



PC005	Emergency, Crisis, and Critical Incidents Policy
Purpose	This policy regulates emergency procedures and disaster prevention directives.
Authority	Work Health and Safety Act 2020 Work Health and Safety (General) Regulations 2022 AS 3745 – 2010 Planning for Emergencies in Facilities AS/NZS ISO 31000: 2009 Risk Management – Principles and Guidelines. Emergency Management Act 2005 Emergency Management Regulation 2006 School Education Act 1999 School Education Regulations 2000
Policy	The school shall have, practice, and follow clear Emergency Management Plans to ensure the safety of staff, students, and visitors in the event of an emergency.
National Principles for Child Safe Organisation	Principle 10: Policies and procedures document how the organisation is safe for children and young people
Delegation	The Principal, or, in the case of off-campus emergencies, the teacher in charge.
Related Policies	Risk Management (PC008) Bushfire Management (PC009) Camps & Excursions (I002)
Date approved	Dec 2011; Dec 2013; Dec 2016; Nov 2019; Sept 2022
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Authorised by:	
Chairman	
Date:	
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VERSION MANAGEMENT

Version	Date Published	Changes Made	Author of Changes
5	Sept 2022	Add version management table, revised incident report form at appendix 7, update policy to be compliant with Dept. of Ed changes released July 2022 – changes to reportable incident categories, definitions, revised reportable incident notification form at Appendix 4. Update legislative references to WHS Act 2020. Minor changes to lockdown procedures appendix 2.	CB



The John Calvin School prays daily to God, on whom we are dependent in all things, for His Fatherly care and protection (Psalm 127:1)

Definitions:

Emergency: a threat to the organisation and/or the people involved in the organisation. It is often an accident or incident that requires immediate intervention. It can endanger or threaten to endanger life, property, and the environment (including, but not limited to, fire, bomb threats, intruders, natural disasters, and hazardous material spills.) It requires a significant and coordinated response.

Crisis: a rare incident, event or allegation that causes major disruption to the normal functioning of the organisation or part of it and has the potential to affect the physical, psychological and/or emotional wellbeing of the whole population, or parts of it, or specific individuals within it. It can affect the school's reputation, financial security, or staff/student safety. A crisis often develops over time and there is time to develop a considered response; however, it can suddenly escalate if not managed well.

Critical Incident: 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 that time or later.

All emergencies, crisis, and critical incidents, as defined above, are to be reported to the School Committee. In addition, reportable critical incidents are to be reported to the Director General (see following.)

Critical Incident Report:

The Principal is to report all Critical Incidents to the School Committee and Director General as soon as practical and in any event, within 48 hours. (See Appendix 4)

Circumstances in which the school is obliged to make a Critical and Emergency Incident Report to the Director General:

- **Category 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.
- **Category 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.
- **Category 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.
- **Category 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.
- **Category 5:** The receipt of a complaint or allegation of child abuse, including but not limited to sexual abuse, committed against a student by:
 - a staff member or another student; or
 - 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.



- **Category 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 suspected to have involved grooming behaviour.

Significant Impact Characteristics (category 2): In considering whether an incident under this category meets the definition of significant impact, refer to the characteristics below as a guide. Note this is not an exhaustive list.

- Police, Ambulance, Fire and Emergency Services, Worksafe or Child Protection and Family Support notified or involved.
- In respect of an actual injury, illness, or trauma the apparent medical prognosis at the time is that the incident is likely to result in longer term physical or psychological impairment.
- Normal school operations or activities are significantly disrupted or cease.
- School has commenced a review to mitigate future risk and/or action has been taken against students or staff to prevent imminent harm.

Incident Reports

In addition to the Critical Incident Report, Staff are to complete an incident report for all emergencies, crisis and critical incidents as defined above, including and as well as any incident involving property/environmental damage, accidents, hazards or near misses, as well as incidents of harassment, including sexual harassment. (See Appendix 7.) The Incident report form includes the process to report to the principal and WHS committee. Reports are filed and retained as per policy **G006 "Records Management Policy"**.

RISK ASSESSMENT

The school will conduct regular analysis of risks facing the school. See Risk Management Policy and Procedures for more detail.

