



ST JOSEPH'S CATHOLIC SCHOOL & PRESCHOOL  
WEST HINDMARSH

# POLICY DOCUMENT

## CRITICAL INCIDENT POLICY

This document contains the policies outlining planned responses to deal with various critical incidents that may occur within the school.

These policies are:

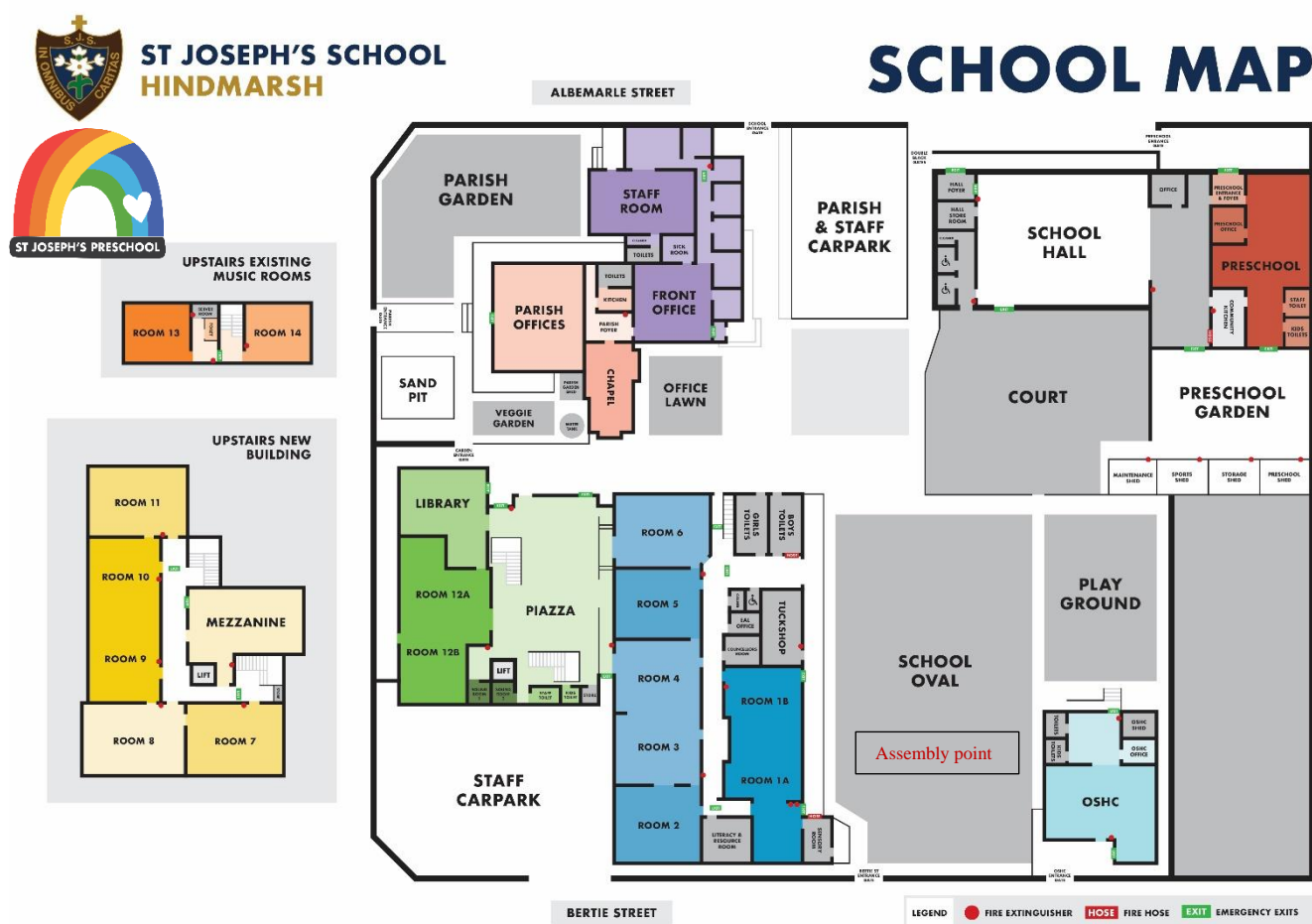
1. **Crisis Management Policy & Procedures**

*Outlines our planned responses to crises that may affect individuals in the community and/or the life of the school community as a whole.*

2. **Critical Incident Management Procedures**

*Outlines our planned responses to events or incidents that require either*

- a. *Fire or Emergency Evacuation*
- b. *A Lock-down response.*



## VISION

St Joseph's School and Preschool, in partnership with parents, provides a Christian environment where people are educated to take their place in the Catholic Church and society.

St Joseph's is built on the Charism of the Josephite sisters founded by Father Tenison Woods and St Mary MacKillop.

The school and preschool continues today in the tradition of the Josephites, where all children are welcomed, and a community of care and respect is fostered. Our school motto translates as "In All Things Love".

This policy recognises that the St Joseph's School and Preschool community may from time to time be faced with a crisis which may affect individuals in the community and/or the life of the school and Preschool community as a whole. This policy provides a clear framework for effectively managing a range of crises in the school and preschool community.

