RATIONALE
St Mary's School has a responsibility to provide a safe and supportive environment for staff, students and members of the community. Every aspect of life at St Mary's School should reflect a Christian pastoral dimension. The pastoral dimension of a Catholic school needs to include the mutual care and support staff demonstrate both towards each other and for their students. (Mandate, paras 1 and 3).

Learning outcomes for students and the wellbeing of students, staff and community members can be adversely affected by crisis events. Appropriate planning and intervention can reduce the likelihood of such events and mitigate the impact should a crisis occur.

A Crisis Management Plan enables St Mary's School to respond in a planned and thoughtful manner in a crisis. We acknowledge that as a social system any crisis will impact throughout the community and that our planned response will assist members in their period of turmoil.

DEFINITIONS
Events that cause severe emotional and social distress may occur at any time and without warning. Such occurrences have been variously called Traumatic Incidents, Critical Incidents, Crises, Disasters and Emergencies.

Brock (2002) defines crises as ‘Sudden, uncontrollable and extremely negative events that have the potential to impact an entire school community’. Flannery and Everly (2000) describe a crisis as a response condition and the precipitating event, the stimulus, as a critical incident.

In schools, a crisis might be considered as any situation faced by staff or students that causes them to experience unusually strong emotional reactions. These may have the potential to interfere with their ability to perform at the scene or later. Crises tend to be far outside of the normal experience of those involved and indeed of most of the population. Accordingly, the individual has little by way of guidelines from past experience on how to deal with the event or the reactions to it. Students have even less experience to draw on than adults and usually have
a more restricted repertoire of coping responses. Sense of control and self-efficacy are likely to be reduced. Students are likely to be looking to those adults who usually provide support, guidance, direction and leadership to continue to fulfil these roles.

PRINCIPLES

1. St Mary’s School is a safe and supportive environment where the six principles and nine key elements of the National Safe Schools Framework (2011) are practised.

2. St Mary’s School owes a duty of care to their students, staff and others who may visit the school or be involved in school activities.

3. St Mary’s School take actions to:
   • prevent crises or reduce the chance of these occurring and, where these may still occur, acting to mitigate the impact
   • prepare for crisis events by appropriate planning, training and education
   • respond with a rapid, organised and effective implementation of actions and mobilisation of resources
   • facilitate recovery by recognising that this is founded within the Planning, Preparation and Response elements (as described in the previous 3 bullet points) and by providing appropriate levels of support to the school community

4. St Mary’s School has established a Crisis Management Plan with a whole of school community approach that is consistent with the Catholic Education Commission of Western Australia’s Pastoral Care Framework, the school’s Pastoral Care practices and the school’s plans for more routine kinds of emergencies such as fire evacuation.

5. The response to particular kinds of crises, such as suicide, may increase the risk of imitative behaviour and require an approach which is different to that needed in other kinds of crises. Appropriate actions can reduce risk and have a protective influence.

6. The involvement and support of any bereaved parents/caregivers/family and other parents/caregivers who are closely involved are particularly important when putting in place support and recovery processes within St Mary’s School.

PROCEDURES

1.0 THE PLAN

1.1 The plan describes St Mary’s School and its location, the potential hazards that may impact and the ways in which response to crises will be managed. It assumes that staff and students will be familiar with its contents and will be regularly drilled in the procedures to be adopted during an emergency.

1.2 Where possible, preventive measures will be implemented to reduce the likelihood and impact of crises. Commitments are made to ensure that staff, children and parents are familiar with procedures and that the currency of the plan is maintained. St Mary’s School commits to ongoing preparation, professional development on Crisis Management and will regularly organise training courses in First Aid for interested staff.
1.3 Crisis situations would include the following:
   - fatality
   - serious injury or assault
   - siege or hostage situation
   - fire or explosion
   - collapse or major damage to building
   - guns/bomb threat
   - road traffic accident
   - contamination from hazardous materials

1.4 In developing procedures, multiple casualties have been assumed. The plan is intended to be flexible and responsive through a range from small scale, localised incidents lasting from a few minutes to some hours or large scale events persisting over a number of days that may involve outside agencies and services.

