Emergency and Critical Incident Policy and Procedures
July 2022

Summary

This policy applies to Community Language Schools SA and all member schools.

Table 1: Document Details

Policy Number	ES08
Related Policies	ES01:Child Safe Environments Policy and Procedures ES02: Risk Management Policy ES05: School Personnel Code of Conduct Policy ES07B: General Student Health Support Form ES08A: Emergency and Critical Incident Form ES08B: Evacuation Plan and Emergency Procedures ES08C: Flood Assessment and Protective Action Plan ES08D: Poison Safety Checklist ES09: Supervision of Students Policy ES12: Principal Job Description Policy ES14: Working with Children Check Policy and Procedures ES20: Data and Information Policy ES22: School Safety and Security Policy and Procedures ES23: Work Health and Safety Policy ES35: Behaviour Support Policy and Procedures ES36: Excursion and Incursion Policy and Procedures ES37: Medication, Accident and First Aid Policy ES37A: Medical Management Forms ES42: Student Personal Care Policy and Procedures ES46: SunSmart Policy ES47: Immunisation and Infection Control Policy and Guidelines (Including Covid-19)
Version	2.2
Created by	CLSSA Policy Officer
Reviewed by	CLSSA Executive Officer
Applies to	All Community Language Schools
Key Words	Emergency; Critical Incident; Evacuation; Gas leak; Chemical spill; Bomb threat; Intruder; Threatening behaviour; Medical emergency; Fire; Bushfire; Invacuation; Physical force; Physical restraint; Children and young people at risk; Reporting an incident.
Status	Approved
Approved By	CLSSA Board *(Administrative update approved by Executive Officer)*
Approval Date	July 2022
Review Date	December 2023
Notes	Version 2.2 – Administrative and specific content update

Table 2: Revision Record

Date	Version	Revision Description
December 2016	1.0	New policy developed
30th June 2019	2.0	• Added poison section and poison safety checklist • Updated contact information to include more organisations • Added Child abuse and neglect section • Added reporting an incident • Three new definitions (Mandated notifier, abuse or neglect and CARL) • Policy numbers added • Change Government Department Names (Department of Education and Child Development to Department for Education) • References to ESASA policies and procedures included throughout the policy • Amend policy to make it generic by replacing individual school details with "Ethnic and Community Language Schools" • Changes in 'Created By' and 'Reviewed By' in Table 1; Changed Contents to Table of Contents; Reformatting of table and titles; Added the word 'References' to 'Other Documentation'; Changed Other Relevant Documents to References and Other Documentation; Formatting of policy • Separated Poison Safety Checklist from main policy
18th January 2021	2.1	• Added policies in Related Policies (Table 1) • Amend Child Abuse and Neglect • Added another reference • Include Poison Safety Checklist (**ES08D**)
December 2021	2.1	• Changed policy name from 'Emergency and Critical Incident Policy' to 'Emergency and Critical Incident Policy and Procedures'
July 2022	2.2	• Changed 'Child Abuse and Neglect' to 'Children and Young People at Risk' and amended content to reflect change • Taken out content on 'Responding to Disclosure'; 'Suspicion of Reasonable Grounds' • Update 'References and Other Documentation'

Table of Contents

Emergency and Critical Incident Policy and Procedures

Introduction

Community Language Schools School Administrator and/or Principals are responsible for school related emergencies and critical incidents. This policy has been developed to ensure effective management of emergencies and critical incidents through the appropriate use of resources. The prevention and management of emergencies and critical incidents can assist to minimise the trauma and distress to school personnel and students and damage to school property in the event of an emergency or critical incident.

This policy applies to all school personnel, volunteers, and students of the Community Language Schools

ES08: Emergency and Critical Incident Policy and Procedures is based on Bombs: Defusing the threat produced by The Australian Federal Police; South Australian State Emergency Service; South Australian Police Service (SAPOL); the Department for Education and the Department for Child Protection Definitions.

