicide
- provide appropriate supports and referrals to students and staff who may be adversely affected by the student who has attempted suicide
- identify and manage any other students who may be at risk of suicidal ideation, attempted suicide or completed suicide
- delivery of information sessions about mental health and suicide to staff, students, and the college community.

Immediate response

If the attempted suicide, or suicide takes place at school

- ensure no one is in immediate danger
- administer First Aid
- phone 000
- supervise students and move them away from the area
- quarantine the site until police arrive.

If the attempted suicide or suicide takes place outside school

- establish the facts and circumstances as soon as possible by making reasonable enquiries with the parents/carers, and the local police.

In all cases:

- ensure that affected staff and students are not left alone until they have been provided with some immediate assistance and support to cope with the initial emotional distress.
- The Principal should contact the Director and the Board Chair who will report to the Director of Education by the Governing Body using the form at <https://www.education.wa.edu.au/dl/z7exrr> within 48 hours of the incident occurring.
- appropriate staff should ensure that the parents/ carers/next of kin are provided with some immediate assistance to cope with the initial emotional distress
- appropriate staff should ensure that all affected staff, students, and members of the college community are provided with some immediate assistance to cope with the initial emotional distress
- document all information received and actions taken.

In the case of a student who has completed suicide, reasonable steps may include the following:

- identify and manage any other students who may be at risk of suicidal ideation, attempted suicide or completed suicide
- provide appropriate supports and referrals are provided to students and staff who may be adversely affected by the suicide
- provide information sessions about mental health and suicide to staff, students, and the school community. Refer to [Compressed-Postvention-Toolkit-May-2012-FA2-LR.pdf \(headspace.org.au\)](#) .

Death of a Student or Staff Member

If the incident has happened at school, or during a school-related activity or following an incident at BRCC, or during a school-related activity this is a “reportable incident”.

- ensure the immediate safety of all school staff and students
- ensure no other students or staff are in immediate danger.
- administer first aid where necessary.
- call 000 for emergency services.
- alert the Principal or Campus Manager for assistance.
- move witnesses to safe locations. They must be supported and supervised by staff/ counsellors until police have taken statements or advised about other actions.
- isolate the site of the death from student and unauthorised staff access by using screens, blocking corridors and using evacuation procedures. Do everything possible to protect others from viewing the site, without disturbing the area which police will need to inspect. Do not remove or disturb items from the site until police have concluded their work and advised that the area is no longer secured area.
- depending on the cause of the death, think about making changes to the environment or limiting access to materials.
- if the person has attempted suicide but is physically unharmed, it is important they have a risk and mental state assessment. This is best done by an experienced mental health practitioner (possibly at the local emergency department, by the local mental health crisis team or by the local GP).
- The Principal will contact the College Director and the Board Chair who will report to the Director of Education by using the form at

<https://www.education.wa.edu.au/dl/z7exrr> within 48 hours of the incident occurring.

If not a school-based event

1. Find out the facts
 - Do not ignore “rumours” about death or suicide from students, parents or staff.
 - Do not ignore suicide notes/emails/messages sent to staff by students.

Immediate follow up should occur in both these situations.

- If, after following up on notes or rumours, a student is found safe in the school, it will be important to organise a mental state and risk assessment. In most cases, it will be essential to share this information with the student’s parent/cares and refer the young person to a mental health provider (if one is not already involved).
- If the student cannot be located at school, make contact with the family/carer immediately. If parent/carers are unaware of the student’s whereabouts and safety, contact the Police on 000.
- Reports of death or suicide that do not come from immediate family members should be verified through the police, hospital staff or, with extreme sensitivity, the family.

Intruder

- Observe the intruder before approaching for signs of abusive, violent, or threatening behaviour or indications of a weapon;
- If safe to do so approach the intruder and ask who they are looking for;
- Ask the intruder to accompany you to the public area of the front reception;
- If the intruder is abusive, violent, or threatening, or appears to be carrying a weapon keep students away and raise the alarm for a lockdown.