1.5 The plan identifies roles and responsibilities within the Crisis Management Team, and outlines responsibilities of all staff and any visitors to the centre during a crisis.

1.6 All incidents likely to affect the safety and well-being of staff and visitors are to be reported immediately and responded to as soon as possible. Certain kinds of situation may require staff to act before reporting internally.

1.7 In addition to implementing procedures to resolve the crisis quickly, appropriate measures will be taken to reduce both short and long term traumatic effects. An emergency may have effects on those involved lasting long after the initial crisis has been resolved. St Mary's School recognises that in addition to implementing procedures to resolve the emergency quickly, the school may require support to assist the school community to return to normal functioning.

1.8 St Mary's School shall ensure that the development of a Crisis Management Plan follows a participative and consultative approach and addresses the three primary aspects of Prevention, Preparation and Response.

1.9 The plan will be reviewed annually. In the event of a crisis involving enactment of the plan, review will occur as soon as possible after the event.

2.0 SCHOOL PROFILE

2.1 St Mary's School, Northampton is a co-educational Catholic primary school situated 475 km north of Perth, 50 km north of Geraldton, 23 km east from Horrocks Beach and 116km south from Kalbarri. Northampton is a small country town steeped in history and supported by its farming and cray fishing industries.

2.2 The school is of brick and tile construction built in 1964. On the east boundary is Our Lady in Ara Coeli Church and the Old Convent Budget Accommodation Centre. The school entrance is on the north side of the building facing Mary Street, and opposite a vacant block of land. On the south/west side of the school just 50m from the school Undercover Area is the Presbytery. The school population is around fifty students. Students come from the Northampton township, Horrocks Beach and surrounding farming areas. About half of the school population travel to school by bus.

2.3 St Mary's School is adjacent to the North West Coastal Highway which is the main transport route between Perth and the north-west, and during the months March to September is very busy with caravans and tourists travelling up north for the winter.
Almost all of the town students who walk or cycle to school need to cross this busy highway. Staff are on roster to assist with this crossing after school. St Mary's School is also situated 200m from the local BP Roadhouse.

### 3.0 THE RISKS

3.1 St Mary’s School and its staff are at risk in relation to internal events and also in relation to events that may occur at some distance.

3.2 Internal events would include the risk of fire or explosion. St Marys School uses gas appliances for cooking. Electrical equipment is used extensively in the form of computers and other school machinery.

3.3 There is some monitoring of persons entering or leaving the building and this poses a security risk. Gun or bomb threats, although not seen as a major risk, must be considered. There is also an associated risk of assault, siege or hostage situation.

3.4 Events within close proximity to the school would also be considered in this category and would include chemical spillage, gas leak and contamination from hazardous materials. Transport of materials on Northwest Coastal Highway poses threat from the like of fuel tankers and other chemical transport. It also has the potential for major traffic accident. The BP Service Station is also a site that could pose a threat.

3.5 Distant events which would impact directly on the school and its staff would include road traffic accidents involving staff. Staff travel extensively throughout the area, mainly by road transport. One school car is available for business travel.

3.6 A number of events previously considered as internal, might also occur at a distance. These would include gun threats, hostage or siege situations.

3.7 Risk assessment should be seen as an on-going responsibility. A formal annual review of risk should be undertaken by the Occupational Safety and Health Officer and a member of the Crisis Management Team with the aim of minimising risk.

### 4.0 COORDINATING THE RESPONSE

4.1 Reporting of an emergency or crisis situation should be to the Administration Officer who will then report to the Principal. If the Administration Officer is unavailable, all staff members must be prepared to receive a report and convey information. The Coordinator of the Crisis Management Team will decide whether the Crisis Management Plan should be enacted. If required, Emergency Services would normally be contacted at this stage.

4.2 Certain types of situation may require staff to act before reporting. A fire or explosion in the building would be a circumstance where there should be immediate contact to the Fire Brigade with implementation of the agreed procedures for warning and evacuation.

