



Developed 2002
Reviewed 2005:2009:2016
Due for Review in 2020

ST PIUS X CATHOLIC PRIMARY SCHOOL CRISIS MANAGEMENT POLICY

Policy

This policy statement provides an indication to the school community of the scope and commitment of St Pius X School to the area of Crisis Management.

Rationale

St Pius X School is concerned to reduce the traumatic effects of crisis situations, both in the short and longer terms, and accordingly shall ensure that adequate and appropriate measures are in place to manage the response to traumatic events.

While experiencing or witnessing highly traumatic events is still uncommon, it is clear that the frequency of such events is growing. Consequently, the risks faced by students, staff and the broader school community are also growing. Such events can impact considerably on the physical, spiritual and psychological well-being of students, teachers and families having an adverse influence in areas such as learning, occupational performance and family interactions.

Crisis Management Team

Principal	Daine Burnett Daine.burnett@cewa.edu.au
Assistant Principal	Kim Hughes Kim.hughes@cewa.edu.au
Assistant Principal	Stephanie Johnson Stephanie.johnson@cewa.edu.au
School Office	Margaret Tatasciore Margaret.tatasciore@cewa.edu.au Marni Nichol Marni.nichol@cewa.edu.au
CEWA Representative	Michael Ciccarelli Michael.ciccarelli@cewa.edu.au

Critical Incident

In the case of a Critical Incident all staff must follow the guidelines on page two. A member of the Leadership team must be notified immediately.

The Critical Incident Standard determined by the Minister for Education in accordance with s.159(1)(i) of the *School Education Act 1999* requires the principal to notify the chair of the governing body and the Director General, Department of Education Services, about any critical and emergency incidents as soon as practicable and, in any event, within 48 hours of the incident.

In order to be deemed a Critical Incident one of the following points must be identified. In the case of any of these incidences, the Principal or Assistant Principal must be notified as a matter of urgency. The Crisis Management Plan will be called into place and take full action as per the requirements.

- Death, or life-threatening injury, of a student or staff member at school, or following an incident that occurred at the school or through a related school-based activity or circumstance;
- Circumstances that pose a critical risk to the health, safety or well-being of one or more students or staff;
- A circumstance posing a *critical risk* 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.
- Receipt of an allegation of child abuse, including but not limited to sexual abuse, against a student by a staff member or student or other person, whether the abuse is alleged to have occurred recently or in the past;
- Issuing a formal warning to a staff member or ceasing the employment of a staff member for a breach of the Staff Code of Conduct suspected to be grooming behaviour;
- Incidents requiring school closure, lockdown, or reduction of number of students or staff attending.
- Refer to Appendix 1 regarding documentation

PREVENTION AND PREPARATION

It is the responsibility of all staff at St Pius X to be aware of their duty of care in assessing risk factors in all school activities that children participate in. Staff must minimise risks and also be aware of the school's plan of action in the event of a crisis.

St Pius X School has a Lockdown Procedure in place.

Steps Involved In Preparation and Prevention;

- Regular maintenance checks of all areas and equipment are to be carried out by the School Leadership Team. All staff are responsible for reporting maintenance problems and environmental hazards to the principal or secretary.
- Teachers should have a clear understanding of their school duties and responsibilities. New staff should be made fully aware of school policies through the school induction process.
- Teachers are to meet with the principal to discuss all excursions at least three weeks before the event. Teachers need to inform the principal of arrangements for transport, communication and adult student ratio. Teachers need to discuss with the principal the possibility of risks associated with the excursion. Before going on excursions teachers need to have read the reference file, "School Camps And Excursions, Guidelines For Catholic Schools."
- Staff and students need to be drilled in procedures related to safety at school. For example the evacuation plan needs to be in place and practised.
- Staff are to be encouraged to attend courses related to school safety. For example First Aid or Bronze Medallion.
- First Aid materials and equipment need to be kept up to date and readily accessible by the Assistant Principals.
- Keep in contact with sister school so that they are aware of the assistance they may be called upon to offer in the case of an emergency. Sister School is St Benedict's, Applecross. (9364 5836)

EMERGENCY NUMBERS

Alcohol and Drug Service (24 Hours)	1800 198 024
Doctor's Surgery – Reynolds Road Medical	9364 6444
Fire Brigade	000
Ambulance	000
Parish Priest	9450 4171
Poisons Information Service	131126
Police Station – Kensington	9474 7555

RESPONSE

This involves the prompt implementation of effective actions and the mobilisation of effective resources. The responsibilities for the members of the Crisis Management Team in the first 24 hours are as follows.