## UNDERLYING ASSUMPTIONS AND RATIONALE

- The community is characterised by both diversity and interconnectedness, so that the lives of individuals affect the community as a whole.
- The gospel values which invite us to welcome and care for all people, especially the most vulnerable, and to practise justice and service, call us to respond to crises in the school community with well-planned guidelines which are respectful of all involved.
- St Joseph's School and Preschool seeks to provide an environment which provides physical, spiritual and emotional security at all times, and especially in times of crisis and need.

## PURPOSE / AIMS

Through application of this policy, St Joseph's School and Preschool aims to:

- Respond to any death/tragedy/crisis in an informed and supportive manner which respects the requests of family/ies involved.
- Respond to situations of extreme danger in the school and preschool or where the safety of those in the school and preschool is severely threatened.
- Provide support to other members of the school and preschool community who are affected, liaising with agencies or individuals from the wider community where appropriate.
- Maintain the healthy functioning of school and preschool as far as possible.
- Clarify the responsibilities of those dealing with crisis so they can respond in a spirit of cooperation and collaboration approach for the management for purposes of emergencies and critical incidents.

## Definition

Critical Incidents occur when a person experiences or witnesses a sudden traumatic stressor which has the potential to harm life or well-being. This sudden unexpected event may be violent and shocking. Such events can challenge our ability to cope and sense of security.

## Examples:

- Major injury
- Serious traffic crash/accident
- Death – accidental or following an illness
- Suicide
- Abduction
- Intruder on school/preschool grounds
- Bomb threat
- Sexual assault
- Terminal illness – staff or student
- Fire at school/preschool
- Hazardous substance spill or explosion
- Natural disaster bushfire, earthquake, flood

## 1. CRISIS IMPACT

Reactions may be immediate or may be delayed. They may be:

- physical
- behavioural
- emotional
- cognitive

In addition;

- Each person is unique
- Each loss/crisis is unique
- Each person's path to recovery will reflect that uniqueness
- In any group there will be many different paths to recovery.

## 2. ST JOSEPH'S SCHOOL AND PRESCHOOL CRISIS RESPONSE

Each situation will be unique and will require responses which are modified to fit the school/preschool and the gravity of the situation.

During a Type A Critical Incident (defined below), emergency services assume responsibility for the management of the situation.

Under emergency services direction the Principal retains responsibility for the students, staff and the school/preschool. Principals have the long term responsibility for the school/preschool and the follow-up needed.

## 3. SCHOOL/PRESCHOOL CRISIS DEFINITIONS

### 3.1 TYPE A: CRITICAL INCIDENT

A major event that closes down school/preschool functioning and required intervention from community services eg. police, fire brigade, ambulance, State Emergency Services. During the immediate management of the incident the Principal in partnership with the leadership team takes direction from the emergency service personnel, however retains the long term responsibility for the school/preschool and the required follow up. These incidents may include: natural disasters (bush fires, earthquakes, floods); industrial accidents (chemical spills, explosions); siege; major school fire.

### 3.2 TYPE B: SCHOOL/PRESCHOOL CRISIS

An event or series of events of sufficient gravity to impact on significant numbers of the school/preschool community and requires intervention by Teacher and Student Support (TASS) services. The school/preschool may not close down, however the impact will be such that the normal functioning of the school/preschool is not possible. The Principal, in partnership with the leadership team, retains control and responsibility for the school/preschool and requests assistance for school/preschool support. These incidents may include: accidents at school/preschool or on excursions; fire; death; suicide; violent incidents; bomb threats; school/preschool explosions; abduction; rape; vandalism; terminal illness; severe conflict; school/preschool amalgamations and closures.

### 3.3 TYPE C: TRAUMATIC EVENT

An event which produces strong emotional reactions and affects the functioning of individuals and small groups of people within the school/preschool community however does not interfere with the normal functioning of the school/preschool. The Principal, in partnership with the leadership team, will facilitate access to appropriate support for those affected. These incidents may include: classroom accidents, death of family members (student/staff), violent incidents, chronic illness, conflict (staff/student/parent or caregiver). A series of significant traumatic events may in some circumstances develop into a school/preschool crisis.

## 4. IMPLEMENTATION OF ST JOSEPH'S SCHOOL MANAGEMENT PLAN

The Principal, in partnership with the leadership team, must first determine the type of incident which has occurred i.e. Type A, B or C. Once this has been established:

The Principal (or person nominated by the Principal) will undertake a series of actions, depending on the type of incident, including:

- Set up a Crisis Management Team and convene a meeting immediately with St Joseph's School/Preschool administration team and support personnel.
- Contact the school/preschool's Principal Consultant who will inform the appropriate personnel (e.g. social workers, WH&S Adviser).
- If Type A emergency, clarify with the emergency service personnel where the communications centre will be established and nominate a senior staff member to be the communication liaison (the Principal will be required to attend to numerous matters and need to have access to relevant details).
- Ensure all students and staff are accounted for.
- Determine whether additional support is needed:
  - Education (e.g. relief teachers, ancillary support)
  - Community support and human service agencies.
- The decision to cease emergency procedures rests with the emergency services personnel, in consultation with the worksite managers and health and safety representatives
- Important Note: only police or doctors can release any information about fatalities.
- All media is to go through Principal's Consultant.
- Contact St Joseph's School/Preschool Board chairperson.