Bomb threat by phone

- Do not hang-up the phone.
- Try and get as much information about the threat as possible, such as when is it set to go off, what does it look like, where is it, etcetera. See Appendix 1 for form to complete.
- Notify the Principal or Campus Manager but no-one else.
- The Principal is to notify the Police (if Principal or Campus Manager are not available – the person who received the threat is to notify the Police).
- Decide whether a search of grounds is necessary.
- Decide whether an evacuation of the site is warranted.
- If evacuation signalled proceed to designated assembly areas.
- Ensure staff and students take bags and other belongings with them.
- Leave doors and windows open.

Bomb threat by mail

- Avoid handling of the letter or envelope unnecessarily. Wear latex gloves if you need to handle it to avoid adding fingerprints to the
- Place the letter in clear plastic bag or sleeve.
- Inform the Principal or Campus Manager.

- The Principal is to contact Police and organise emergency personnel to conduct an area search.
- Principal is to consider the need to evacuate

Incidents resulting in casualties, injury, illness or trauma

- Call for ambulance or medical assistance if required
- In the event of an accident or incident resulting in casualties, administer first aid in accordance with the circumstances of the occurrence of the accident.
- If necessary, seek assistance from someone who has first aid certificate.
- Do not leave the injured alone – send someone else for help or wait for help to arrive.
- Do not become a casualty – protect yourself, the injured person, and others from any danger.
- If the injured person remains in danger, with great care for the injured person and yourself, remove the hazard from the injured person or remove the person from the hazard.
- Any incident involving injury, illness or trauma to a student or staff member at school or during a school-related activity requiring ambulance or hospital attendance is a reportable incident. If this occurs the Principal should contact the Director and the Board Chair who will report to the Director of Education by the Governing Body using the form at <https://www.education.wa.edu.au/dl/z7exrr> within 48 hours of the incident occurring.

Chemical contamination and/or spill

- Each area of the College that uses hazardous chemicals must have clearly exhibited safety information relevant to that particular area and the chemicals in use.
- In the event of a chemical spill or contamination the response must be immediate.
- If the event occurs indoors the room should be evacuated immediately with evacuation to a safe assembly point.
- If the room is contained and no-one else remains in it, the doors and windows should be closed on exiting.
- If in an open plan area all other people in the vicinity must be notified and evacuated.
- Emergency Services should be called if the scope and impact of the event is beyond the control and capability of the Principal to deal with it.

Fire

In the event of a fire:

- Raise the alarm.
- Alert Principal or Campus Manager.
- Evacuate everyone from the immediate vicinity of the fire.
- Fight fire with existing equipment if and when it is safe to do so.
- Sound the evacuation alert if evacuation is necessary.
- Allow staff, students, and visitors to collect belongings when it is safe to do so.
- On sounding of the alert, evacuate all staff, students, and visitors in an orderly manner.
- Close all doors and windows.
- Arrange for power supply to be switched off at the electrical switchboard (Principal or Campus Manager) when it is safe to do so.
- Collect classroom rolls and move students and visitors along designated routes to the

designated assembly area.

- Assist staff, students and visitors with disabilities or special needs.
- Assemble students in groups and mark their names off the rolls.
- Confirm rolls with Campus Manager immediately after.
- Remain with students and await further instructions.
- Do not leave assembly area until advised to do so.
- Return to classrooms only when it is safe to do so.

Evacuation For Disabled / Special Needs People

When evacuation procedures are in place, people should be considered as disabled if they cannot evacuate without assistance, or if they take longer than an average person.

Staff need to be aware of any disabled people in their area. When an evacuation is taking place, arrangements should be made for someone to be assigned to each disabled person to assist them. This should be someone within close proximity of that person and will need to assist the disabled person to a predetermined “safe” area. Fire Services will determine the method of evacuating disabled persons from these safe areas, if necessary.

Staff should inform the Campus Manager or chief fire warden of the number of disabled persons, location, nature, and extent of their disability at the completion of the general evacuation. The Campus Manager or chief fire warden should then inform the Emergency Services, who will determine what further action should be taken for the safety of the disabled persons.

Disabled persons should participate in the regular fire drills that are conducted

Pandemic

A pandemic is an epidemic of infectious disease that is spreading through human populations across a large region.