Principal

- Gather information and decide on the level of response required.
- If necessary call together the Crisis Management Team and enact the school Crisis Management Plan.
- Contact Catholic Education WA.
- Find out the facts from the police and when information can be released.
- Contact families of people involved in the crisis. Arrange a visit where necessary.
- Inform staff.
- From samples letters held by the secretary, adapt information to be released to various groups.
 1. Front desk statement.
 2. Letter to Parents.
 3. Media Statement.
 4. Statement for Staff to read to Students.
- Start to keep a written record.
- Arrange for team meeting at the end of the day.

Secretary

- Ensure a phone line is kept free.
- Collate paper work for statements to be released.
- Arrange relief teaching. St Benedict's may be able to assist here.
- Regional Catholic schools for extra support.

Assistant Principal Administration

- Contact non-government school psychology services.
- Give staff guidelines on the role they can play with students.
- Set up a room that can be used as a support facility.
- Attend to victim's personal belongings.
- Provide support for siblings.
- Secure entrance and exit points to media.

Assistant Principal Religious Education

- Contact Parish Priest.
- Support distressed staff.
- Make arrangements for parents who may call at school.
- Look at prayer or memorial services.

Teachers on Excursion – In the Event of injury/death

- Contact Principal/Leadership Team
- Take care of students / parents until Principal and Crisis Management Team are contacted and strategies are put in place.

After Day One The Crisis Management Team Is To Continue To Meet And Look At The Recovery Process.

CMT Responsibilities

- Return the school, to as far as possible, a regular routine.
- Preparation for service or funeral. Who will attend?
- Continue to monitor reactions within the school community and offer support.
- Consider debriefing for those most critically affected.
- Update staff and students with new information.
- Keep parents informed.
- Keep note of expressions of sympathy, condolences and offers of help.
- Maintain contact and support to families of victims.
- Be prepared for legal proceedings.
- Discuss the need for a memorial.
- Continue to meet as a team on a regular basis and review the plan.
- Continue to liaise with outside agencies.
- Monitor those in care giver roles.
- Keep record of anniversaries.
- Arrange for a memorial erection in consultation with parents.
- Bring people closer to victim to allow opportunity for discussion / debriefing.
- Parents of school community / P & F to coordinate home assistance through class representatives.

Media guidelines

The St Pius X Crisis Management Team should specifically address the following:

- ❖ Principal – as team coordinator, is also the media spokesperson.
- ❖ Prepare press release, with updates if necessary.
- ❖ Deal directly with the media (if possible).
- ❖ Set “ground rules” for interaction with media (entering school grounds, who they interview...)
- ❖ Seek advice from the Police.

Be cooperative, while setting boundaries – helps stifle rumour and speculation.
Anticipate what the media may want.

DO	DON'T
<ul style="list-style-type: none"> • Advise school personnel of the media procedure. • Advise students of the media procedure and where they stand if approached for interview. Parents should also be told of the advice given to students. • Protect confidential information (check identity if the nature of the question seems inappropriate). • Consult with bereaved families to assure them that confidential information is being protected. • Ensure a consistency of information, keep to the facts. Seek police advice. • Cooperate with the media and seek their cooperation. • Secure entrance/exits to school. 	<ul style="list-style-type: none"> • Give out personal information. • Supply photographs of the victims. • Speculate or give credence to unfounded theory. • Create heroes or glorify the deceased. • Forget that media interest will extend beyond the event. Funerals, memorial services and coronial enquiry will all receive attention.

CRISIS MANAGEMENT PLANNING

Reaction of Children in Pre-School and Early Primary

Emotional/Behavioural/Cognitive

- regressive behaviours such as crying, thumb sucking, bed-wetting, infantile language
- fears
- clinging, adult dependent
- irritable
- disobedient / oppositional
- aggressive behaviour, violent themes to play
- disturbed pattern of activity
- repeated talking about event
- upset at change to routines
- poor concentration, shortened attention span

Physical

- sleep disturbance in both pattern and duration
- change to eating patterns
- toileting problems – change to bowel/bladder patterns

Helping Younger Children at School after a Trauma

Children need security and stability. Fears underlie much of the behaviour change seen after a trauma. Familiar behaviours may substitute for feelings/behaviours which are unfamiliar or uncomfortable e.g. laughing when feeling sad or worried. Children can be helped in managing these intense feelings. Parents and teachers may also be struggling with their own emotional reaction.