Bomb: is a device of any size or shape which can look obvious or camouflaged, may vary in its sophistication, and may not necessarily explode i.e., toxins/noxious substances, sharps, animals/reptiles

Bomb Threat: are threats, written or verbal, delivered by electronic, oral, or other medium, threatening to place or use an improvised explosive, chemical, biological or radiological device at a time, date, and place or against a specific person

Intruder: a person or persons entering school premises without permission and who does not have good cause to be on the premises

Mandated Notifier: is a person working with or in close proximity to children under 18 in government or non-government department or agency including all language schools

Children and Young People at Risk are children or young people that are at risk of harm with harm here being physical or psychological harm (whether caused by an act or omission), including harm caused by sexual, physical, mental or emotional abuse or neglect

CARL is an acronym used to represent Child Abuse Report Line (CARL 13 14 78) and is service provided by the Department for Child Protection to report children and young people at risk.

Policy

Emergencies are unplanned events. Table 3 outlines the contact details can be used in different emergencies

Table 3: Emergency Services Contact Details

Agency	Type of Emergency	Contact Details
Emergency Services	Medical Accident Fire Intruder Bomb Threat Gas Leaks Poisons	000
South Australian State Emergency Services	Natural Disasters Floods Storms	132 500
South Australia Police (SAPOL)	Non-urgent police assistance	13 14 44
Child Abuse Report Line	Children and Young People at Risk	13 14 78
Department for Bushfire and Emergency Hotline	Bushfire	1800 000 279
Electricity Power Network Faults	Electricity emergencies and power interruptions	13 13 66
Gas Leaks	Gas outages, leaks and emergencies	1800 GAS LEAKS 1800 427 532
Fire bans and restrictions	Total fire bans, fire danger season and restrictions	1300 362 361
Poison Information Centre	Poisoning or suspected poisoning	13 11 26
National Security Hotline	Information relating to National Security: (criminal activity, ethical standards, suspicious behaviour, vehicles or residences, reporting online terrorist/extremist content and other activities)	1800 123 400

In the event of any critical incident or emergency the principal must be contacted. Phone numbers for the Principal and Safety Officer must be included on the Emergency Contact list of the **ES08B:** Evacuation Plan and Emergency Procedures

Emergency and Critical Incident Procedures

Assembly Areas

When an evacuation occurs all school personnel, students and visitors must make their way calmly and quickly to the assemble area. Community Language Schools have identified the following areas for evacuations. Assembly Areas need to be documented in **ES08B:** Evacuation Plan and Emergency Procedures. Once all members of the school have convened at the assembly area, the evacuation procedure will be implemented.

Evacuation

Possible Hazards: Fire, Gas leak, bomb, chemical spill, suspicious mail

Signalled by: Community Language Schools will specify how an evacuation will be signalled and state how people will be alerted to an evacuation on the **ES08B:** Evacuation Plan and Procedures.

Procedure:

- Stay calm

- Close doors if safe to do so

- Move from building as quick as possible to the evacuation assembly area

- If it is safe to do so, ask school personnel and students to take a hat and bottle of water to the evacuation area.
- Wait for the Principal/Safety Officer to check that all school personnel, students, and other registered people are accounted for
- Call Emergency Services (000)
- Ensure that no one returns to any building unless authorised to do so.

It is the responsibility of the Principal/Safety Officer to:
- Account for all evacuees – check to ensure everyone has evacuated
- Ensure all visitors to the school are evacuated
- Ensure people with disabilities are assisted in the event of an evacuation
- Select safe and climatically acceptable assembly areas as the evacuees may be waiting for considerable periods.
- If an evacuation occurs during a summer period and it is safe to do so, collect sun protective items.
- Ensure the evacuation kit is kept up to date with emergency contact details for school personnel and students.
- Collect the evacuation kit and take it to the assembly area.

Evacuation Kit

The Evacuation Kit will be collected by the principal or safety officer. The kit should be taken immediately to the evacuation assembly area. The kit should contain the following:
- Emergency contact details for all school personnel and students
- Attendance records for all students, school personnel and visitors
- Hard copy of the Emergency and Critical Incidence Policy
- A large bottle of sunscreen
- Whistles
- A list of emergency telephones
- Flashlight and extra batteries
- First Aid Kit
- Emergency Medical Information regarding school personnel and students
- Megaphone and extra batteries
- Pens, Pencils and Paper

Gas Leak/Chemical Spill

Any gas, liquid or substance which, when it escapes, or spills will cause eye, skin or respiratory irritations must be considered an emergency and appropriate action must be instigated.