Seasonal (or common) influenza is a respiratory illness that can be transmitted from person to person. Most people have some immunity, and a vaccine is available.

Pandemic influenza is virulent human influenza that causes a global outbreak, or pandemic, of serious illness. Because there is little natural immunity, the disease can spread easily from person to person.

Covid-19 is a highly contagious disease caused by a new form of coronavirus. Coronaviruses are a large family of viruses that cause respiratory infections. Symptoms of Covid-19 can range from mild illness to pneumonia. Some people will recover easily, and others may get very sick very quickly. The most common symptoms of Covid-19 are fever, coughing, sore throat and shortness of breath.

In the event of any staff or students having been diagnosed with infectious disease the College will need to decide to close or exclude students/staff during a pandemic.

It may be necessary to close a classroom or the school in order to prevent the spread of an outbreak. This will be guided by the Department of Health and/or the Department of Education. In general:

- Students with flu-like symptoms should not attend school.
- If a student becomes sick with flu-like symptoms at school, they should be sent home.
- Anyone in quarantine cannot attend school.

Looking out for outbreaks - Influenza is a mild disease in most cases but a severe disease in some people. Sign of likely outbreak of influenza would be the occurrence of three new cases of diagnosed influenza within a three-day period in a single class within the College.

Any suspected outbreaks of influenza must be reported promptly to the local Public Health Unit on 08 9781 2359.

Staff caring for students with flu-like symptoms should limit contact with other staff and students until the ill student's symptoms have resolved. Staff do not need to stay away from educational facilities unless they also develop flu-like symptoms.

The Principal will advise the College Director and Board Chair if the College needs to close or reduce the number of students or staff attending for health and safety reasons. In this event The Board Chair is to ensure the incident is reported as soon as possible to the Director General within 48 hours of this occurring, by using the reportable incident report form.

The Department of Health is the department responsible for developing and implementing measures to respond rapidly and effectively to pandemics such as influenza and Covid-19.

The Department of Health will be the source the College uses for information on pandemics.

Suspect mail and packages

- Do not disturb, move, or touch the item any further - if any material has spilt from the item, do not try to clean it up, or brush it from your clothing.
- Keep your hands away from your face to avoid contaminating your eyes, nose, or mouth.
- If possible, without leaving your work area, wash your hands.
- Stay in your office or immediate work area – this also applies to co-workers in the same room – and prevent others from entering the area and becoming contaminated.
- Call the WA Police for help on 000 and wait for help to arrive.

Siege and hostage situations

Siege and hostage situations often develop with unpredictability, speed, and lethality. These events may involve armed or unarmed people, using a carefully planned or completely unplanned method. Many of these situations are over within several minutes. It is essential that, if the safety of students or staff is at immediate risk, decisive actions are taken to reduce access to additional victims. This includes immediate notification of the WA Police.

Before the arrival of emergency services, the decision to instigate lockdown or to evacuate all or part of the College premises is a decision to be taken by the Principal or Campus Manager. Where time permits this decision should be made in consultation with the WA Police.

The decision will need to balance the risks as to whether students and staff are afforded better protection by remaining where they are or by evacuation.

If a decision to evacuate is made, the aim will be to evacuate the optimum number of people expeditiously and safely.

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

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

Violence/Harassment or Bullying Behaviour Procedure

If faced by an aggressive, violent, or bullying behaviour from parents, students, or co-workers, do the following:

1. Ask the person to STOP the inappropriate behaviour.
2. If person is being aggressive, try to calm them down; acknowledge their feelings and ask them to explain the issue calmly so you can hear and assist them.
3. Get help from another person if they continue to behave aggressively or heatedly.
4. Withdraw from the situation if the behaviour continues and appears to be escalating. If you cannot withdraw, you are entitled to use reasonable force to protect yourself.
5. Establish a physical barrier between yourself and the person or take refuge in another room or office – do not put yourself at risk. Allow the person to leave the premises.
6. If you haven't been able to resolve the issue yourself, then report the problem to the Principal.