- listen when the child wants to talk and answer only the question asked
- show the child you care so as to maintain their trust
- give frequent reassurance. Be aware that children may be anxious on separating from parents
- allow children to be active and noisy as a way of expressing feelings
- look out for changed behaviour that may be aggressive or destructive
- use plain language when talking about death – consult on consistent explanations via special letters, notes
- if out of character behaviour persists for more than a month or so, or the child appears to be blaming themselves for the incident, then specialised intervention may be required and it is advised to discuss this with the parents

Helping Children in Middle and Upper Primary School after a Trauma

Children need security and stability. Fears underlie much of the behaviour change seen after a trauma. Familiar behaviours may substitute for feelings/behaviours which are unfamiliar or uncomfortable e.g. laughing when feeling sad or worried. Children can be helped in managing these intense feelings. Parents and teachers may also be struggling with their own emotional reaction.

Between the ages of 7 and 10 most children come to an understanding of the finality of death. The concept of death remains immature and it should be recognised that children will retain some unusual notions on what it means to be dead. At the age, death is generally seen as something that happens to other people, to older people.

- Provide a stable environment to assist adaptation to trauma. Re-establish routines
- Discuss what happened in the trauma to allow expression of feelings. Look for positive aspects. Don't feel that you have to hide your personal feelings or emotions. Children will feel less isolated if they see others sharing their emotions. If individual children have misconceptions/misinformation about the incident (particularly in relation to death) consult with the parents before correcting this.
- Use creative activities to look at the event. Younger children will use play. Older children can benefit from using art, music or drama to express their feelings. This should be done cautiously and it may be wise to seek professional advice on these interventions.
- Group activities can be especially useful in allowing children to regain a sense of control and security.
- Allow opportunity for creative play and encourage re-enactment of the incident. Expressing feelings through play make it less likely that the children will relive the trauma internally (case by case scenario).

CRISIS MANAGEMENT PLANNING

GATHERING INFORMATION ON AN INCIDENT

This is intended to give some direction on the information that will facilitate effective crisis management. It may be photocopied or used as the basis for a checklist.

• Date _____ Time _____ Recorded by _____

- What happened
- Who was involved
- Where
- When
- Who is reporting
- Who witnessed the event
- Who knows about the incident
- Have emergency services been contacted
- Are there police officers on the scene? Name of attending officer
- What is known on extent of injuries or deaths
- Have any other actions been taken
- Have parents been contacted
- Telephone contact numbers

Name _____ number _____
Name _____ number _____
Name _____ number _____
Name _____ number _____

- Crisis response team called together

Date _____ Time _____

- Crisis management plan enacted

Date _____ Time _____ Signed _____



APPENDIX 1



Department of
Education

CRITICAL AND EMERGENCY INCIDENT REPORT

NON-GOVERNMENT SCHOOL

Explanatory notes

What is the Critical and Emergency Incidents Standard?

The Critical and Emergency Incidents Standard has been determined by the Minister for Education and Training under s.159(1)(i) of the *School Education Act 1999*. It requires every school to have and implement a critical and emergency incidents policy and procedures which:

- (a) define critical and emergency incidents consistently with the standards;
- (b) require all critical and emergency incidents to be reported and documented;
- (c) enable and require the Principal to notify the governing body of all critical and emergency incidents;
- (d) enable and require critical and emergency incidents to be managed in such a way as to give highest priority to the best interests of the student or students affected.

The Standard also requires that the governing body to ensure the Director General is notified as soon as practicable and, in any event within 48 hours of the incident, using this form.

What Critical and Emergency Incidents must be reported?

Critical and emergency incidents are defined as:

- Death, or life-threatening injury, of a student or staff member at school, or following an incident that occurred at the school, or through a related school-based activity or circumstance;
- Circumstances that pose a critical risk to the health or safety of one or more students or staff;
- Receipt of an allegation of child abuse, including but not limited to sexual abuse, committed against a student by a staff member or student, or another person on the school premises or during school-related activities, whether the abuse is alleged to have occurred recently or in the past;
- Issuing a formal warning to a staff member or ceasing the employment of a staff member for a breach of the Staff Code of Conduct suspected to be grooming behaviour;
- Any incident requiring school closure, lockdown, or a reduction in the number of students or staff attending.

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 lifethreatening injury to one or more students and/or staff.

How to lodge this form

Independent schools

Independent school staff are to proceed according to school policy and the authorised critical incident reporter must use this form to notify the Director General. This form should be completed and emailed to NGSRegulation.Criticalincidents@education.wa.edu.au as soon as practicable and, in any event, before 48 hours have passed.

Catholic system schools

The authorised critical incident reporter for Catholic system schools is the Executive Director, CEWA. In the first instance the school should forward this critical and emergency incident form to Employment and Community Relations, CEWA, by email to ecr@cewa.edu.au. Schools should be aware that incidents must be reported to the Director General within 48 hours. Assistance is available

from CEWA Employment and Community Relations. CEWA will then ensure that the form is forwarded to NGSR.

Further information

Further information is available in the *Guide to Registration Standards and Other Requirements for NonGovernment Schools* (2018), available on the Department of Education website.

