



Critical Incident and Emergency Management Policy

Policy

Critical incidents and emergency situations can be foreseeable or occur without warning in a school environment.

The Beehive Montessori School shall endeavour to anticipate, prepare for and manage critical incidents or emergencies that may have an impact on the School and act in the best interests of affected students.

If a critical incident or emergency occurs that has an impact on the School, the School shall take all practicable action to minimise trauma and distress to the School community, damage to School property, or any interruption to the School's teaching and learning program.

Background

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

'Emergency' is often an accident or incident that requires immediate intervention.

All critical and emergency incidents shall be reported to the Beehive Montessori School Board. Of these, a subset of all critical and emergency incidents that are considered 'reportable incidents' shall also be reported to the Director General of the Department of Education (DoE) as soon as practicable and in any event within 48 hours.

Reportable incidents 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 school-related activity.
2. An actual or potential injury, illness or trauma to a student, staff member or visitor who is at School or during a school-related activity or following an incident at school or 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-
 - 5.1. by a staff member or another student; or
 - 5.2. 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.



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6. Issuing a formal warning, a suspension or ceasing the employment of a staff member for a breach of the school's Staff Code of Conduct involving suspected grooming behaviour.

For the purpose of reportable incident (2) trauma is defined as ~~is~~ a psychological wound or injury suffered at school or during a school-related activity.

For the purpose of reportable incident (6) grooming is defined as the use of a variety of manipulative and controlling techniques with a vulnerable subject in order to establish trust or normalize sexually harmful behaviour with the overall aim of facilitating exploitation and/or avoiding exposure.

Implementation

1. The School shall have procedures including the attached Crisis Response Plan and Checklist (see appendix), and Evacuation and Lockdown Procedures (displayed at each exit and outlined in the Staff Handbook) to so far as is practicable -
 - 1.1. prevent emergency and critical incidents by planning and risk assessment;
 - 1.2. provide a supportive and caring response to emergency and critical incidents that caters for the cultural, physical and mental health needs of all members of the community;
 - 1.3. facilitate a return to normality or usual School routine as soon as possible;
 - 1.4. enable continuation of School as an optimal learning environment and educational program; and
 - 1.5. minimise the adverse effects of any critical incident or emergency on School property and the community while giving the highest priority to the best interests of affected students.
2. The Principal shall, with the support of the Board and the School staff, including the designated Safety Officer, have responsibility for the procedures for critical incident and emergency management including the Crisis Response Plan and Checklist and Evacuation and Lockdown Procedures, and shall ensure staff and students have regular training through Evacuation and Lockdown drills.
3. The Principal shall oversee and document the implementation of the Crisis Response Plan and Checklist and/or Evacuation and Lockdown Procedures:
 - A Assess situation, call emergency services, assist those in danger
 - E Evacuate students, staff and visitors, if appropriate
 - I Inform relevant authorities
 - O Organise resources, advise parents
 - U Undertake recovery operations and return site to normal

Related Documents and Resources

AISWA Policies and Procedures Guidelines for Schools

[AISWA School Psychology Service](#)

[Bushfire Management Plan](#)

Bushfire Response Kit

[Child Protection Policy](#)

Crisis Response Plan and Checklist (Appendix to this Policy)

Evacuation and Lock Down Procedures (displayed throughout school)

[Privacy Policy](#)

[Reportable Conduct Notification Form](#)-Ombudsman WA

[Reportable incident notification form](#)