## 5. CRISIS MANAGEMENT PROCEDURES

### Action Plan

The Principal will appoint a CRISIS MANAGEMENT TEAM appropriate to the situation. When the school/preschool is notified of a death/tragedy, the crisis management team should meet as soon as possible.

### Purpose of the meeting

- To ascertain the facts relating to the tragedy. Ensure that family/ies requests are respected.
- To allocate duties to each team member over the next few days.
- To consider the role and level of involvement of school/preschool resources.
- To plan, if appropriate, home visit/s to the family/ies affected by the tragedy.
- To plan communication to staff, students, parents & media.

### General Guidelines

- Information to the school/preschool community and the media should be precise and the responsibility of one team member only.
- There should be regular updates of information to combat rumours.
- Staff meetings should be held before each school day to keep all staff informed. Written updates may be helpful especially for part-time staff.
- Two teachers need to be allocated to the class groups most affected. Allow open discussion of the tragedy and enlist the help of counsellors if necessary.
- Special care needs to be taken to identify siblings, close friends and relatives in the school/preschool.
- Set up recovery rooms for students and staff groups.
- The level of school/preschool involvement should be determined by the team member/s assigned to the home visit/s.
- External agencies need to be contacted for support and counselling; e.g. Principal Consultant at the Catholic Education Office, Parish Priest, School Counsellor, Centacare, other schools, etc.
- Parents should be informed in writing of the precise nature of the event and be given clear and accurate details with respect to the wishes of the family.
- One person needs to be appointed as spokesperson for the media. Contact with the Catholic Education Office for direction is required.
- Get the school/preschool back to normal Catholic Education Office functioning as soon as possible.
- Give attention to spiritual as well as to emotional needs, e.g., prayer, memorial service, etc.
- Be aware that there may be a ripple effect for staff, students and families because a tragedy may trigger unresolved grief relating to previous loss.
- After the tragedy, a record of the event needs to be documented and kept. A record of staff and student responses and needs is also required to be kept.

## 6. COMMUNICATION

Communication is important during a critical incident. The following communications shall be undertaken.

### 6.1 STAFF

The Principal, in partnership with the leadership team, shall:

- Provide facts regarding the incident, if possible at a staff meeting.
- Outline the management plan.
- Suggest sources of personal support for school/preschool staff – Centacare to be approved by Principal Consultant. (1300 667700)
- Ensure staff, who may be absent, are informed (e.g. part-time, outside agency staff who may be involved in school/preschool projects).
- Offer Access programme (EAP)

### 6.2 INFORM ALL STUDENTS

The Principal (or person nominated by the Principal) shall:

- Assemble students and outline the facts of the incident at the earliest opportunity.
- Provide information to students regarding who they can approach for support with Centacare.

### 6.3 INFORM PARENTS/CAREGIVERS

The Principal (or person nominated by the Principal) shall:

- Make contact by telephone or visit parents/caregivers of any students directly affected (especially where a death has occurred). Inform all school/preschool volunteers.
- Principal's Consultant and Catholic Education Office will help write letters and provide assistance with the setup of support.
- Provide the facts of the incident.
- Outline the school/preschool's immediate response.
- Indicate possible reactions children and adolescents may experience.
- Suggest sources of help for families.

### 6.4 SET UP A RECOVERY ROOM IN THE SCHOOL/PRESCHOOL

The Principal (or person nominated by the Principal) shall:

- Provide, wherever possible, support personnel, refreshments, comfortable chairs (Staff Room).

## 7. CRITICAL INCIDENT PROCEDURE

In the event of a critical incident, whether it be a Type A, B or C, St Joseph's School & Preschool Hindmarsh will take the following action.

- Work from the Critical Incident procedures, as outlined in appendix 1.
- Ask for assistance.

There are Catholic Education Office Staff who are willing to assist in a variety of ways. These services should be called upon and include:

- a. recovery planning
  - b. emotional support
  - c. legal issues
  - d. assessing needs of staff/students
  - e. advocacy with other agencies
  - f. extra staffing.
- Refer media enquiries to the Catholic Education Office Director who is the official media spokesperson for Catholic Schools/Preschools or the Principal or Senior Staff as school/preschool media spokespersons. Minimise media contact with staff, students and parents/caregivers.
  - Gather accurate information about the incident to disseminate to Staff, Students, Families, School Board Chairperson, Parents and Friends President, Parish, Priest and the school community.
  - Establish a Crisis Management Team: Principal, Deputy Principal/APRIM Senior Staff, Parish Priest, Administration Officer, Bursar.
  - How the information is passed on, how much, and to whom, depends on the nature of the crisis.
  - Fact is better than rumour. Therefore, ensure that any person who is disseminating information has the correct information.
  - Confidentiality of those involved needs to be respected in particular crisis.