Enquiries

T: (08) 9441 1904

E: NGSRegulation.Criticalincidents@education.wa.edu.au

Incident type

Please indicate the type of critical and emergency incident by ticking one or more of the boxes below.

- Death, or life-threatening injury, of a student or staff member at school, or following an incident that occurred at the school, or through a related school-based activity or circumstance
- Circumstances that pose a critical risk to the health or safety of one or more students or staff
- Receipt of an allegation of child abuse, including but not limited to sexual abuse, committed against a student by a staff member or student, or another person on the school premises or during school-related activities, whether the abuse is alleged to have occurred recently or in the past
- Issuing a formal warning to a staff member or ceasing the employment of a staff member for a breach of the Staff Code of Conduct suspected to be grooming behaviour
- Any incident requiring school closure, lockdown, or a reduction in the number of students or staff attending

If you cannot tick one of these boxes, the incident may not need to be reported to NGSR as a critical incident.

School details

School	
Campus	
Name of Governing Body Chair	
Name of Principal	
Contact Number of Chair	
Contact Number of Principal	

Incident

Date of Incident (or of receipt of allegation)	
Location of Incident	
Date Principal First Notified	
Date Chair of Governing Body Notified	

Persons involved

<input type="checkbox"/>	Whole school	
<input type="checkbox"/>	Student(s) – Year Levels:	
<input type="checkbox"/>	Teaching Staff	
<input type="checkbox"/>	Support Staff	

Volunteer

Former Student

Student from Another School

Other – please specify:

Description of the incident

Detail what happened, who was affected and any contributing factors (where relevant to the type of incident, and known at the time of the incident). Personal information is not required on this form. For example, depending on the incident, a student's year level, rather than name, will be sufficient. In the case of a mandatory report, the identities of those involved, including the mandatory reporter, **must not be disclosed** on this form.

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Agencies notified of incident

<input type="checkbox"/>	WA Police notified	Date	Report No
<input type="checkbox"/>	Department of Communities (Child Protection and Family Support division) – Mandatory report	Date	Report No
<input type="checkbox"/>	Department of Communities (Child Protection and Family Support division) – Child protection concern	Date	
<input type="checkbox"/>	Teacher Registration Board of WA (TRBWA) notified	Date	
<input type="checkbox"/>	Department of Fire and Emergency Services notified	Date	
<input type="checkbox"/>	Worksafe notified	Date	

Actions taken to resolve the incident

<input type="checkbox"/>	Parent(s)/Caregiver(s) notified	Date
<input type="checkbox"/>	Consultation with relevant government authorities about Parent/Caregiver notification – if applicable, including when required by Standard 12.3(c)	Date
<input type="checkbox"/>	Suspension/exclusion of student(s)	Number and Duration
<input type="checkbox"/>	Expulsion of student(s)	Number
<input type="checkbox"/>	School closure	Date/s
<input type="checkbox"/>	School lockdown	Date
<input type="checkbox"/>	Reduction in students or staff attending	Date/s
<input type="checkbox"/>	Health and safety services advice sought	Date
<input type="checkbox"/>	Ambulance/Hospital or medical attention	Date
<input type="checkbox"/>	Staff Code of Conduct breach warning issued	Date

<input type="checkbox"/>	Staff disciplinary action taken (please specify)	Details
<input type="checkbox"/>	School policies followed (including School Critical and Emergency Incidents Policy)	Details
<input type="checkbox"/>	Other	Details

Description of action taken to resolve the incident

Personal information is not required on this form. In the case of a mandatory report, the identity of those involved, including the mandatory reporter, **must not be** disclosed

How are any ongoing risks to students and/or staff being managed?

Personal information is not required on this form.

Who is responsible for the management of these risks?

Lodged by authorised critical incident reporter

Name	
Position	
Date	

As resolution of a critical and emergency incident may not be achieved until some time after the occurrence of the incident, and schools are required to report the incident within 48 hours to the Director General, further information may be requested about the resolution of the incident. When critical and emergency incidents occur, a key focus of the Director General will be to assess whether the school and governing body continue to meet the registration standards and other requirements for registration.

Notification of the Director General on this form must be sufficiently detailed to enable the Director General to scrutinise the school's responses in line with the Critical and Emergency Incidents Standard and the other standards and requirements. It will generally be insufficient notification to advise the Director General that the incident was 'resolved in line with school policy' or similar. The actual outcome in practice must be outlined, making reference to relevant school policies, and how the incident was managed in the best interests of the student or student(s) affected.
Thank you for completing the Critical and Emergency Incident Report.

Enquiries

T: (08) 9441 1904

E: NGSRegulation.Criticalincidents@education.wa.edu.au