

Critical and Emergency Incidents and Crisis Management

Introduction

Child Side School risk management policy and procedures seek to mitigate the impact of identified risk events or reduce the likelihood that these risk events will occur. However, it is recognised that there will potentially be situations where emergencies arise that the school has no control over.

A number of emergency scenarios have been identified for which procedures have been developed in order that stakeholders can effectively and efficiently prepare for and deal with the various scenarios.

Emergency scenarios and procedures shall be communicated to and discussed with staff and students.

Scope and Application

This policy applies to all employees, parents, children and visitors of Child Side School. This policy will be reviewed and amended in accordance with Child Side School Policy on Policies and Policy Guidelines and Procedures Contents Schedule.

Please note the use of the word child/children in this policy refers to students in the context of the school environment.

This policy enables and requires incidents to be managed in such a way as to minimise trauma and distress to students and staff and damage to property and ensure the education program is maintained or resumed, while giving highest priority to the best interests of the student or students affected.

The subset of incidents that are required to be reported to the Director General of the Department of Education are referred to as Reportable Incidents. These incidents typically have a significant impact on student and staff safety and wellbeing and may attract a higher level of public interest for either the school and school community, a wider group of schools or the schooling sector more broadly than other incidents.

This policy is to be read in conjunction with Child Side Risk Management Policy. All Related policies, procedures and guidelines are available to staff and parents on the school website and staff regularly revisit these policies through "Staff Dialogue". Staff and students revisit some of these policies through rehearsal or drill sessions eg, evacuations, lockdowns and snake safety.

Related Legislation/Guidelines

- The Educational Services for Overseas Students Act 2000 (ESOS Act)
- National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007 (The National Code 2007)
- AS 3745-2010 Planning for emergencies in facilities
- Emergency Management Act 2005
- Emergency Management Regulation 2006
- School Education Act 1999
- School Education Regulations 2000
- Disability Discrimination Act 1992

- Work Health and Safety Act 2020
- Privacy Act 1998
- Industrial Relations Act 1979
- Standards Australia AS/NZS ISO 31000:2009 Risk Management Guidelines
- Standards Australia AS 3745:2010 Emergency Control Organisation and Procedures for Buildings, Structures and Workplaces
- Standards Australia HB 221:2004 Business Continuity Management
- Standards Australia HB 292:2006 A practitioners guide to business

Related Policies

- Child Protection Policy
- Access to Students Procedure
- Bullying Behaviour Policy
- Child Abduction Response Policy
- Code of Conduct
- Excursions Policy
- Facility Hire Policy
- General Duty of Care Policy
- Guiding Children's Behaviour
- Maintenance Procedures
- Playground Supervision
- Risk Management Policy
- Sickness and Accident Policy
- Snake Safety Plan
- Work Health and Safety Policy

Related Documents

- Reportable Incident Notification Form (Department of Education)
- Emergency Management Flowchart
- Crisis Management Flowchart
- Bushfire Management Flowchart

Definition

Critical and Emergency Incidents as defined in the Standards for Non-Government Schools and determined by the Minister for Education and Training in accordance with section 159 of the School Education Act 1999 are:

The following are reportable incidents:

- (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 of 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.

Significant Impact Characteristics; (not an exhaustive list, submit a report or contact the Department for further guidance on 9441 1983)

- 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.

- (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 –
 - (a) by a staff member or another student; or
 - (b) by another person on the school premises or during a school-related activity; whether the abuse is alleged to have occurred recently or in the past.
- (6) Issuing a formal warning, a suspension or ceasing the employment of a staff member for a breach of the school's Code of Conduct involving suspected grooming behaviour.

Trauma

For the purpose of *reportable incident* (2) a trauma is defined as: a psychological wound or injury suffered at school or during a school-related activity [Australian Psychological Society].

Visitor

For the purpose of *reportable incident* (2) This term could include the following: parent/guardian; governing body member; professional coach; peripatetic teacher; tradesperson, contractor or other volunteer.

Physical or Psychological Impairment:

For the purpose of reportable incident (2) any physiological disorder or condition: cosmetic disfigurement, or anatomical loss: and any mental or psychological disorder.

Grooming

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 normalise sexually harmful behaviour with the overall aim of facilitating exploitation and/or avoiding exposure.

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

Types of Emergencies

This policy outlines procedures for responding to the specific emergencies listed below:

- 1 Evacuation Procedure
- 2 Lock-Down Procedure
- 3 Bomb Threat Procedure
- 4 Handling of Suspect Mail and Packages
- 5 Hazardous Chemical Release Procedure
- 6 Building Fire Procedure
- 7 Armed Holdup Procedure
- 8 Sieges/Hostage Situation Procedures
- 9 Bush Fire Management Procedure

Policy Statement

Child Side School is committed to managing all critical and emergency incidents in the best interests of the children and all incidents will be recorded in the Critical and Emergency Incident Register. Staff are required to document and report all incidents to the Leadership Team who will follow the Critical and Emergency Incident management Plan. Child Side School has procedures in place to deal with the Prevention, Preparation, Response and Recovery of potential critical and emergency incidents. All critical and emergency incidents will be reported to the appropriate authorities as listed and described in the Critical and Emergency Incident Management Plan. The Principal will notify the governing council of all incidents.

Version Management

VERSION	DATE REVIEWED	DATE RATIFIED	CHANGES MADE	AUTHOR OF CHANGES	NEXT REVIEW DATE
1	March 2012	2/5/2012	Policy Created	KM	
2	April 2015	29/7/2015	Information updated in line with AISWA emergency management guidelines and bushfire guidelines-further checklists added	KM	
3	May 2016	15/6/16	Added reference to Accident/Incident Form	LF KM	
4	March 2018	June 2018	Changes to roles and responsibilities of particular educators, emergency contacts, designated evacuation area. Details added to checklist for staying in safer location. Removed FLA as a community hirer. Policy reviewed by Shire of Capel's Manager of Emergency & Ranger services and his amendments included in policy	KM	
5	Nov 2018	28/11/ 2018	Combined Critical Incident and Crisis Management Policy with Emergency Management Policy in line with AISWA guidelines	LF	
6	22/2/2019	27/2/2019	Define Critical and emergency incidents consistent with standards, change DES to DoE, include recording of all incidents and refer to C&EI register, ensure that 'incidents management in best interests of children' is clearly stated throughout.	KM	Term 1 – 2022
7	June 2022	20/07/2022	Added significant impact characteristics to reportable incidents, the word visitors and further definitions and scope in accordance with standards.	LF	Term 2 - 2025

Critical and Emergency Incident Management Plan

In the case of any critical and emergency incident the **Senior Educator In Charge** or delegated Educator in Charge in their absence, is the appointed **Incident Manager** and assumes responsibility for the overall control of the emergency. The Incident Manager assumes decision making authority when an emergency response is initiated. All incidents are to be managed in the best interests of the children and all incidents are recorded in the Critical and Emergency Incident Register. The governing council ensures that the Director General is notified as soon as practicable and, in any event within 48 hours of the reportable incident, using the Reportable Incident Notification Form, available at <https://www.education.wa.edu.au/dl/z7exrr>

An **Emergency Telephone Contact List** is located at the office telephone as well as a Bomb Threat Checklist. Emergency Contact Staff have parent emergency contact numbers on their mobile phones. Table 1 below lists important community phone numbers.