PREVENTION

The Principal will:

- instruct staff, including non-teaching staff, regarding personal responsibilities in dealing with emergencies.
- assign responsibility for the regular testing of evacuation and lock-down alarm systems and procedures.
- provide signs to indicate potential hazards in buildings or on the grounds where appropriate
- consult with agencies such as Police, Fire and Emergency services to assist in the identifying and prevention of potential risks.
- promote First Aid Training with students and staff.
- ensure safety audits of the school are regularly performed
- Staff and students are familiar with and comply with their respective Codes of Conducts
- Implement strategies to eliminate or reduce the likelihood of the occurrence of emergencies or critical incidents
- Ensure all incidents are managed to give the highest priority to the best interests of students.



The United Nations Committee on the Rights of the Child has given the following guidance as to how the student/s' best interest may be effectively assessed:

- consult the student/s
- ensure the student/s basic needs are met
- prioritise maintenance or reinstatement of the student/s rights to health, safety, and education
- promote the student/s wellbeing and healthy development.

The school will observe rigorous standards to ensure that:

- drivers are appropriately healthy and suitably competent
- external providers have appropriate qualifications and comply with safety procedures
- students travelling on buses and when travelling to and from school are briefed with respect to safety
- students are supervised at all times
- access to the school during school hours is limited
- visitors to the school are required to sign in and out and are monitored
- employees are approved for working with children
- teachers and students engage only in safe school activities
- teachers and students maintain safe practices in off-campus activities, especially those that involve bushwalking and swimming
- promote a healthy and positive social climate
- promote mental health and resilience
- staff members are well-equipped to administer First Aid

PREPAREDNESS

Emergency Management Plans

The Principal will ensure that the school Emergency Management Plans are adhered to and regularly reviewed, including:

1. The management of foreseeable risk:
 - a. An overall strategy for the management of emergencies and critical incidents on and off-campus
 - b. Specific strategies for the management of certain high-risk emergencies or critical incidents such as gas leaks, fires, and earthquakes.
2. An evacuation and lock-down plan which:
 - a. Is tested and reviewed at least annually
 - b. Caters for the movement of students, staff, and visitors in buildings and on the grounds
3. Site plans which highlight
 - a. The Emergency Control Post
 - b. Evacuation routes and exits
 - c. Building locations and special features
 - d. Water, electrical and gas control points including fire hydrants, fire extinguishers
 - e. Evacuation Assembly Areas



4. Details the roles and responsibilities of staff with respect to:
 - a. Security
 - b. Communication
 - c. Evacuation control
 - d. Parent notification and collection of students
 - e. Clear identification and assignment of the roles and responsibilities of staff, including the delegation of specific roles and responsibilities that account for the absence of the Principal or other key staff
 - f. A list of current emergency contact telephone numbers
 - g. Appropriate provision for people with special needs or disabilities
 - h. Details of communication strategies and warning systems to be used in specific incidents (e.g., mobile phone, loudhailer, and emergency warning signals)

See below for Emergency Management Plans for responses to specific emergency scenarios.

See Appendix 5 a & b for a flowchart outlining Emergency Incident Management.

Crisis Management Teams

It is the role of the Principal to establish a Crisis Management Team (CMT) of which he/she is the leader. The Principal will:

- Identify the roles of the CMT members
- Identify the duties associated with each role
- Identify the tasks that the CMT will need to undertake in the immediate to long term
- Identify the resources needed for the CMT to function

See Appendix 6 for a flowchart outlining Critical and Emergency Incident Response and Crisis Management.

RESPONSE

The response must be managed in such a way as to ensure the highest priority to the best interests of students. The United Nations Committee on the Rights of the Child has given the following guidance as to how the student/s' best interest may be effectively assessed:

- consult the student/s
- ensure the student/s basic needs are met
- prioritise maintenance or reinstatement of the student/s rights to health, safety, and education
- promote the student/s wellbeing and healthy development.

Whilst the best interests and safety of students has the highest priority, the following must also be considered:

- trauma and distress to students and staff must be minimised.
- the education program must be maintained or resumed as soon as possible; and
- risk of property damage must be minimised.



Emergency Management Plans for Emergency Scenarios:

Fire/Smoke

- The first priority is safety of life!
- Upon discovering or receiving notification of a fire:
 - Assist any person in danger if safe to do so
 - Turn off hazardous equipment, make a final check of the room, shut the door
 - Raise the alarm
 - Commence evacuation procedure (see Appendix 1)

Bomb Threat

All threats must be taken seriously.

The local police should be contacted immediately on receiving a bomb threat or discovering a suspicious package.