Families appreciate knowing what the school/preschool has done and plans to do to ensure the safety of the students. The Principal, in partnership with the leadership team shall:

- Inform people of how they can get help from within the system and from outside agencies.
- 'Rituals' can help if the people involved have faith in them and/or are involved in the planning.
- As soon as possible return to or maintain the usual school/preschool routine.
- Be flexible.
- Be aware of the probability of heightened reactions:
  - on the day of the crisis
  - on third day following (especially if a death)
  - one week later
  - one month later



- three months later
- one year later
- other anniversary times, significant for your situation.
- Ensure the Principal and Staff take care of themselves (nutrition, exercise, rest and talk).
- Review & revise the Action Plan with a Crisis Response team.

## **8. PERSONAL RESPONSES TO CRITICAL INCIDENTS**

It is important to note that everyone in the school Community (including the Principal):

- Will be affected differently by the crisis situation.
- May experience loss and grief reactions. These can be extremely strong and include feelings of despair, vulnerability, sadness, disbelief, shock and physical ill-health. The type and strength of reactions may surprise the individual and others. It is also possible for someone involved to exhibit no visible reaction at the time of the event and later experience delayed reactions.
- Past losses and current life issues may increase a person's vulnerability to the current crisis, and this will need to be considered and respected.

## **9. A GUIDE TO RESPONSIBILITIES**

### **RESPONSIBILITIES OF STUDENT**

- To be aware of and take responsibility for their own behaviour in response to crises.
- To respect and support the rights of other students, staff and themselves to continue to participate as far as possible in the teaching and learning processes when there is a crisis.
- To offer care and support for their peers in an appropriate manner, seeking help where necessary.

### **RESPONSIBILITIES OF PARENTS**

- To become actively involved, as primary role models and partners in the education process, in discussion and decision making about school/preschool policy.
- To encourage their child/ren to respect and support the rights of others and be sensitive to the needs of those affected by death/tragedy.
- To inform the school/preschool of any crisis which is likely to affect their child/ren's life at school/preschool and/or impact upon others in the community.
- To read all communication from the school/preschool so that they are informed of any crisis and can respond to their child/ren's needs effectively.
- To support the planned implementation of this policy and encourage its regular review.
- Follow directives of the School/Preschool Crisis Response Team and /or their delegated representatives.
- Refrain from providing personal interpretation of events to the media and anyone else, except those conducting official investigations on the understanding that an official school representative will provide regular and precise information and updates.

### **RESPONSIBILITIES OF STAFF**

- To ensure that they are accurately informed about any crisis, that they inform students accurately and combat rumours.
- To offer support for students and families in their care.
- To allow open discussion of the tragedy, working with counsellors if available.
- To direct any media enquiries to the Appointed Representative.
- To seek personal and/or professional help when needed to assist their response.
- To support guidelines and procedures that promote the dignity and rights of other community members and promote the continuation, as far as possible, of teaching and learning processes when there is a crisis.

### **RESPONSIBILITIES OF PRINCIPAL**

- To provide clear guidelines and procedures to staff and regular, relevant professional development in crisis management.
- To ensure that values of justice, service and respect are modelled and supported in all crisis management procedures.
- To communicate with families and media in a sensitive manner.
- To ensure that the spiritual as well as emotional needs of the community are met and encourage those affected by a crisis to seek help.
- To set up a crisis management team.

### **RESPONSIBILITIES OF CRISIS MANAGEMENT TEAM**

- Members of the Crisis Management Team will each be allocated a task to manage.
- Liaising with family (ies).
- Identifying vulnerable students, staff and close friends for personal contact and follow up where appropriate (e.g. in case of suicide).
- Preparing written information for students, staff and parents.
- Liaising with mental health professionals.
- Liaising with police and protecting student belongings.
- Liaising with sector support staff.
- Managing all incoming and outgoing information (including sympathy cards, newspaper notices, etc.).
- Managing media contact.
- Documenting all actions. Making appropriate environmental changes.
- Meet daily for the first week following the event.

### **Site Control**

- Assess site for further danger.
- Advise what emergency services are required.

- Give 'all clear' to first aid.
- Contain the site.
- Remove spectators from the area.
- Record details of witnesses.
- Control the site until professional assistance arrives
- Provide details of statements from witnesses

### **First Aid**

- Senior First Aid Officer to gather all available first aid equipment including blankets and a large supply of plastic gloves from First Aid Room.
- Move to the scene and assess the situation.
- Do not enter the site if it is still dangerous.
- When clear, attend to injured as required.
- Keep accurate log of treatments and injured parties.
- Assist until professional assistance arrives.
- Continue to assist if required.
- Provide details of injured parties and injuries treated (as permitted by the privacy policy).

### **Emergency Services Call**

- Assess which emergency services are required by Fire Warden. Fire Warden/s Denise Tarrant (WH&S Representative)
- Be advised by site control.
- Make necessary calls.
- Further calls may be required to other services e.g. Gas, Electricity, Council, Water.
- Monitor situation for response.
- Supervise the telephone lines for official use.