4.3 The presence or suspicion of a person on the premises carrying a firearm or other weapon warrants immediate contact to the Police. A person suspected of carrying a firearm or other weapon should not be approached or challenged. Safety procedures should be implemented, including a lockdown.
4.4 It is recognised that reporting of an emergency or crisis from a distance may be to another staff member. As far as possible thereafter, reporting should follow the normal procedures. All staff should be prepared to record information relating to a crisis.

4.5 In alerting the school to a crisis situation, normal evacuation procedures will be used if appropriate. This would apply to fire, explosions, bomb threats or similar circumstance. If there is suspicion of a person in the grounds carrying a firearm, a lockdown will be implemented. Refer to Appendix A for a copy of the Evacuation Plan and Appendix B for a copy of the Lockdown Procedure.

4.6 The crisis will generally be managed from the school. If necessary, an alternate crisis management centre will be established either internally or externally at the Presbytery. For the duration of the crisis, staff should be aware that the Crisis Management Team might not be able to give attention to routine tasks.

4.7 A Crisis Management Checklist will assist with tasks that require attention immediately, in the short and long term. Refer to Appendix C.

5.0 ROLES

5.1 The coordinator of the Crisis Management Team will be the Principal. The Principal will coordinate activity during an emergency. In the absence of the Principal, the Senior Teacher or Administration Officer will carry out the role of coordinator. One of these people will be at the school at all times.

5.2 Our Parish Priest, together with all teaching staff, Education Assistants and Administration Staff will make up the Crisis Management Team. Teachers will be directed by the coordinator during the emergency and should not initiate any action related to the emergency without the coordinator’s authorisation. This does not prevent a teacher taking action which will minimise the nature of the emergency such as using a fire extinguisher on a fire or administering first aid to a student to reduce the effects of an injury. Any staff member given a task to complete by the coordinator must advise the coordinator when it has been completed.

6.0 RESPONSIBILITIES

6.1 The Coordinator is responsible for:
- verifying the facts
- notifying emergency services
- alerting staff and visitors to the crisis
- evacuation of the school
- delegation of duties to staff
- communication with staff
- notification to other schools and other relevant parties, including CEWA
- liaison with emergency services
- provision of resources to manage the crisis
- maintenance of staff welfare
- communication with the media
- involvement of outside support agencies
6.2 All staff are responsible for enacting orderly evacuation of the school in accord with procedures. Teachers have particular tasks to perform. If time permits and without taking risks, staff should take precautions such as turning off gas or electrical equipment, closing doors and windows before leaving the building. Portable computers and mobile telephones should also be taken from the building if this can be accomplished without adding to risk.

6.3 Administration Staff should ensure that SEQTA Student Absentee Records and the Visitor’s Register are taken in order to account for anyone missing from the count.

6.4 Other members of the Crisis Management Team will have responsibilities in relation to the following broad areas, as directed by the Principal:
- information gathering
- dissemination of information
- student support
- staff support
- logistical support and accommodation
- support tasks

6.5 Crisis Management Team
- Attend meeting of Critical Incident Management Team convened by Principal
- Analyse available information
- Collect factual information on critical incident
- Discuss Response Plan
- Initiate support action
- Provide support for the Principal, school staff, students and parents
- Monitor and supervise follow up action
- Co-ordinate debriefing and closure activities
- Relevant Senior Teacher to ensure relief staff provided, if required, and to ensure additional playground supervision is provided
- Co-ordinate management of information dissemination
- Liaise with school staff about dissemination of information
- Identify students and staff ‘at risk’

6.6 Class Teachers
- Teachers have duty of care for students they have at the time of incident
- Attend to SEQTA Attendance Register
- Co-ordinate duties for Education Assistants
- Attend staff meeting and be familiar with the facts of the incident, the school’s response and their roles and actions
- Direct all outside media enquiries to Principal
- Disseminate information to class groups as agreed with Critical Incident Management Team
- Monitor own responses to the incident and seek support as appropriate