In the case of a bomb or terrorist threat, the Principal or alternate is responsible for:

- Assessing the threat and all immediate action
- Assuring maximum safety of students and staff
- Controlling all search and evacuation activities
- Establishing a good communication centre

All evidence of the notification of the bomb threat is to be kept:

- Written threat – all written material should be kept, including any envelope or container
- Email – email message is to be kept
- Telephone – **Do not hang up the phone.** There is a possibility the call may be traced. Complete the Bomb Threat Checklist (see Appendix 3) either during or after the phone call.

Bomb Threat Response Options:

- Do nothing and disregard the threat
- Evacuate immediately without a search (*recommended if the bomb threat specifies that the bomb will explode soon.*) (See Appendix 2 for evacuation procedure.)
- Search whilst evacuating (*recommended option.*)
- Stay in the building while the emergency wardens conduct a search.

Armed Intruders

- Remain calm and obey instructions given by the intruder/s
- Do not give chase when intruder/s depart
- Inform the Principal as soon as possible. If the intruder is still on the premises, the Principal will consider whether to initiate Lockdown (see Appendix 2) or Evacuation (see Appendix 1) procedures.

Catastrophic Weather

- Move away from windows, bookcases and items that may fall
- If indoors, seek shelter under a desk or table or move to a room corner, sit down, and protect your face and head with your arms
- If outside, seek shelter

Earthquakes



- Move away from windows, bookcases and items that may fall
- If indoors, seek shelter under a desk or table or move to a room corner, sit down, and protect your face and head with your arms
- If outside, move to an open space away from buildings, power lines and trees that may fall.

Hazardous materials spill

- Clear the immediate area and extinguish ignition sources
- Inform the Principal
- If evacuating, always stay upwind of the spill/leak. (See Appendix 2 for evacuation procedures.)

RECOVERY

With respect to recovery the school is to:

- Provide support to students and staff (sources of support include the School Support Officer, the Non-Government Schools Psychology Service, and the church pastors, amongst others.)
- Ensure the maintenance or resumption of the regular education process as soon as possible.
- Monitor the emotional and psychological impact of the crisis.
- Ensure that the relevant incident reports are completed, the School Committee is informed, and that reportable incidents are reported to the Director General on the approved form as soon as possible and no later than 48 hours after the event.
- Develop and implement medium to long-term strategies in conjunction with AISWA and the Department of Education to identify and manage the ongoing social and psychological needs, and (in the case of students) the educational needs of those affected.
- Ensure closure of the incident.
- Arrange for review of the incident/event and modify specific procedures of the plan as determined by the review.



Appendix 1 | Evacuation Procedure

When to evacuate:

- If an internal threat to life or safety exists
- If the Evacuation Tone sounds (wooh, wooh, wooh)
- If told to evacuate by the Principal or alternate, Chief Warden or Emergency Services.

Evacuation Procedure Responsibilities:

Chief Warden:

- Don white helmet and collect Emergency Procedures manual
- Proceed to a suitable Control Point Area
- Consider safety of evacuation routes and Evacuation Assembly Areas
- Activate Emergency Control Organisation and implement the appropriate Emergency Procedure
- Ensure relevant Emergency Services are contacted
- Issue Evacuation order
- Brief Emergency Services upon arrival
- Contact the Evacuation Assembly Area and control “return to normal” once the reason for evacuation is resolved
- Debrief wardens
- Communicate event to parents

Communications Officer at Evacuation Assembly Area:

- Assume control of the Evacuation Assembly Area
- Use the “Evacuation Checklist” to log head count. Include visitors.
- Report status of Evacuation Assembly Area to Chief Warden

Communications Officer at Emergency Control Point:

- Undertake communications as directed by the Chief Warden
- Use “Evacuation Checklist” to log search results
- Report to Chief Warden

Wardens (Staff not in the act of teaching):

- Report to the Chief Warden at the Emergency Control Point and don red helmet
- Assist by searching or following Chief Warden’s directions
- Communicate findings to Chief Warden and remain available to offer assistance

Staff (in the act of teaching):

- Turn off anything that may become a hazard if unsupervised (e.g., cook tops, ovens, candles, science equipment, etc.)
- Direct students to the nearest safe exit
- Make final check of room, take the class list, and shut the door
- Lead students to the nominated Evacuation Assembly Area
- Account for your students and report any problems to the Communications Officer
- Remain in control of your students at the Evacuation Assembly Area