### **Media**

- Intercept all media (Principal or Delegate)
- Act as official spokesperson.
- Make necessary statements as required.
- Write all media/communication releases. Check legalities with CEO lawyers.

### **Communications**

- Contact local clergy when required (Principal or Delegate)
- Contact parents of injured parties.
- Meet with parents on arrival, direct them and maintain contact.

- Gather all data from site control, First Aid and other agencies.
- Assist in formulation of internal communications – staff, students and parents.

### **Follow Up Assistance**

- Post trauma debrief.
- Liaise with CEO to ascertain if post trauma debrief is required.
- Organise additional staff if required.
- Organise counselling for students/staff/parents.
- Maintain contact with injured parties.
- Arrange visitations if required.
- Support for families of injured.
- Ensure communication updates.

## **10. LONGER TERM CONSIDERATIONS**

- Residual dangers
- Legal matters
- Insurance
- Rehabilitation – counselling etc
- Evaluation of response
- Risk assessment
- Further planning.

## **CHECKLIST FOR ADMINISTRATORS AFTER A CRITICAL INCIDENT AFFECTS A SCHOOL AND PRESCHOOL**

### **FIRST 24 HOURS**

**FIND OUT THE FACTS** Collect information about the incident from reliable sources as soon as possible.

**ESTABLISH A MANAGEMENT PLAN** Contact our Principal Consultant at the Catholic Education Office. (CEO)

Convene a meeting immediately with the Crisis Management Team and all support personnel.

Determine if additional support from helping agencies is needed.

**INFORM ALL STAFF** Provide the facts of the incident.

Outline the proposed management plan.

Suggest sources of personal support for teachers.

Provision of professional assistance may be necessary.

**INFORM ALL STUDENTS** Organise visits to all classrooms to outline the facts of the incident at the earliest opportunity.

**SET UP A RECOVERY ROOM IN THE SCHOOL** Provide, where possible, tea/coffee, comfortable chairs and an appropriate support person.

Allow distressed students and staff access to this room for several days after the incident.

**LIAISE WITH THE MEDIA** Minimise media contact with staff and students.

All staff are to direct any media enquiries to the Appointed Representative. All media statements will be ratified by the Leadership Team after liaising with the CEO.

#### IN THE LONGER TERM

**MONITOR STAFF FOR SIGNS OF STRESS** Encourage stressed staff to seek professional help, accessed through ACCESS - Employee Assistance Program

Try to provide a supportive environment.

Provide for an increased demand on teacher relief time.

**MONITOR OTHER MEMBERS OF THE SCHOOL/PRESCHOOL COMMUNITY FOR SIGNS OF STRESS** Grief related to past losses may be triggered by the crisis and current life issues will be felt strongly.

Encourage those affected to seek help support and/or professional help.

**BE ALERT FOR AND SENSITIVE TO THE DISTURBING INFLUENCES OF ANNIVERSARIES, INQUESTS AND LEGAL PROCEEDINGS** Special support for those affected may be needed again at these times.

Make extra staff and services available, if necessary.

***Critical Incident Management depends on:***

- Personnel knowing their duties and carrying them out to the best of their ability.
- Teamwork.
- Accepting the leadership roles of those designated
- Maintaining professionalism.
- Genuine support for each other.

In the event of a critical incident:

**There is a grave risk of post-incident trauma which could endanger a staff member's capacity to function adequately or safely.**

Therefore

**No staff member should leave the workplace until after they have had an opportunity to discuss the situation.**

The debrief will normally occur in the staff room.

**CRITICAL INCIDENT MANAGEMENT PROCEDURES**

**In the event of Extreme Danger or Threat:**

**Action Plan**

Whoever first detects the Danger or Threat will immediately notify the principal or person in charge who will authorise and implement evacuation or lock-down procedures as necessary.

The person in charge will delegate responsibilities for:

- Sounding alarms.
- Notifying all work areas via the page-all facility on the phone systems.
- Contacting the police, CEO, and other agencies where necessary.
- Contacting classes or groups who are off campus of the danger or threat and requesting them not to return to school/preschool until notified that it is safe to do so.

As soon as it is safe to do so:

- The school/preschool will gather in the Sacred Heart Hall for a brief assembly to ensure everyone that there is no danger.
- Staff will reassure students of their safety and resume normal functioning as soon as possible.

As soon as possible after the event, the principal will convene the Crisis Management Team to evaluate the evacuation or lock-down procedure and record details of the event and evacuation or lock-down response.

In consultation with the CEO, the Principal will organise appropriate information for families regarding the incident.