Table 1 – Community Phone Numbers		
Group		Phone Number
WA Police	Life-threatening or time critical emergency	000
	Non-life-threatening incident requiring Police response	131 444
	Local Police Station	97222111
Ambulance		000
Fire and Emergency Services Authority		000
State Emergency Service		132 500
Hospital(s)		97221000
Poisons Information Centre		131 126
Gas (regional schools need to check for local number)		131 352
Electricity (regional schools need to check for local number)		131 351
Water Corporation (regional schools need to check for local number)		131 375
Health Direct		1800 022 222
Local Government (Shire of Capel)		97270222
Pollution Watch		1300 784 780

After the event of an emergency, it is recognised that people may have experienced trauma and recovery support will be needed. The Senior Educator and School Administrator will be responsible for organising support for children, staff and parents and will access outside agencies to assist with this process eg School Psychologist, Maggie Dent (Emotional Resiliency Specialist), AISWA and any other agencies that can be of help.

In the event an accident occurs an Accident Report Form is to be completed (see Sickness and Accident Policy)

The framework for Child Side's management and preparation to/for an emergency situation is adapted from the sources indicated below and is shown in Figure 1:

- i. Australian Standards AS4360 Risk Management
- ii. AS3745 Emergency control organisation and procedures for buildings, structures and workplaces
- iii. HB292 Handbook: A practitioner's guide to business continuity management.

Figure 1 – Emergency Management Framework

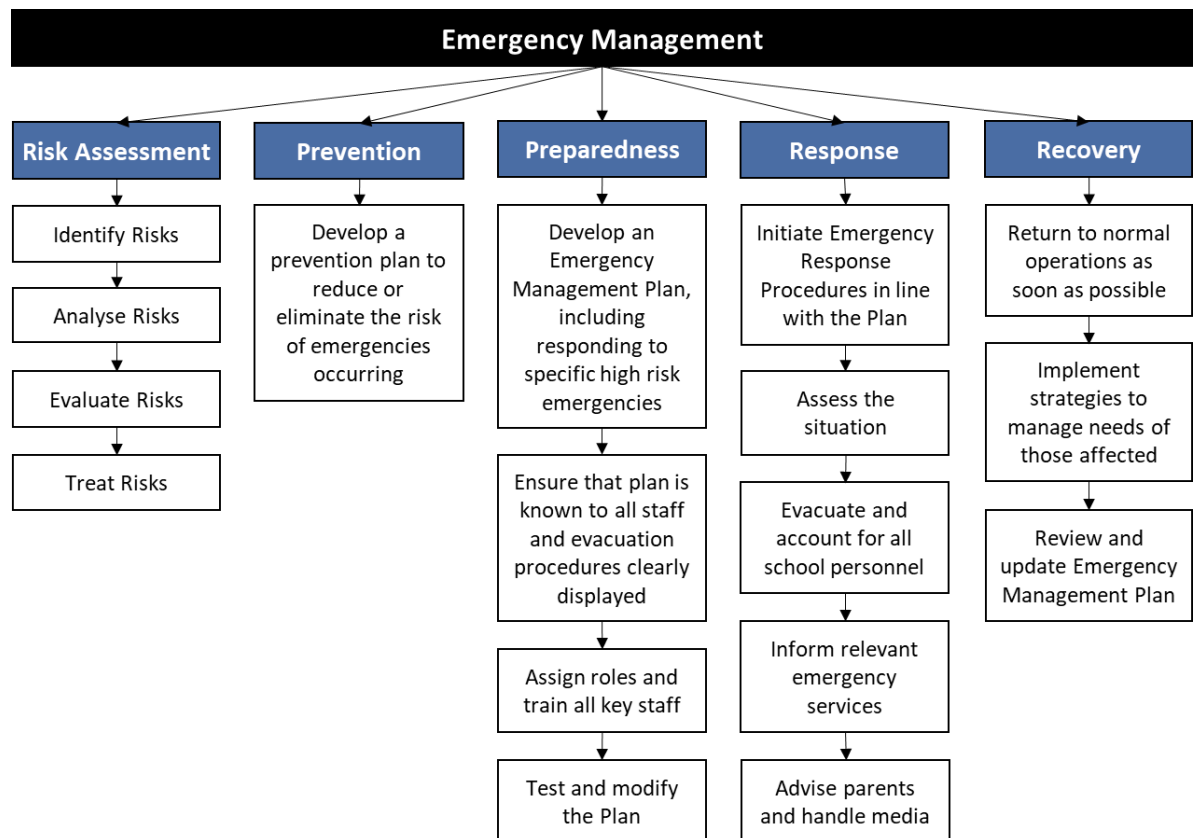
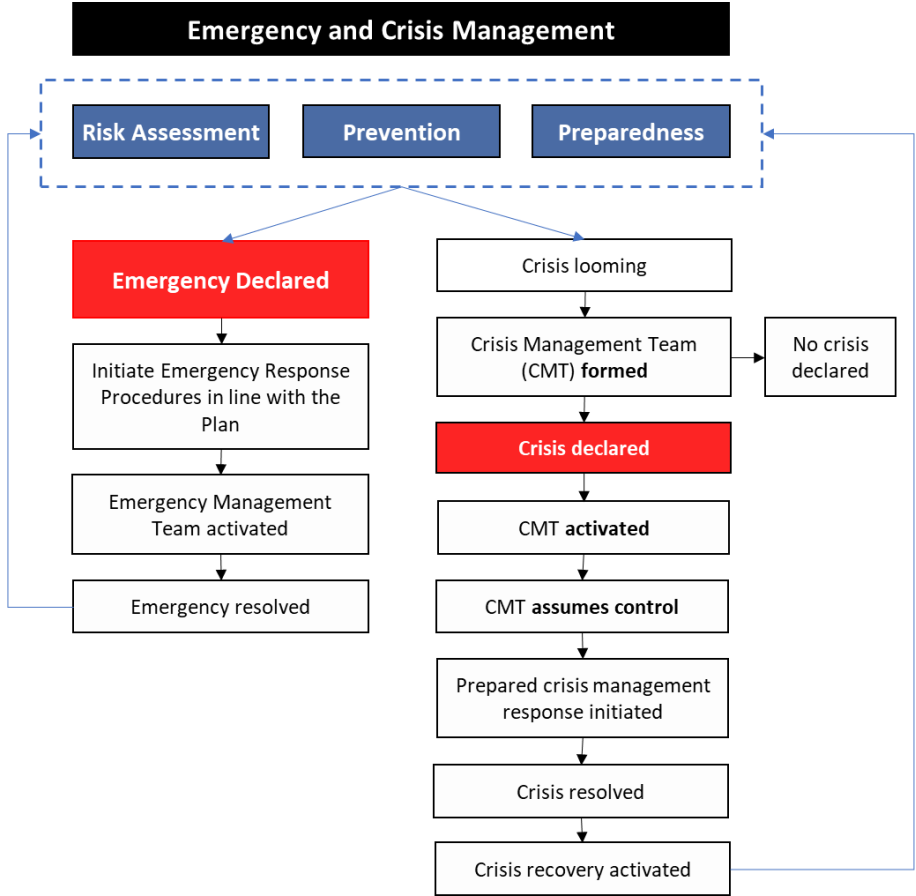