6.7 Administration Staff
- Attend staff meeting and be familiar with the facts of the incident, the school’s response and their roles and actions
- Support Principal, teaching staff and students
- Liaise with Crisis Management Team to supervise telephone/fax and email communications
- Ring siren/alarm as required
• Direct all outside media enquiries to Principal
• Monitor own responses to the incident and seek support as appropriate

6.8 Education Assistants
• Attend staff meetings and gather facts on incident
• Support Principal, teaching staff and students
• Monitor own responses to the incident and seek support as appropriate

7.0 STUDENT PROFILES
Student, family, transport and medical information on all students are updated every year or unless otherwise advised during the year by parents. Hard copies of records are found in the School Office and Principals' Office.

8.0 COMMUNICATIONS: KEEPING IN TOUCH WITH EVERYONE
8.1 The designated warning bell will be sounded when there is an emergency to alert the school. Where possible, an information message will be sent to individual classrooms which will advise teachers about action to be taken. This message may be in the form of written, verbal, email or text.

8.2 The school office telephone is only to be used for emergency communications. The school has two telephone lines. The Principal's telephone is to be used during an emergency by the coordinator to liaise with emergency services and CEWA. The emergency services and the Catholic Education Western Australia Geraldton are to be notified immediately about any emergency. The general office telephone will be used for all other communications. To minimise overloading the school telephone, calls must be restricted and should be brief.

8.3 Information will be conveyed to staff through senior staff members or meetings during working hours. In order to facilitate after hours communication, staff members should have a contact list of telephone numbers for all staff members. After hours, essential 'top-down' information will be conveyed by telephone through the School Phone Tree. Information will be passed on to staff as quickly as possible. In order to retain the integrity of factual information and minimise speculation, the same information will be conveyed to all staff.

8.4 Staff should not communicate with the media unless authorised to do so by the Coordinator. It is important to retain a positive outlook on media involvement in crisis situation while ensuring a consistent and factual information exchange.

8.5 Visitors to the school may request and be given reasonable access to the telephones. It is not possible to prevent visitors talking to the media but this should not be permitted on school phones.

8.6 An information centre will be established to communicate with those who arrive at the school. Due to proximity of offices to the staffroom, the old administration building may be an alternative site for this communication area.

8.7 The staffroom and Church will remain available to staff during the duration of the crisis. Staff are encouraged to use these areas as needed for breaks, mutual support and prayer.

8.8 If the integrity of the building is affected, measures will be undertaken to ensure these facets of the Crisis Management Plan can be maintained.
9.0 ACTION PLAN

9.1 RESPONSE
- Critical incident occurs
- Initial support responses are activated
- Primary response – staff member at scene
- Secondary action – first aid
- Tertiary action – outside help
- Inform Principal
- Principal gathers factual information
- Principal activates Emergency Evacuation Procedure, if required
- Principal contacts Emergency Services
- Principal meets with Crisis Management Team
- Inform CEWA and counsellors
- Identify all immediately affected students and staff members
- Contact relatives of those immediately affected
- Resume normal routine for those not affected
- Communication with staff, students and parents
- Maintenance of staff and student welfare
- Arrange for counselling of students, staff and parents affected by the incident
- Transport home that day – transport liabilities to and from school (crisis or not)

9.2 RECOVERY
- Debriefing (staff, children, parents)
- The Principal will convene a recovery management group when staff or students have been traumatised or are likely to suffer long-term effects as a result of their exposure of an emergency. The group, which will include staff, students and CEWA support personnel, will be responsible for development and implementation of a recovery program to those affected.
- CEWA will normally ensure that recovery support is provided to the school. Support will normally be provided by Non Government Schools Psychologist Services (NGSPS), social workers, and external consultants engaged by CEWA where necessary.
- Recovery Room (Presbytery, Library)
- Follow-up (agencies, support, parents - dependent on crisis)
- Management of media (no comment)
- Plan memorials/funerals if necessary (Principal, student involvement)
- Ongoing support
- Letter to parents/meetings (same thing communicated at same time)
- Evaluate plan