In the days following the event, the Crisis Management Team will:

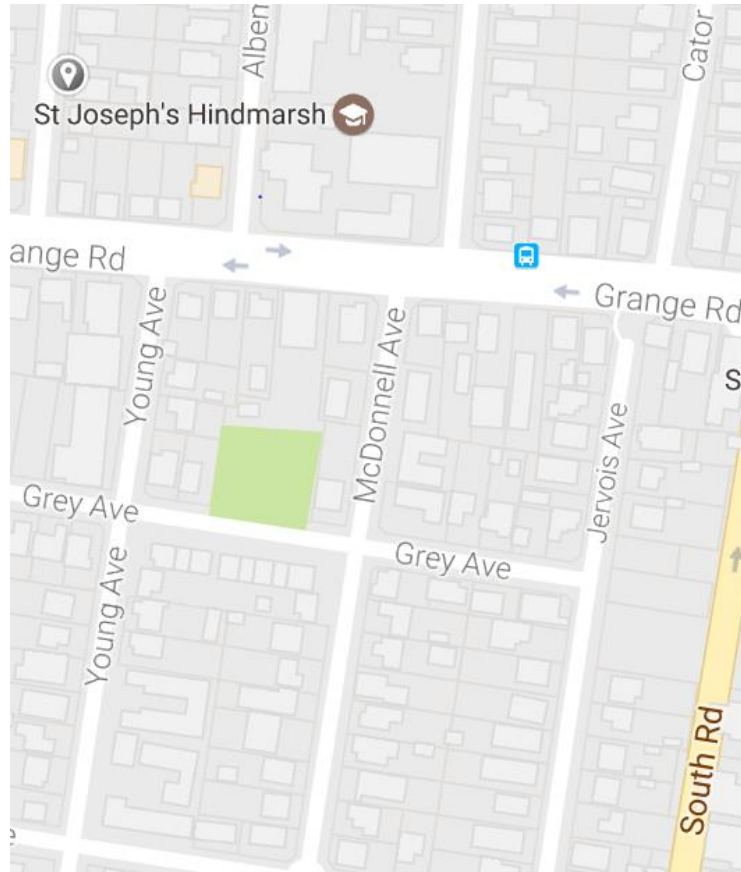
- Monitor staff and student well-being.
- Arrange counselling where needed.
- Provide information to CEO, Police and other agencies where needed.

## FIRE or EMERGENCY EVACUATION PROCEDURE

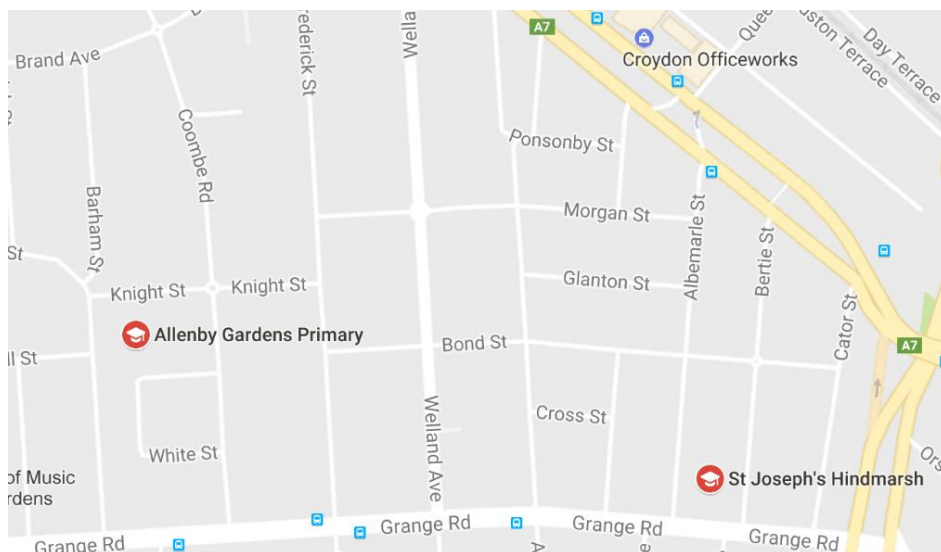
### Rationale

There are a number of circumstances when it may become necessary for the safety of our community to evacuate school/preschool buildings or premises. For example; fire, gas leak or bomb threat. In this circumstance the school/preschool will evacuate to McDonnell Park located at McDonnell Avenue, Hindmarsh.

### MC DONNELL PARK – MC DONNELL AVENUE, HINDMARSH



If deemed necessary students and staff may be evacuated to Allenby Gardens Primary School.



## Fire or Emergency Evacuation Alarm Signal

A continuous bell will ring until the emergency services arrive or until the bell is switched off when an announcement has been made to return to normal practice.



**ST JOSEPH'S SCHOOL  
HINDMARSH**

# SCHOOL MAP



## Procedures

All teaching / non-teaching staff will be to take children out to the evacuation area.

The oval is the main evacuation area unless stated otherwise. Wardens will let you know if this changes.

- \* Teachers are to vacate the room, take children immediately to oval, **do not lock doors, do not grab hats, and do not panic.**
- \* All people without classes report to playground meeting area.
- \* ESO' and other adults (including canteen staff, music tutors, parish staff and any parents) working with children, take children to assembly area.
- \* When on the oval, students are to line up into two lines and teachers are to instruct students to sit down.
- \* Teachers are to take roll and then wait for the Principal or designated leader in charge to validate that all children are present or accounted for.
- \* If any child, staff member or visitor is not present or accounted for, designated wardens will need to undertake a search of all areas.
- \* When all children / staff are accounted for and danger is no longer present, an announcement will be made to indicate that all are able to return to their work areas.