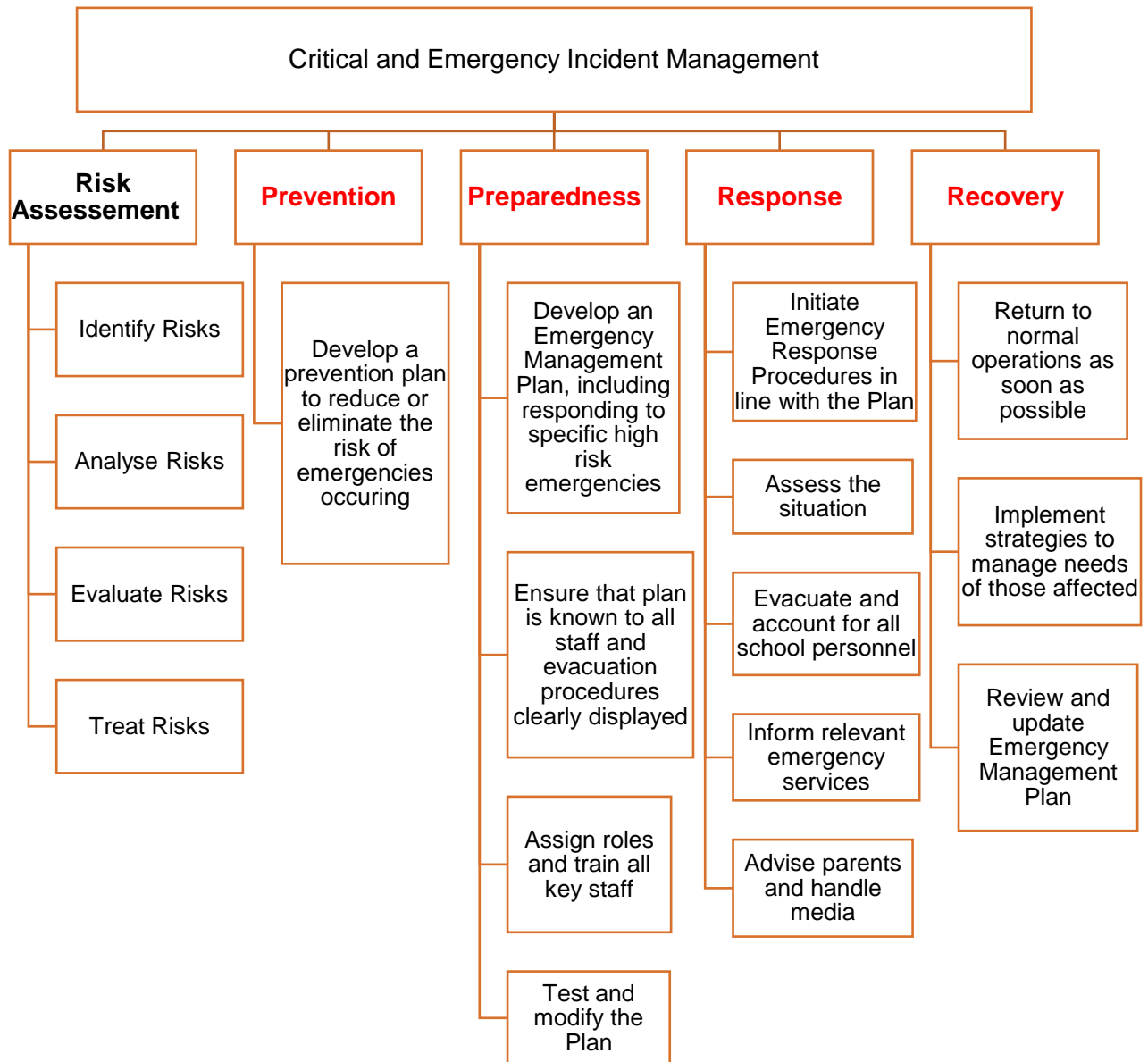
[Risk Management Policy](#)

[Student Health Policy](#)

[Teacher Registration Board of WA](#)

[Workplace Safety and Health Policy](#)

Approved 27/2/24 by the Board Policy Committee. Next review due 27/2/26



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

REPORT

The Principal is required to report all critical and emergency incidents to the Beehive Montessori School Board. Of these, all reportable incidents shall also be reported to the Director General of the Department of Education as soon as practicable and in any event within 48 hours. The Principal is also required to notify allegations of, or convictions for, child abuse by a current School employee to the Ombudsman WA within 7 working days in accordance with the Reportable Conduct Scheme, and to the Teacher Registration Board of WA if that employee is a registered teacher.

Appendix 1 Crisis Response Plan and Checklist

A ASSESS THE SITUATION, CALL EMERGENCY SERVICES AND ASSIST THOSE IN DANGER	
ACTIONS	COORDINATED BY
<input type="checkbox"/> Verify information.	
<input type="checkbox"/> Take appropriate safety precautions (e.g. turn off gas, water and/or electricity).	
<input type="checkbox"/> Contact School Safety Officer.	
<input type="checkbox"/> Administer First Aid where appropriate.	
<input type="checkbox"/> Contact emergency services as appropriate: Ambulance, WA Police, Fire Brigade, gas provider, water provider, electricity provider.	
<input type="checkbox"/> Ensure the incident site remains secure and undisturbed where WA Police or DFES are likely to be involved.	
<input type="checkbox"/> Remove people from the scene to an appropriate assembly area or classroom.	
<input type="checkbox"/> Account for everyone in the vicinity.	
<input type="checkbox"/> Activate an incident management team to plan further actions and enact the response plan. Allocate specific responsibilities.	
<input type="checkbox"/> Record details of event, including the source/s of information. Make notes as information is received.	
<input type="checkbox"/> Gain family/WA Police authority to release information.	

E EVACUATE (ON-SITE OR OFF-SITE) OR LOCKDOWN	
ACTIONS	COORDINATED BY
<input type="checkbox"/> Consider the need to evacuate either on-site or off the school site.	
<input type="checkbox"/> Take the evacuation kit to the designated assembly area/administration area.	
<input type="checkbox"/> See checklist of specific lockdown actions.	
<input type="checkbox"/> Notify the Police/DFES Communication Centre and seek advice as to whether off-site evacuation is safe.	