9.3 GENERAL INFORMATION
- Assess the situation
- Administer First Aid
- Inform Principal
- Standard info file for relief teachers stating the following:
  - Bell times (timetable)
  - Evacuation Plan
  - Medical and first aid protocol
  - SEQTA Absentee protocol
  - Duties
  - School Rules/Policies
  - School and classroom requirements
EMERGENCY CONTACTS (see below)

EMERGENCY TELEPHONE TREE (see below)

SITE PLAN (See Appendix D)
The site plan identifies key features for emergency use:
- Evacuation assembly areas
- Fire protection equipment such as hose reels and hydrants

EMERGENCY NUMBERS

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<th>PARISH PRIEST:</th>
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<tr>
<td>Father Tai</td>
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TELEPHONE TREE

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<tr>
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<table>
<thead>
<tr>
<th>Bethwyn Smith</th>
<th>Daniela Miotti</th>
<th>Maree Hasleby</th>
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<tr>
<td>Stohney Cox</td>
<td>Laura Kennedy</td>
<td>Ronne DeMasson</td>
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<td>Matthew Nicholson</td>
<td>Charmaine O’Dene</td>
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<td>Tarsha Mitchell</td>
<td>Beck Walton</td>
<td>Shane Sotet t</td>
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<td>Terri Keefe</td>
<td>Lee-Ann Walton</td>
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<td>Dee-Anne Simpson</td>
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<td></td>
<td>Gregory Hollands</td>
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10.0 SUPPORT TO SCHOOL COMMUNITY
10.1 All members of the school community will be offered appropriate levels of support consequent to a crisis with the aim of aiding recovery and minimising long-term psychological damage. Involvement does not have to be direct for reaction to occur.
10.2 Support to the school community will be available from CEWA NGSPS and through contracted services. Decision on whether contracted services will be invited on site will be made by the Coordinator.
10.3 CEWA NGSPS will be responsible for managing a support centre where groups and individuals can receive help.
10.4 CEWA NGSPS will be responsible for coordination and management of any contracted support services invited on-site.
10.5 Psychological debriefing and/or Critical Incident Stress Debriefing have become popular support interventions following a crisis. Recent evidence indicates that this form of assistance can have negative effects for participants. Accordingly, St Mary's School will not endorse this particular kind of intervention but will offer appropriate individual support and assistance to staff members and their families.
10.6 Staff have St Mary’s School will also have access to services provided by ACCESS.

11.0 CRITICAL INCIDENT REPORTING
Critical incidents in schools are defined as:

- circumstances that pose a critical risk to the health, safety or well-being of one or more students or staff
- incidents requiring school closure, lockdown, or reduction of number of students or staff attending
- death or life-threatening injury of a student or staff member at school, following an incident that occurred while being educated, or through a related school-based activity or circumstance
- receipt of an allegation of child abuse, including but not limited to sexual abuse, against a student by a staff member or student or other person, whether the abuse is alleged to have occurred recently or in the past
- issuing a formal warning to a staff member or ceasing the employment of a staff member for breach of the staff Code of Conduct suspected to be grooming behaviour

NOTIFICATION REQUIREMENTS:
The Principal of St Mary's School is required to notify the CEWA of any critical and/or emergency school incidents as soon as practicable and, in any event, within 48 hours of the incident.

The Principal will advise CEWA of the following details in an email and via a phone call:

- School Details
- Date, time and location of the incident
- Affected Person/s
- Type of Incident
- Action Taken
- Brief Description of the Incident
- Name of the Incident Reporter
- Brief Statement of Effectiveness of School Policies
The Principal will refer to the Government of Western Australia Department of Education Services Critical and Emergency Information Report for further information.


