

# **CRITICAL INCIDENT MANAGEMENT PLAN (CIMP)**

## **DAMASCUS COLLEGE**

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**THE FOLLOWING LIST IS AN INITIAL GUIDE FOR INCIDENTS**

<b>INTERNAL EMERGENCY</b>	<p>ACTIVATE THE EMERGENCY CONTROL ORGANISATION AND IMPLEMENT THE RELEVANT EMERGENCY PROCEDURE WITHIN THE EMERGENCY MANAGEMENT PLAN (EMP) OR EMERGENCY PROCEDURES (RED FOLDER).</p> <p>ONCE THE EMERGENCY SERVICES ARRIVE, ACTIVATE THE CRITICAL INCIDENT MANAGEMENT TEAM (CIMT) AND CRITICAL INCIDENT MANAGEMENT PLAN (CIMP - THIS DOCUMENT).</p> <p>REFER TO DUTIES OF CIMT MEMBERS, SECTION 4.</p>
<b>IMPENDING BUSHFIRE OR BUSHFIRE EMERGENCY NOTIFICATION (BEN)</b>	<p>ACTIVATE THE EMERGENCY MANAGEMENT PLAN (EMP) AND REFER TO BUSHFIRE PREPAREDNESS SECTION</p>
<b>EXTERNAL EMERGENCY OTHER THAN BUSHFIRE</b>	<p>ACTIVATE THE EMERGENCY CONTROL ORGANISATION AND IMPLEMENT THE RELEVANT EMERGENCY PROCEDURE WITHIN THE EMERGENCY MANAGEMENT PLAN (EMP) OR EMERGENCY PROCEDURES (RED FOLDER).</p> <p>ONCE THE EMERGENCY SERVICES ARRIVE, ACTIVATE THE CRITICAL INCIDENT MANAGEMENT TEAM (CIMT) AND CRITICAL INCIDENT MANAGEMENT PLAN (CIMP - THIS DOCUMENT).</p> <p>REFER TO DUTIES OF CIMT MEMBERS, SECTION 4.</p>
<b>SCHOOL COMMUNITY ISSUE</b>	<p>ACTIVATE THE CRITICAL INCIDENT MANAGEMENT TEAM (CIMT) AND CRITICAL INCIDENT MANAGEMENT PLAN (CIMP - THIS DOCUMENT).</p> <p>REFER TO DUTIES OF CIMT MEMBERS, SECTION 4.</p>

## 0.0 DOCUMENT CONTROL

### 0.1 PLAN AMENDMENT TABLE

Details of amendments to this Critical Incident Management Plan must be recorded on the table below.

DOCUMENT AMENDMENT TABLE				
DATE	Section	NATURE OF AMENDMENT	UPDATED BY (NAME)	APPROVED BY PRINCIPAL / DATE
5/10/18	a8/c8	Update contact list	Paul Jans	5/10/18
7/11/19	a8/c8	Update contact list	Paul Jans	7/11/19
6/10/20	a8/c8	Update contact list	Paul Jans	6/10/20
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### 0.2 DISTRIBUTION LIST

DOCUMENT DISTRIBUTION LIST	
NAME	TITLE
Dan Cook	Office Manager - for inclusion in EM trolley
DOBCEL	Uploaded to eSORT

### 0.3 DOCUMENT CONTROL

This Critical Incident Management Plan (CIMP) is a controlled document. The Document Controller holds the Master Copy. This CIMP was initially approved for use by Paul Jans in October 2014.

If you become aware of any changes or corrections that are required please copy the relevant page(s) requiring changes, note the corrections and send them to the Critical Incident Management Team Leader.

When new revisions are issued, changes are summarised and distributed to those on the distribution list.

This CIMP is to be reviewed annually during Term 2 each year to reflect any changes that may have taken place, such as changes to site facilities and personnel normally on site.

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## SECTION 1 - INTRODUCTION

### 1.0 INTRODUCTION

#### 1.1 DEFINITIONS

**Incident:** Encompasses terminology variations such as issue, emergency, disruption and crisis, whether potential or actual.

**Critical Incident:** A critical incident is an event or series of events that fall outside the normal business contingency and require response by the organisation’s personnel and/or external emergency services.

#### 1.2 SCOPE

Incidents can strike at any time, usually with little warning, causing major interruption, attracting intense public scrutiny and threatening irreparable damage.

Schools face a wide range of risks and threats that could constitute a critical incident.

The scope of this Critical Incident Management Plan (CIMP) and supporting documentation is to provide the school management with a practical decision making tool, comprised of simple actions and guidelines, to strategically manage the safety of all staff and students, the integrity of the environment and protection of the school’s reputation.

This plan is written in-line with the four phases of emergency management, namely:

#### “Comprehensive Approach” to Emergency Management



1. **Prevention** - conducting assessments to identify potential hazards and develop procedures and policies designed to mitigate or prevent damage.
2. **Preparedness** - developing plans, policies and procedures then communicating these plans by conducting training, testing the plan and communicating the CIMP with the required stakeholders.
3. **Response** - implementing the Emergency Management Plan and/or Critical Incident Management Plan to respond to an emergency or critical incident.
4. **Recovery** - working with affected members of the school community and others to recover and return to normal activities as soon as possible. This includes the development of short, medium and long term recovery activities.

Other factors are considered in the development of this plan, such as demographic factors, geographic factors and specific risks identified.

## SECTION 1 - INTRODUCTION

### 1.3 PURPOSE

The purpose of this Critical Incident Management Plan is to:

- Describe the schools Critical Incident Management response arrangements.
- Minimise the impact of these events on students, staff, volunteers and visitors.
- Facilitate the return of the workplace to normal operations as soon as possible.

The school has in place strategies designed to provide a measured response to critical incidents and operational interruptions. The primary response to such incidents and interruptions is carried out by staff initially and supported by statutory agencies depending on the nature of the incident. Incidents that would require the activation of this Critical Incident Management Plan include, but are not limited to, the following:

• Personal injury	• Kidnap, Extortion, Sabotage	• Missing People
• Loss of teaching capacity	• Major contractor or supplier Issue	• Financial issue
• Media coverage	• Loss of facilities/infrastructure	• Legal action
• Loss of Senior Personnel	• Regulatory/Government authority action	• Environmental Issue

This school has established a risk management approach to protect the school from the consequences of a major interruption. This approach focuses on three key areas:

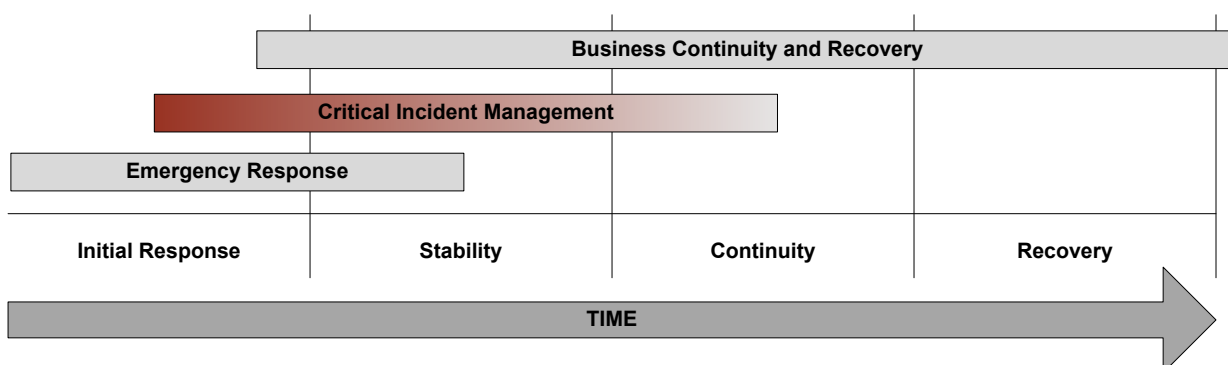
1. Supporting campus and area response efforts to ensure staff and student safety.
2. Communicating with staff, students and relevant stakeholders and managing the demand for information.
3. Strategic planning of control and recovery processes.

### 1.4 INCIDENT MANAGEMENT CONTEXT

The Critical Incident Management strategy and this plan are founded on the concepts and principles of incident management, which have been adapted for Industry use from those developed by Emergency Management Australia (EMA).

The figure below provides an example of the activities undertaken by each organisational element and their relative timing.

**Incident Management Context**





## SECTION 1 - INTRODUCTION

### 1.5 REFERENCE DOCUMENTS AND RELEVANT PLANS

This Plan forms a component of the schools overall strategic management capabilities. The following documents support the schools Critical Incident Management activities:

DOCUMENT TITLE	DOCUMENT LOCATION
Emergency Management Plan	Red Bin in admin reception
Staff Contact Directory	Red Bin in admin reception
Student at Risk Directory	Red Bin in admin reception
Offsite Activities	Printed by admin as required
Other	

### 1.6 PRIORITIES

This plan demonstrates the commitment of the school to the community, students and stakeholders such as employees, contractors and regulators to respond to incidents promptly and efficiently. The response to an incident at any level is based on the following principles:

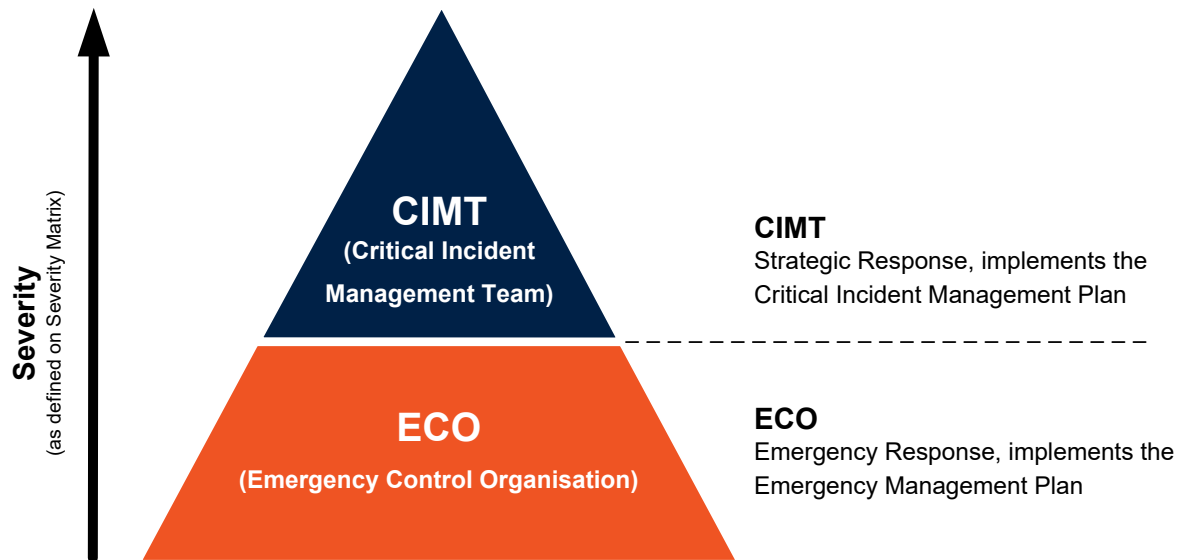
- Maintain a duty of care to all persons;
- Protect the community and the environment;
- Provide accurate, timely and relevant information to staff, students and community;
- Maintain business continuity and financial stability;
- Maintain legal and regulatory compliance;
- Meet stakeholder expectations; and
- Strive for continuous improvement

## TEAM STRUCTURES, ROLES AND RESPONSIBILITIES

### 2.0 TEAM STRUCTURES, ROLES AND RESPONSIBILITIES

#### 2.1 EMERGENCY AND CRITICAL INCIDENT MANAGEMENT TEAM

##### 2.1.1 Structure



##### 2.1.2 Emergency Control Organisation (ECO)

The Emergency Control Organisation will implement the Emergency Management Plan or Emergency Procedures (Red Emergency Procedures Folder) whenever there is a required response to threats to safeguard building occupants. This includes the lockdown or evacuation of the school occupants and specific duties dependant on the threat.

The ECO Teams shall comprise staff fulfilling the following roles.

- Chief Warden
- Communications Officer at the Emergency Control Point (ECP)
- Communications Officer at the Evacuation Assembly Area (EAA)
- Wardens
- First Aid Personnel

All staff shall follow the directions of the Chief Warden/Wardens.

The ECO is also supported by:

- The Emergency Management Plan.
- Emergency Procedures (Red Emergency Procedures Folder).
- The installation of Evacuation Diagrams and Standard Fire Order drawings in general areas.
- The Installation of Emergency Procedure Summary Charts in each class room.
- Warden Duty Cards and School Search Area breakdown.
- Warden Identification

## TEAM STRUCTURES, ROLES AND RESPONSIBILITIES

### 2.1.3 Critical Incident Management Team (CIMT)

The Critical Incident Management Team consists of senior staff from the school who will implement the Critical Incident Management Plan whenever there is potential or actual impact of an incident on the school community. The CIMT manages the incident from a strategic perspective while providing guidance and support to the school community.

The CIMT shall comprise senior staff fulfilling the following roles.

- Team Leader  
(Coordinate the CIMT response through strategic leadership, direction and advice)
- Communications Coordinator  
(Advise on and facilitate the development of internal and external communication strategies)
- Business Coordinator  
(Ensure legal, financial and insurance requirements are met )
- Facilities, Transport and Logistics Coordinator  
(Secure the facility while managing the movements and needs of those involved in the response)
- Human Resources Coordinator  
(Manage the needs of the people in regards to wellbeing, health and reporting)
- Spokesperson  
(Represent the school in the public eye)
- Log Keeper  
(Capture information created by the CIMT)
- Chief Warden  
(Manage the needs of evacuees and liaise with Emergency Services)

The CIMT Leader will determine which members of the team are to assemble in any given situation.