Figure 2 – Emergency and Crisis Management Flowchart



Critical and Emergency Incident Procedure

1. In the event of a critical and emergency incident, a 'crisis management team' consisting of Senior Educator, Administrator, Chair of the Governing Council and one other nominated Governing Council member will come together to manage the critical and emergency incident. This group may seek advice from other relevant professional people eg AISWA (9441 1600), Maggie Dent, School Psychologist. A secretary will be nominated within this group to document the steps and action taken.
2. Decisions will be made by this group ensuring that the best interests of the children are considered at all times. This group will decide when necessary as to:
 - What response and recovery actions need to take place
 - Following school policy to manage situation eg Emergency Management Plan
 - People receive first aid, support, counselling, debriefing
 - Do reports need to be written up eg Critical and Emergency Incident Report Form
 - Notify relevant agencies (DoE, AISWA, Police, Fire Department, GC, Parent Body, other schools nearby etc) DoE require the school to notify them within 48 hours of any critical and emergency school incidents, using the Critical and Emergency Incident Report form (link: <https://www.education.wa.edu.au>), including:
 - *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;
 - * 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 reduction of number of students or staff attending.)
 - In the case where a Mandatory Report has been made the Director General must be notified via the Critical and Emergency Incident Report form without disclosing personal identities but including the report receipt number.
 - Relief staff will be organised where necessary.
 - Gather as much information as possible that might be relevant to alleviating the problem and support the person/people involved without encroaching on people's privacy.
 - Media reports can make responding to crises more difficult. Media statements are only to be made after seeking advice from the Director of AISWA. Parents and students may need to be advised of the Media procedure. Any requests or statements by the media should be referred to school Leadership and the Governing Council Chair. Monitoring and managing the traumatic effects of crisis situations both in the short and longer terms. Access the Non Government School Psychology Service to provide support in managing the traumatic effects of the crisis situation.
 - What follow-up is required.
 - Are any changes required to existing policies, procedures or guidelines in light of what was learned through this crisis situation.

1. Evacuation Procedure

- 1.1 Evacuation plans shall be displayed in all classrooms.
- 1.2 Emergency evacuation drills must be conducted twice a year and recorded on the school calendar maintained by the School Administrator.
- 1.3 In the situation a real evacuation is required the Educator In Charge or his/her delegate shall raise the alarm by blowing the megaphone horn continuously for at least 20 seconds and using mobile phones if needed.
- 1.4 The designated Evacuation Assembly Area is indicated on the evacuation plans noted in 1.1. If the danger or hazard is on the designated Evacuation Assembly Area then the Educator In Charge will nominate an alternative location and send a runner to inform ALL classrooms of the change.
- 1.5 Educators are responsible for the safe and orderly evacuation of students and any other classroom visitors. He/she will ensure:
 - 1.6 individual children's medical management bags and first aid kits as determined on the front of their attendance rolls are taken to the Evacuation Assembly Area.
 - 1.7 Toilets and storerooms are checked.
 - 1.8 Appliances are turned off.
 - 1.9 Doors and windows are shut.
- 1.10 Educators must take their attendance roll with them and once at the designated evacuation assembly area ensure that all students and visitors are accounted for. The Educator In Charge must be notified **IMMEDIATELY** of any discrepancies between the attendance roll and the assembled group.
- 1.11 Educators must supervise their students at all times. If directed to another job by the Educator In Charge, it is the responsibility of the class Educator to arrange alternative supervision before leaving the students.
- 1.12 The Educator In Charge or his/her delegate must telephone "000" and request attendance and assistance by the appropriate emergency service.
- 1.13 The School Administrator will be responsible for communications including notification to parents. If the School Administrator is not available the Educator in Charge will delegate an alternative staff member to manage communications. Note that Emergency Staff Members have emergency contact numbers of all parents on their mobile phones.

Lock Down Procedure

- 1.14 Emergency lock-down drills will be conducted twice a year and recorded on the school calendar maintained by the School Administrator.
- 1.15 Where a situation is considered to be a threat to the safety of the children or staff the Educator In Charge will determine if a lock-down procedure is deemed necessary and will notify everyone via mobile telephone or three short blasts on the megaphone horn or whistle. **(RING RING RING STAY IN)**.
- 1.16 ALL personnel on site must participate in the Lock-Down.
- 1.17 The following actions need to take place in a Lock-Down:
 - i. All people must be locked internally in the school building and move to the safest part of that building.
 - ii. Educators are required to check that all children are accounted for, using their attendance rolls.
 - iii. Ensure that all doors and windows are locked internally.
 - iv. Close blinds etc through which intruders may see inside the building.
 - v. Educator In Charge Phone police or other services for assistance.
 - vi. No person is permitted to leave the secured area until an all-clear is given by the Educator In Charge.

2 Bomb Threat Procedure

- 2.1 All bomb threats real or hoax, are offences. Police should be notified immediately by staff when a bomb threat is received.
- 2.2 Bomb threats can be made received in written or telephone form. Written threats need placed in a plastic envelope with minimal handling and given to police.
- 2.3 Telephone threats need to be recorded on a Bomb Threat Checklist by the receiver of the call. The receiver needs to keep the caller on the line as long as possible and get as much information out of the caller as possible. (Refer to Bomb Threat Checklist).
- 2.4 The threat needs to be evaluated by police and staff and appropriate action taken. The following actions can be taken depending on level of threat:
 - i. take no further action
 - ii. search without evacuation
 - iii. evacuate and search
 - iv. evacuate immediately (without search)
- 2.5 If an evacuation takes place people need to take any personal possessions with them, this will help in identifying suspicious objects that may be in the evacuated area.
- 2.6 The best qualified people to carry out a thorough search in any given area are the occupants. These people have a good understanding of what belongs or not in a location at any given time. Staff may be asked to assist police in a search.