Refer to the BRCC Discrimination, Harassment and Bullying Policy and BRCC Complaints Policy for more information [BRCC Policies – Bunbury Regional Community College](#)

NOTE: Any incidents reported will be investigated.

Communicable/Infectious Diseases

1. Encourage staff to report injuries and illnesses.
2. For information about COVID-19 call: 13 COVID (13 268 43)
3. Encourage parents or carers to report infectious conditions to the school or facility if a student is absent due to illness.
4. Notify the local Public Health Unit on **9781 2359** if many students or staff are absent and appear to have similar symptoms, as outbreak may be occurring.
5. Staff should monitor students for signs of infectious disease and act promptly if an infectious disease is suspected.
6. Seek medical help early for people that may be suffering from an infectious disease.
7. Liaise with the local Public Health Unit about the return of individuals or groups to the school.
8. Return the school to normal activities as soon as possible.
9. Report the incident to the College Director and Board Chair.
10. The Board Chair is to ensure the incident is reported as soon as possible to the Director General and within 48 hours, by using the Reportable Incident report form.

Civil Disorder and Illegal Occupancy

Based on the information available, the Principal should consider the following operational levels:

Level 1 - Normal operation

Level 2 - Report of a potential situation

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

1. Notify police and request assistance
2. Restrict staff and students to designated areas and the immediate surroundings of the buildings
3. Secure perimeter gates
4. Prevent people leaving or entering the school site except by the main gate

Level 3 - Incident is imminent

1. Notify police and request assistance.
2. Evacuate staff and students to a safer location away from the incident. Remain in the room, securing it if possible, or proceed to another room that can be secured.
3. Keep away from windows. If considered necessary and possible, lie prone on the floor.
4. Lock all other buildings if safe to do so.
5. Lock all perimeter gates.
6. Principal or Campus Manager to communicate with emergency services personnel.
7. Principal or Campus Manager to announce resumption of normal operation (Level 1) only after receiving advice from emergency services personnel.
8. Report the incident to the Board of Governors.
9. Board of Governors to ensure the incident is reported as soon as possible to the Director General of critical and emergency incidents within 48 hours, by using the critical and emergency incident report form

Detailed information on civil disorder and illegal occupancy procedure guidelines are provided in section 6 of the Standards Australia AS 3745:2002 Emergency Control Organisation and Procedures for Buildings, Structures and Workplaces

7. Reporting of Critical and Emergency Situations

The Principal will notify any critical incidents to the College Director and Chair of the Governing Board as soon as it is practicable

The Board Chair will notify the Director General as soon as it is practicable and in any event within 48 hours of the incident, using the Reportable Incident Report Form available at <https://www.education.wa.edu.au/ongoing-obligations>

The response on the form to the Director General must be sufficiently detailed to enable the Director General to scrutinise the school's responses in line with the standards to do with Critical and Emergency Incidents and other related standards.

Maintaining Records of Critical and Emergency Incidents

- The date and time the Chair was notified is to be recorded in the minutes of the next College Board Meeting.

- The Critical Incident Report form sent to the Director General is included in the papers of the next Board Meeting.
- The Principal is responsible for developing and maintaining a Critical Incident Register that includes the date of the incident, a brief summary of what occurred, the date the Chair was notified, the date the report was sent to the Director General, the date the incident and response were reviewed, the outcome of the review.

8.Recovery

Following an emergency or critical incident, the Principal will:

- a) take appropriate actions to return the site infrastructure and operations to normal – this may include:
 - reviewing the incident and planning for the next day.
 - organising necessary relief/additional staff to meet teaching, support, administration, and front office needs.
- b) develop and implement medium to long-term strategies to identify and manage the ongoing social and psychological needs, and (in the case of students) the educational needs, of those affected – this may include:
 - ensuring support for the leaders of the College response and those who have been supporting others; and,
 - liaising with local agencies for possible after hours/weekend support.
- c) debrief all staff, as necessary.
- d) modify specific procedures of the plan as determined by the post incident review.

9.Review

As soon as is practicable after a critical or emergency incident a review of the event will be made by the Leadership Team of the College's preparedness and response. Any policy and procedural change required as an outcome of this review will be implemented, with communication on updates to staff and any required extra training undertaken.