(Government of Western Australia Department of Education)
EMERGENCY EVACUATION PLAN

RATIONALE
St Mary’s School has the Emergency Evacuation Plan in place to ensure all members of the school community (students, staff and families) are adequately supported to minimise the stress associated with crises and traumatic events. While experiencing or witnessing highly traumatic events is still uncommon, it is clear that the frequency of such events is growing. Consequently, the risks faced by students, staff and the broader school community are also growing. Such events can impact considerably on the psychological well-being of students, teachers and families having an adverse influence in areas such as learning, occupational performance and family interactions.

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

REASONS FOR EVACUATION
Any emergency in which an evacuation of the buildings is deemed necessary to ensure the safety of students and staff including:

- Fire
- Gas leak
- Flood
- Bomb scare
- Toxic chemical spill
- Earthquake

SIGNAL FOR EVACUATION
Continuous fire alarm bell which is located in the old Administration Building.
PROCEDURE FOR EVACUATION

Prior to evacuation
- All staff are to read and know responsibilities.

On signal
- All students and staff stop work immediately.
- Teacher takes Emergency Evacuation Packs, located near room exits.
- Students are directed outside in a calm and orderly manner.
- Students and staff proceed to the basketball courts via the routes outlined on the map located near room exit. Students are directed to WALK, NOT RUN.
- Any student who is not in class at the time, is to join with the nearest class or staff member and proceed to the basketball courts with that class or adult. Once at the basketball courts they are to join their own class for the roll call.
- If students and adults are on the oval or in the playground, they must proceed directly to the basketball courts on hearing the evacuation signal and join class groups on arrival. Adults are to make their presence known to the Principal/Teacher in Charge.
- The Admin Officer is to print, from SEQTA, a list of absentees, using the Emergency Button. This is brought to the Emergency Assembly Area.

Area checks
- The Principal is to check the Administration Area and Staffroom. If the Principal is absent then the Admin Officer is to check the Administration Area and Staffroom.
- The Pre Primary Teacher or Teacher Assistant is to check the Kindy/Pre Primary toilets.
- The teacher in Year 1/2 is to check the junior toilets.
- The teacher in Year 3/4 is to check the Computer Lab and adjoining storeroom.
- The teacher in Year 5/6 is to check the old Administration Area.
- The Admin Officer is to take the First Aid Kit, Epipen, Ventolin/spacer, mobile phone, absentee list, Visitor’s Book, Emergency Contacts File, class lists and Maze backups and proceed to the basketball courts. In the absence of the Admin Officer, any present staff member will assume their duties.
- Teachers are to assemble their class in two lines and check names using the class list. Teachers are to inform the Principal when all students are accounted for or report any discrepancy, immediately.
- Teachers are to check their children for injuries/smoke inhalation etc. seek or provide First Aid as appropriate and note the nature of injuries on the class list.

PROCEDURE FOR PLAYTIME EMERGENCY EVACUATION
In the event of an Emergency Evacuation being required during Recess or Lunch, the following steps will be followed:
- Students will walk from the oval or playground to the basketball courts, lining up in class groups.
- Staff on duty will assist with supervising students during this time and until the remaining staff are at the basketball courts.
- As other staff move from Staffroom/classrooms to the basketball courts, they will conduct area checks as outlined above, only if it is safe to do so.
- Administration Staff will ensure all tasks related to SEQTA Attendance Registers, first aid and medical.
- Once assembled on the basketball courts, the Emergency Evacuation will proceed as previously outlined.
EARTHQUAKE
In the event of an earthquake, in which there is no warning or time to evacuate buildings, students should be instructed to crawl under desks and stay there until it is safe.

FREQUENCY
Emergency evacuations are to be practised once a term with/without notice. Security Company, HSS, should be notified prior to a drill commencing.