3 Handling of Suspect Mail and Packaging

- 3.1 It is appropriate that staff handling mail remain vigilant and cautious at this time, but it should be remembered that most reports of suspicious packages are false alarms.
- 3.2 All staff handling mail should be made aware of the emergency procedures for responding to and reporting a suspicious article.
- 3.3 Where possible, the sorting and processing of mail and packages should be conducted in an area that is separate from the main area of business.
- 3.4 The procedures outlined below are to be followed should staff receive a suspicious package or mail item.
- 3.5 If a package or envelope has **not** been opened:
 - i. Place the item in a plastic bag, seal it; place it in a second plastic bag and seal it again.
 - ii. Keep your hands away from your face and avoid contaminating your eyes, nose and mouth.
 - iii. Wash your hands if it is possible to do so without leaving your work area.
 - iv. Stay in your office or immediate work area. This also applies to your co-workers in the same room.
 - v. Prevent others from entering the area and becoming contaminated.
 - vi. Call police on 000 (principal/site manager).
- 3.6 If the package or mail item has been opened:
 - i. Do not disturb, move or touch the item any further. If any material has spilt from the item, do not try to clean it up, or brush it from your clothing.
 - ii. Keep your hands away from your face to avoid contaminating your eyes, nose or mouth.
 - iii. If possible, without leaving your work area, wash your hands.
 - iv. Stay in your office or immediate work area - this also applies to co-workers in the same room – and prevent others from entering the area and becoming contaminated. Remember – you are not in immediate danger.
 - v. Call the WA Police for help on 000, be prepared to inform the WA Police operator about:
 - i. exact location of the incident – street address, building floor;
 - ii. number of people potentially exposed;
 - iii. package/device; and
 - iv. action taken.
 - v. Wait for help to arrive.
- 3.7 If there is suspicion that the mail item may contain an EXPLOSIVE DEVICE:
 - i. follow your normal emergency procedures.
 - ii. ring 000 and report the package to the WA Police.
 - iii. evacuate the area.

4 Hazardous Chemicals Release Procedure

- 4.1 Hazardous chemicals can be released by accident or by a deliberate criminal act. They range from household chemicals and more toxic industrial chemicals through to Highly toxic chemical warfare agents.
- 4.2 Exposure can cause serious or fatal injury. Emergency services will identify the hazard and tell you what to do. You may be asked to either remain in the protection of the school building and seal windows and doors, or to evacuate the area.
- 4.3 For your safety, in all circumstances, listen to advice from emergency services.
- 4.4 If a spill or other chemical release occurs it is important to:
 - a. Stay away from the scene
 - b. Attempt to get upwind of the contaminated area
 - c. Call 000 and ask for Fire.
- 4.5 If you are asked to stay inside follow the Lock-down procedure.
- 4.6 If asked to evacuate follow the Evacuation procedure.

5 Building Fire Procedure

- 5.1 Fire extinguishers are located in all classrooms, kitchens and on the main storage shed. Fire blankets are located in all kitchens.
- 5.2 In case of Fire carry out the following actions:
 - i. **Rescue** any person/s in immediate danger only if it is safe to do so and grab the roll so that a roll call can be carried out.
 - ii. Raise the **alarm** and follow the evacuation plan.
 - iii. Close doors to **contain** the fire only if it is safe to do so.
 - iv. Attempt to **extinguish** the fire only if you are trained and it is safe to do so.
- 5.3 When using a fire extinguisher follow the actions below:
 - i. **P**ull the pin.
 - ii. **A**im low.
 - iii. **S**queeze the handle.
 - iv. **S**weep from side to side.

6 Armed Holdup Procedure

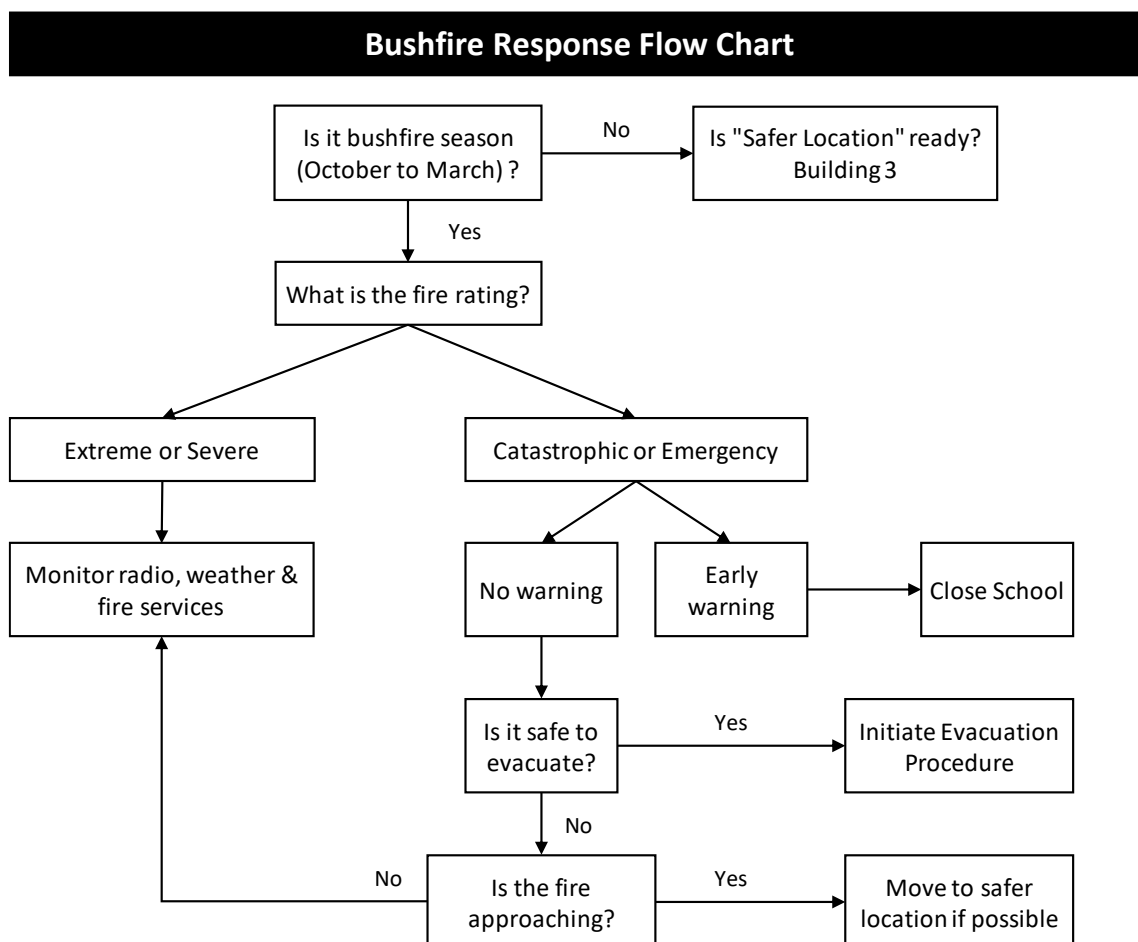
- 6.1 Comply with the instructions given by the offender at all times. Try to remain calm
- 6.2 Calmly do what you are told to do: NO MORE, NO LESS
- 6.3 DO NOT argue with, threaten or stare at the offender
- 6.4 DO NOT attempt to disarm or otherwise apprehend the offender
- 6.5 Assume the offender is armed, even if a weapon cannot be seen
- 6.6 If the offender is carrying a firearm, it should be regarded as being loaded
- 6.7 Raise the alarm only when it is safe to do so
- 6.8 Answer any question when asked
- 6.9 Avoid any sudden movements that could panic the offender
- 6.10 If students are present, try to shift the offender's attention away from them
- 6.11 Observe as many details of the offender as possible
- 6.12 Note any items and surfaces touched by the offender
- 6.13 Immediately after the incident, the principal/site manager is to:
- 6.14 Secure the immediate vicinity (for example, lock the office/room in which the hold-up occurred; do not allow anyone to approach the area in which the offender was located)
- 6.15 Notify police
- 6.16 Attend to the post-incident needs of students and staff
- 6.17 Ensure students who are not in the immediate vicinity of the hold-up are kept away from it.