Any person discovering or suspecting a gas leak/chemical spill will immediately:

- Promptly move yourself and others away from the area
- Notify the Principal
- Be prepared to undertake EVACUATION Procedures
- Call Emergency Services (000)

Bomb Threat

In the event of a bomb threat at a Community Language Schools, total evacuation of the school will be immediate. If a suspected device is located all relevant information should be recorded i.e. physical characteristics and place in which the device is located. If possible, a sketch of the area where the device is found would assist police. School personnel should not expose themselves to excessive risk by spending too much time near the suspect item but leave the area as quickly as possible and then make notes of what was observed once they are in a safe location. At no time, is anyone to touch or disturb the item.

Receiving a Bomb Threat by Phone

- Stay calm
- Don't hang up
- Keep the caller talking – do not interrupt
- Write down the information accurately
- Try to attract the attention of another person to listen in as it may help to recall or confirm key information later. If possible get answers to the following:

    o Where is the bomb?
    o What time will it go off?
    o What does it look like?
    o What kind of bomb is it?
    o Why are you doing this?

- Try to assess the caller
    o Is the caller male or female?
    o Is the caller young or old?

- What are the voice characteristics of the caller e.g., stutter, lisp, and accent, emotion, intoxicated, slurred, rambling, or rational?
- What background noises can you hear e.g., laughing, aircraft, bells, laughing, another person speaking, or any sound that could indicate the caller's location?
- The origin of the call i.e., STD, local, internal, phone box, mobile
- What the call made using a recorded message?
- What the voice distorted using a voice changer?
- What was the duration of the call?
- Did a telephone number appear?
- Did you recognise the caller? If so, who do you think it was?
- Was the caller familiar with your school?

It is the responsibility of the Principal/Safety Officer to:
- Devise and maintain a safe evacuation plan
- Asses the long term and short-term threat
- Contact police and consider the decision to evacuate
- Make the decision to evacuate
- Make the decision to reoccupy (return to buildings)
- Schedule and conduct training for personnel and security drills

Suspicious Mail

It is important that all school personnel at Community Language Schools handling mail remain vigilant. An item is considered suspicious if the package or item has excessive or strained wrapping, no return address, incorrect title or misspelt words, excessive postage and if the package is unexpected or unsolicited or if the person handling the item is suspicious of the item. If an item is considered suspect for whatever reason the school will follow the Australian Federal Police guidelines:
- Confirm the item has come through the postal system. An item that has come through the postal system will not normally have the same degree of sophistication as a device that has been placed or delivered.
- Check with the addressee if they are expecting the item. If a return address is on the article, check with the originator
- Isolate the article. Place the suspect mail bomb or item in a safe isolation area such as an empty room or leave the item where it is and advise the coordinator/supervisor.
- Evacuation should always be considered in the event of a potential bomb threat. The extent of the area evacuation is purely relative to the size of the item and the degree of the threat.

- Obtain as much information as possible (without handling the suspect item) such as dimensions, markings, previous suspect mail, type or construction of the package and its exact location.
- Under no circumstances should school personnel attempt to open the item.
- Do not immerse the suspect item in water
- Do not place suspect items in confined spaces such as filing cabinets or cupboards
- Suspect items should not be transported or carried through congested areas as this could expose people to unnecessary hazards
- Contact the police

If a suspicious item has been opened, school personnel will:
- Not disturb the item any further
- Not pass the item around
- Not attempt to clean up any spillages or wipe from clothing
- Prevent others from entering the area where the package has been opened
- Follow evacuation procedures
- Contact the Police

Fire

In the event of a fire at a Community Language Schools, emergency services will be notified immediately. School personnel will follow the following procedures if a fire occurs the school will use the **RACE** procedure.

Rescue any people in immediate danger only if it is safe to do so

Alarm, raise the alarm, ring Emergency Services (000) and notify the Principal/Safety Officer

Contain, if practicable close all doors and windows to contain the fire (only if safe to do so)

Extinguish try to extinguish the fire using appropriate firefighting equipment only if you are trained to do so and it is safe

After following the RACE procedure, follow the instructions of the Principal/Safety Officer and the Evacuation procedures.