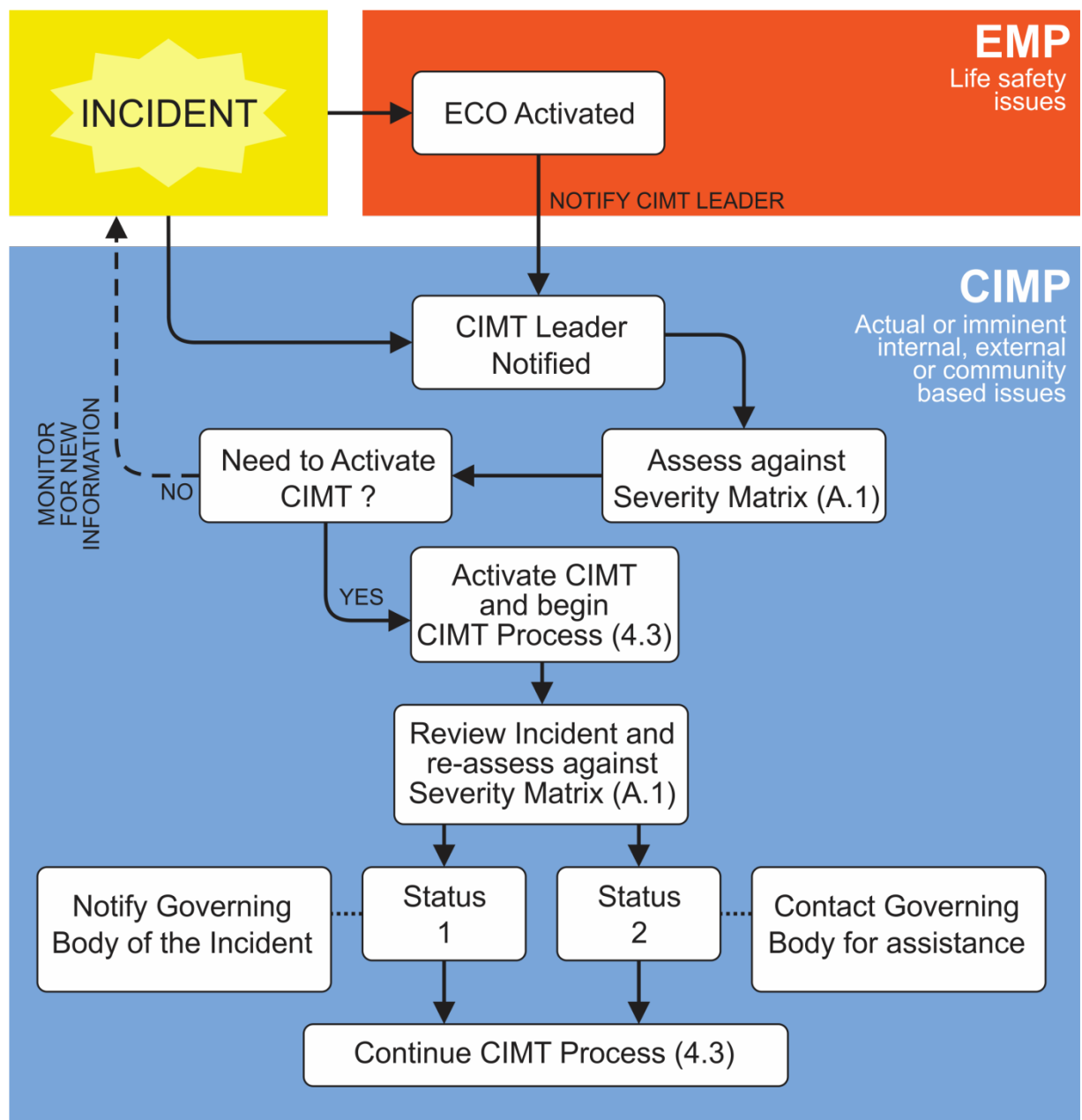
NOTE: Situations where actions are required to safeguard building occupants require activation of the Emergency Control Organisation.

## TEAM STRUCTURES, ROLES AND RESPONSIBILITIES

### 2.2 CRITICAL INCIDENT MANAGEMENT TEAM ACTIVATION FLOWCHART

Upon receiving information that indicates a possible threat, the Critical Incident Management Team Leader (CIMT Leader) is advised and the team members advised to meet. For the full Critical Incident Management Team Process refer to **Section 4.3**

Activation of the Critical Incident Management Plan takes place via the process illustrated in the flowchart below. Note that although the activation process may originate as an escalation from a life safety issue, an incident may originate at any point in the activation process. For example, an event may require activation of the CIMT without any prior (or subsequent) involvement of the ECO team. This is also the case for events that require activation of the ECO.



## TEAM STRUCTURES, ROLES AND RESPONSIBILITIES

### 2.3 CRITICAL INCIDENT MANAGEMENT TEAM ACTIVATION AND CALLOUT

Upon receiving information that indicates a possible threat, the Critical Incident Management Team Leader (CIMT Leader) is advised and the team members advised to meet. For the Critical Incident Management Team Process refer to **Section 4.3**

### 2.4 CIMT SUPPORT GROUPS

#### 2.4.1 *Administration Support*

This team provides administration support to the CIMT and undertake actions as directed. These actions include arranging catering, accommodation, security and transport/travel arrangements.

#### 2.4.2 *Emergency Management Officer (EMO)*

The Catholic Education Commission Victoria EMOs are responsible for providing emergency and security advice and assistance to schools, including operational response assistance.

EMOs work directly with schools and Emergency Services to maintain staff and student safety until the incident is resolved. This may include coordinating specialist psychological services to students and teachers.

EMOs will immediately notify student support services about injuries and other incidents that may need counselling support for staff and students

EMOs can also assist schools with facilities issues following major fires and structural damage if required.

#### 2.4.3 *Diocesan Specialist Support Staff*

Diocesan CEO personnel including specialist support staff and psychologists provide the first level of support when the incident management is beyond the local resources of the school.

Diocesan psychologists work with staff and students during emergencies and will liaise with other agencies in providing specialist services to schools.

#### 2.4.4 *Local Coordination*

The principal (or their delegate CIMT Leader) is normally responsible for coordination and control in an incident affecting the workplace.

The Regional Office assumes responsibility for control and coordination when local resources are inadequate, when the incident affects more than one workplace or when determined by the Regional Emergency Management Coordinator.

#### 2.4.5 *Role of Emergency Services*

The Emergency Services (Police, Fire Brigade, Ambulance and State Emergency Service) should be contacted immediately when an incident occurs. One of the Emergency Services may assume legal responsibility for control and coordination of response activity on arrival and will retain control until their services are no longer required.

### 3.0 PRE-INCIDENT PREPARATION

To deliver an effective response to a critical incident, there are certain prerequisites that the CIMT Members must ensure are met.

#### 3.1 TRAINING AND EXERCISES

All people assigned a role in the CIMT must receive formal foundation and ongoing training.

##### 3.1.1 Critical Incident Management Team Training

To ensure the Critical Incident Management Team members are competent in the use of the Critical Incident Management Plan, and understand their duties in case an incident occurs, periodic training and exercises are required. At a minimum, the CIMT must:

- Participate in facilitator lead training on all aspects of the CIMP.
- Participate in planned scenario based exercises.
- Maintain a register of those people that are trained or have participated in exercises.

#### 3.2 PRE-INCIDENT CHECKLIST

- Be aware of the range and potential impacts of risks and threats to the school – be vigilant in identifying and implementing appropriate risk reduction and mitigation measures and areas in which recovery actions may be pre-planned	<input type="checkbox"/>
- Achieve and maintain familiarisation with the Critical Incident Management Plan (CIMP) and its current operation, scope and objectives	<input type="checkbox"/>
- Achieve and maintain familiarisation with the scope and operation of the supporting Emergency Management Plan (EMP), Emergency Procedures (Red Folder) and Emergency Control Organisation (ECO)	<input type="checkbox"/>
- Achieve and maintain familiarisation with your individual role on the CIMT	<input type="checkbox"/>
- Ensure availability for your role. If unavailable, it is your responsibility to ensure that an alternate is available and that the alternate and CIMT Leader are advised of the situation	<input type="checkbox"/>
- Ensure there is clear direction on who takes over your normal duties when you are engaged on CIMP duties	<input type="checkbox"/>
- Collect all predictable data and documentation that will assist you implement your role effectively	<input type="checkbox"/>
- Brief all Support Group Members for your role on your expectations of them during an incident	<input type="checkbox"/>
- Maintain up-to-date contact details for all Support Group staff and external advisors	<input type="checkbox"/>
- Identify, establish and maintain goodwill contact with people and organisations whose trust, assistance or support may be needed	<input type="checkbox"/>
- Identify and attend any training you may need to more effectively perform your role on the Critical Incident Management Team	<input type="checkbox"/>
- Participate in training for alternate role holders	<input type="checkbox"/>

## 4.0 DURING INCIDENT PROCEDURES

**NOTE: The Emergency Control Organisation and the Emergency Management Plan (EMP) or Emergency Procedures (red folder) shall be immediately activated should any situation occur which has the potential to threaten the safety of the school occupants.**

### 4.1 RESPONDING TO A CRITICAL INCIDENT - OVERVIEW

Schools are responsible for the safety of students at all times when school activities are running, especially during a critical incident. Staff should take reasonable steps to reduce the impact of the incident prior to the arrival of the Emergency Services.

Once the Emergency Services have taken responsibility for managing the incident, school efforts should be directed towards the immediate welfare of affected individuals and groups, and to provide resources or information requested by the Emergency Services.

When an incident occurs make the basic decisions about what type of action is needed and respond as quickly as you can.

The ability to respond effectively to an incident depends on:

- Being focussed on the safety of students, staff and visitors
- Being prepared
- Having a clear understanding of the roles and responsibilities in the event of a critical incident
- Ready access to critical information
- An ability to obtain timely external help from emergency services. Assess the situation. Once a decision is made that emergency services are required, call 000 (mobile: 112) and determine who at the school is in charge for the duration of the incident

Document every action taken during a critical incident. Keep all original notes and records for future reference.

### 4.2 ASSESS THE SITUATION

The Team Leader's initial response requires a quick and careful assessment of the situation.

First, determine if an incident exists. If yes, what is the type of incident and its existing/potential impact on the site?

Once more information is obtained about the incident adjust the Critical Incident response as required.

#### 4.2.1 *What do students need in the short term?*

The calm presence of, and contact with, one or more teachers or adult caregivers (preferably a parent, guardian or other family member) who understands the feelings and needs of the child.

Assurance of safety and security in honest, realistic and understanding terms.

Validation of their feelings of fear, grief, anxiety, loss, anger, confusion.

#### 4.2.2 *Other factors*

Other factors to consider are:

- Liaising with school staff, other agencies and the Regional Office when considering your options.

### 4.3 CRITICAL INCIDENT MANAGEMENT TEAM PROCESS

Following the initial actions and assessment, the Critical Incident Management Team Leader will guide the team through a defined response process as illustrated below.

#### Team Assembly

Having decided to activate the team:

- Nominate a meeting / coordination location
- Determine appropriate team composition and commence callout
- Conduct initial team briefing
- Refer all team members to their individual Role Checklists
- Ensure a team Log of Events is initiated and maintained

#### Identify Outcomes

- Utilise the teams' own knowledge, supplemented by any information provided by other support teams.
- Confirm / determine severity.
- List all outcomes as they are identified.

#### Identify Issues

- Use previously identified outcomes as prompts.
- Identify and list all of the issues.
- Each team member should consider function specific issues, referring to their checklists for guidance.

#### Identify Stakeholders

- Use the list of issues as a prompt.
- Consider internal and external stakeholders.
- Consider the need to prioritise the stakeholder list.
- Allocate, undertake and record stakeholders' interactions.

#### Actions Required

- Identify and allocate responsibilities and tasks, using outputs from previous steps as prompts.
- Generate, record and track actions.
- Identify and approve key messages quickly.
- Determine an appropriate planning cycle / review duration, return to the "Identify Outcomes" step and repeat the process.

Repeat Team Process Steps:

- Schedule regular update / briefing meetings to keep track of the team's progress – repeat the process shown above.
- At each team update / briefing meeting, identify and address any new / changed outcomes and issues.
- Coordinate and maintain contact with support teams.
- Consider mobilising alternate team members for long events and ensure full and complete handovers take place.



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## RESPONSIBILITIES – Overall Strategic Coordination

Lead the CIMT in managing the incident from a strategic perspective while providing guidance and support to the staff and students. Prioritises student care and adherence to school protocols and procedures. CIMT operation is team-based, however decisions must be made expeditiously and clear actions implemented

### Key Interfaces

<b>Staff and Students</b>	Keep advised, provide advice and assistance, obtain regular updates
<b>Parents, Guardians, CECV</b>	Notify promptly and keep informed
<b>CIMT Members</b>	Keep informed and consult with as appropriate

### Assembly

- ☐ Review event against the Severity Matrix (App A.1)
- ☐ Call out relevant CIMT personnel and establish the CIMT Control Room
- ☐ Review the Team Briefing Agenda (App A.3)

### Outcomes

- ☐ Consider incident impacts and possible implications upon the school community
- ☐ Refer all CIMT members to / review against Severity Matrix (App A.1)
- ☐ Identify need for event escalation / de-escalation and associated notifications
- ☐ Define CIMT goals / objectives based on event status

### Issues

- ☐ Event / issue location, causes and escalation potential
- ☐ Possible consequences of response strategies (from the School Community perspective)
- ☐ Strategic implications relating to school operations of incident / response (timing and upcoming school events – holidays, exams, functions etc...)
- ☐ Cumulative effect of other critical incidents which have affected the site in past
- ☐ Likely effects of the event on other neighbouring facilities
- ☐ Response / recovery resources required in support of the response process (eg personnel and / or equipment).
- ☐ Assess management roles that other agencies play under legislature or policy

### Stakeholders

- ☐ CECV Regional Office – support and action plan development
- ☐ Technical specialists / groups and key Government agencies – identify notification requirements
- ☐ Staff, students, next of kin, affiliated bodies, neighbours and anyone that can be impacted by actions or omissions.

### Actions

- ☐ Allocate responsibilities
- ☐ Verify and interpret information specific to the response (inc from internal and external sources) to allow CIMT members to be effective in their roles
- ☐ Hold regular, scheduled briefing/feedback sessions with Team
- ☐ Take a lead role in brainstorming for development of strategic planning and setting of recovery goals – review the Strategic Actions Prompt Sheets
- ☐ Make direct contact with affected staff or families. Note: for a death the Police must contact family.
- ☐ Gain family/police authority to release information
- ☐ Approve a statement to inform the school community and determine method of delivery
- ☐ Consider employee assistance programs for staff in need
- ☐ Consult with Finance regarding implications relating to financial data and reporting, cash flow, billings, payments, issues impacting regulatory requirements
- ☐ Review with the Critical Incident Management Team and plan for the next day

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Ongoing Response

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## Stand Down

- ☐ Operationally debrief all staff as necessary
- ☐ Log sheets / written correspondence to CIMT Log Keeper
- ☐ Attend CIMT debriefing
- ☐ Assist in post-event investigations

## Notes:

## DUTIES – COMMUNICATIONS COORDINATOR

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### RESPONSIBILITIES – Information Transfer

Manage and oversee the flow of information. Ensure the CIMT is fully aware of the likely internal and external consequences of their actions including the Staff, Students, Parents/Guardians, Government, CECV, Media & other interested parties. Advise on development of internal and external communications strategy and delivery. Manage media response. Maintain availability and management of communication systems.