The College will review and monitor the Emergency Management Plan and Critical and Emergency Incidents Policy at least once a year.

Practice drills or implementing the Emergency Plan for an actual emergency allows the College Leadership Team to hold an operational debrief on the effectiveness of the emergency plan. Specific procedures in the Emergency Management Plan may need to be modified as a result of this debriefing.

10. Procedures

Procedures For Use If The Event Happens At BRCC Or On An Approved College Excursion

In all situations, the Principal may delegate roles as appropriate to ensure a rapid response is achieved.

If the Principal is unavailable for any reason the person (Campus Manager) in charge assumes that role.

Procedure	Coordinator	When
Contact emergency services (if/as required): Ambulance, Police, Fire Brigade, Gas, Power. Administer First Aid as required	Principal or as delegated	Immediately
Arrange (if fatal) direct contact with family/families	Principal or as delegated	Immediately
Contact BRCC Director	Principal or as delegated	Immediately
Contact Public Affairs Consultant AISWA	Principal or as delegated	Immediately
Remove students from the scene to an appropriate assembly area or learning areas (See evacuation plan)	Principal or as delegated and Classroom Teachers	Immediately
Ensure accident site remains undisturbed	Principal or as delegated and Classroom Teachers	Immediately
Take appropriate safety precautions e.g., Cut off power, turn off gas, search premises	Principal or as delegated and Classroom Teachers	Immediately
Brief the Admin Staff on how to handle enquiries. Ensure the telephone is free. Direct enquiries to the Principal	Principal or as delegated	Immediately
Inform all staff of known facts verbally and in writing if necessary	Principal or as delegated	ASAP
Record details of event e.g., witnesses	Principal or as delegated	ASAP
Inform students as soon as possible of known facts in class groups	Teaching staff	ASAP
Make direct contact with parents of most affected students	Principal or as delegated	ASAP
Prepare written report to parents and media (if required)	Principal or as delegated	ASAP
Provide counselling for staff and students	School Counsellor or outsource to EAP	ASAP
Debrief and plan for the next day	Whole Staff	End of the day
Provide information to staff and students	Principal or as delegated	Continuing
Maintain record of the actions following the event	Principal or as delegated	Continuing
Advise Board Chair if it is a "reportable incident"	Principal or Director	Immediately
Consider the need to: Relieve staff and provide briefing, Conduct parent meetings, Conduct memorial service, funeral attendance, Continue assistance for students and staff, Provide whole school or class grieving activities	Principal or as delegated	Continuing
Review responses and needs on a continuing basis	Principal or as delegated	Continuing
Review Crisis Management Plan, making necessary adjustments	Whole staff	At a later date (in a month)

Procedures For Use If The Event Occurs Outside BRCC But Is Likely To Affect The School Community

Procedure	Coordinator	When
Establish the facts	Principal	Immediately
Consider need to contact BRCC Director and Chair of Board	Principal	Immediately
Contact family/families involved to express sympathy, and support. Request establishment of ongoing communication between family and school	Principal	When appropriate
Inform all staff of known facts verbally and in writing if necessary	Principal or as delegated	ASAP
Inform students who may be affected as soon as possible of known facts in class groups.	Teaching staff	ASAP
Provide counselling for staff and students	School Counsellor or outsource to EAP	ASAP
Determine the level of response required and action to be taken	Principal	
Debrief and plan for the next day	Principal	End of the day
Consider the need to: Relieve staff and provide briefing, Conduct parent meetings, Conduct memorial service, funeral attendance, Continue assistance for students and staff, Provide whole school or class grieving activities	Principal	Continuing
Review responses and needs on a continuing basis	Principal	Continuing
Review Crisis Management Plan, making necessary adjustments	Whole staff	At a later date

Applicable Legislation and Policies

Disability Discrimination Act 1992

Work Health & Safety Act 2020

Occupational Safety & Health Regulations 1996

School Education Act 1999

School Education Regulations 2000

Working With Children Act 2004

Teacher Registration Act

Australian Standard 4360: Risk Management

Australian Standard 3745 - Emergency Control Organisation and Procedures for Buildings