7 Sieges/Hostage Situation Procedures

- 7.1 Siege and hostage situations are two of the most significant emergencies or critical incidents that a school may encounter. They often develop with unpredictability, speed and lethality. These events may involve armed or unarmed people, using a carefully planned or completely unplanned method. Many of these situations are over within several minutes. It is essential that, if the safety of students or staff is at immediate risk, decisive actions are taken to reduce access to additional victims. This includes immediate notification of the WA Police.
- i. Before the arrival of emergency services, the decision to instigate lockdown or to evacuate all or part of the school premises is a decision to be taken by the Principal. Where time permits this decision should be made in consultation with the WA Police.
 - ii. Large scale evacuation will always be a last resort. The decision will need to balance the risks as to whether students and staff are afforded better protection by remaining where they are or by evacuation. If a decision to evacuate is made, the aim will be to evacuate the optimum number of people expeditiously and safely.
 - iii. Parents and other persons who arrive on a school site during a siege or hostage situation should be mustered to a safe location.
 - iv. The preservation of life will take precedence. Perpetrators should not be approached or challenged.

8 **Bushfire Management Procedure**

- 8.1 Child Side School is in a High Risk area for bush fire and will implement PRE-EMPTIVE CLOSURE when a CATASTROPHIC FIRE DANGER RATING is declared.
- 8.2 AISWA has asked schools in areas that are rated at High Risk of bushfire attack to supply contact details for people who can initiate a PRE-EMPTIVE EVACUATION for CATASTROPHIC FIRE DANGER RATED days.
- 8.3 AISWA has contact details for the Senior Educator, Administrator, Educator of 7-10 class and GC Chairperson.
- 8.4 Senior Educator and Administrator will also be following latest warnings given on radio and DFES website at www.dfes.gov.au and DFES information line on 1300 657 209.
- 8.5 During the fire season (October – March) staff are asked to pay particular attention to looking for smoke as they move through the school.
- 8.6 Student and staff safety is prioritised above defending buildings.
- 8.7 In the event of a bush fire starting during the school day, and the school has not already received a 'StateAlert' or a message from the Local Fire Personnel, the Senior Educator and or Administrator would seek communication with the Local Government Personnel (Shire of Capel 9727 0222) and seek direction and instructions which would then be carried out with the school community.
- 8.8 The most probable danger to the school in the event of a bush fire in the surrounding area is ember attack.
- 8.9 Refer to Bushfire Response Flow Chart below:



- 8.10** The school will undertake preparatory measures prior to and during the bushfire season according to the following:
- i. Table 2 – 'Safer Location' Building Checklist Of Measures To Help Protect The People Inside The Building.
 - ii. Table 3 – Checklist for Defending Buildings from Ember Attack – Only If Safe To Do So
 - iii. Table 4 – Ember Attack Minimisation Checklist (Adapted from the Department of Education- Principal's Guide to Bushfire Nov 2013)
 - iv. Table 5 - Bushfire Preparation Check List for the Summer Months (Adapted from the Department of Education- Principal's Guide to Bushfire Nov 2013)
 - v. Table 6 - School Closure Procedure (Adapted from the Department of Education- Principal's Guide to Bushfire Nov 2013)
 - vi. Table 7 - Bushfire Preparation and Response if School is Open when a Bushfire Starts (Adapted from the Department of Education- Principal's Guide to Bushfire Nov 2013)
 - vii. Table 8 - Bushfire Preparation and Response if School is Closed when a Bushfire Starts (Adapted from the Department of Education- Principal's Guide to Bushfire Nov 2013)

Table 2 – 'Safer Location' Building Checklist Of Measures To Help Protect The People Inside The Building.

Task	Date Completed	Signature
1. Communicate decision calmly to staff and children		
2. Turn off air conditioners and any other electrical appliances		
3. Close all doors and windows, block draughts to prevent entry of smoke and embers.		
4. Take down all curtains, take posters off walls and move furniture away from windows.		
5. Fill sinks, basins and buckets with water to assist in extinguishing small spot fires.		
6. Make sure children's water bottles are all full		
7. Soak towels and rugs in water, and lay along the inside of external doorways		
8. Soak blankets and keep handy for protection against radiant heat		
9. Drink water to stay hydrated		
10. Turn on sprinklers to wet grass area next to building 3		
11. Block gutters and fill them with water		
12. Deal with spot fires in roof spaces and around safer location		
13. Maintain contact with emergency services		
14. Instruct children to stay on the floor away from windows		

Table 3 – Checklist for Defending Buildings from Ember Attack – Only If Safe To Do So

Task	Date Completed	Signature
1. Communicate decision calmly to staff and children		
2. Turn off air conditioners and any other electrical appliances		
3. Put on protective clothing while outside (gloves, broad brimmed hat, sturdy shoes, loose shirt, overalls, face mask, goggles or glasses)		
4. Remove flammable materials from deck (mats, outdoor furniture)		
5. Fill all available containers with water (wheelie bins, buckets, tubs)		
6. Turn sprinklers on around building to wet down mulch and lawns		
7. Metal rakes and shovels can be used to break up piles of burning material and for covering embers with sand		
8. Cotton mops can hold a lot of water & can be used to put out embers		
9. Buckets allow you to move water easily		
10. Wet down side of the building and surrounding garden area that is facing the fire.		
11. Block downpipes with gutter plugs/nappies and fill gutters with water		