#### Key Interfaces

**Staff and Students**

Provide advice and assistance, obtain regular updates

**Parents, Guardians, CECV**

Notify promptly, keep informed and liaise as appropriate

**CIMT Members**

Keep informed and consult with as appropriate

#### Assembly

- ☐ Report to CIMT Leader and assist with team activation
- ☐ Assist in establishing the CIMT Control Room
- ☐ Review situation and any communications responses already made by the CIMT or ECO

#### Outcomes

- ☐ Refer to / review incident against Severity Matrix (App A.1)
- ☐ Identify need for CECV 'Media Unit' support (Liaise and brief as necessary)
- ☐ Clarify nature of issue and likely stakeholder perspectives

#### Issues

- ☐ Possible consequences of response strategies (from the School Community perspective)
- ☐ Response / recovery resources required to support your role (eg personnel and / or equipment)
- ☐ Timing of communications/notification

#### Stakeholders

- ☐ CECV Regional Office – support and communication plan development
- ☐ Staff, students, next of kin, affiliated bodies, neighbours & anyone that can be impacted by actions or omissions. Timing of communications/notification

#### Actions

- ☐ Use Incident Log to record events, actions, messages and decisions
- ☐ Instruct staff to direct media enquiries to the CIMT or CECV Media Unit
- ☐ Have your communications/contacts telephone list ready and updated
- ☐ Consult with Regional Student Support Services personnel
- ☐ Undertake a Stakeholder Analysis and oversee development and implementation of a Communications Plan addressing the needs of all relevant stakeholders.
- ☐ Refer to Appendix B - Communications Plan for details in regards to:
  - Critical Incident Reporting
  - Communications with parents, guardians and the local community
  - Communications with other stakeholders
  - A clear/consistent message (ensure Staff receive the same information that is put into the public domain)

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Ongoing Response

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**Actions continued.**

- ☐ Check that all relevant parties are consulted for input before media releases
- ☐ Advise CIMT on Staff/Public/Media/Government/ CECV responses to current output and likely reaction to proposed responses
- ☐ Ensure Receptionists and the CIMT Room (Log Keeper) are in possession of relevant information releases
- ☐ Coordinate media requests for information and take responsibility for provision of information to parents or guardians who arrive at the school
- ☐ If you have the staff available, assign some to make calls while others are designated to handle incoming calls, filtering incident and non-incident calls.

## Stand Down

- ☐ Operationally debrief Communications support staff as necessary
- ☐ Log sheets / written correspondence to CIMT Log Keeper
- ☐ Attend CIMT debriefing

### Notes:

4.6

## RESPONSIBILITIES – The Organisation

To manage resources to allow for adequate funds to be made available for the incident response and recovery efforts. You will also provide advice and support to the CIMT on financial and business aspects and impacts...

### Key Interfaces

<b>CIMT Leader</b>	Provide advice and assistance, obtain regular updates
<b>Financial Institutions</b>	Keep appropriately informed
<b>Legal and Insurance companies</b>	Keep informed and consult with as appropriate

### Assembly

- ☐ Report to CIMT Leader and assist with team activation
- ☐ Review situation and assess the event against the Severity Matrix (App A.1)

### Outcomes

- ☐ Refer to / review incident against Severity Matrix (App A.1)
- ☐ Identify need for specialist support (Financial, legal and insurance)
- ☐ Clarify nature of issue and likely stakeholder perspectives

### Issues

- ☐ Need for external advice or representation
- ☐ Legal obligations / requirements – including reporting / notifications, supply contracts
- ☐ Due diligence, duty of care, contractual provisions, responsibility / liability issues and regulatory obligations
- ☐ Degree of financial risk presented by the event
- ☐ Admissions of liability, fault or blame (prevention)
- ☐ Potential for insurance claims

### Stakeholders

- ☐ CECV Regional Office – support and business recover plan development
- ☐ Legal, insurance, risk and / or investigations support staff
- ☐ Insurance brokers and assessors
- ☐ Legal representatives of those parties involved

### Actions

- ☐ Use Incident Log to record events, actions, messages and decisions
- ☐ Ensure no inadvertent admission of liability, fault or blame occurs
- ☐ Assess the degree of financial risk presented by the incident
- ☐ Assess whether any claims are likely
- ☐ Notify relevant financial institutions of incident and any likely requirements
- ☐ Establish tracking system for financial liabilities generated
- ☐ Activate fund transfer procedures if necessary
- ☐ Provide CIMT with a list of relevant insurance and coverage
- ☐ Manage insurance claims and loss assessments
- ☐ Maintain contact with Insurance Brokers and their assessors during incident regarding claims, loss assessment etc
- ☐ Advise if financial commitment to the response may affect normal school operations
- ☐ Compile an overall financial assessment including recommendations (include school business interruptions)

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Ongoing Response

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- ☐ If public involvement is high, discuss with Legal Representation, invoking claims-handling procedures
- ☐ If a contractor is involved, review indemnity clauses with Legal Representation
- ☐ Consider strategic implications relating to financial data and reporting, cash flow, billings, payments, issues impacting regulatory requirements

- ☐ Log sheets / written correspondence to CIMT Log Keeper
- ☐ Attend CIMT debriefing
- ☐ Assist in post-event investigations

## DUTIES – FACILITIES, TRANSPORT AND LOGISTICS COORDINATOR

4.7

### RESPONSIBILITIES – The Site

To make safe and secure affected areas, provide temporary facility solutions while recovering the affected area and to provide support to the CIMT by sourcing transport services, catering supplies, materials, resources, services, additional staff and other services as identified.

#### Key Interfaces

<b>CIMT Leader</b>	Continually consult with regarding status of the incident location and plan the recovery of affected school facilities
<b>External Suppliers</b>	Source temporary facilities/alternate accommodation/transport/supplies/resources and any other recovery assistance
<b>Finance Coordinator</b>	Liaise with regarding cost estimations for damage and supplies/resources

#### Assembly

- ☐ When contacted, attend or advise as required
- ☐ Review situation and assess the event against the Severity Matrix (App A.1)

#### Outcomes

- ☐ Contribute to overall assessment of event based on current information
- ☐ Provide input to review of severity classification

#### Issues

- ☐ Incident causes and escalation potential (incl site safety and security)
- ☐ Possible consequences of response strategies (from the resource perspective)
- ☐ Strategic implications relating to operations (of incident / response)
- ☐ Likely effects of the incident on neighbouring facilities
- ☐ Response / recovery resources required in support of the response process (eg personnel and / or equipment)

#### Stakeholders

- ☐ Technical specialists / groups / CECV and key Government agencies that can provide facility, personnel and transport assistance.
- ☐ Suppliers / third party providers – resource requirements and payment

#### Actions

- ☐ Allocate Responsibilities
- ☐ Verify and interpret information specific to the response (inc from internal and external sources) to allow CIMT members to be effective in their roles
- ☐ Hold regular, scheduled briefing/feedback sessions with Team
- ☐ Take a lead role in brainstorming for development of strategic planning and setting of recovery goals – review the Strategic Actions Prompt Sheets
- ☐ Make direct contact with affected staff or families. Note: for a a death the Police will contact family.
- ☐ Gain family/police authority to release information
- ☐ Approve a statement to inform the school community and determine method of delivery
- ☐ Consider employee assistance programs for staff in need
- ☐ Consult with Finance regarding implications relating to financial data and reporting, cash flow, billings, payments, issues impacting regulatory requirements
- ☐ Review with the Critical Incident Management Team and plan for the next day

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Ongoing Response

## Stand Down

- ☐ Log sheets / written correspondence to CIMT Log Keeper
- ☐ Attend CIMT debriefing
- ☐ Assist in post-event investigations



4.6

## RESPONSIBILITIES – The People

To ensure all welfare, legislative & ethical commitments in regard to the treatment of staff, students & their families are acted on and fully understood by the CIMT and that all reporting is carried out. Monitor security aspects and minimise effects on physical and mental health.

### Key Interfaces

<b>CIMT</b>	Advise, assist and support as necessary
<b>Offsite Incident Location</b>	Keep updated, provide guidance and assistance
<b>Communications Coordinator</b>	Maintain liaison for personnel and Industrial Relations issues

Ongoing Response	<b>Assembly</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Report to CIMT Leader and assist with team activation</li> <li><input type="checkbox"/> Review situation and assess the event against the Severity Matrix (App A.1)</li> </ul>
	<b>Outcomes</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Contribute to overall assessment of event based on current information</li> <li><input type="checkbox"/> Provide input to review of severity classification</li> </ul>
	<b>Issues</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Effects on employees and members of their families (eg counselling, relatives' support, employee relations, OH&amp;S, security)</li> <li><input type="checkbox"/> Legislative reporting requirements</li> <li><input type="checkbox"/> Next of kin communication (who and how, process and guidelines)</li> <li><input type="checkbox"/> In-house critical incident impact (eg morale and rumours)</li> <li><input type="checkbox"/> Additional staff to support response</li> <li><input type="checkbox"/> Post-trauma and after-care counselling (guidelines / provision)</li> </ul>
	<b>Stakeholders</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> HR support staff</li> <li><input type="checkbox"/> Employees and contractors</li> <li><input type="checkbox"/> Next of kin</li> </ul>
	<b>Actions</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use Incident Log to record events, actions, messages and decisions</li> <li><input type="checkbox"/> Be responsible for issues relating to staff, students or members of their families during an incident or threatening situation. Callout CECV support and manage appropriate support staff to advise and assist with issues concerning – counselling, relatives' support, employee relations, occupational health and safety and/or security</li> <li><input type="checkbox"/> Review injury / fatality status with Team Leader and Business Coordinator before defining response - keep CIMT Leader &amp; CIMT Communications Coordinator informed. Document the details and advise on legislative reporting</li> <li><input type="checkbox"/> Gather staff, student and next of kin details, records / data relevant to incident</li> <li><input type="checkbox"/> Actively seek information from CECV, emergency services, hospital or elsewhere</li> <li><input type="checkbox"/> With the CIMT Communications Coordinator, develop procedures for effective and regular staff (and contractor) communications</li> <li><input type="checkbox"/> Develop guidelines and implement process for who communicates with next of kin and how this will occur. Notify parents or guardians of students first, then brothers and sisters in the school</li> <li><input type="checkbox"/> Action travel and accommodation plans for next of kin</li> </ul>

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## DUTIES – HUMAN RESOURCES

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## Actions cont.

- ☐ Set up a recovery room (including staff to monitor the room) for affected students and a waiting room for Parents and Guardians
- ☐ Plan and oversee implementation of any counselling & support required for affected staff, students and relatives
- ☐ Provide information on financial assistance to families after a fatality/serious injury
- ☐ Ensure procedures are in place to shield families/next of kin from intrusive media
- ☐ Gather any existing school employment records or data which may enlighten, or affect in any way, the incident (e.g. safety record, injured person's training &/or qualifications)
- ☐ Monitor school community reactions and support those in care-giving roles
- ☐ Develop guidelines for post-trauma and after-care counselling

## Stand Down

- ☐ Log sheets / written correspondence to CIMT Log Keeper
- ☐ Attend CIMT debriefing
- ☐ Consider need for long term counselling and support for next of kin, students, families and employees
- ☐ Consider need for counselling for CIMT, Support Groups and the Emergency Control Organisation

## Notes:

## RESPONSIBILITIES – The Public

To represent the school to the media and other external audiences, as authorised by the CIMT. As such everything said should be considered to be “on the record” and therefore public property and subject to broadcast. This position may be delegated to the Principal or other appointed delegate.

### Key Interfaces

<b>CIMT Leader and CECV</b>	Take direction and receive approval on approach and content of
<b>Media Unit</b>	information to be discussed or released
<b>Communications Coordinator</b>	Establish relevant incident facts and seek guidance on approach being taken and development of media conference presentation materials

### Assembly

- ☐ Report to CIMT Leader and provide information for briefing

### Outcomes

- ☐ Contribute to overall assessment of event based on current information
- ☐ Provide input to review of severity classification

### Issues

- ☐ Verification of facts
- ☐ Focus and confirmation of key messages
- ☐ Timing of messaging
- ☐ Incident situational awareness

### Stakeholders

- ☐ Attending emergency services – determine information requirements and respond / refer to appropriate CMT member(s)

### Actions

- ☐ Use Incident Log to record events, actions, messages and decisions
- ☐ Liaise with the CECV Media Unit and CIMT Communications Coordinator on development of media conference presentation materials
- ☐ Advise the CIMT of key messages, display clearly in the CIMT Room
- ☐ Make sure you know any appropriate site background information
- ☐ Communicate with contractor spokesperson/s if appropriate
- ☐ Act as the site based point of contact with agencies concerned with community relations
- ☐ Be aware of all incident related media releases
- ☐ Review the Communications Plan (Appendix B)
- ☐ Following approval from CIMT Leader and under guidance from the Communications Coordinator (and CECV Media Unit) undertake external communications as appropriate
- ☐ In presenting information and responding to questions ensure that:
  - Use only facts. NO EXAGGERATION and NO GUESSWORK
  - Do not answer for or allocate blame to others
  - Affirm that promises and assurances made are deliverable
  - Confirm that any promises and assurances that have been made to the media or other stakeholders (or any issues / questions / etc. raised by them) are relayed to the appropriate CIMT personnel for action

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Ongoing Response

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## Stand Down

- ☐ Operationally debrief all staff as necessary
- ☐ Log sheets / written correspondence to CIMT Log Keeper
- ☐ Attend CIMT debriefing
- ☐ Assist in post-event investigations

## Notes:

1.0

## RESPONSIBILITIES – Information Collation

To maintain a chronological record of events as they occur in the Control Room for reference purposes during & subsequent to the incident response.

### Key Interfaces

<b>CIMT Members</b>	Assist and support as necessary – collect and collate team logs
<b>Communications Coordinator</b>	Maintain liaison to ensure an accurate record of events/updates
<b>Business Coordinator</b>	Reviewed legal advice on event record requirements

### Assembly

- ☐ Report to CIMT Leader and assist with team activation
- ☐ Review situation and assess the event against the Severity Matrix (App A.1)

### Issues

- ☐ Available resources such as whiteboards, flipcharts, digital records etc
- ☐ Recording requirements

### Actions

- ☐ Your function is critical – DO NOT get involved in any other activities
- ☐ Mobilise additional log keepers if necessary
- ☐ Record / document CIMT meetings utilising available resources (e.g. Whiteboards / Laptops etc)
- ☐ Maintain chronological team log / record of events
- ☐ Maintain snapshot of current status on Status Board (Appendix A.6) – update as event status changes (in consultation with CIMT Leader)
- ☐ Record stakeholder identification and correspondence (Appendix A.5)
- ☐ Record actions / tasks assigned to CIMT members and track their status
- ☐ Remind CIMT Members of any commitments they have failed to keep
- ☐ Clarify any confusion of events / actions as soon as apparent
- ☐ Display and maintain information hardcopies in the Control Room (e.g. media releases, contact lists, event details – maps, details of affected sites)
- ☐ Compile records / documents during the event – as required

### Stand Down

- ☐ Enter any outstanding information into recording logs / devices
- ☐ Participate as record keeper during incident debriefs

## Notes:

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4.10

## RESPONSIBILITIES - Evacuation Liaison

The overall management of an emergency situation which has the potential to threaten the safety of school occupants. The Chief Warden directs the Wardens, provides a direct communication link between the Wardens and the CIMT and liaises with Emergency Services. This enables the CIMT to maintain an up to date knowledge of situation developments and status of resources.