BRCC Excursion Policy

BRCC Child Protection and Child Safe Policy

BRCC Buildings and Maintenance Policy

BRCC Building & Maintenance Checklist

BRCC Contractors Policy

BRCC OS&H Policy

BRCC Code of Conduct

Allergy and Anaphylaxis Management Policy

Discrimination, Harassment and Bullying Policy

BRCC Data Breach Response Plan



Acknowledgements and References

AISWA Critical & Emergency Incidents and Crisis Management:

<https://www.ais.wa.edu.au/policy-and-procedure-guidelines>

Department of Education Emergency and Critical Incident Management Plan Template:

http://det.wa.edu.au/policies/detcms/policy-planning-and-accountability/policies_framework/guidelines/emergency-and-critical-incident-management-plan-template.en?cat_id=3458013

Non-Government School Regulation Critical and Emergency Incident Report:

<https://www.education.wa.edu.au/dl/z7exrr>

Australian Government: Department of Health: https://www.health.gov.au/news/health-alerts/novel-coronavirus-2019-ncov_health-alert/what-you-need-to-know-about-coronavirus-covid-19#what-is-covid1

Standards Australia AS 3745:2010 Emergency Control Organisation and Procedures for Buildings, Structures and Workplaces

Department of Education

Association of Independent Schools of Western Australia

5. Policy Review Date

This policy is due for review annually.

6. Contact BRCC

Web <http://www.brcc.org.au/contact/>

Email principal@brcc.org.au

Phone 6724 6971

Bunbury Campus: Level 1/16 Victoria Street, Bunbury WA 6230

Busselton Campus: 50 Albert Street, Busselton WA 6280

Approval Process	New Policy or Amendment	Minor Amendment or Review
First Approved	December 2016	22/02/2019
Reviewed	January 2022	
Endorsed by Principal	February 2022	
Approved by Director	February 2022	
Governing Council Reading		
Next Review	January 2023	

11. Appendix 1

Bomb Threat Check List

TELEPHONE BOMB THREAT Checklist – DON'T HANG UP	
EXACT WORDING OF THREAT	
.....	
QUESTIONS TO ASK CALLER	
When is the bomb going to explode?	
In which building is the bomb?	
Where did you put the bomb?	
When did you put it there?	
What does the bomb look like?	
What kind of bomb is it?	
What will make the bomb explode?	
Did you place the bomb?	
Why did you place the bomb?	
What is your name?	
Where are you now?	
What is your address?	
DON'T HANG UP, THE CALL CAN BE TRACED - REPORT CALL TO SUPERVISOR	
RECORD CALLER'S VOICE DETAILS	
Sex of Caller:	Speech: Normal <input type="checkbox"/> / Fast <input type="checkbox"/> / Slow <input type="checkbox"/>
Estimated Age:	Manner: Calm <input type="checkbox"/> / Emotional <input type="checkbox"/>
Accent:	Diction: Clear <input type="checkbox"/> / Muffled <input type="checkbox"/>
Did you recognise the voice:	Abusive <input type="checkbox"/>
If so, who do you think it was?	Taped Message <input type="checkbox"/>
.....	Read Message <input type="checkbox"/>
	Well Spoken <input type="checkbox"/>
	Irrational <input type="checkbox"/>
	Incoherent <input type="checkbox"/>
RECORD BACKGROUND NOISE DETAILS	
Street Noises <input type="checkbox"/>	Machinery <input type="checkbox"/>
Aircraft <input type="checkbox"/>	Local Call <input type="checkbox"/>
Voices <input type="checkbox"/>	Long Distance Call (STD) <input type="checkbox"/>
Music <input type="checkbox"/>	Other
House Noises <input type="checkbox"/>	
CALL DETAILS	
Date: ___/___/___	Time: ___ : ___ am/pm
Duration of call:	
Phone number called:	
RECIPIENT DETAILS	
Name:	
Telephone Number:	
Signature:	

12. Appendix 2

Information and advice for coping after a traumatic event

After a disaster: providing pastoral support

Following a traumatic event such as a natural disaster, most people will cope well with what is a very difficult situation, and it is certainly not the case that everyone who experiences a disaster event will be traumatised. In fact, most will not experience any long term negative psychological effects. While many people will experience a range of emotions (including grief, sadness, distress) these are normal emotions and would not be confused with or labelled as 'disorders', 'conditions' or even 'symptoms'.