REVIEW
At the conclusion of an Emergency Evacuation Drill, staff will meet to conduct a review of the process, updating the Emergency Evacuation Plan as required.
## APPENDIX B – LOCKDOWN

| Topic: Crisis Management Planning In Catholic Schools |
|--------|----------------------------------------------------|
| Policy No: 2-D2 | Policy Area: Community |
| Standing Committee: School Personnel Committee | Date Promulgated: 2010 |
| Date for Review: 2017 |

Originally Released: 2010
Reformatted: 2010
Reviewed: 2013
Reviewed: 2016

### LOCKDOWN PLAN

#### RATIONALE

St Mary’s School has the plan in place to ensure all members of the school community (students, staff and families) are adequately supported to minimise the stress associated with crises and traumatic events. While experiencing or witnessing highly traumatic events is still uncommon, it is clear that the frequency of such events is growing. Consequently, the risks faced by students, staff and the broader school community are also growing. Such events can impact considerably on the psychological well-being of students, teachers and families having an adverse influence in areas such as learning, occupational performance and family interactions.

This school is committed to reduce the traumatic effects of crisis situations both in the short and longer terms and accordingly shall ensure that adequate and appropriate measures are in place to manage the response to traumatic events.

#### REASONS FOR LOCKDOWN

Any emergency in which a lockdown of the buildings is deemed necessary to ensure the safety of students and staff including;

- Bomb threat
- Threat of attack from wild or domestic animal/s
- Hazardous fumes or gas outside
- Threat of eye damage from solar eclipse event
- Person/s on school property without authorisation who pose potential threat to the safety of the children or staff
- Civil disturbance/rioting on or near school grounds
- Person/s loitering near school grounds that may pose potential risk to the safety of staff or children
SIGNAL FOR LOCKDOWN
Continuous siren alarm bell which is activated through the school security system keypad
(Press 1 four times then ON)

PROCEDURE FOR LOCKDOWN

Prior to Lockdown
- All staff are to read and know responsibilities.

Procedure
- Once a situation for a lockdown is identified, Principal or authorised person, sounds the
  lock down signal.
- Principal calls the Police (000) and alerts them to the emergency.
- Principal assumes the lock down position in the Office, maintaining phone contact with
  the Police.

On signal
- All students and staff stop work immediately.
- Teacher checks to ensure that any children outside at bags or on verandah are called
  into class immediately.
- Once satisfied that all students are inside, the teacher locks the class door and closes it.
- Lockdown should be in place within 30 seconds of the signal bell.
- Teacher supervises the shutting and locking of any classroom windows that may be
  open.
- Teacher turns off lights.
- Lower or draw close any curtains, blinds or roller shutters.
- Students and staff to stay out of sight as much as possible, sitting on the floor out of line
  sight from doors and windows.
- Students and staff to remain quiet.
- Any student who is not in class at the time of the alarm is to proceed immediately to the
  nearest classroom and report to the teacher present there.
- Any staff member who notices a student still outside during lockdown should endeavour
  to get student into classroom without endangering anyone.
- Any student who is in the toilets, and cannot get to a classroom safely, is to remain
  locked in the cubicle until they are assisted by staff or emergency services.

During Lockdown
- All staff and students are to remain in lockdown until the “All Clear” signal is given.
- Under no circumstances, other than an emergency evacuation situation such as a fire etc.
  is any staff member to unlock or open a classroom during lockdown.
- Staff are to ensure mobile phones are on hand and on silent.
- No phone calls or texting, keeping lines of communication open.
- Staff should record the names of staff, students and visitors who are in the room. Any
  missing and/or extra people should be noted. If possible, staff should provide details to
  the Principal as requested via text.
- Staff are not to open the door in response to any verbal request from anyone outside the
  door, other than the Principal, or in his/her absence, the Administration or Senior
  Teacher.

“All Clear” SIGNAL
The “All Clear” signal will be the continuous blowing of a whistle.
PROCEDURE FOR PLAYTIME LOCKDOWN

- Students to muster by the gate leading to the Church, BP, or by the rainwater tank as determined and directed by the duty teacher.
- Students to be taken to the closest building (Church or BP) or classroom, whichever location is deemed the safest.
- Staff to follow, as much as possible, applicable procedures for a classroom lockdown.
- An air horn is located in the sports shed should this be required to signal a lockdown during playtime.