### Key Interfaces

<b>Staff, Students &amp; ECO</b>	Keep advised, provide advice and assistance, obtain regular updates
<b>CIMT Members</b>	Provide situational updates and seek input for planned actions

Ongoing Response	<b>Assembly</b>	<input type="checkbox"/> Report to CIMT Leader and provide information for briefing
	<b>Outcomes</b>	<input type="checkbox"/> Contribute to overall assessment of event based on current information <input type="checkbox"/> Provide input to review of severity classification (App A.1)
	<b>Issues</b>	<input type="checkbox"/> Adherence to response priorities <input type="checkbox"/> Incident causes and escalation potential (incl site safety and security) <input type="checkbox"/> Coordination of CIMT responses with those of the Emergency Services <input type="checkbox"/> Strategic implications relating to evacuees <input type="checkbox"/> Protection of students and next of kin from media <input type="checkbox"/> Emergency Services' requests for information / resources / assistance - distribute to appropriate CIMT members for response
	<b>Stakeholders</b>	<input type="checkbox"/> Attending Emergency Services – determine information requirements and respond / refer to appropriate CIMT member(s)
	<b>Actions</b>	<input type="checkbox"/> Use Chief Warden Log to record events, actions, messages and decisions <input type="checkbox"/> If an emergency is evident, put in place the relevant procedure as described in the 'Emergency Management Plan' or 'Emergency Procedures' document and liaise with the Emergency Services <input type="checkbox"/> Lead Emergency Response procedures as necessary <input type="checkbox"/> Maintain on-going contact with attending emergency services at scene and act as conduit of information to CIMT <input type="checkbox"/> Advise CIMT on emergency services response capabilities, resources and plans / strategies <input type="checkbox"/> Oversee the movement of staff and students to the Safe Refuge when directed <input type="checkbox"/> Clarify any confusion of events / actions as soon as apparent <input type="checkbox"/> Provide the CIMT with up to date information on the conditions in the immediate area
<hr/>		
<b>Stand Down</b>		<input type="checkbox"/> Operationally debrief all staff as necessary <input type="checkbox"/> Log sheets / written correspondence to CIMT Log keeper <input type="checkbox"/> Attend CIMT debriefing <input type="checkbox"/> Assist in post-event investigations

### Notes:



## 5.0 POST INCIDENT PROCEDURES

### 5.1 RESUME AND RECOVER

#### 5.1.1 *Background*

After an incident, such as a flood, internal fire, severe storm or a bushfire, most families can expect to recover over time, particularly with support from relatives, friends, community agencies and organisations.

Recovery time for an individual may relate to past and present experiences, the thoughts and actions that contribute to these experiences, and an individual's own coping strategies. Students need time to recover from losses such as family members, friends, homes, pets, childcare, schools and kindergartens.

Parents, guardians and teachers need to provide calm and honest answers to student's questions and, importantly, be guided by what a child asks. It helps students to understand what has happened if parents, guardians, caregivers and teachers spend time responding to their needs.

**NOTE: Communication is vital. Everyone affected by the incident needs to be kept fully informed of the recovery progress. The relevant people should be consulted before major decisions are made.**

**Parents, guardians and caregivers should be informed when students are able to return to the school. This can be through the media (e.g. community radio), by telephone, or by other means.**

#### 5.1.2 *Short term recovery*

In the short term:

- Students will be concerned about parents, guardians and caregivers, friends and pets. They will need continuous reassurance and encouragement to express their concerns.
- Convey the likelihood that parents, guardians and caregivers may be delayed for several hours because of traffic.
- Remind students that parents, guardians and caregivers have been told that you will take care of them until they arrive.
- Encourage students to express their feelings through drama, art, writing activities and music (where appropriate).
- Allow opportunities to talk about the incident and reactions, taking the opportunity to explain that people respond in different ways. Allow students to opt out of discussion.
- Explain that a range of reactions may be experienced, that the reactions are normal, that people react in a range of ways and with time and support the reactions will ease
- Encourage students to comfort each other. Physical contact helps reduce feelings of separation and isolation.
- Discuss the chores that may await them at home. Emphasise the importance of their role in restoring order.
- Students should be told why it is important to remain at the school, how you will care for them, and what they can do to help.
- Provide Psychological First Aid to identify individuals who may need counselling and support after the first few days.
- Identify and offer more specialised personal support to vulnerable and/or most affected staff and students.
- Notify staff who are not at school.

### 5.1.3 *Medium term recovery*

In the medium term:

- Restore regular school routine.
- Encourage students to express their feelings through drama, art, writing and music activities (where appropriate) and allow opportunities to talk about the incident and reactions.
- Provide recovery support and advice for students, staff, parents and guardians about the normal cycle of recovery and advise of indicators that extra support may be required.
- Reiterate information about reactions as required.
- Follow up contact with family and families involved to express sympathy, arrange retrieval of personal items of student and staff member, as appropriate, and discuss school role in ongoing support.
- Update staff, parents, guardians and students as appropriate. Enlist the help of the CECV Media Unit, Rumour control etc.
- Provide information and encourage support networks among parents and guardians.
- Make special considerations for suicide, including contagion effect.
- Consider cultural issues.
- Prepare public expressions of farewell such as obituaries and wreaths when a death has occurred.
- Attend funerals, with attention to the wishes of the family. Use replacement class room teachers to enable staff to attend the funeral.
- Keep a scrapbook of eulogies and sympathy cards in a central location for members of the school community to read.
- Continue support for students and staff.
- Monitor and support reactions within the school community
- Alert teachers to be sensitive to curriculum content.
- Monitor media coverage of the event to identify areas which may be causing difficulty or distress for students and staff.
- Consider ex-students.
- Keep your receptionist up-to-date with information.
- Liaise with outside agencies and maintain contact networks.
- Update your incident report to region and ESMU, if appropriate.

### 5.1.4 *Longer term recovery*

Long-term recovery management requires a continuing awareness of individual needs and reactions and a process for managing those responses.

In the longer term, consider:

- Holding a memorial service.
- Acknowledge anniversary dates. Monitor and support members of the school community, particularly on significant dates such as anniversaries.
- Inform any new teacher about the child's or the class's experience and possible triggers which may cause a re-emergence of symptoms
- Continuing support for students and staff.
- Alerting teachers to be sensitive to curriculum content.
- Maintaining documentation.
- Ongoing liaison with other affected or vulnerable schools.
- Consider ex-students.

**POST INCIDENT PROCEDURES**

- Process for meeting visitors (e.g. community people most affected).
- Continue liaison with outside agencies and maintain contact networks.
- Consider long term intervention activities such as the need for ongoing counselling or other specialist support.
- Keeping receptionist up-to-date with information.
- Acknowledge the work of school-based and specialist care givers and continue to monitor their wellbeing, particularly when things start to quieten down and they may start to reveal their own views about the experience.
- Review school records/mailling lists and amend as appropriate.
- Inquest date(s) and prepare for legal proceedings, if necessary.
- Prepare people for coronial inquests and legal proceedings providing them with knowledge about what to expect

**5.2 Review the incident response**

Post incident debriefs are required to identify key learning's to improve the school's response to any future incident. These debriefs should be documented and tasks to improve plans should be allocated to responsible parties. Both the CIMT and ECO must conduct post incident debriefs. Reconvene key people at regular intervals to review the school's response and the effectiveness of planning arrangements.

The debriefs should include the following:

- Debriefing meetings for staff and volunteers.
- Debriefing meetings for the facility coordinator.
- Was your CIMP effective in helping you respond to this event?
- What went right?
- What needs improvement?
- Who will update your plans and procedures to help you in the future?
- What lessons have been learned?

Re-examine the school's Critical Incident Management Plan, to revise the plan on the basis of what worked well and what didn't work. Strategies which were found to be useful during the incident response should be included in the plan for future use.



**0.0 APPENDICES**

**APPENDIX A – PROFORMAS**

**APPENDIX B – COMMUNICATIONS PLAN**

**APPENDIX C – STRATEGIC ACTION PROMPT SHEETS**

## PROFORMAS

- A.1 INCIDENT SEVERITY MATRIX**
- A.2 INCIDENT NOTIFICATION FORM**
- A.3 CIMT BRIEFING AGENDA**
- A.4 INCIDENT LOG**
- A.5 STAKEHOLDER CORRESPONDENCE SHEET**
- A.6 STATUS BOARD LAYOUT**
- A.7 INCIDENT BOARD LAYOUT**
- A.8 TEAM LIST**
- A.9 ROLE HANDOVER CHECKLIST**
- A.10 END OF INCIDENT CHECKLIST**

## APPENDIX A.1 - CRITICAL INCIDENT SEVERTIY MATRIX

### A.1 *Severity Matrix*

The School has developed a Severity Matrix which establishes a set of standardised notification and escalation “thresholds”. These provide guidance on activation triggers for the Critical Incident Management Team (CIMT) and support from the Regional Offices. This Severity Matrix is intended for use by the CIMT on being notified of a current or potential event or issue impacting the school.

Use of this standard Severity Matrix provides a consistent, non-subjective assessment and escalation / notification decision making process. Consistent use and application of this Severity Matrix aims to ensure that notifications occur uniformly, regardless of what aspect of the school is impacted.

All events should be considered against the Severity Matrix to determine the appropriate level of escalation. It provides a description of the types and/or outcomes of events, a measurement of severity and the teams that would be involved for each.

Once the CIMT Leader is notified of an event, it is their responsibility to determine the requirement for activation.

To use the Severity Matrix, an assessment should follow the steps below;

- Identify the outcomes relevant to the event from the list in the left hand column of the matrix;
- For each outcome, determine the description (from the boxes to the right of the outcome) that best describes the severity. If there is uncertainty over a severity it is advisable to select the most serious ranking.
- The outcome with the maximum severity determines the overall severity ranking of the event.
- Once the CIMT is activated, the core team will begin a strategic response.

Should an outcome occur that is not covered by the Severity Matrix, the Team Leader must make a judgement regarding the appropriate level of notification / escalation.

## APPENDIX A.1 - CRITICAL INCIDENT SEVERTY MATRIX

<div> <div>OUTCOME</div> <div>RESPONSE</div> </div>		<b>STATUS 1 –INCIDENT MAINLY MANAGED BY THE SCHOOL’S CIMT REGION OFFICE/CEO MUST BE NOTIFIED (MAY ACTIVATE)</b>	<b>STATUS 2 –INCIDENT REQUIRING A COORDINATED RESPONSE FROM THE REGION OFFICE/CEO</b>
		<b>CRITICAL INCIDENT MANAGEMENT TEAM</b>	<b>CRITICAL INCIDENT MANAGEMENT TEAM AND CEO</b>
1	Personal injury	Injury involving hospitalisation	Multiple injury involving hospitalisation / fatality
2	Missing People	One or more people confirmed missing	One or more people confirmed missing >24hrs
3	Kidnap, Extortion, Sabotage	Confirmed threats without actions	Escalated threats or actions involving harm and/or significant damage
4	Environment	Small spill / release with minor implications to staff and students	Significant spill / release requiring evacuation and regulatory reporting
5	Loss of teaching capacity	Total loss of classes or >25% loss for less than two weeks	Total loss of classes or >25% loss for more than two weeks
6	Major contractor or supplier Issue	Supply or services disrupted with threat to teaching	Supplier in crisis
7	Loss of facilities/infrastructure	Loss of facilities <u>not</u> affecting school activities	Long term loss of facilities affecting school activities
8	Loss of Senior Personnel	Personnel loss affecting normal teaching capabilities	Personnel loss affecting school management capabilities
9	Media coverage	Response required to local or state media article	Response required to nationwide media attention
10	Regulatory / Government authority action	School controlling with higher than normal government interest	Threat of government interference with management and control
11	Legal action	Threatened legal action	Confirmed legal action
12	Financial issue	Cash flow or accounting issues	Escalated cash flow or accounting issues

## APPENDIX A.2 - INCIDENT NOTIFICATION FORM

Mark any speculative information with an asterisk\*

Name:			Position:								
Contact details:											
Incident Location:			Update No:	Date:	Time:						
Incident Type:	Medical	<input type="checkbox"/>	Injury	<input type="checkbox"/>	Fatality	<input type="checkbox"/>	Supply Interruption	<input type="checkbox"/>			
	Collision	<input type="checkbox"/>	Fire	<input type="checkbox"/>	Explosion	<input type="checkbox"/>	Pollution Release	<input type="checkbox"/>			
	Gas	<input type="checkbox"/>	Electricity	<input type="checkbox"/>	Sewerage	<input type="checkbox"/>	Water	<input type="checkbox"/>			
	Other:										
Severity:	Status 1	<input type="checkbox"/>	Status 2	<input type="checkbox"/>	(see Severity Matrix, Section 6.1)						
Status:	Stable	<input type="checkbox"/>	Escalating	<input type="checkbox"/>	Falling	<input type="checkbox"/>					
Injuries:	No. of Fatalities		No. of Serious Injuries		No. of Minor Injuries						
DO NOT list names on this sheet – verbally report names of fatalities / injuries to CIMT											
Weather:	Dry	<input type="checkbox"/>	Wet	<input type="checkbox"/>	Windy	<input type="checkbox"/>					
	Wind Direction:				Wind Speed:						
	Forecast:										
External Assistance		Medical	<input type="checkbox"/>	Fire Brigade	<input type="checkbox"/>	Police	<input type="checkbox"/>	EPA	<input type="checkbox"/>	Mutual Aid	<input type="checkbox"/>
Mobilised Other:											
Impact on the School											
Facilities Damaged:											
Facilities at Risk:											
Area Affected:											
Response Forward Plan											
Next 30 Minutes:											
Next 6 Hours:											
Next 12 Hours:											
Last External Contact											
Agency		Contact Name			Time			By Whom			
Medical											
Fire											
EPA											
Police											
Nature of Assistance Required:											
Prepared By:						Approved By:					



## APPENDIX A.3 - CIMT BRIEFING AGENDA

The following is an example of a briefing meeting agenda, which serves as a guideline for the team. Actual meeting agendas will vary according to circumstances. Meetings should be chaired by the Team Leader and minutes recorded by the Log Keeper.