Appendix 2

Lock Down Procedure

A **lockdown** is the movement and confinement of individuals to an indoor area because of an external threat. That threat could be:

- An intruder
- A civil disturbance
- An emergency
- A dangerous animal
- A student (e.g., out of control, or even a missing student)

When to lockdown:

- If an external threat to safety or life exists
- If the lockdown code is given (Mrs Cooper, please come to the front office.)
- If the lockdown tone is sounded (beep, beep, beep)
- If advised by the Principal or Deputy, the Chief Warden, or Emergency Services

Lockdown Procedure Responsibilities:

Chief Warden:

- Don white helmet and collect Emergency Procedures manual
- Proceed to a suitable Control Point Area
- Activate Emergency Control Organisation and implement the appropriate Emergency Procedure
- Ensure relevant Emergency Services are contacted
- Issue the lockdown order
- Divert parents and returning groups from the school
- Stop the school siren from sounding period changes or break times
- Ensure a phone line is kept free
- Lock all external doors and gates (excluding the courtyard gate and front office door for Emergency Services personnel)
- Brief Emergency Services upon arrival
- Issue all clear once the emergency is over
- Debrief wardens
- Communicate event to parents

Communications Officer:

- Proceed to Control Point Area
- Don white helmet
- Undertake communications as directed by the Chief Warden
- Use the "Evacuation Checklist" to log search results. Include visitors.



Wardens (staff not in the act of teaching):

- (If safe to do so) report to the Chief Warden at the Emergency Control Point and don red helmet
- Assist by searching or following Chief Warden's directions (these directions could involve attempting to phone staff instead of a physical check of the rooms)
- Communicate findings to Chief Warden and remain available to offer assistance

Staff (in the act of teaching)

- Lock all doors and windows
- Draw blinds and curtains to limit visibility of those inside to those outside
- Hold a roll call – communicate whether all present via notes on the class door. Include:
 - Fill in the Room number and/or year number ensuring you show if you are, for example, room 3, or year 3 (**yellow box**)
 - Record the staff (and other adults), who are present in your room (**blue box**)
 - Record (highlight, tick, or circle) the students who are present in your room (Class Lists)
 - NB: the Primary Students are on one side of the sheet, the secondary on the other
 - NB: give any students outside the room time to get back in
 - Also list the names of the students you are worried about- the ones who you are responsible for, but you are not sure where they are (**Red Box**)
- If deemed necessary, gather class together on the floor and wait for notification from the Chief Warden
- If deemed safe to do so, blu tack the completed sheet to the **outside** of your door
 - If not safe to blu tack to the outside of the door, blu tack to the inside of a window next to the door (but again, only if deemed appropriate) **and/or**
 - phone the results through to staff most likely in the Emergency Control Point), and/or
 - e-mail the results through to reception (reception@jcsa.wa.edu.au)

Outside Class Time Procedure:

- Yard duty staff to direct students to their home room or area nominated by the Chief Warden
- Class/Form teachers to attend their home room or area nominated by the Chief Warden
- All other staff to report to the Chief Warden to become wardens



Appendix 3 Bomb Threat Telephone Call

REMAIN ON THE LINE; DO NOT HANG UP

DO NOT HANG UP AT THE END OF THE CALL

IMMEDIATELY REPORT THE CALL TO THE PRINCIPAL OR ALTERNATE IN CHARGE

Call taken by:		Date:	
Location and Phone Number			
Exact wording of the threat:	Caller's Manner <input type="checkbox"/> calm <input type="checkbox"/> angry <input type="checkbox"/> excited <input type="checkbox"/> slow <input type="checkbox"/> rapid <input type="checkbox"/> soft <input type="checkbox"/> loud <input type="checkbox"/> familiar <input type="checkbox"/> laughter <input type="checkbox"/> crying <input type="checkbox"/> normal <input type="checkbox"/> distinct <input type="checkbox"/> child <input type="checkbox"/> adult	Caller's Voice <input type="checkbox"/> slurred <input type="checkbox"/> nasal <input type="checkbox"/> stutter <input type="checkbox"/> lisp <input type="checkbox"/> raspy <input type="checkbox"/> deep <input type="checkbox"/> ragged <input type="checkbox"/> clearing throat <input type="checkbox"/> deep breathing <input type="checkbox"/> cracking voice <input type="checkbox"/> disguised <input type="checkbox"/> accent	
Questions to ask (bomb specific): When will it explode? Where is it right now? What does it look like? What kind of Bomb is it? What will set it off? Did you place the bomb? Other questions to ask: Why did you place the bomb? Where are you? What is your name? What is your address? What number can I contact you on?			
Caller's Description: Sex: M/F Accent type:		If the voice sounded familiar it sounded like:	
Age: Other:		Call time: AMPM; Duration: sec/min	
Background sounds: <input type="checkbox"/> clear <input type="checkbox"/> local <input type="checkbox"/> phone booth <input type="checkbox"/> office <input type="checkbox"/> voices <input type="checkbox"/> music <input type="checkbox"/> crockery <input type="checkbox"/> street noise <input type="checkbox"/> motor <input type="checkbox"/> public address noise <input type="checkbox"/> static <input type="checkbox"/> house noise <input type="checkbox"/> long distance <input type="checkbox"/> factory		Threat delivery: <input type="checkbox"/> irrational <input type="checkbox"/> well spoken <input type="checkbox"/> taped <input type="checkbox"/> foul <input type="checkbox"/> message read out	