In the case of a small fire *and if trained*, use an appropriate extinguisher to fight the fire. Use the **PASS** procedure to extinguish a small fire that is not spreading quickly

Pull the Pin, break seal and test extinguisher

Aim the extinguisher at the base of the fire; ensure you have a means of escape

Squeeze the nozzle to operate extinguisher and discharge the contents

Sweep the nozzle from side to side to completely extinguish the fire.

Observe the fire to ensure that the fire does not re-ignite and if possible, have another adult with you.

Bushfire

During the fire danger season and at other times as required, the Department for Education. Bushfire and Emergency Hotline provide information regarding planned school closures because of bushfire activity. In the event of a bushfire, the Principal or Safety Officer will call the Hotline on 1800 000 279. Attached in reference is an electronic copy of "Bushfires and Your Child's School or Preschool" published by the Department for Education.

Excursions

If a bushfire is burning on the day of an intended excursion and is likely to threaten the destination or restrict the return to school the excursion will be cancelled.

Assessing Bushfire Risk

To help assess the level of bushfire risk and to determine the necessary action to take, Community Language Schools will check the bushfire danger rating for the school area by entering the school address at https://www.cfs.sa.gov.au/site/home.jsp

Once the bushfire danger rating has been identified and if a bushfire is imminent schools will enact the Bushfire Action Plan. The school Principal or Safety Officer will:

- Listen to ABC local radio for updates
- Check the Country Fire Service (CFS) website for updates http://www.cfs.sa.gov.au/site/warnings_and_incidents.jsp
- Check the Alert SA for updates https://www.alert.sa.gov.au/map

Bush Fire Action Plan

If the Fire danger rating is catastrophic the Community Language School(s) will be closed. If the fire danger is catastrophic when classes are occurring, school personnel and students will be sent home, if it is safe to do so. In the event that it is not safe for school personnel and students to return home, the Principal will contact emergency services and the CFS and inform them of the situation. The Principal will follow and enact the advice of emergency services and CFS.

Flooding

It is important that all Community Language Schools know the risk of flooding in their area. In the unlikely event of a flood, Community Language Schools will follow the following procedures:

- Stay calm
- Follow the evacuation procedures
- Advise all school personnel, students, parents and careers of the approaching flood
- Move important documents, personal effects, vital medical supplies to a higher level
- Secure hazardous and dangerous items such as gas bottles, chemicals and if possible, move to a higher level
- Switch of electricity at the main power supply
- Turn of gas and water at the meter
- Raise other items to a higher level

If flooding occurs at a Community Language Schools school personnel will ensure that children do not play in any flood waters. The principal will decide whether it is appropriate to evacuate or to send students' home.

Community Language Schools are required to complete **ES08C**: Flood Assessment and Protective Action Plan. Community Language Schools have assets that it will protect in the event of a flood and has identified valuable assets and ways of protecting these assets. If there is sufficient time and pre-warning of a flood and it is safe to do so, Community Language Schools will endeavour to complete the protective action outlined in **ES08C***: Flood Assessment and Protective Action Plan

Earthquake

In the event of an earthquake, Community Language Schools the following procedures will be implemented

Indoors

If an earthquake occurs whilst inside a classroom, teachers will supervise students and advise students to:

- Stay indoors and seek shelter under tables, desks or strongly constructed door frames,
- Stay away from windows and other fixtures that may become unstable
- Provide assistance to people with disabilities or special needs.
- If it is safe to do so, turn of gas, electricity and water

Outdoors

If an earthquake occurs whilst outside, the teacher will supervise students and advise students on the following procedures:

- Move quickly away from buildings or power poles

- Provide assistance to people with disabilities or special needs.

- If it is safe to do so, evacuate to the assembly area alternatively move inside to the nearest classroom.

After the Earthquake

- Check that evacuation routes are safe before evacuating

- Call emergency services

- Check for any injured person. Do not move any seriously injured people unless they are immediate danger. Wait for emergency services

- Follow evacuation procedures

- Survey any damage such as gas leaks, structural damage, or any other hazard. Report any damage to Emergency Services

Invacuation

A lock down or invacuation will occur if there is a situation where it is unsafe for school personnel and students to be outside the buildings. This could occur in situations where there are weapons, violence, siege, accidental injury, stranger or intruder, persons under the influence of drugs, alcohol or in an unstable mental state.