AGENDA ITEM		DESCRIPTION	
1	<b>Introductions</b>	- Team members and their roles, any additions to the team	<input type="checkbox"/>
2	<b>Current situation</b>	- Description of the incident and current status - Updates from each Team Member - Assessment whether incident is under control or more resources are required, referring to the Severity Matrix	<input type="checkbox"/>
3	<b>Immediate Actions</b>	- Requests received for response resources or actions - Situations calling for immediate response	<input type="checkbox"/>
4	<b>Planning</b>	- Likely course of the incident - Key incident management issues and risks - Possible initiatives and pre-emptive actions	<input type="checkbox"/>
5	<b>Personnel</b>	- Reallocation of responsibilities of absent team members - Support personnel needs - External support required	<input type="checkbox"/>
6	<b>Stakeholder Communications</b>	- Current status of communications plan (inc Media) - Notifications obligations & status (internal/external) - Outstanding compliance issues - Interventions by regulatory bodies	<input type="checkbox"/>
7	<b>Media</b>	- Any media interest or coverage - Media monitoring requirements - Selection and preparation of spokespersons	<input type="checkbox"/>
8	<b>Any Other Business</b>	- Items not covered elsewhere	<input type="checkbox"/>
9	<b>Closing Remarks</b>	- Summary of key points by CIMT Leader - Emphasise recording information on log sheets - Focus on strategic planning & recovery, NOT managing the response	<input type="checkbox"/>
10	<b>Next Meeting</b>	- Time, place, agenda, attendance	<input type="checkbox"/>

<b>Page Number:</b>		<b>of</b>		<b>Date:</b>	<b>Location:</b>
<b>Name:</b>					<b>Position:</b>
<b>Contact Numbers:</b>					
<b>Time</b>	<b>Activity</b>				
<b>Signature:</b>					

## APPENDIX A.5 - STAKEHOLDER CORRESPONDENCE SHEET

Use 1 page per correspondence

Correspondence Type	Incoming Call <input type="checkbox"/>	Outgoing Call <input type="checkbox"/>	Meeting <input type="checkbox"/>	Other (specify)
Call taken by				
Extension no.		Date:		Time:
Caller wished to contact				
Source of call	Government <input type="checkbox"/>	Media <input type="checkbox"/>	Public <input type="checkbox"/>	Staff Family <input type="checkbox"/>
	Employee <input type="checkbox"/>	Assistance <input type="checkbox"/>	Student's Family <input type="checkbox"/>	
CORRESPONDENCE DETAILS				
Name				
Title/Relationship				
Organisation				
Department				
Phone Number		Fax Number		
Return call before				
Message/information details				
Action required	Call Back <input type="checkbox"/>	Send Email <input type="checkbox"/>	Wants Meeting <input type="checkbox"/>	
	Will call back <input type="checkbox"/>	Assistance <input type="checkbox"/>	Other <input type="checkbox"/>	
Action taken		Date:		Time:

## APPENDIX A.6 - STATUS BOARD LAYOUT

STATUS BOARD			
Incident Location		Severity	
Contact Numbers (Phone &Fax)		Status	
Incident Start date and Time		Weather	
Brief Incident Description			
Immediate Needs			
Actions Underway to Contain the incident			
Effects on People			
Effects on the Environment			
Effects on Operations			

(See Process Board Notes and Example, following page).

[illegible]

## APPENDIX A.7 - INCIDENT BOARD LAYOUT

### Process Board Notes and Example

OUTCOMES	SEVERITY	ISSUES	STAKEHOLDERS	TASKS/ACTIONS <sup>4</sup>		
				WHAT	WHO	WHEN
Injury	Status 2	2 students hospitalised with smoke inhalation	Injured students Injured students' parents Siblings? School staff All students School community	Obtain update from accompanying staff	David Smith	1000hrs
				Obtain next of kin details	Fred Murphy	1005hrs
				Identify if siblings are at school	Wilma Wiley	1010hrs
				Notify next of kin	David Smith	1015hrs
				Create statement for school staff	Mike Media	1100hrs
Loss of facilities/ infrastructure	Status 1	Total loss of five science class rooms Site Security/access to damaged area	Insurance provider Nearby schools Security fencing company	Contact insurer	Ali Almonds	1030hrs
				Approach nearby schools to see if they have classrooms available	Harry Hose	1400hrs
				Contact security fencing	Harry Hose	1030hrs

#### 1. OUTCOMES & SEVERITY

- Refer to the Severity Matrix
- Team Leader initially identifies Outcomes and Severity, then will utilize the team's expertise throughout the event
- List each Outcome and Severity on the whiteboard as shown above

#### 2. ISSUES

- Use Outcomes as prompts, to identify the Issues linked to each Outcome
- List each Issue on the whiteboard under the Issues heading next to the relevant Outcome

#### 3. STAKEHOLDERS

- Use the Issues as prompts to identify the internal and external Stakeholders
- List each Stakeholder on the whiteboard under the Stakeholder heading next to the relevant issue

#### 4. TASK/ACTIONS (WHAT, WHO & WHEN LIST)

- Allocate a WHAT, WHO, WHEN (deadline) for each Issue
- List each Task on the white board under the Task headings next to the relevant Issue or Stakeholder

**TEAM LIST**

Position Title	Name	Contact Details (Phone/Fax/E-mail)	Other Information
Principal	Matthew Byrne	0409 138 113	
Deputy Principal	Chris Grant	0408 315 601	
Leader of Business Services	Justin Marson	0409405324	
Compliance and Risk Support Officer	Catherine Newman	0422 822 323	
Leader of School Development	Sarah Boswell	0447 594 543	
Principal's Assistant	Tina Munro	0417 880 141	
Asst Principal - Wellbeing	Andrew Robertson	0422 581 446	
Office Manager	Dan Cook	0422 987 204	

APPENDIX A.9 - ROLE HANDOVER CHECKLIST

Some critical incidents may extend over a long period of time requiring a changeover of personnel. Team Members will be replaced by Alternates to avoid fatigue.

In the event the CIMT is to sit for more than 12 hours, the following guidelines should be adhered to:

ROLE HANDOVER CHECKLIST	
- All Alternates must be approved by the CIMT Leader	<input type="checkbox"/>
- Alert Alternates for each team member, giving them the time that they will be required at the Control Room. (Normally schedule for 10 to 12 hour shifts)	<input type="checkbox"/>
- Changeover times of individual Members should be staggered over a reasonable period to avoid concurrent changeover of several Members and maintain team continuity	<input type="checkbox"/>
- Individual hand-overs are to include a complete briefing on the incident, current status and actions taken	<input type="checkbox"/>
- Departing Team Members are to sit with their Alternate until they are satisfied that the Alternate is fully conversant with the situation and duties	<input type="checkbox"/>
- Relieved Team Members are to advise the CIMT Leader that their hand-over is complete and make arrangements for when they will next be required	<input type="checkbox"/>
- Relieved Team Members must ensure they get adequate sustenance and rest in case they are required again	<input type="checkbox"/>
- Responsibility for arranging handover is that of the individual members	<input type="checkbox"/>

**REMEMBER:** A tired team member is a liability. YES, EVEN YOU!



## APPENDIX A.10 - END OF INCIDENT CHECKLIST

In standing down the Critical Incident Management Team the following checklist must be considered:

END OF INCIDENT CHECKLIST	
- On-going incident control if required	<input type="checkbox"/>
- On-going recovery actions handed over to appropriate personnel	<input type="checkbox"/>
- Resources for on-going control	<input type="checkbox"/>
- Final information release to:	<input type="checkbox"/>
• Staff	<input type="checkbox"/>
• Students, parents and guardians	<input type="checkbox"/>
• Local community	<input type="checkbox"/>
• Government	<input type="checkbox"/>
• Media	<input type="checkbox"/>
• Environmental Agencies	<input type="checkbox"/>
• Neighbours/Third parties	<input type="checkbox"/>
• Contractors	<input type="checkbox"/>
• Consultants	<input type="checkbox"/>
• Lawyers	<input type="checkbox"/>
• Suppliers	<input type="checkbox"/>
• Insurers	<input type="checkbox"/>
• Emergency Services	<input type="checkbox"/>
• Trade unions	<input type="checkbox"/>
- De-brief of CIMT members (including members currently relieved or stood down)	<input type="checkbox"/>
- Closing down security arrangements	<input type="checkbox"/>
- Finalise catering and other services	<input type="checkbox"/>
- Compile and file all documents relating to the response	<input type="checkbox"/>
- Arrange for full incident investigation and analysis	<input type="checkbox"/>
- Carry out follow-up review to ascertain effectiveness of:	<input type="checkbox"/>
- Callout	<input type="checkbox"/>
- CIMT Function	<input type="checkbox"/>
- CIMT Support Teams	<input type="checkbox"/>
- Communications strategy	<input type="checkbox"/>
- Strategic Planning effectiveness	<input type="checkbox"/>
- Site incident response	<input type="checkbox"/>
- Approve/comment on incident debriefing reports and recommended actions	<input type="checkbox"/>
- Analyse public perception after final event (e.g. one week after incident)	<input type="checkbox"/>
- Check if key messages got through to external parties	<input type="checkbox"/>
- Revise the EMP and CIMP as required	<input type="checkbox"/>

## **SECTIONS**

- B.0 INTRODUCTION, REPORTING AND FRAMEWOEK**
- B.1 COMMUNICATION TO PARENTS, GUARDIANS AND THE LOCAL COMMUNITY**
- B.2 SCHOOL CLOSURE COMMUNICATION CHECKLIST**
- B.3 SUPPLYING CRITICAL INFORMATION**
- B.4 NOTIFYING AUTHORITIES AND STATUTORY OBLIGATIONS**
- B.5 IDENTIFYING KEY STAKEHOLDERS**
- B.6 LIKELY CONCERNS OF KEY STAKEHOLDERS**
- B.7 KEY MESSAGES FOR COMMUNICATING WITH THE SCHOOL COMMUNITY**
- B.8 REACHING STAKHOLDERS THROUGH DIRECT CHANNELS**
- B.9 COMMUNICATING OUTSIDE THE SCHOOL COMMUNITY THROUGH THE MEDIA**
- B.10 RECOGNISING MEDIA NEEDS**
- B.11 CREATING FIRST IMPRESSIONS**
- B.12 MINIMISING PUBLIC ANGER**
- B.13 MONITORING MEDIA COVERAGE**
- B.14 HOLDING STATEMENTS**
- B.15 INTERVIEW TECHNIQUES**
- B.16 RECEPTION GUIDELINES**
- B.17 SAMPLE LETTERS**

## B.01 Stakeholder Communications Introduction

Handling communications forms an important component of incident management.

Through the course of a critical incident, communications strategies are called for in order to –

- Supply critical information to prevent loss of life, injury, damage to the environment, or destruction of assets. This includes the stress and anxiety suffered by staff, students and their families
- Minimise public anger against the school
- Protect the school's reputation
- Demonstrate the values for which the schools stands

Effective communications strategies consist of a number of elements. These include –

- Identifying the target audience
- Selecting an appropriate channel to reach this audience
- Defining the purpose of the communication
- Delivering the message in a way that achieves this purpose
- Monitoring media coverage to assess impact and effectiveness of key messages

Messages can be delivered directly through organisation channels, or else through the media. If the media are to be used, this requires the adoption of certain techniques for handling the media correctly. Without these techniques, the communication strategies will fail to achieve their ends.

Seizing the initiative is critical. Communications must be actively managed, in particular those that involve the media. Critical incident communications management, therefore, forms one of the highest priorities for the CIMT.

The purpose of this critical incident communications plan is to provide a framework that will allow the CIMT Communications Coordinator, along with Diocesan assistance to develop effective communications strategies during the course of a critical incident.

## B.02 Critical Incident reporting

A critical incident is an event which has the potential to adversely affect the students, staff, or school community and interrupts the normal flow of daily events.

Examples of critical incidents include suicide and death of a student or member of the school community. Other traumatic events such as fires or flooding can have a significant impact on the school's ability to provide an effective learning environment for a period of time.

A critical incident in a school is likely to affect the physical, psychological and emotional wellbeing of staff and students and may have a minimal or significant impact on the school community. Some people will be more emotionally affected than others, but no-one involved should be ignored.

If handled properly, a critical incident can make a school community stronger in the long-term. If not, it can tear the school community apart. In times of critical incident, direction from professionals coupled with trained compassionate staff help contain the emotional disruption associated with a traumatic event.

### B.03 Reporting incidents to the catholic education office

Where the safety of staff or students is at risk, there is criminal activity, a threat to property or the environment, it must be reported immediately to emergency services on 000. It should then be immediately reported to the relevant Catholic Education Office EMO.

The following incidents should be reported:

- Fatality including illness, suicide and suicide attempts
- Serious injuries (involving visiting a GP, ambulance transport or hospitalisation)
- Transport accidents
- Assault, threat of assault or offensive behaviour
- Firearms, weapons or bomb threats
- Siege, hostage, disappearance or removal of a student
- Outbreak or incidence of disease
- Fires, floods, major disasters or natural event
- Chemical, biological or radiological spillage or contamination
- Criminal acts (violence, theft, arson, vandalism, graffiti)
- Sexual assault or allegations involving inappropriate sexualised behaviour.

After the event, an Incident Report form, available under Emergency Management on CEVN, should be completed and lodged with your Catholic Education Office.

### B.04 Critical Incident Communications Framework

The purpose of this framework is to serve as a guide to developing an effective communications strategy during a critical incident. To assist this process, each of the steps that make up the plan have been filled out with sample contents to illustrate their nature. In any real situation, the team in charge of communications management will have to create information based on the event or issue.

1. General communications to parents, guardians and the local community
2. School closure communications checklist
3. Supplying critical information
4. Notifying authorities & statutory obligations
5. Identifying key stakeholders
6. Likely concerns of key stakeholders
7. Key messages for communicating with the school community
8. Reaching stakeholders through direct channels
9. Communicating outside the school community through the media
10. Recognising media needs
11. Creating first impressions
12. Minimising public anger/outrage
13. Monitoring media coverage
14. Holding statements
15. Interview techniques
16. Reception guidelines
17. Sample letters

## 1. GENERAL COMMUNICATION TO PARENTS, GUARDIANS AND THE LOCAL COMMUNITY

At the beginning of each year parents and guardians should be advised of the school's Critical Incident Management Plan and safety policies – and the 'rules' you expect parents and guardians to follow.

This can be achieved by publishing a newsletter at the start of the school year, during an incident or on your school web-site.

The likely consequences of inadequate communication of the CIMT to parents and guardians are:

- a flood of telephone calls (if the system is working)
- a major traffic jam in front of your school (if the roads are open)
- people (neighbours or friends) volunteering to take children home

In the event of an incident, school staff or Emergency Services will attempt – as soon as it is safe to do so – to contact parents and guardians to advise of the status of the incident, if students have been evacuated, when they will be returned and when it will be safe to collect their children.

Parents and guardians should be advised in advance to be realistic about how long it may take for the school to contact them when an incident arises, especially if children have been relocated to another town or it is unsafe to travel by road.

Advise parents and guardians to keep the following in mind:

- DO NOT contact the school, if it has been evacuated no one will be there to answer your call.
- Staff are endeavouring to deal with the incident, so please do not distract them from seeing to the safety of your children first. Their safety is of paramount importance.
- Parents and guardians calling staff mobile numbers may prevent staff from:
  - Seeking assistance and guidance from Emergency Services thereby putting students in further danger
  - Trying to contact parents or guardians about the whereabouts of their children.

If parents and guardians have provided their children with mobile phones, they should not call them. Making contact with parents and guardians may distract students from listening to instructions from staff and endanger their safety. Students will be advised by their teachers when they can safely use their mobiles to make contact.

If parents and guardians are on the phone with their child during an incident, they should provide them comfort and assurance. Students may become agitated and panicked if they hear fear in the parent or guardian's voice and this may hamper staff in ensuring disciplined and calm behaviour.

To ensure relevant stakeholders are informed of a school incident or an impending school closure, the following stakeholder guides should be referenced.

## 2. SCHOOL CLOSURE COMMUNICATION CHECKLIST

**If the school will be closed or school buses not available:** In advance, advise parents, guardians and staff via:

- ☐ Letters for students to take home.
- ☐ School Website: Post closure details on home page.
- ☐ CEO Website.
- ☐ Local radio stations.
- ☐ Local ABC Radio Station.
- ☐ Staff Contact List, (refer to Appendix H - Contact Directory).
- ☐ If late notice or out of hours, contact student's parents or guardians. Note time called, person communicated with or if no answer/message left.
- ☐ 'SCHOOL CLOSED' signage at the school gate and in the local community.