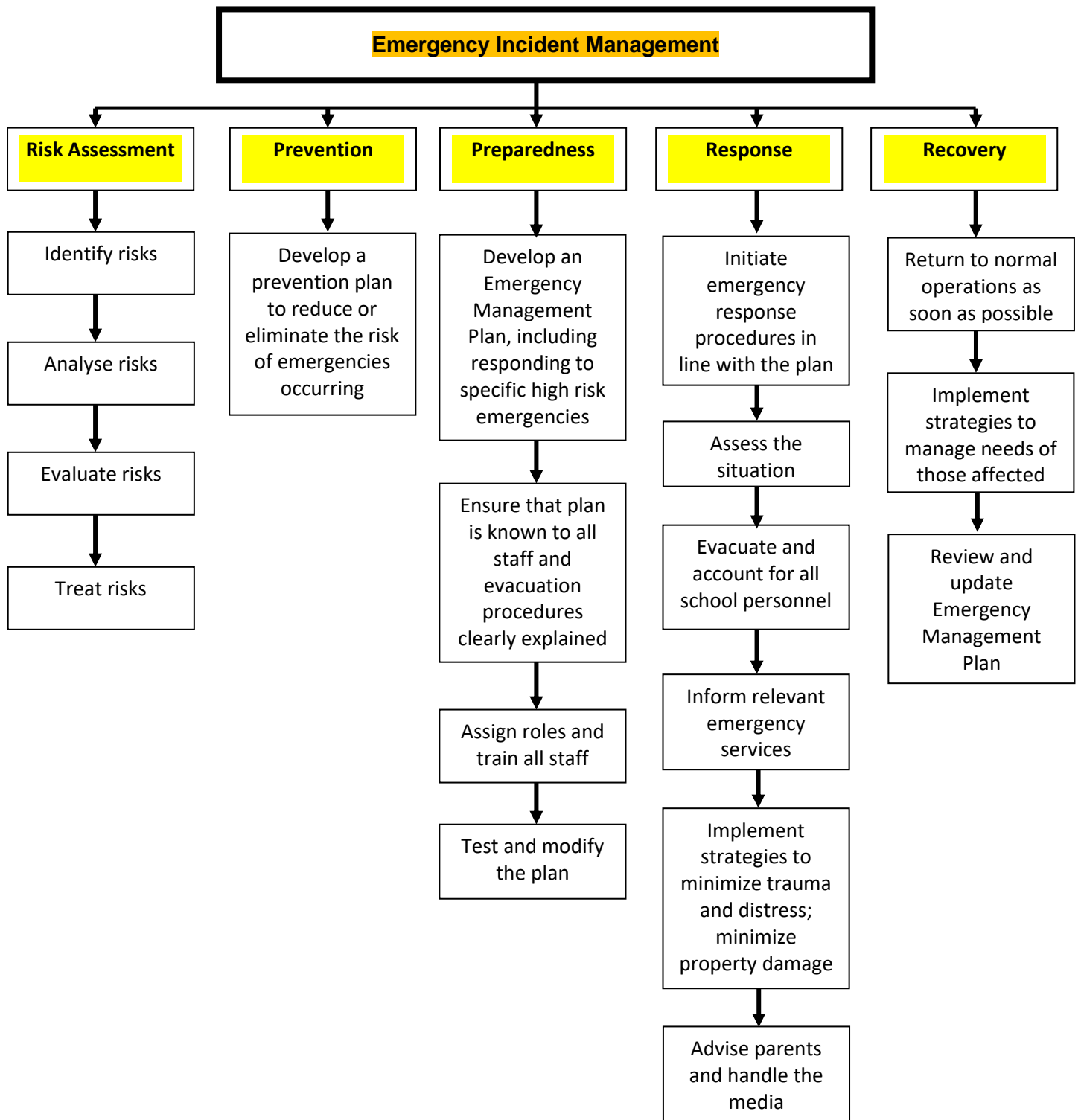


Appendix 4 | Critical and Emergency Incident Report

Saved separately



Appendix 5a | Emergency Incident Management