## EMERGENCY LOCK-IN PROCEDURE

### **Rationale**

There are a number of circumstances when it may become necessary for the safety of our community to remain indoors, or to return to indoors quickly.

### **Procedures**

There are 2 sets of Lock In procedures, one during class time and the other during break times.

### **Lock In Alarm Signal**

The siren will ring with continuous short blasts for the duration of 1 minute.

An internal and external announcement will be made via phone line

– **“Mr Lock is in the yard”** (Please ensure that all phones have volume button set on high) **CODE RED** and **CODE GREEN**.

### **During Class Time Response**

- All adults and students are to remain in the building they are currently located in.
- Designated staff to check toilets (Diana)
- Roller door locked
- All external doors are to be locked.
- All windows are to be closed and secured. Staff are to check adjoining rooms to ensure that doors and windows of these rooms are locked.
- All curtains and blinds are to be closed, where possible.
- Lights to be turned off.
- All adults and students are to be kept away from the windows and remain in the safest and most appropriate part of the room.
- A roll call is to be taken and absentees noted. Additional people are to be recorded. Where possible account for the missing.
- **Communication with the Office.** The office staff will phone each class as outlined below to ensure all students, staff and other personnel are accounted for. Please give details **only** about the number of people in the room, any known missing people and any additional people are to be recorded.

**IN THE EVENT A RED CATEGORY IS ANNOUNCED STUDENTS WILL BE REQUIRED TO FIND SHELTER UNDER TABLES IN THE CLASSROOM OR IN THE CORRIDOR.**

- **Phone Numbers for Classes 2017**
- **School phone number : 83466569**

### **Communication with the Office**

The office staff will phone each class as outlined below to ensure all students, staff and other personnel are accounted for. Please give details **only** about the number of people in the room, any known missing people and any additional people are to be recorded.



Extension 112	Principal (Maria D'Aloia) Administration Building
Extension 114	Assistant to the Principal (Rita Garreffa) Administration Building
Extension 102/9	Bursar (Karyn Burlow) Administration Building
Extension 100/9 & 115	Administration (Judith Bowden)
Extension 115	WHS Coordinator (Denise Tarrant) Administration Building
Extension 103/9	Administration (Rachel Hewitt)
Extension 190	Helen Clark (APRIM) Administration Building
Extension 183	Preschool
Extension 173	Preschool Office
Extension 184	Hall (Sacred Heart Hall)
Extension 127	Hall Office (Sacred Heart Hall)
Extension 107 207	Reception Class RS & RM Main Building
Extension 109	1/2R & 1/2GM Class Main Building
Extension 125	1/2C Class Main Building
Extension 111	Kay Literacy Room Main Building
Extension 170	Counsellor Room Main Building
Extension 110	Tuckshop Main Building
Extension 166	MiniLit Room
Extension 122	MacLit Room
Extension 167	Resource Room – Main Building
Extension 124	Sensory Room- Main Building
Extension 108	3T Main Building
Extension 174 L& 185R	Music -Main Building Upstairs – 2 Rooms
Extension 168	Italian Classroom Upstairs -MacKillop Centre of Learning Building
Extension 165	4 MC Classroom MacKillop Centre of Learning Building
Extension 188	4/5C Classroom Upstairs- MacKillop Centre of Learning Building
Extension 123	5/6G Classroom Upstairs-MacKillop Centre of Learning Building
Extension 135	6C Classroom Upstairs- MacKillop Centre of Learning Building
Extension 122	Macqlit Room Upstairs -MacKillop Centre of Learning Building
Extension 188	Library -MacKillop Centre of Learning Building
Extension 113	Maria Apostolou – Administration Building
Extension 104	Back Work Room (Staff) Administration Building
Extension 121	Sound Room 1 -MacKillop Centre of Learning Building
Extension 120	Sound Room 2- MacKillop Centre of Learning Building

<b>Extension 136</b>	<b>OHSC</b>
<b>Extension 171</b>	<b>Parish Office Board Room</b>
<b>Extension 119</b>	<b>Parish Office 1</b>
<b>Extension 117</b>	<b>Parish Office 2</b>

Also, if you have a mobile phone with you please turn it on but put it on silent.

The school/preschool landline phone number is **8346 6569**.

- Under no circumstances should missing people be searched for outside the current building.
- Do not open the door to any person unless they are recognised as accredited staff, eg, police or emergency services personnel.
- People outside when the alarm rings should immediately go to the nearest secure building and inform the front office of your location in the school/preschool.
- Students and Staff to go to the nearest building accessible to them.
- Students and Staff to go to the nearest building. Staff members are to be accessible to the students.

### **During Play Time Response**

#### **Lock-In Alarm Signal**

The siren will ring with continuous short blasts for the duration of 1 minute.

An announcement will be made via external phone line – “Mr Lock is in the yard” and immediately after, repeated via internal phone line for those staff in buildings during a break time.

Teachers on duty will direct students to the nearest building:

- **Playground/Oval:** Early Years Main Building
- **Court:** Hall
- **Plaza and Front Garden:** Staff Room - *enter via the front, side door*

Staff members in the staffroom are to go to these areas to assist with supervision if the situation is deemed safe to do so.