- **If students have been evacuated:** As soon as it is safe to do so contact parents and guardians to advise of the status of the incident, when students will be returned and when it will be safe to collect their children. This can be achieved via:

- ☐ School Website: Post evacuation details on home page (if possible).
- ☐ Local radio stations.
- ☐ Local ABC Radio Station.
- ☐ Contact student's parents or guardians. Note time called, person communicated with or if no answer/message left
- ☐ 'SCHOOL CLOSED' signage at the school gate and in the local community.

- Use school roll to account for students and note release details (if students are being picked up by parents and guardians off-site).

### 3. SUPPLYING CRITICAL INFORMATION

Immediate priority has to be given to the supply of critical information that may help prevent loss of life, injury, damage to the environment, or the destruction of school assets. This includes the stress and anxiety suffered by staff, students and families.

As a general rule, staff, students and families should be notified of all major developments in a critical incident directly through organisational channels, before receiving the news through media channels.

EXAMPLES OF CRITICAL INFORMATION	RECIPIENTS
Need for evacuation	<ul style="list-style-type: none"> <li>- Employees</li> <li>- Students</li> <li>- Contractors</li> </ul>
Health and safety alerts	<ul style="list-style-type: none"> <li>- Relevant authorities</li> </ul>
Notification of fatalities	<ul style="list-style-type: none"> <li>- Next of kin</li> <li>- Employees</li> <li>- Students and families</li> <li>- Relevant authorities</li> </ul>
Status and identity of injured personnel	<ul style="list-style-type: none"> <li>- Next of kin</li> <li>- Co-workers/classmates</li> </ul>
Equipment and other assistance required	<ul style="list-style-type: none"> <li>- Sources of assistance</li> </ul>
Assistance on its way	<ul style="list-style-type: none"> <li>- Critical Incident victims</li> <li>- Emergency personnel</li> </ul>

### 4. NOTIFYING AUTHORITIES & STATUTORY OBLIGATIONS

Regulatory and statutory obligations include the notification of relevant authorities for certain types of critical incident situations. These need to be dealt with promptly and efficiently.

EXAMPLE OF A SITUATION	RELEVANT AUTHORITIES
Fatalities	<ul style="list-style-type: none"> <li>- CEO, Police, Coroner, WorkCover</li> </ul>
HAZMAT Release	<ul style="list-style-type: none"> <li>- CEO, EPA</li> </ul>
Injuries	<ul style="list-style-type: none"> <li>- CEO, WorkCover</li> </ul>

## 5. IDENTIFYING KEY STAKEHOLDERS

Stakeholders are all parties with an interest in the outcome of a critical incident situation affecting the school.

Stakeholders may be internal, such as staff and students, or external, such as local communities and families. Not all stakeholders are of equal importance, nor will they all react in the same way to a particular message.

A critical early step is to identify the key stakeholders in any critical incident and to orient communications towards these stakeholders. The importance of all the various stakeholders in a school will vary from situation to situation and throughout the course of a critical incident.

EXAMPLES OF STAKEHOLDERS	RANK IN IMPORTANCE
Employees	
Next of kin	
Students and families	
Local communities	
CEO	
Senior management	
Politicians	
News media	
General public	
Contractors	
Suppliers	
Governments	
Unions	
Industry associations	
Others	



## 6. LIKELY CONCERNS OF KEY STAKEHOLDERS

Key stakeholders will have a range of concerns in the event of a critical incident situation. Anticipating these concerns forms a major step in defining the key messages to communicate to these stakeholders

EXAMPLES OF KEY STAKEHOLDERS	LIKELY CONCERNS
Staff, Students and families	<ul style="list-style-type: none"> <li>- Critical information</li> <li>- Impact on jobs and school future</li> <li>- Changes in work practices to come</li> </ul>
CEO	<ul style="list-style-type: none"> <li>- Critical information</li> <li>- Impact on teaching and school future</li> <li>- Steps taken to prevent future incidents</li> </ul>
Next of kin	<ul style="list-style-type: none"> <li>- Critical information</li> <li>- Steps taken to prevent future incidents</li> </ul>
Local communities	<ul style="list-style-type: none"> <li>- Environmental or health hazards</li> </ul>
Regulatory bodies/ Law Enforcement agencies	<ul style="list-style-type: none"> <li>- Compliance issues</li> <li>- Cooperation from the school with investigations</li> </ul>
Politicians	<ul style="list-style-type: none"> <li>- Relevance to pet issues</li> </ul>
News media	<ul style="list-style-type: none"> <li>- Flow of information from the school, including background material, file footage</li> <li>- Relevance and truthfulness of school statements</li> <li>- Access to the site and personnel for cameras and interviews</li> </ul>
General public	<ul style="list-style-type: none"> <li>- Who is to blame</li> <li>- Has the school acted in good faith</li> <li>- What values has the school demonstrated</li> </ul>
Unions	<ul style="list-style-type: none"> <li>- Have members interests been looked after</li> <li>- Is the school in breach of agreements</li> </ul>

## 7. KEY MESSAGES FOR COMMUNICATING WITH THE SCHOOL COMMUNITY

The school will need to address the concerns of stakeholders through key messages that illustrate the school's position on the incident and its implications.

Messages also present an opportunity to provide known facts, dispel rumours and to establish a common reference base. It also provides an opportunity to outline the preliminary recovery management arrangements.

These key messages need to be accompanied by candid statements of the facts surrounding an incident, and need to be consistent with these facts.

Before contacting stakeholders, **ENSURE YOU HAVE VERIFIED INFORMATION**. Undertake the following pre-notification tasks:

- Contact the bereaved family or police to ascertain what information may be released within the school
- Prepare a factual written statement, without graphic detail, for use as a reference by teachers when discussing the incident with students
- Determine whether to tell students about the incident at a whole school assembly, by year levels or individual classes depending upon the nature of the incident
- Discuss with teachers who feel uncomfortable raising the event with students and arrange for support from another teacher or a member of the recovery team
- Identify staff who may be too distraught to take classes and arrange replacements from within the school, from neighbouring schools or casual teachers
- Inform students soon after briefing staff

### KEY MESSAGES FOR IDENTIFIED GROUPS

#### KEY STAKEHOLDER

#### KEY MESSAGE

Employees -  
Immediately

- provide teachers and ancillary staff with a brief outline of the incident
- provide a brief factual outline to others within the school community on a need-to-know basis
- inform staff as soon as possible about a serious incident involving death or injury which occurs after hours, on the weekend or during school holidays
- inform staff about arrangements for holding a briefing meeting before informing students at the start of the next school day

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KEY STAKEHOLDER	KEY MESSAGE
Employees – Before start of the school day	<ul style="list-style-type: none"> <li>- verify and restate factual information about the incident, so that staff can understand what has happened and the information will sink in</li> <li>- talk with staff about the reactions they may experience</li> <li>- outline recovery management arrangements</li> <li>- inform staff about procedures for dealing with the media</li> <li>- discuss procedures to be followed by staff during the day</li> <li>- discuss guidelines for informing their students and ways of answering questions from students</li> <li>- provide teachers with a written summary for use as a reference when discussing the incident with students</li> <li>- ensure that staff have time to have their questions answered and to talk about the incident amongst themselves.</li> </ul> <p><i>Certain teachers or staff members may require special help, for example those who were close to the victim or who had recently disciplined the deceased. These staff members should not be expected to deal with the emotional problems of students if they are having difficulty managing their own response. Those teachers who feel uncomfortable with discussing the event should be assisted by a recovery team member or a peer or have such a person inform their class for them.</i></p>
Employees – At the end of the school day	<ul style="list-style-type: none"> <li>- meet with staff to review the day, to allow staff to share the trauma of the day, and identify students at risk</li> <li>- ensure that school CIMT members and supporting personnel are available to offer support and guidance</li> </ul>
Close Friends	<p><i>Notify close friends of the dead or injured, including girlfriends or boyfriends, prior to making an announcement to other students</i></p> <ul style="list-style-type: none"> <li>- take students aside when they arrive at school and inform them privately</li> <li>- consider contacting the students or their families at home prior to the start of the school day</li> <li>- ensure that individual attention is given to intimate friends who are likely to have special needs beyond those of other students</li> </ul>

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KEY STAKEHOLDER	KEY MESSAGE
Students	<p><i>The classroom setting enables teachers to monitor individual reactions within a supportive environment. Death, injury or other significant emergencies are usually more effectively managed in a classroom setting rather than at a general assembly or over the public address system. Teachers should establish a climate of open communication to help students work through issues such as unresolved conflicts which traumatic events may cause to resurface.</i></p> <p><b>In the classroom environment, Teachers should:</b></p> <ul style="list-style-type: none"> <li>- provide a factual account of the incident at the beginning of the first class, in a way that ensures that everyone hears the same information</li> <li>- limit speculation and rumour by providing factual and relevant information about the incident</li> <li>- inform students about the location of counselling services and recovery rooms</li> <li>- inform students about arrangements for memorial services, funerals and appropriate ways to express condolences</li> <li>- outline arrangements for the day.</li> </ul> <p>Teachers must mark a roll to identify who has been informed.</p>
Next of kin	<p>Notify parents and guardians of students directly involved in the incident first, then brothers and sisters in the school</p>
Families & School Community	<p><i>Parents, guardians, school councillors, other members of the school community and neighbouring schools will want to know what has happened and to assist if possible.</i></p> <p><i>It is important that they are given factual information and that the information has been approved for public release.</i></p> <ul style="list-style-type: none"> <li>- confirm the release of information with those directly affected and to the police</li> <li>- send a letter to parents and guardians about the incident</li> <li>- advise parents and guardians about the recovery arrangements which have been put in place</li> <li>- provide copies of the Common Reactions To Trauma pamphlets to parents and guardians</li> <li>- explain to parents and guardians that adolescents are likely to seek comfort from their peer group rather than their parents, guardians and adults</li> <li>- provide a recovery room for parents and guardians and run briefings as required.</li> </ul>

## 8. REACHING STAKEHOLDERS THROUGH DIRECT CHANNELS

Where the school has access to stakeholders through direct channels, these should be utilised as soon as possible to deliver key messages and supporting facts

EXAMPLE OF CHANNEL	STAKEHOLDER RECIPIENTS
Face to face meetings	<ul style="list-style-type: none"> <li>- Next of kin</li> <li>- Students &amp; families</li> <li>- Staff at site</li> </ul>
Telephone calls from Management	<ul style="list-style-type: none"> <li>- Next level down in management structure</li> <li>- Direct next of kin if a fatality or prolonged incident</li> <li>- Sympathetic media contacts</li> <li>- Interested politicians</li> </ul>
Intranet	<ul style="list-style-type: none"> <li>- Employees</li> </ul>
Internet	<ul style="list-style-type: none"> <li>- Students &amp; families</li> <li>- Employees and next of kin</li> <li>- General public</li> </ul>

## 9. COMMUNICATING OUTSIDE THE SCHOOL COMMUNITY THROUGH THE MEDIA

Where the school has to use the media it is important to remember that the target audience remains key stakeholders, not the media themselves. This influences the priority given to different media channels and selection of the best means of message delivery. In general, supporting facts can be rendered easily through prepared statements or by visual means, while key messages usually require a more personal touch to be convincing.

EXAMPLE OF CHANNEL	STAKEHOLDER RECIPIENTS	MEANS OF MESSAGE DELIVERY
Local press and radio	<ul style="list-style-type: none"> <li>- Next of kin</li> <li>- Students and families</li> <li>- Local community</li> </ul>	<ul style="list-style-type: none"> <li>- Site interview</li> <li>- Press release</li> <li>- Photographer/reporter access</li> <li>- School spokesperson interview</li> </ul>
TV	<ul style="list-style-type: none"> <li>- Students and families</li> <li>- Employees</li> <li>- General public</li> </ul>	<ul style="list-style-type: none"> <li>- Media conference</li> <li>- School spokesperson interview</li> <li>- Camera crew access</li> <li>- Archive footage</li> </ul>

## 10. RECOGNISING MEDIA NEEDS

Effective relations with the media begin with the recognition of what it is media channels require. If the school cannot meet these needs, media outlets will supply the missing requirements themselves. This may not be in the school's best interests

MEDIA NEED	EXAMPLE OF SCHOOL RESPONSE
Awareness of incident	<ul style="list-style-type: none"> <li>- Activating media contact directory</li> </ul>
Information	<ul style="list-style-type: none"> <li>- Initial holding statement</li> <li>- Scheduled news conferences</li> <li>- Access to the site and school representatives</li> <li>- Background material on the school and site</li> </ul>
Newsworthy items	<ul style="list-style-type: none"> <li>- Media releases</li> <li>- Access to the site and school representatives</li> </ul>
Items suitable for broadcast	<ul style="list-style-type: none"> <li>- Sound bites</li> <li>- Quotable statements</li> <li>- Archive footage or material</li> </ul>
Spokesperson with authority	<ul style="list-style-type: none"> <li>- Designating school spokespersons</li> </ul>
Deadlines	<ul style="list-style-type: none"> <li>- Media initiatives timed to meet deadlines</li> </ul>
Special stakeholder interests	<ul style="list-style-type: none"> <li>- Information tailored to specialist interests</li> </ul>
Exclusive coverage	<ul style="list-style-type: none"> <li>- Privileged access for selected agencies</li> </ul>

## 11. CREATING FIRST IMPRESSIONS

The first impressions created by the school during the initial phase of a critical incident will set the tone for both media coverage and public perception throughout the incident. This initial phase is crucial.

FIRST IMPRESSION	EXAMPLES OF SCHOOL'S ACTIONS
The school has nothing to hide	<ul style="list-style-type: none"> <li>- Makes initial contact with the media</li> <li>- Discloses facts of the matter promptly</li> <li>- Cooperates with media requests</li> <li>- Provides regular updates</li> </ul>
The school accepts there is a critical incident situation	<ul style="list-style-type: none"> <li>- Arrangements made to accommodate media</li> <li>- Authorised spokespersons are available</li> </ul>
The school is not dragging its feet in its response to the critical incident	<ul style="list-style-type: none"> <li>- External agencies invited to lend support to the incident management efforts</li> <li>- School resources have been fully mobilised</li> <li>- Management is involved in the response</li> </ul>
The school cares about the victims	<ul style="list-style-type: none"> <li>- Statements of sympathy and concern</li> <li>- Direct contact made with next of kin</li> <li>- Financial and other assistance offered</li> </ul>
The school is prepared to take responsibility for its actions	<ul style="list-style-type: none"> <li>- Admission of fault where this is so</li> <li>- Willingness to investigate the incident fully</li> <li>- Seen to cooperate with investigating agencies</li> <li>- No attempt to pass blame on to others</li> </ul>
The school can be trusted	<ul style="list-style-type: none"> <li>- Willing to admit fault</li> <li>- Accepts seriousness of situation</li> </ul>
The school accepts public scrutiny as legitimate	<ul style="list-style-type: none"> <li>- Preparedness to answer questions</li> <li>- Willing to debate critics</li> </ul>
The school shares the same concerns as everyone else	<ul style="list-style-type: none"> <li>- Media and next of kin granted access to managers</li> </ul>

## 12. MINIMISING PUBLIC ANGER

Public anger is built on perception of the school as uncaring and irresponsible. Minimising anger involves changing this perception. In a critical incident situation, when public scrutiny is at its most intense, the school can inflame public opinion or else it can gain a reputation as a responsible school.