Table 4 – Ember Attack Minimisation Checklist (Adapted from the Department of Education- Principal's Guide to Bushfire Nov 2013)

Task	Date Completed	Signature
1. If possible place metal fly wire mesh on windows or vents to keep sparks and embers out.		
2. If possible block any gaps under floor spaces, in floor space, under eaves, external vents, skylights, evaporative air conditioners, chimneys and wall cladding		
3. Create and maintain a minimum 2m gap between school buildings and tree branches		
4. Rake up leaf litter and twigs under trees (Part of maintenance plan) and for a distance of 20 metres from any buildings		
5. Remove shrubs and small trees under and between larger trees		
6. Keep garden mulch away from buildings (or at least wet if under threat of fire) and grass kept short		
7. If possible gaps in external wall claddings are sealed		
8. Keep roof gutters and valleys clear of leaves and bark		
9. Keep LP gas cylinders on the side of the school furthest away from the likely direction of bushfires and vented away from any building/other objects.		
10. If possible block any gaps in roof space		
11. Remove flammable materials and store them away from school buildings		
12. Prune lower branches (up to 2m off the ground) to stop a ground fire spreading into the canopy of the trees		
13. Make sure you meet your local government's firebreak requirements		
14. Cut long grass and dense scrub – grass to be kept cut to a height not exceeding 100mm		
15. Clear obstacles, dead materials and trees for 5 metres either side from driveways and access points		

Table 5 - Bushfire Preparation Check List for the Summer Months (Adapted from the Department of Education- Principal's Guide to Bushfire Nov 2013)

Task	Date Completed	Signature
1. School Management staff are thoroughly familiar with their current Emergency Management Plan and all staff members are aware of their responsibilities in accordance with the plan		
2. The bushfire plan should be reviewed prior to each bushfire season (Term 3) and all Emergency Contacts updated. Schools to update data on AISWA website.		
3. School's Emergency Management Plan includes bushfire response plan, and students and staff have been made aware of it. Confirm that relief staff and parents have been made aware of the school's bushfire plan.		
4. Establish contact with emergency services, including DFES Career Fire and Rescue Services, the local volunteer fire brigade (Brian Smith 9731 5618), WA Police, Shire of Capel. Emergency Services must be informed of your nominated Safer Location as part of Emergency Management Plan procedures.		
5. Key bushfire messages incorporated in curriculum.		
6. Communication plans are in place for evacuation or planned closure.		
7. Practice evacuation drills are held prior to October and at least once per term during the bushfire season, October to March.		
8. School has a correctly functioning emergency warning (megaphone-siren).		
9. Emergency communications equipment is available (e.g. mobile telephones, hand-operated fire alarm (megaphone siren), portable radios and spare batteries).		
10. Class rolls and visitor register are readily accessible.		
11. First aid equipment is available and staff members trained in first aid have been identified.		
12. Evacuation kit is checked at least once per term.		
13. Procedures are in place to restrict use of machinery (e.g. angle grinders, mowers, and machinery with internal combustion engines) in close proximity to bushfire fuels where they may start a fire on severe fire danger days.		

14. A Safer Location within the school (room 4) has been identified and prepared in the event that an off-site evacuation is not possible.		
--	--	--

Table 6 - School Closure Procedure (Adapted from the Department of Education- Principal's Guide to Bushfire Nov 2013)

1. In Advance of Declaration of Closure
a. School Management Staff familiar with school's Emergency Management Plan and bushfire response plan. They are aware of sources for staying informed of current fire danger ratings or fire activity (local media – television and radio, especially ABC Local Radio; DFES - 1300 657 209 or www.dfes.wa.gov.au.)
b. Staff members are aware of their responsibilities in accordance with the plan, including that they are not to be on the school site at any time during a day if the School Management Staff have advised of a closure.
c. Staff aware media enquiries are to be directed to the School Management Staff.
d. Stand-down and leave arrangements discussed with staff (if required)
e. One or two staff members identified to be at the school from 8.00 am to 10.00 am on the day to communicate the school closure to the community. (These people should only attend if there is no fire in progress at the time.)
f. Contact lists for staff and parents up to date.
g. Letter to parents and memo to staff advising of planned closure prepared.
h. Relevant signage ready for placement on external school access points.
i. Communication plan established to notify school community of pre emptive closure where lead time is too short for notification by letter.
2. Upon Declaration of Closure
a. The bushfire plan is activated immediately upon declaration of closure.
b. All necessary people informed: <ul style="list-style-type: none"> i. parents, including making provision for parents from diverse backgrounds (e.g. multicultural, special needs) ii. any staff, students, part-time staff, volunteers and parents of students who are absent on the day of declaration or confirmation of planned closure iii. visitors planning to visit school on the day of planned closure;

Table 6 - School Closure Procedure (Adapted from the Department of Education- Principal's Guide to Bushfire Nov 2013)

<ul style="list-style-type: none">iv. School Board and P&F;v. Community hirers (Playgroup, Mankind);vi. school contractors (grounds maintenance, cleaners); andvii. building construction workers.
c. Notice of Planned Temporary School Closure signs placed on the main notice board (on middle building), on entrance doors and other entry/exit doors throughout the buildings.
d. One or two staff members who are to be at the school from 8.00 am to 10.00 am on the day of the planned closure briefed, attendance confirmed and reminded to secure the facility when leaving the site at 10.00 am (ONLY IF SAFE TO DO SO).
3. On the day of Closure
<ul style="list-style-type: none">a. All necessary people informed:<ul style="list-style-type: none">i. parents, including making provision for parents from diverse backgrounds (e.g. multicultural, special needs)ii. any staff, students, part-time staff, volunteers and parents of students who are absent on the day of declaration or confirmation of planned closureiii. visitors planning to visit school on the day of planned closure;iv. School Board and P&F;v. Community hirers (playgroup, Mankind);vi. school contractors (grounds maintenance, cleaners); andvii. building construction workers.
b. Fire danger ratings or fire activity monitored (local media – television and radio, especially ABC Local Radio; DFES - 1300 657 209 or www.dfes.wa.gov.au .) ongoing
c. Notice of Temporary Closure notice on school website updated or revised to advise school reopens tomorrow or any other agreed date.