Pastoral support after a widespread trauma event (such as a bush fire or natural disaster) should occur alongside (or even after) the immediate practical support has been provided. The immediate aims in pastoral support after a disaster should be to ensure that people are safe, promote calm, encourage connectedness between people, and promote both hope and the reality that people can cope, can help themselves and do have the resources they need.

This pastoral support is NOT counselling, 'stress debriefing', or diagnosing. It IS a humane, pastoral and supportive response, for people who have experienced a difficult situation, who are suffering, and who may need support.

Some DOs ...

- DO listen, keep calm, be responsive to what people want and need;
- DO acknowledge the skills people already have, what they have already done;
- DO promote recovery, self-efficacy, and hope.

Some DON'Ts ...

- DON'T make assumptions about what people are feeling or what they need;
- DON'T assume everyone needs counselling or that everyone will be traumatised;
- DON'T pathologise (turn normal emotions and reactions into a mental condition).
- DON'T debrief, ask for details, speculate or offer inaccurate information, or make promises you can't keep.

The aim of any pastoral support is to reduce distress, assist with any current needs, and promote adaptive functioning (including promoting self-efficacy and connectedness with other people and support services).

It is NOT the aim to 'get people to talk about it' or to elicit details of traumatic experiences and losses.

For those who work with children and young people:

Help children and young people to verbalise their feelings, concerns and questions using simple and appropriate labels (such as sad, mad, scared) – but avoid extreme words (like terrified, horrified). It is often better to help them to talk about the physical sensations they are feeling (like 'tight all over' or 'butterflies in the stomach').

Listen and respond appropriately. With adolescents talk 'adult-to-adult' to respect their



feelings. With children crouch or sit so you are at their eye level and use developmentally appropriate language. Note that some young people may show developmental regression in their behaviour and language.

Information of helping people with coping:

Some good strategies to help people cope with feelings of stress include:

- Talking to another person for support;
- Prayer and meditation;
- Getting adequate rest, sleep, nutrition, and exercise. Don't skip meals or eat poorly;
- As much as possible, returning to a normal routine (including school or work routines);
- Reminding yourself that it is natural to be upset for some time, and use calming self-talk;
- Participating in some pleasant activities (being with friends, sport, or time-out activities);
- Using relaxation techniques (such as breathing), using strategies that have worked well in the past, journaling, or seeking counselling;
- Focussing on the practical things you can do;
- Take care not to withdraw (from activities, from friends and family, or through excessive computer games or alcohol/substance use);
- Seek help if you feel you're not coping or if you are getting violently angry.

Tips for relaxation:

While there is no quick-fix and tension and anxiety are common after a disaster, there are many ways to help calm yourself down. These include listening to relaxing music, yoga, meditation, prayer, or exercise, or breathing exercises.

Using simple breathing exercises can be really calming and helpful. *For more information, the Australian Psychological Society, the Australian Red Cross and the (US) National Child Traumatic Stress Network all have some excellent on-line resources.*

Information For People Exposed To A Distressing Incident

There is a range of reactions that people might experience when they learn of or are exposed to distressing news or situations.

Common reactions many people experience include:

- Frequent thoughts or images of the incidents, thoughts, or images of other incidents, attempts to shut out memories, dreams;
- Difficulty sleeping, restless sleep, feeling easily startled, difficulty relaxing, headaches, nausea, breathing difficulties;
- Shock, disbelief, fear, sadness, shame, anger; and
- Withdrawal from others, not wanting to talk about the event, irritability, loss of interest, increased use of alcohol, tobacco, or other substances, change in appetite.

These are all quite common and normal reactions.

People's responses are also affected by their own life and past experiences, including being exposed to similar incidents or having close friends or family who they have supported during difficult times.