MINIMISING ANGER	INFLAMING PUBLIC OPINION
Acknowledging problems, expressing regret and sympathy	Denying issues, pretending all is well, seeing the question as purely a PR challenge
Facing the media in person, presenting a human face	Keeping silent, issuing only written statements, using overly technical language
Checking facts before issuing statements	Making hasty assumptions and later backtracking
Maintaining a constant flow of information	Hiding as much as possible from the public eye
Accepting victims anger and critics as expressing legitimate points of view	Being defensive towards victims and dismissive of critics
Adopting full range of stakeholder perspectives on the critical incident	Attending only to stakeholder interests
Being clear about any hazards to public health or the environment	Playing down threats, ridiculing those who raise the alarm
Erring on the side of safety	Trying to minimise short term damage
Identifying real source of problem if known	Giving vague and unconvincing explanations
Asking for and accepting external assistance during the critical incident and with any investigation	Refusing any offers of help, closing the doors to school outsiders as far as possible
Focusing on fixing the problem at hand	Diverting attention on to other issues
Promising to learn from the experience	Claiming the school to be infallible
Meeting with families and victims	Avoiding face to face contact with victims
Making clear commitments to assist victims and honouring these	Seeking to wriggle out of any clear commitment due to fear of conceding legal liability
Exceeding community expectations when compensating victims	Engaging in long legal contest to avoid compensation Paying as little as possible
Setting up independently administered fund to deal with long term after effects	Keeping control at all costs



### 13. MONITORING MEDIA COVERAGE

Over the course of an incident, media coverage will put the communications strategy to the test and call for shifts and adjustments in the school's position to be made. This in turn requires constant monitoring of the media and checking the content of media coverage against the key messages the school wishes to get across.

MEDIA ITEM CHECKLIST	REMEDIAL ACTIONS
Is the school's position being represented in media coverage?	- Ensure media channel have copies of media statements and contact details of school representatives
Are media releases being used and quoted?	- Check language of media releases for short quotes and sound bites that convey key messages
Are spokespersons being interviewed?	- Ensure spokespersons are available to media
Are spokespersons creating a good impression?	- Coach spokespersons or replace with others
Are key messages getting across?	- Discuss with spokespersons and with the drafters of media releases
Are the right key messages getting across to the right stakeholders?	- Shift emphasis in media releases to specific media channels directed at key stakeholder groups
Are key stakeholders being reached?	- Look at media channels carrying coverage
Do the facts support the key messages?	- Check for consistency
Are supporting facts being cited?	- Ensure supporting facts are known to media
Have damaging facts come to light?	- Draft response, investigate truth of claims
Are there groups hostile to the school with access to the media?	- Identify such groups and their underlying agenda - Try to win over the middle ground
Is public anger rising or falling?	- Examine any specific causes of anger and address
Is the school's reputation being damaged?	- Adjust communications strategy

### 14. HOLDING STATEMENTS

Holding statements are designed to keep the media at bay during the initial phase of an incident when details are only emerging and the picture is confused. These statements should limit themselves to known facts, avoid speculation, and give a positive picture of the school's response effort to date. Holding statements should state briefly what has happened and where, how many people are involved, and what the school is doing. It is important to advise when and how further information will be released. Liaise with the Region Office/CEO prior to releasing holding statements.

## 15. INTERVIEW TECHNIQUES

Giving good interviews involves a high degree of skill. Preparation is essential. The following is a guide to some of the more effective interview techniques.

TOPIC	TECHNIQUE
Preparation	<ul style="list-style-type: none"> <li>- Develop key messages</li> <li>- Find out media needs, the particular angle or information required</li> <li>- Anticipate difficult or hostile questions and prepare response</li> <li>- Provide background information</li> <li>- Rehearse with a colleague</li> </ul>
Setting the tone	<ul style="list-style-type: none"> <li>- The opening question will set the tone for the entire interview. A weak response will invite criticism and reinforce suspicion in or hostility to the school. A strong response will set the discussion on favourable terrain, allowing key messages and supporting facts to come through in a convincing manner.</li> </ul>
Conversation	<ul style="list-style-type: none"> <li>- The interviewer will have a list of prepared questions. There is no need for the interview to follow this script however, and can take the form of a conversation instead, if the interviewee takes the lead. This may well suit both parties.</li> </ul>
Distractions	<ul style="list-style-type: none"> <li>- Bright lights, microphones, interruptions can distract an interviewee and throw them off their stride. Focusing on the interviewer is crucial. Make and keep eye contact as much as possible</li> </ul>
Self control	<ul style="list-style-type: none"> <li>- Maintaining composure is a must. All responses, even to provocative or accusing questions, must be considered and weighed against key messages and with a view to the impression that needs to be made. Sometimes an interviewer will interrupt and not allow a proper answer in an attempt to throw the interviewee off balance</li> </ul>
Body language	<ul style="list-style-type: none"> <li>- Head and body stance, positioning of the arms, eye movement, and tone of voice all make an important contribution to the credibility of the interviewee</li> </ul>
Candour	<ul style="list-style-type: none"> <li>- Admitting problems and difficulties, accepting responsibilities where these are clear, and acknowledging mistakes where these have been made, give the school a human quality and affect its perception.</li> <li>- Care has to be taken over legal liability, but usually this aspect is exaggerated. High priority needs to be given to showing concern for victims and a commitment to put things right</li> </ul>

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TOPIC	TECHNIQUE
Blocking	<ul style="list-style-type: none"> <li>- Not all questions are appropriate or need to be answered. The key is not to be evasive but to confront these head on and explain why they will not be answered. Often such questions are speculative or accusing, and can be blocked with statements such as, 'a full investigation will show the truth of that matter'.</li> <li>- The words 'no comment' are to be avoided</li> </ul>
Bridging	<ul style="list-style-type: none"> <li>- This is the skill of making a subtle transition to topics that allow key messages to get across. This technique is often combined with blocking.</li> </ul>
Speculation	<ul style="list-style-type: none"> <li>- Many questions will invite the interviewee to speculate on future events, such as what an investigation will reveal, what may have caused the incident, what might have happened. There is no need to take up such invitations. Stick to the facts and key messages</li> </ul>
Referring to other people's statements	<ul style="list-style-type: none"> <li>- Interviewers may also ask for comment on remarks given by others, especially where these appear to contradict a key message. Such comments should be avoided</li> </ul>
Leading questions	<ul style="list-style-type: none"> <li>- Some questions may call for a yes or no answer, neither of which is favourable. Others may be based on misinformation or a misunderstanding that needs to be challenged before the question can be answered</li> </ul>

## 16. RECEPTION GUIDELINES

During any critical incident, receptionists will be the major first points of contact for a wide range of stakeholders. In a critical incident, reception is to professionally answer incoming calls, record their details, prioritise them and ensure that they are directed to an appropriate person to respond. They should not discuss any details with any caller; especially the media, other than what they have been directed to answer.

- Provide Receptionists with regular clear briefings on the message strategy and handling of inquiries from the public, employees, next of kin and the media – particularly television crews and reporters
- All incoming telephone calls should be recorded on a Stakeholder Correspondence Sheet (App A.5)
- Recorded messages should be avoided
- Calls will need to be prioritised into those to be put straight through and those who will be called back. Review with Reception which key stakeholders fall into the former category (media, government, CECV, regulators and next of kin) and which fall into the latter. Provide details of the names and extension numbers of CIMT Members and Supports who will take the calls from the key stakeholders
- Normal business must continue, if possible, and these callers need to be treated efficiently
- Appoint support staff to collect completed Stakeholder Correspondence Sheets and deliver to the Control Room on a frequent basis
- Review need for and provide appropriate back up assistance
- Provide reception staff with regular, clear briefings on the message strategy and scripts for handling a range of enquiries, including difficult and demanding callers
- Consider establishing and publicising an Incident Information telephone number
- If a long duration event, ensure effective handover to suitable replacement/alternate

## 17. SAMPLE LETTERS

Prompt communication with all parents and guardians in the school following an incident will help them to understand what has happened and will also help to dispel rumours which can be extremely destructive. If possible, an information letter should be sent to all parents and guardians within twenty-four hours of the incident. Further information could be communicated to parents and guardians as an information item in the school's regular newsletter or as a special newsletter about the incident. Information to be included in the letter should be verified for accuracy and confirmed as available for public release with police. In some cases, police or others may not want certain information to be published, even though it may be widely circulating informally within the school community. Sample letters include are:

- Student Death, Example 1
- Student Death, Example 2
- Student Death, Example 3
- Death of a Teacher
- Regular Newsletter
- Anticipated Death

Each of the sample letters have five functions. It tells parents and guardians:

1. The facts
2. What the school has done
3. The school's plans
4. How their children may react
5. How to get help

The following sample letters should be distributed in the School's letterhead and signed off by the most senior school representative.

**SAMPLE LETTER—STUDENT DEATH, EXAMPLE 1**

Dear Parents and Guardians,

It is with great sadness that I am writing to inform you that (number) of our students were tragically killed in a road accident while returning from \_\_\_\_\_. They (use names if approved by next of kin) were travelling with other students when the accident occurred.

Several other students, teachers and the driver sustained minor injuries. All were able to go home after medical treatment. The parents/guardians and families of XX and XY have the support of the broader school community and our heartfelt sympathy is with them during this time of grief.

A Mass will be celebrated for XX and XY on \_\_\_\_\_ at our school. More information will be made available closer to the time.

This tragedy will affect our students and to facilitate support, it is advisable for school routine to continue, and students are encouraged to attend school regularly.

Reactions of students will vary and may include crying, not wanting to talk (or wanting to talk), wanting to be alone, anger, lack of concentration, sleeping and eating problems. Should you or your child feel the need for professional assistance, please contact myself or the student welfare coordinator \_\_\_\_\_, who will be able to assist you.

A counsellor from \_\_\_\_\_ has spoken to the Year \_\_\_\_\_ students today and will be available for if you require further assistance. Contact may be made through the student welfare coordinator, or on \_\_\_\_\_ (telephone number).

I ask that you keep the families of these students in your prayers.

Principal

**SAMPLE LETTER—STUDENT DEATH, EXAMPLE 2**

Dear Parents and Guardians

It is with great sadness that I am writing to inform you that early on Sunday morning three current students and a former student were tragically killed and one was critically injured.

The parents/guardians and families of the student have the support of the broader school community and our heartfelt sympathy is with them during this time of grief.

Your children may be affected by the students deaths in a variety of ways. Reactions may include crying, not wanting to talk, wanting to talk, anger, wanting to be alone, lack of concentration, sleeping or eating problems. Should you or your child feel the need for professional guidance please contact me or \_\_\_\_\_, our school psychologist/social worker on telephone \_\_\_\_\_ who will be able to assist.

It is advisable to encourage a return to normal school routine when students return to school and for students to attend each day. We are all deeply saddened by this event and will work with you in providing your children every support.

We have been reassured by the care and concern demonstrated by students, teachers, parents and guardians in the support offered at this difficult time.

I ask that you keep the families of these students in your prayers.

College Spokesperson

**SAMPLE LETTER—STUDENT DEATH, EXAMPLE 3**

Dear Parents and Guardians

It is with great sadness that I am writing to inform you that last week one of our students was killed in tragic circumstances. The school is providing support to \_\_\_\_\_'s family and has offered them the sympathy of our school community.

The Year 5 children will conduct a paraliturgy and establish a memorial.

We have been reassured by the care and concern demonstrated by students, teachers, parents and guardians in the support offered at this difficult time.

The school has a support system which involves psychologists and social workers that is available to anyone in need.

Your child may be affected by \_\_\_\_\_'s death in many different ways. Reactions may include not wanting to go to school, crying, not wanting to be alone and lack of concentration.

Should your child need counselling, please contact me and I will make the necessary arrangements.

It is advisable for school routine to continue and for students to attend each day. We have all been deeply saddened by this event and will support each other over the coming weeks.

Every effort is being made to support the children at school and I am sure you will be doing the same at home.

I ask that you keep the family of \_\_\_\_\_ in your prayers.

Principal



**SAMPLE LETTER— DEATH OF A TEACHER**

Dear Parent/Guardians

It is with great sadness that I am writing to inform you that today we were advised that one of our teachers, Ms \_\_\_\_\_ died. As some of you will be aware, Ms \_\_\_\_\_ has been unwell for some time and tragically succumbed to the illness yesterday.

Your children will be very upset and in particular Ms \_\_\_\_\_'s class. All the children have been spoken with and we have had counsellors assisting at the school today. If your child is very upset and needs further assistance or if you would like to speak with the counsellors about this matter, they will be available tomorrow at school.

Although your children will be affected by the loss of their teacher, it is advisable for school routine to continue as normally as possible and children should attend school. Reactions of children will vary and may include crying, not wanting to talk, wanting to talk, anger, wanting to be alone, lack of concentration, sleeping or eating problems.

If there is any way we can help you or your children deal with this sadness, please contact me on telephone \_\_\_\_\_ number \_\_\_\_\_, and assistance can be arranged. Please feel free to talk with me at any time.

I ask that you keep the family of Ms \_\_\_\_\_ in your prayers.

Acting Principal

**SAMPLE LETTER—REGULAR NEWSLETTER**

**PRINCIPAL'S MESSAGE**

Dear Parent/Guardians,

We were all very saddened and shocked at the news yesterday of the fatal accident at \_\_\_\_\_ in which two young children, a brother and sister were killed. The children were known to some of our students as they shared common interests.

Our heartfelt sympathy goes out to the families and friends of the children concerned.

I have contacted the principals of \_\_\_\_\_ Primary and \_\_\_\_\_ Secondary College expressing our sympathy and offering our support for them at this sad time.

I ask that you keep the families of these children in your prayers.

**SAMPLE LETTER—ANTICIPATED DEATH**

Dear Parent/Guardians

As some of you may know \_\_\_\_\_ has been unwell for some time and succumbed to the illness yesterday. \_\_\_\_\_ has been a wonderful support to our school.

We offer our heartfelt sympathy to \_\_\_\_\_. The school will be represented at the funeral by \_\_\_\_\_. A floral tribute has also been sent.

Your children may be upset, and in particular, \_\_\_\_\_ class. All the children have been spoken with and have had some counsellors at the school today. Reactions of children will vary and may include crying, asking questions about death and fear that their own parents/guardians may die. If your child is very upset and needs further assistance, or if you would like to speak with the counsellors about this matter, they will be available tomorrow at school.

If there is any way we can help you or your children deal with this sadness, please contact me on telephone \_\_\_\_\_ number \_\_\_\_\_, and assistance can be arranged. Please feel free to talk with me at any time.