Table 7 - Bushfire Preparation and Response if School is Open when a Bushfire Starts (Adapted from the Department of Education - Principal's Guide to Bushfire Nov 2013)

1. Preparedness
a. School Management Staff thoroughly familiar with their current Emergency Management Plan and all staff members aware of their responsibilities in accordance with the plan.
b. School Management Staff have established contact with emergency services, including DFES Career Fire and Rescue Services, the local volunteer fire brigade (Brian Smith 97315618), WA Police and Shire of Capel.
2. Regular checks of school are undertaken.
a. Communication plans are in place for evacuation or planned closure.
b. Emergency contact list for parents, staff, other agencies, etc. is up to date and readily available.
c. School has a correctly functioning emergency warning system (Megaphone siren).
d. Emergency communications equipment is available (e.g. mobile telephones, hand-operated fire alarm (megaphone siren), portable radios and spare batteries).
e. Evacuation kit is established and readily available (check at least once per term).
f. Class rolls and visitor register are readily accessible.
g. First aid equipment is available and staff members trained in first aid have been identified.
h. Confirm readiness of Safer Location .
i. Arrangements are in place in relation to transportation (if off-site evacuation is required)
3. Response

Table 7 - Bushfire Preparation and Response if School is Open when a Bushfire Starts (Adapted from the Department of Education- Principal's Guide to Bushfire Nov 2013)

a.	If you notice a bushfire before having received any advice from DFES, DEC or AISWA, emergency services should be notified (000) and provided with details. If the school is likely to be threatened by the fire, activate Emergency Management Plan immediately. Notify DFES Communication Centre of your decision and relocation point.
b.	Information sought on level of threat from DFES on 1300 657 209 or www.dfes.gov.au
c.	If warning received by School Management from DFES or AISWA - information sought on level of threat from DFES on 1300 657 209 or www.dfes.gov.au
d.	Situation assessed by School Management Staff
e.	Undertake regular checks of school
f.	School Management to inform the Board of the situation and, if required, DES and AISWA.
g.	Arrangements may need to be made for the transport and relocation of students and staff off-site if required
h.	ABC local radio broadcasts (updated at quarter to and quarter past the hour in addition to news bulletins) monitored for change in level of warning to WATCH AND ACT or EMERGENCY WARNING. www.dfes.wa.gov.au monitored for updates. Assign a member of staff to monitor local radio, TV, websites and emails for bushfire or weather alerts.
i.	Class rolls checked to confirm absentees and visitor register checked for visitors currently in the school
j.	Mobile telephones charged
k.	Emergency contacts list for parents, staff, other agencies, etc accessed
l.	Evacuation kit accessed
m.	Confirm readiness of Safer Location
4. If DFES warning upgraded to Emergency Warning or Catastrophic Stage:	

Table 7 - Bushfire Preparation and Response if School is Open when a Bushfire Starts (Adapted from the Department of Education- Principal's Guide to Bushfire Nov 2013)

a.	School Management Staff decision to relocate students, staff and visitors offsite should be based on assessment of known information, current circumstances and ONLY IF IT IS SAFE TO DO SO . This may include advice from emergency services or observations at the time of the event. If a decision is made to activate the relocation aspects of the Emergency Management Plan then notify the DFES Communication Centre of your decision and relocation point.
b.	The school should activate their Emergency Management Plan in regards to evacuation. Consideration will include; location of fire and ability to travel safely to the selected relocation point. Notify the DFES Communication Centre of your decision and relocation point. RELOCATE OFF-SITE ONLY IF IT IS SAFE TO DO SO.
c.	If it is not safe to relocate students, staff and visitors to your selected relocation point, you will need to direct all students, staff and visitors to the pre-determined schools Safer Location. Notify DFES Communication Centre of your decision to stay and details of the Safer Location.
d.	Class roll and visitor register rechecked after relocating staff, students and visitors off-site, and Emergency Services Incident Controller advised of anyone missing.

Table 8 - Bushfire Preparation and Response if School is Closed when a Bushfire Starts (Adapted from the Department of Education- Principal's Guide to Bushfire Nov 2013)

1. Preparedness
a. School Management Staff thoroughly familiar with their current Emergency Management Plan and all staff members aware of their responsibilities in accordance with the plan.
b. School Management Staff (or a nominated staff member) has established contact with emergency services, including DFES Career Fire and Rescue Services, the local volunteer fire brigade (Brian Smith 97315618), WA Police and Shire of Capel.
c. Communication plans are in place for evacuation or planned closure.
d. Emergency contact list for parents, staff, other agencies etc up to date and readily available.
e. Emergency communications equipment is available (e.g. mobile telephones, hand-operated fire alarm (megaphone siren), portable radios and spare batteries).
f. Class rolls and visitor register are readily accessible.
g. Alternate facilities where students and staff can be relocated safely have been identified.
h. Arrangements are in place in relation to transportation (availability of transport if alternate school location is required)
2. Response
a. If you notice a bushfire before having received any advice from DFES, DEC or AISWA, emergency services should be notified (000) and provided with details. If the school is likely to be threatened by the fire, activate Emergency Management Plan immediately. Notify DFES Communication Centre of your decision and relocation point.
b. Information sought on level of threat from DFES on 1300 657 209 or www.dfes.gov.au

Table 8 - Bushfire Preparation and Response if School is Closed when a Bushfire Starts (Adapted from the Department of Education- Principal's Guide to Bushfire Nov 2013)

c. If warning received by School Management Staff from DFES or AISWA - information sought on level of threat from DFES on 1300 657 209 or www.dfes.gov.au
d. Situation assessed by School Management Staff
e. ABC local radio broadcasts (updated at quarter to and quarter past the hour in addition to news bulletins) monitored for change in level of warning to WATCH AND ACT or EMERGENCY WARNING. www.dfes.wa.gov.au monitored for updates. Assign a member of staff to monitor local radio, TV, websites and emails for bushfire or weather alerts.
3. If DFES warning upgraded to Emergency Warning or Catastrophic update sought from DFES regional office or 1300 657 209 or www.dfes.wa.gov.au
a. School Management Staff to make decision on school closure based on advice from Emergency Services and inform Board and DES of closure;
b. School Management Staff to notify staff and parents using emergency contact list of school closure.
c. School to arrange temporary alternative accommodation of students and staff if required;
d. School Management Staff in consultation with DFES informs parents and DES when school can re-open.

Issues to consider immediately following a fire

Schools should consider a number of issues immediately following a bush-fire or any fire that may cause damage to property. These have been detailed within the DFES 'After the Fire - A Guide to Bushfire Recovery' brochure;

<http://www.dfes.wa.gov.au/safetyinformation/fire/bushfire/BushfireManualsandGuides/DFES-Bushfire-After-the-fire-bushfire.pdf>

1. First Aid:

An immediate priority would be the evacuation of staff and students to a safe clear space. They may need a drink. In addition, there may need to be provision of first aid to any child or staff member who has sustained some form of physical injury as a result of the fire. This may involve the Department of Fire and Emergency Service, the Police or an Ambulance service. Evacuation of the critically injured should be by helicopter. In general, all relevant emergency services should be updated on your situation

2. Roll Call:

Having accurate class lists and attendance data is essential if schools are to ascertain if all members of their community are safe and accounted for following a fire. It is recommended that there is access to this type of data in the event of a total evacuation and or access to a safe refuge.