**IF IT IS DANGEROUS TO EVACUATE TO THE DESIGNATED BUILDING STUDENTS WILL BE DIRECTED TO AN ALTERNATE DESIGNATED BUILDING AND FOLLOW THE ABOVE PROCEDURES.**

#### **All Clear**

The "all clear" to the Lock In procedure is continuous short blasts for the duration of 1 minute.

An announcement will be made via phone line – “Mr Lock has left the yard”

## APPENDIX 1

**AN EXAMPLE of how CRISIS MANAGEMENT PROCEDURES may appropriately be implemented in the case of the death of a student member:**

### **Crisis management team meets**

Core team: Leadership Team and Student Counsellor

### **Inform all staff**

Assemble all available staff at the next scheduled break  
(May be appropriate to telephone staff closest to the student or visit them at home.)

### **Inform close friends**

Ideally staff closest to student would do this.

### **Teachers inform all students**

Present statement prepared by Leadership Team & Crisis Management Team.

### **Set up counselling for staff and students**

Phone the Principal Consultant at the Catholic Education Office to organise ACCESS team.

### **Organise recovery rooms**

### **Visit family as soon as possible**

If appropriate, visit the family at a suitable time. Support may be offered in various ways dependent upon needs, requirements and preferences.

### **Letter to parents**

Prepared by the Leadership Team and sent home at the end of the day. May be different letters to different classes.

### **Media response**

Any media enquiries to be directed to Appointed Representative. All media statements will be approved by the Leadership Team after liaising with the CEO.

### **Funeral arrangements**

Decide who will attend the service and what other involvement is appropriate.

### **Death notice for the Advertiser**

Responsibility for writing and delivering this will be shared by the Leadership Team & if appropriate, students.

### **Special assembly/memorial**

The Leadership Team & Class Teacher will schedule this with the appropriate group (or groups) of students and classes, in negotiation with others.

### **Home Visit**

If appropriate, a School Staff Member/s will visit the family at a suitable time. Support may be offered in various ways dependent upon needs, requirements and preferences. While this is never easy and may be uncomfortable and distressing, it can be an appropriate gesture of support and respect.

**Attendance at the Funeral**

If the family consents to close school/preschool friends and staff attending the funeral, details of funeral arrangements will need to be known and made available to parents. Students who attend need to be prepared and supported. If appropriate, students who do not attend could be encouraged to contribute to a group card expressing condolences.

**Return of Student's School/Preschool Work**

Return of the student's school/preschool work should be handled sensitively within the first two to three weeks following the death. The class teacher could visit the family at home or the family may wish to visit the school/preschool, meet with other students or attend the memorial activities.

**Ongoing Support**

Some students will need ongoing support and opportunities to talk about their feelings, thoughts and memories which may persist for some months. The class teacher could consider appropriate activities such as a memorial book.

The staff members may need ongoing support for themselves, in dealing with their own feelings while at the same time helping the students come to terms with their loss.

## APPENDIX 2

### Admin Staff Procedures for Evacuation

- Alarms raised
- Evacuation Continuous bell chime

#### **BURSAR'S DESIGNATED TASKS**

- Ring 000 FIRE/POLICE/AMBULANCE as needed
- Blinds to be pulled down in Reception area
- Checks staff toilets
- Checks Parish office & toilet
- Takes mobile phone
- Locks administration building gate
- Locks pedestrian gate

#### **ADMIN OFFICER'S DESIGNATED TASKS**

- Supervise any children in first aid room
- Supervises visitors
- Carry absentee folders
- Carries school/preschool families' contact details
- Carries visitors' book
- Carries permission to leave book
- Carries first aid pack
- Carries asthma packs
- Carries EPI Pens

#### ***In the event of an Emergency***

- Ensure your own safety.
- Assist anyone in immediate danger.
- Restrict the danger area. (When you hear continuous bell chime).
- Evacuate to the assembly area indicated whilst remaining clear of any danger.
- Fight an emergency only if safe to do so and if trained to use available equipment.

### APPENDIX 3

#### Admin Staff Procedures for Lock In

- Alarms raised:
- Lock In: Siren

#### **BURSAR'S DESIGNATED TASKS**

- Ring 000 FIRE/POLICE/AMBULANCE as needed
- Blinds to be pulled down in Reception area
- Turn off lights
- Locks admin building
- Blinds to be pulled in staff room
- Moves visitors to the Chapel
- Checks parish office & toilet
- Contacts staff as per the Lock-In Checklist (see above)

#### **ADMIN OFFICER'S DESIGNATED TASKS**

- Informs staff of Lock In
- Supervise any children in First Aid room
- Contacts staff as per the Lock-In Checklist (see above) If Bursar not able to.

#### ***In the event of an Emergency***

- Ensure your own safety.
- Keep away from glass windows & doors.
- Assist anyone in immediate danger.

• **WAIT FOR THE ALL CLEAR ANNOUNCEMENT** •



**Chairperson**  
Richard Ellerman

**Dated:** 11 April 2018



**Principal**  
Maria D'Aloia

**Dated:** 11 April 2018