I ask that you keep the family of \_\_\_\_\_ in your prayers.

Principal

## APPENDIX C – STRATEGIC MANAGEMENT PROMPT SHEET

### SECTIONS

- C.1 GROUP AND INDIVIDUAL NOTIFICATIONS PROMPT SHEET**
- C.2 MANAGEMENT PROMPT SHEET**
- C.3 IMAGE AND REPUTATION PROMPT SHEET**
- C.4 OPERATIONAL PROMPT SHEET**
- C.5 FINANCE / LEGAL / INSURANCE PROMPT SHEET**
- C.6 ENVIRONMENT / SAFETY / HEALTH PROMPT SHEET**
- C.7 HUMAN RESOURCES PROMPT SHEET**
- C.8 CIMT CONTACT DIRECTORY**

## C.1 GROUP AND INDIVIDUAL NOTIFICATION PROMPT SHEET

Certain groups, companies, authorities, agencies and individuals may need to be contacted as a result of the incident. The following is a suggested list of contact personnel and groups.

It should be noted that the level at which contact is made will vary depending upon gravity of incident and other unforeseen factors.

POSSIBLE CONTACTS	RESPONSIBILITY FOR CONTACT	TIME DONE
Employees		
Students & Families		
Catholic Regional Office		
Catholic Education Office Emergency Management Officer		
Government: Local		
Environmental Agencies		
Regulators		
Contractors		
Consultants		
Suppliers		
Insurers		
Local Emergency Services		
Media		
Neighbours / Third Parties		
Local Communities		
Trade Unions		

REMEMBER: If you are unsure, it is better to notify and then cancel rather than notify later.

## APPENDIX C.2 MANAGEMENT PROMPT SHEET

EFFECTS/IMPACTS	ACTIONS
School Management	<ul style="list-style-type: none"> <li>- Establish the facts of the incident</li> <li>- Respond in accordance with the Schools CIMP</li> <li>- Maintain information flow from incident</li> <li>- Ensure protection priorities are recognised and maintained (safety, environment, organisational)</li> </ul>
Team Composition	<ul style="list-style-type: none"> <li>- Assemble all appropriate team members</li> <li>- Set in place systems to ensure all necessary CIMT roles and responsibilities are met</li> </ul>
Security	<ul style="list-style-type: none"> <li>- Address any specific security needs</li> <li>- Determine personal security risks</li> </ul>
What are the school's real liability / responsibility for this incident, and what posture should the school take as a result?	<ul style="list-style-type: none"> <li>- Establish public posture to take concerning the incident</li> <li>- Establish media strategy</li> <li>- Determine the prime School Spokespersons</li> </ul>
What are the impacts and effects?	<ul style="list-style-type: none"> <li>- Confirm, and where appropriate, initiate actions to mitigate the effects of the incident</li> <li>- Develop strategies to mitigate the longer term effects of the incident</li> <li>- Ascertain possible ways for the School to capitalise and get positive advantage from the response to the incident</li> <li>- Forecast effects on current / future plans</li> </ul>
Additional loads placed on management Managing incident Managing recovery	<ul style="list-style-type: none"> <li>- Put in place actions to continue management of normal business</li> </ul>

## APPENDIX C.3 – IMAGE AND REPUTATION PROMPT SHEET

EFFECTS/IMPACTS	ACTIONS
Media reporting and coverage	<ul style="list-style-type: none"> <li>- Confirm media strategy</li> <li>- Ensure media release protocols are understood and followed</li> <li>- If a media conference is required, set up places for media to congregate and a location for conference to be held</li> <li>- Monitor television / radio news</li> <li>- Review recent advertising / public policy releases/community programs/PR strategies and consider action to withdraw / modify</li> </ul>
Internet reporting	<ul style="list-style-type: none"> <li>- Monitor what others are saying about you on the Internet and posting to other websites</li> </ul>
Communication Vehicles	<ul style="list-style-type: none"> <li>- Consider use of the school's Internet sites as a key communication vehicle – upload media releases, provide a link to the information on the Home Page, notify reception to direct people to the site</li> </ul>
Current / likely public perception of the incident / school?	<ul style="list-style-type: none"> <li>- Review media coverage and tone</li> <li>- Ensure appropriate Q&amp;As and key messages are available, read and understood by spokespersons</li> <li>- Pro-actively identify issues, key messages and Q&amp;As for them</li> </ul>
Impacts on the school?	<ul style="list-style-type: none"> <li>- Student and Family briefings</li> </ul>
<p>Will this affect / influence current / future plans?</p> <p>Likely impacts on / responses from:</p> <ul style="list-style-type: none"> <li>• Staff</li> <li>• Parents and Guardians</li> <li>• Government</li> <li>• CECV</li> <li>• Regulators</li> </ul>	<ul style="list-style-type: none"> <li>- Brief / respond effectively</li> <li>- Be pro-active</li> <li>- Consider regulatory repercussions</li> <li>- Consider Community PR near site and provide: <ul style="list-style-type: none"> <li>• Information on the incident</li> <li>• Information on future operations</li> <li>• A Community Inquiry phone line</li> </ul> </li> </ul>

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## APPENDIX C.3 – IMAGE AND REPUTATION PROMPT SHEET

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EFFECTS/IMPACTS	ACTIONS
Environmental agencies	- Manage the Financial Community
Neighbours	- Ensure early contact by Human Resources
Other associations:	- Be mindful of broader community and social impacts and considerations
<ul style="list-style-type: none"> <li>• Students and families</li> <li>• Insurers</li> <li>• Trade Unions</li> <li>• Third parties involved in the incident</li> <li>• General public</li> <li>• Relatives of personnel involved</li> </ul>	

## C.4 - OPERATIONAL PROMPT SHEET

EFFECTS/IMPACTS	ACTION
<p>Inability to meet teaching commitments / delivery?</p> <p>Impact on students</p> <p>Inability to teach (short and long term)?</p> <p>Threat of switch to other schools (short and long term)</p>	<ul style="list-style-type: none"> <li>- Establish alternate teaching facilities (both short and long term)</li> <li>- Consider staffing requirements and abilities</li> <li>- Investigate mutual aid from other campuses schools</li> </ul>
Impact on suppliers?	<ul style="list-style-type: none"> <li>- Arrange stoppage / diversion of supply</li> </ul>
<p>Other direct school interruptions?</p> <p>Impact on contractors / consultants?</p>	<ul style="list-style-type: none"> <li>- As appropriate, notify and halt contractor works</li> </ul>
How long for reinstatement of teaching?	<ul style="list-style-type: none"> <li>- Develop timelines for alternate teaching facilities (short and long term)</li> </ul>
Any regulatory impacts?	<ul style="list-style-type: none"> <li>- Ensure regulators are kept well informed</li> <li>- Manage regulators pro-actively</li> </ul>
Overall effect likely on other schools?	<ul style="list-style-type: none"> <li>- Consider disclosing information to other schools</li> </ul>



## C.5 - FINANCE / LEGAL / INSURANCE PROMPT SHEET

EFFECTS/IMPACTS	ACTIONS
What insurance cover is applicable? <ul style="list-style-type: none"> <li>• Third party liability</li> <li>• Property</li> <li>• Business interruption</li> <li>• Employer's liability</li> <li>• Other insurance</li> </ul>	<ul style="list-style-type: none"> <li>- Appoint Loss Adjusters</li> <li>- Initiate claims procedures</li> </ul>
Cost of repair / replacement	<ul style="list-style-type: none"> <li>- Determine, and initiate where possible, repair / replacement policy</li> </ul>
Cost of response to the incident	<ul style="list-style-type: none"> <li>- Clarify availability of cash flow and emergency / incident management budget</li> </ul>
Cost of clearance / recovery Installation Spill / contamination cleanup Own resources Other resources Cost of liabilities, claims, fines, compensation	<ul style="list-style-type: none"> <li>- Take account of likely recovery cost requirements</li> <li>- Examine impacts of loss of resources / spill in regards to people, the environment and the school</li> </ul>
Significant claims to be expected?	<ul style="list-style-type: none"> <li>- Settle claims rapidly (with or without legal release of further liability)</li> </ul>
Penalties / fines / damages to be expected? Are actions likely?	<ul style="list-style-type: none"> <li>- Establish any possible / known infringements</li> </ul>
Legal costs Legal situation on continuing operations Impact on regulatory licences to operate Any injunctions possible? Prosecutions to be expected? Compensation payments necessary? Liability	<ul style="list-style-type: none"> <li>- Consult legal advice</li> <li>- Take account of potential legal position in establishing the school's stance and actions. (Do not be totally constrained in necessary decision-making by strict legal interpretations)</li> </ul>
Contractors' costs Casualties Medical costs Legal liabilities	<ul style="list-style-type: none"> <li>- Establish cost tracking facilities</li> <li>- Manage insurance claims and insurer needs (eg. Notification and access requirements)</li> <li>- Make contact with institutions supporting the financial and legal conditions of the school</li> </ul>
Loss of revenue Cash-flow implications Impact on the school's finances Any other financial impacts?	<ul style="list-style-type: none"> <li>- Establish capital requirements</li> </ul>
How will legislators react?	<ul style="list-style-type: none"> <li>- Determine needs for staff / parent communications</li> </ul>

## C.6 - ENVIRO / SAFETY / HEALTH PROMPT SHEET

EFFECTS/IMPACTS	ACTIONS
<p>What are likely to be the short / long term effects on the environment &amp; community?</p> <ul style="list-style-type: none"> <li>Land</li> <li>Air</li> <li>Water courses</li> <li>Wildlife</li> <li>Conservation areas</li> <li>Cultural and indigenous heritage sites</li> <li>Human health</li> </ul> <p>How will Government Authorities react?</p> <p>How will Environmental Agencies react?</p> <p>Future potential regulatory impact</p> <p>Remember: Your protection priorities are Safety of People, then the Environment, ahead of the school</p>	<ul style="list-style-type: none"> <li>Gather information / statistics on activities in the affected area</li> <li>As much as possible, apply anger mitigation/risk communication strategies</li> <li>Identify, work with and be guided by appropriate third parties including affected stakeholders/ local community/ Environment ACT/ OH&amp;S authorities etc</li> <li>Be cooperative, open and transparent with regulatory authorities</li> <li>Consider and implement immediate and longer term clean up and monitoring plans with involvement of third parties</li> <li>Communicate and cooperate closely with regulators</li> </ul>
<p>Safety – Future recurrence?</p>	<ul style="list-style-type: none"> <li>Full investigation of incident and identification of all causes</li> <li>Implement all actions to eliminate causes and any future recurrence</li> </ul>

## APPENDIX C.7 - HUMAN RESOURCES PROMPT SHEET

EFFECTS/IMPACTS	ACTIONS
<p>What are the impacts on:</p> <ul style="list-style-type: none"> <li>• Staff/Contractors &amp; Families?</li> <li>• Students &amp; Families?</li> </ul>	<ul style="list-style-type: none"> <li>- Provide compassionate assistance to injured employees, students and bereaved families i.e.: <ul style="list-style-type: none"> <li>• cash</li> <li>• counselling</li> <li>• assisted travel / accommodation</li> <li>• practical help</li> <li>• loans</li> </ul> </li> <li>- Potential appropriate resources include: <ul style="list-style-type: none"> <li>• Medical help</li> <li>• Psychologists</li> <li>• Clergy/spiritual assistance</li> <li>• Cultural/gender considerations</li> </ul> </li> </ul>
<p>Other staff?:</p> <ul style="list-style-type: none"> <li>• Concern at loss of employment</li> <li>• Guilt</li> <li>• Contractors' / consultants' personnel</li> </ul>	<ul style="list-style-type: none"> <li>- Keep all staff informed</li> <li>- Reaffirm positive aspects of the school</li> <li>- Counselling</li> </ul>
<p>Local Community:</p> <ul style="list-style-type: none"> <li>• Fear of recurrence</li> <li>• Casualties</li> <li>• Property damage</li> <li>• Loss of operations</li> </ul>	<ul style="list-style-type: none"> <li>- Counsel and reassure local community</li> <li>- Disclosure about incident</li> <li>- Establish an Inquiry Centre</li> <li>- Rapid decision about continued operations</li> </ul>
<p>What effect on morale of staff?</p>	<ul style="list-style-type: none"> <li>- Reinforce school morale</li> <li>- Maintain regular staff updates (before they hear it elsewhere, e.g. in the media)</li> <li>- Reaffirm positive aspects of the school</li> </ul>
<p>What are the likely effects of the incident on the workforce and its relationship with the school?</p> <p>Effect on Industrial Relations?</p>	<ul style="list-style-type: none"> <li>- Consider Trade Union assistance</li> <li>- Keep staff and Trade Unions informed</li> </ul>
<p>Stress: Who might be affected?</p> <ul style="list-style-type: none"> <li>• Site personnel</li> <li>• Response / telephone teams</li> <li>• Families</li> <li>• Third party witness</li> </ul>	<ul style="list-style-type: none"> <li>- Monitor for stress at site and in response teams</li> <li>- Arrange for reliefs where signs of serious stress are detected</li> <li>- Consider need to stand down / debrief / counsel response personnel</li> <li>- Monitor longer term counselling needs beyond resolution of a critical incident</li> </ul>

## APPENDIX C.8 – CIMT CONTACT DIRECTORY

CRITICAL INCIDENT MANAGEMENT TEAM MEMBER CONTACT DIRECTORY				
CIMT Role	School Role	Name	Mobile	Email
<b>Team Leader</b>	Principal	Matt Byrne	0409 138 113	m.byrne@damascus.vic.edu.au
Alternate	Deputy Principal	Chris Grant	0408 315 601	c.grant@damascus.vic.edu.au
<b>Communication Coordinator</b>	Principal PA	Tina Munro	0417 880 141	t.munro@damascus.vic.edu.au
Alternate	Office Mgr	Dan Cook	0422 987 204	d.cook@damascus.vic.edu.au
<b>Business Coordinator</b>	Business Manager	Paul Jans	0418 523 703	p.jans@damascus.vic.edu.au
Alternate	Office Mgr	Dan Cook	0422 987 204	d.cook@damascus.vic.edu.au
<b>Facilities, Transport &amp; Logistics</b>	Finance Asst	Tracey Williams	0438 249 019	t.williams@damascus.vic.edu.au
Alternate				
<b>Human Resources Coordinator</b>	HR Manager	Lynda Calistro	0417 104 915	l.calistro@damascus.vic.edu.au
Alternate	HR Officer	Emma Baldwin		e.baldwin@damascus.vic.edu.au
<b>Spokesperson</b>	Leader of School Development	Sarah Boswell	0447 594 543	s.boswell@damascus.vic.edu.au
Alternate	Asst Principal - L&T	Ash Pillai	0412 594 944	a.pillai@damascus.vic.edu.au
<b>Log Keepers</b>				
<b>Chief Wardens</b>	Deputy Principal	Chris Grant	0408 315 601	c.grant@damascus.vic.edu.au
Alternate	Asst Principal - Wellbeing	Andrew Robertson	0422 581 446	a.robertson@damascus.vic.edu.au