Some useful ways to manage your own feelings of distress include:

- Make sure that you are with people;
- Talk about the incident at a level you feel comfortable with;
- Remind yourself that the event is over, and that everyone is now safe;
- Get some physical exercise to help 'burn off' tension and anxiety;
- Avoid alcohol, sedatives, sleeping pills (they will only dull the experience and not allow you to deal properly with your feelings) and restrict stimulants (such as tea, coffee, chocolate, cola, or cigarettes), as you do not want to make your body more agitated than it is already;
- Try to eat something, even if you do not feel like eating;
- If you cannot sleep, do not lie in bed tossing and turning - get up and do something relaxing until you feel tired and use arousal reduction techniques.

Overall, remind yourself that your reactions are a normal result of trauma and will pass in time and try to get back into your normal routine as soon as possible. If you feel uncomfortable, afraid, or anxious, take some long, slow breaths and remind yourself that you are safe and in control. Make sure that you are doing things that are relaxing and enjoyable and continue to talk to your family, friends, and colleagues about the event, as this will help.

Dealing with the first few days:

The best advice is to ensure that you stick to what is actually known and avoid gossip or misinformation.

Take care of yourself and your own feelings, using the strategies to manage your own feelings. Seek support, but also try to maintain good work and life routines.

Looking after Children

In general, after a serious incident children of most ages will most frequently show behaviours and emotional responses such as sadness, anger, or crying.

They may display a changed desire to attend school, complain of headaches or an upset stomach, sleep disturbances or persistent fears and night terrors. The most important thing to be aware of would be changes in behaviour such as loss of interest in previously enjoyed activities, or a regression to earlier child stages and behaviours.

Managing stress

In stressful situations, people can feel more in control through two strategies:

- Slowing down breathing to help calm the physical arousal symptoms
- Replacing frightening thoughts with more helpful ones ('self-talk').

Learning to breathe and think more calmly

To slow your breathing down, take smaller breaths and pause between breaths to space them out. When you have breathed out slowly, hold your breath for a count of three before inhaling your next breath. Sometimes people find it helps to breathe in through the nose and out through the mouth.

While concentrating on breathing out slowly, say to yourself 'Relax', or 'Stay calm', or 'It's OK, I'm managing OK'. These are good words to use because they are associated with feeling relaxed and in control. Try not to dwell on the bad things that might happen, but instead tell yourself that the calmer you are, the better you'll be at managing exactly what needs to be done.

Remember you need to be able to draw on your own strengths and survival resources and your coping ability. It's important not to let unhelpful feelings and thoughts get in the way of careful and well-planned actions.

Remind yourself that this is an emergency situation and that it's natural you are feeling anxious and stressed. You cannot directly control what's happening, but you can manage your responses in this emergency and influence the impact on you and your family.

Helping others to cope with their feelings

- Teach others the simple breathing exercises.
- Be sensitive and supportive to them, rather than judging. They may be feeling scared, anxious, or embarrassed if they are not coping as well as you.
- Encourage them to talk about how they are feeling with you.
- Assist them to find more helpful thoughts to say to themselves and others.
- Get people involved in occupying their time rather than worrying.
- Encourage them to take responsibility for a task that needs attending to.

After the event ...

After the disaster or threat has passed it is helpful to check whether identifying and managing your feelings and thoughts helped you feel being better psychologically prepared and able to cope.

Were you able to anticipate how you might react and identify emotional responses? Can you practice breathing more slowly and calmly, and are you now able to make decisions more easily and attend to the necessary practical tasks?

Most people deal with traumatic events well, even if it is difficult, however you should seek professional assistance if the symptoms resulting from the trauma are too distressing or last for more than a couple of weeks. Warning signs may include being unable to handle the intense feelings or physical sensations, feeling numb and empty, continuing to experience strong distressing emotions, have physical symptoms of being tense, agitated, and on edge or continuing to have disturbed sleep and/ or nightmares. It is important to seek help if you have no-one to support you, if you are having relationship problems with friends, family, and colleagues, or if you have increased your use of alcohol or drugs to try and cope.