FREQUENCY
Emergency evacuations are to be practised once a term with/without notice. Security Company, HSS, should be notified prior to a drill commencing.

REVIEW
At the conclusion of an Emergency Evacuation Drill, staff will meet to conduct a review of the process, updating the Emergency Evacuation Plan as required.
## APPENDIX C – CRISIS MANAGEMENT PLAN CHECKLIST

### First 24 Hours

<table>
<thead>
<tr>
<th>ACTION</th>
<th>YES</th>
<th>NO</th>
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<tbody>
<tr>
<td>Gather concise and accurate information</td>
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<tr>
<td>Decide on level of response required</td>
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<tr>
<td>Keep written record of events</td>
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<tr>
<td>Notify the relevant authorities</td>
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<tr>
<td>Gather the school Crisis Management Team</td>
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<tr>
<td>Ensure the welfare and safety of all students, staff and school community</td>
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<tr>
<td>Find out facts from the police and when the facts can be released</td>
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<tr>
<td>Advise CEWA</td>
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<tr>
<td>Is parental permission required to release information? Liaise with family and arrange a visit as soon as possible</td>
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<tr>
<td>Advise CCI</td>
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<tr>
<td>Prepare an information release for staff, children, parents and the media, with assistance from CEWA</td>
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<tr>
<td>If there are siblings at other schools, their schools should be informed after consultation with associated stakeholders</td>
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<tr>
<td>Inform staff</td>
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<tr>
<td>Support distressed staff</td>
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<tr>
<td>Arrange for relief teachers if necessary</td>
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<tr>
<td>Decide on means of information transfer to students</td>
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<tr>
<td>Give staff guidelines for supporting and informing students</td>
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<tr>
<td>Give Administration Officer an accurate detailed statement for incoming calls</td>
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<tr>
<td>Refer media enquiries to the Principal</td>
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<tr>
<td>Establish a support centre for distressed students, parents and staff</td>
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<tr>
<td>Ensure critically involved school personnel have support</td>
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<tr>
<td>School staff to meet for support, to review the day and plan for next day</td>
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<tr>
<td>Crisis Management Response team to meet for further planning</td>
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<tr>
<td>Provide CEWA with a Critical Incident Report within 48 hours</td>
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</table>
### First Week

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<thead>
<tr>
<th>ACTION</th>
<th>YES</th>
<th>NO</th>
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<tbody>
<tr>
<td>Restore normal routines as soon as possible</td>
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<tr>
<td>Arrange for relief teachers as needed</td>
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<tr>
<td>Provide opportunities for staff and children to talk</td>
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<tr>
<td>Attend to victim’s desk/personal belongings</td>
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<tr>
<td>Decide who will attend the funeral (children need parent consent to attend)</td>
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<tr>
<td>Discuss the possibility of a school memorial service</td>
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<tr>
<td>Arrange ongoing support and counselling if required</td>
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<tr>
<td>Continue to monitor reactions within the school community and provide support</td>
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<tr>
<td>Organise group debriefings or diffusions if required</td>
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<tr>
<td>Update staff, students and parents with new information</td>
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<tr>
<td>Maintain contact and support to families of victims</td>
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<tr>
<td>Monitor those in caregiver roles</td>
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</table>

### Long Term

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<thead>
<tr>
<th>ACTION</th>
<th>YES</th>
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<tbody>
<tr>
<td>Provide advice, back-up and support for staff and parents</td>
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<tr>
<td>Monitor students in ‘at risk’ groups for emotional or behavioural problems</td>
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<tr>
<td>Monitor staff coping</td>
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<td>Note anniversary date and consider how school will respond</td>
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<tr>
<td>Help staff/students to understand the coronial enquiry process and deal with issues this may precipitate</td>
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<tr>
<td>Crisis Management Response Team to reconvene and review the response and make any necessary adjustments to the Crisis Management Policy</td>
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<tr>
<td>Acknowledge the contribution of those with special roles and provide support if necessary</td>
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</table>
APPENDIX D – SITE PLAN

St Mary’s School

Site Map