3. Contact with parents:

Contact details and a known emergency number that may be accessed by parents in the event of a fire may assist schools in advising worried parents of the safety of their child/ren. Parents also need to know when the Catastrophic FDR has been downgraded and that it is therefore safe for their children to return to school after a planned closure.

4. Student and Staff support

Schools will need plans to ensure that there are counselling services available as and when required for both students and staff.

5. Returning to the site:

Staff, students and parents need to take extreme care when moving around a fire affected area, as conditions may change. Trees damaged in the fire will drop branches or fall over. Burnt stumps and trees may still be smouldering and burnt ground may still be hot. Fires may also restart from hidden smouldering debris. It is not recommended for any members of a school community to re-enter a site if there is even the slightest suspicion of fire damage.

6. Building and site safety:

Be aware that some or all of the school buildings may not be structurally sound and going into any possibly affected building can be very dangerous. Walls, roofs and ceilings can give way without warning and floors or stairs may not be as stable as they appear. No-one should enter the school premises until it has been declared safe. A building inspector may be required to ensure the school buildings are structurally safe before anyone re-enters the campus. The school's insurance company may contact a building inspector or the local government's building inspector may be able to help. The fire or falling debris may have also damaged chemical containers in the laboratory and ground-shed areas. If staff are unsure about handling these chemicals, contact DFES during business hours on 9323 9300 for advice.

7. Electricity and gas supply:

Utilities such as gas, electricity and water may have been shut off or disconnected during the fire. The suppliers of the school's power, water and gas will need to send a qualified tradesperson to inspect and repair any damage to these services, and arrange for them to be reconnected.

8. The media has arrived:

The media often report on fires in their news bulletins. Staff should be advised that if a reporter approaches them for an interview, only the Principal (or delegate) should decide whether to speak with them or not. Schools may also wish to ask a fire officer to help and act as a facilitator.

9. Animals, livestock and pet welfare:

The Department of Agriculture and Food WA (DAFWA) will assess the health and nutritional requirements of livestock after a fire. Schools should contact their local

DAFWA office for further information. It is the School's responsibility to address any injury or trauma of livestock and/or pets as soon as it is safe to access the animals, and to provide clean water and food.

10. Contact the Board, the Department of Education Services (DES) and AISWA:

If there has been considerable damage to classrooms and the school cannot be used at all for a period of time, Principals should first make contact with their Board and then contact DES to make arrangements for the continued education of the children. If a school is to be temporarily closed, AISWA should be advised, as a courtesy, so as to be able to provide support as and when required.

11. Contact insurance companies:

Schools should know if their insurance company will cover fire damage, re-housing of students and staff and so-forth. It is also advisable for schools to have plans in place for employees who may not be able to return to work as there are no classrooms or buildings left that are safe and the students may have been relocated through the assistance of DES.

Dear Parents,

Child side School has a Bushfire Response Procedure which is part of our Emergency Management Policy which is available on our website at www.childsideschool.wa.edu.au Parents need to be aware of the following aspects of that policy.

If a Catastrophic Fire Weather Warning is declared, with sufficient warning, parents will be informed that the school will be closed until the warning is downgraded. Parents will be contacted to inform them of when the school will be closed and you should not return your children to the school until you have received notification that it is safe to do so.

If the Catastrophic fire Weather Warning is declared with insufficient time for us to pre-emptively close the school we will contact you and ask you to collect your children from school. Please have arrangements in place for the collection of your children if you are unlikely to be available in such a situation. Children will only be released to parents or to someone who you have given us permission to release them to. Children who are not collected will be taken by staff if there is possibility a bush fire will threaten the school and parents will be notified of the location.

In the unlikely, but serious event, that a fire is approaching our school and we do not have time to evacuate safely we have a well prepared safe refuge and procedures that will be used.

Please **do not** attempt to come to the school to collect your child unless you have been asked to do so by the school.

Your children will be safer in a refuge than on the roads and the less traffic there is to get in the way of emergency services the safer your children will be.

Please rest assured that the safety of your children is our first priority.

If you have any questions please contact the school.

Tips for Communication and the Media

AISWA NEEDS TO BE CONSULTED AND ADVICE NEEDS TO BE SOUGHT FROM AISWA BEFORE ANY INFORMATION IS RELEASED TO THE MEDIA.

The following should be considered:

- The person responsible for talking or responding to the media should be trained.
- Never say “no comment” as most people will assume that means you are hiding something.
- Don't use jargon or technical terms. Clear communication reduces misinformation and it doesn't appear you are trying to confuse.
- The media person should be confident, able to speak clearly and fluently, have good eye contact and not appear nervous.
- Some responses can be discussed and pre-drafted (seek help from AISWA).
- Communication should be quick, accurate and consistent.
- Have the intranet and school website prepared to accept crisis information and be easily updated.
- Always speak with one voice. Make sure everyone is getting and passing on the same information.
- Express concern, empathy and sympathy with or for those involved. Avoid placing blame.
- Make sure staff are kept up to date. Meet with them as soon as possible after crisis.
- Deliver all information promised.
- Talk to media off site if possible.
- Issue an accurate, factual, basic initial statement as quickly as possible.
- Designate a media area where all briefings will be held. Secure those areas you do not want media to enter.
- Check legislation with authorities before releasing information.
- Develop 2 or 3 key messages that are honest and consistent. Try to be positive and proactive.
- Never guess or predict the future. Only release information that you have verified. Never go ‘off the record’.
- Hold regular media briefings. Keep to time. Make brief statements and then answer a few questions. Don't answer of topic questions.

- Respect people's privacy. Be careful of allowing the release of photos.

Be aware of how the media will operate. They tend to operate in the following manner

- First hours of the crisis: The media will make a mad scramble for information. Reporters will interview anyone willing to talk, often without verifying accuracy of information. The more information released, the less the media will have to rely on rumour and hearsay.
- What and who: The media will want to know exactly what happened and who was involved — victims and perpetrators.
- Why and how: The media will ask why the crisis occurred and how it evolved. There will be a step-by-step dissection of the crisis.
- Analysis of emergency response: The media will analyse how the crisis response functioned. Did first responders react appropriately? Did the school's crisis plan work?
- How could it happen? As the situation stabilises, the media will begin to look for causes of the tragedy and whether it could have been avoided. For example, they'll ask if proper security measures were in place.
- Second-day stories: The media will begin to look for a different spin or angles, emerging issues and people to interview. The media will also want to cover special events after an incident such as funerals

Communications Log

Date	Time	Person Spoken To	Agency Represented	Phone No.	Information Shared