I INFORMS (relevant authorities if a critical incident)	
ACTIONS	COORDINATED BY
<input type="checkbox"/> Instruct staff to direct all media and other enquiries to the Principal	Principal

I INFORMS (relevant authorities if a critical incident)	
ACTIONS	COORDINATED BY
<input type="checkbox"/> Contact DoE (if a Critical Incident) using the Reportable incident notification form as soon possible and within 48 hours at the latest . If unsure contact DoE on 9441 1900.	Principal
<input type="checkbox"/> Notify Board within 48 hours	Principal
<input type="checkbox"/> Notify Teacher Registration Board of WA if the incident involved, or is suspected of involving, the serious misconduct of a teacher	Principal
<input type="checkbox"/> Notify Ombudsman WA of reportable allegations or reportable convictions of a current employee within 7 working days.	Principal

O ORGANISE TO SUPPORT THOSE AFFECTED (as determined by the assessment of the situation)	
ACTIONS	COORDINATED BY
<input type="checkbox"/> Offer immediate comfort and support to those most affected.	
<input type="checkbox"/> Make direct contact with affected staff or families. (In the case of a death, WA Police should contact the family.)	
<input type="checkbox"/> Prepare a statement for informing students and determine method of delivery.	
<input type="checkbox"/> Brief all staff of known facts. Ensure everyone knows how to respond to media and understands support strategies for students and staff.	
<input type="checkbox"/> Inform students using a prepared statement and offer comfort and support. Consider siblings and close friends.	
<input type="checkbox"/> Set up a recovery room if needed.	
<input type="checkbox"/> Send the inconsolable to a recovery area and/or relevant support people such as School psychologist/class teacher. Make arrangements for students/siblings/parents to be re-united.	
<input type="checkbox"/> Prepare a written statement related to incoming enquiries and for students to take home to their parents.	
<input type="checkbox"/> Consider staff and students absent or off-site today, relief staff, ex-students and ex-staff that need to be informed.	

○ ORGANISE TO SUPPORT THOSE AFFECTED (as determined by the assessment of the situation)	
ACTIONS	COORDINATED BY
<input type="checkbox"/> Identify and notify others who need early advice (e.g. Board, Beeliners, key community agencies, other schools affected).	
<input type="checkbox"/> Consider the counselling referral options for those in need.	

U UNDERTAKE RECOVERY OPERATIONS AT THE END OF THE DAY	
ACTIONS	COORDINATED BY
<input type="checkbox"/> Brief all staff as necessary, and provide opportunity for people to discuss the experience and raise concerns in a safe space. More involved debriefing should be conducted by a trained person in order to not inadvertently add to the trauma impact, such as through the School's Employee Assistance Program (EAP).	
<input type="checkbox"/> Organise necessary relief/additional staff to meet teaching, support, administration and front office needs.	
<input type="checkbox"/> Ensure support for the leaders of the school response team and those who have been supporting others eg EAP.	
<input type="checkbox"/> Liaise with local agencies for possible after hours/weekend support eg EAP.	

FURTHER CONSIDERATIONS IN THE FOLLOWING DAYS TO SUPPORT RECOVERY	
ACTIONS	COORDINATED BY
<input type="checkbox"/> Identify and offer more specialised personal support to vulnerable and/or most affected staff and students.	
<input type="checkbox"/> Provide recovery support and advice for students/staff/parents about the normal cycle of recovery and indicators that extra support may be required.	
<input type="checkbox"/> Follow up contact with family/families involved to express sympathy, arrange retrieval of personal items of student/staff member as appropriate and discuss school role in ongoing support.	
<input type="checkbox"/> Update information to staff, parents, and students, as appropriate. Consider media response and rumour control.	
<input type="checkbox"/> Recognise special considerations for suicide, including contagion effect, using available resources as a guide .	

FURTHER CONSIDERATIONS IN THE FOLLOWING DAYS TO SUPPORT RECOVERY	
ACTIONS	COORDINATED BY
<input type="checkbox"/> Consider relevant cultural aspects.	
<input type="checkbox"/> Consider the need for a memorial service or death notice.	

FURTHER CONSIDERATIONS IN THE FOLLOWING DAYS TO SUPPORT RECOVERY	
ACTIONS	COORDINATED BY
<input type="checkbox"/> Funeral attendance, with attention to the wishes of the family.	
<input type="checkbox"/> Provide continuing support for students and staff.	
<input type="checkbox"/> Notifying staff who are not at school.	
<input type="checkbox"/> Alert teachers to be sensitive to curriculum content.	
<input type="checkbox"/> Maintaining documentation.	
<input type="checkbox"/> Ongoing liaison with other affected or vulnerable schools.	
<input type="checkbox"/> Consider ex-students and their families.	
<input type="checkbox"/> Process for meeting visitors (e.g. community people most affected).	
<input type="checkbox"/> Interagency liaison.	
<input type="checkbox"/> Links with School and AISWA psychology personnel.	
<input type="checkbox"/> Instruct Administration as to what information is to be told to parents and others who may approach for information.	
<input type="checkbox"/> Consider what information is/is not to be shared by Beeliners.	
<input type="checkbox"/> Review responses and continuing needs.	
<input type="checkbox"/> Acknowledge people who have supported the school.	
<input type="checkbox"/> Review School records / mailing lists and amend as appropriate.	
<input type="checkbox"/> Organise operational debrief.	
<input type="checkbox"/> Arrange support for staff if needed for inquest/court date(s)	
<input type="checkbox"/> Review and modify <i>Emergency and Critical Incident Management Plan</i> .	
<input type="checkbox"/> Diarise anniversary dates.	