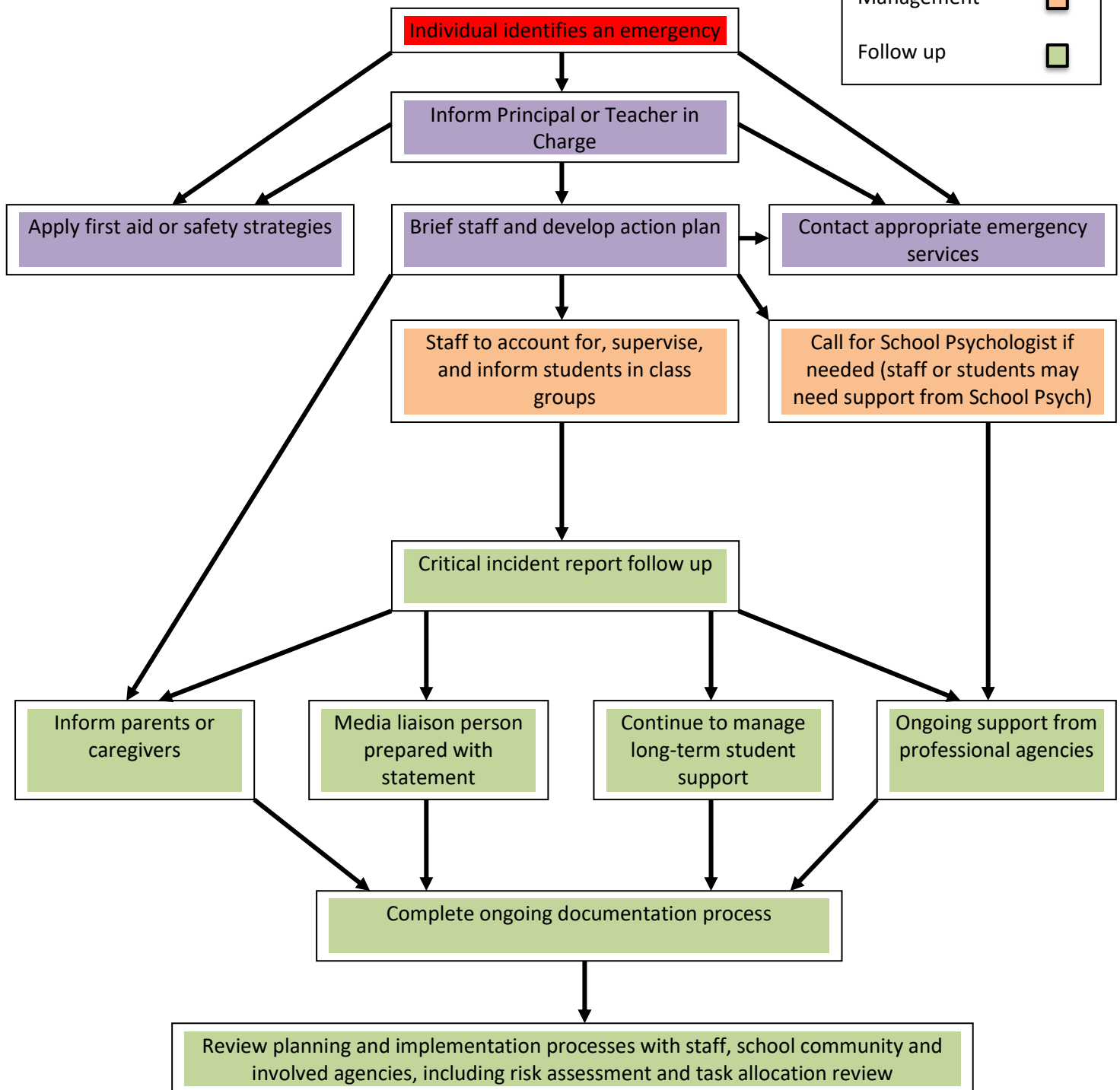




Appendix 5b | Emergency Management Plan

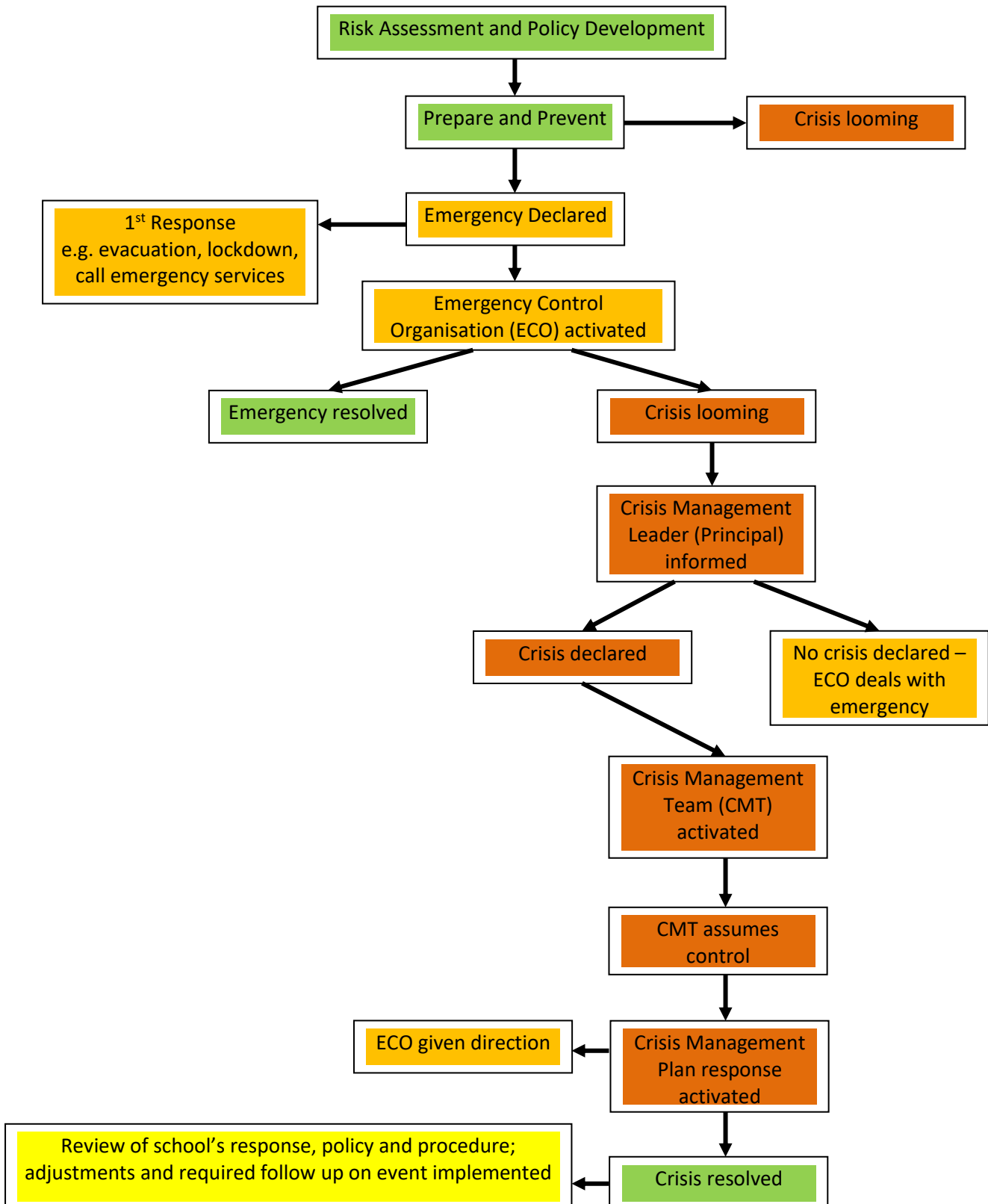
Emergency Management Plan

Immediate action	
Management	
Follow up	





Appendix 6 Critical and Emergency Incident Response and Crisis Management





Appendix 7

Incident Report Form

Saved Separately