Signalled By: Verbal advice or repeated short blasts of siren or whistle

Procedure:

- Stay calm.

- Remain inside the building.

- Do not go near windows. Stay low and keep out of sight.

- If possible shut blinds or curtains

- Turn lights off.

- Turn mobile phones to silent

- Where possible lock doors

- Continue to model calmness

- Hide behind large objects such as desks or bookcases

- If a large storage room is available, hide in the room informing students that they are hiding in the room for their personal safety

- Give only accurate and truthful information to others, do not surmise or gossip

- Follow instructions of the Principal or Safety Officer

- Stay in room until evacuation siren or notified by the Principal or Safety Officer

It is the responsibilities of the teachers to:

- Supervise students

- Follow instructions of the principal and/or emergency services

- Take the roll

- Document any observations

Stranger, Intruder or Threatening Behaviour

In the event that an intruder is on the premises of Community Language Schools or a visitor becomes unwelcomed, the principal will place the school in lockdown and follow the invacuation procedures outlined in this policy.

- Stay calm

- Move slowly and quietly

- Do not approach the intruder alone. Seek help from another school personnel

- Do not engage in conversation or debate with the individual as this could inflame the situation.

- Send for help, if possible, get the Principal

- All witnesses to write down their observations as soon as possible

- Be prepared to secure your area and to take other appropriate actions as directed by the Principal or Safety Officer

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The **ES22:** School Safety and Security Policy, **ES24:** Visitor and Parental Volunteer Policy and **ES25:** Managing Trespass and Misbehaviour Policy and Procedures outlines details regarding visitors to the school

Medical Emergency

A medical emergency occurs when there is a life-threatening condition, e.g. a person has collapsed, is unconscious, in respiratory or cardiac distress or is in severe pain. If a medical emergency occurs, call 000 immediately and ensure that the principal is aware of the situation. Medical Emergencies are dealt comprehensively in the **ES37:** Medication, Accident and First-Aid Policy and Procedures.

Poisoning

Poisoning occurs when a person is exposed to a substance that can be harmful to their health.

Poisoning can occur through:

- Swallowing (ingesting) a harmful substance
- Inhaling a harmful substance
- Injecting a harmful substance
- Splashing a harmful substance on the skin, or in the eyes or mouth
- Being bitten or stung

There are many items or products that can be poisonous, including:

- Medicines
- Eucalyptus and other essential oils
- Batteries
- Insect killers and sprays
- Weed killers
- Rat bait
- Snail bait
- Dishwasher tablets and detergents
- Laundry products
- Cleaning products
- Bleach
- Iron and potassium tablets
- Alcohol

Poisoning symptoms of poisoning can vary and depends on how the substance was taken, age, size and general health. Symptoms may include:

- Vomiting
- Diarrhoea
- Stomach pain
- Gastrointestinal irritation
- Drowsiness
- High temperature
- Headache/ Dizziness
- Difficulty swallowing
- Skin irritation or rash
- Visible burns around mouth or nose

- Blurred vision
- Eye irritation
- Seizures
- Unconsciousness

If a person suspects that a poisoning has occurred, it is important that they get the correct medical treatment immediately. Call 000 and then call the Poison Information Centre on 13 11 26. If a person has swallowed, or encounter a poison, keep the container or packaging to show medical personnel.

Poisonous Plants

There are numerous plants that can be harmful it touched or ingested. Some plants may trigger an allergic reaction, an asthma attack or make a person seriously ill. It is important that people do not touch, or eat a plant that they are not familiar with or do not know if a plant or part of a plant is poisonous. If someone is ill or has had a serious reaction to a plant, seek medical attention and take part of the plant with you. Use gloves to take a cutting and place the cutting in a plastic bag or container. For more information on Poison Safety, please refer **ES08D**: Poison Safety Checklist

Physical Force or Physical Restraint

ES35: Behaviour Support Policy and Procedures needs to be read in conjunction with this policy. Using non-physical intervention strategies are always preferred to physical intervention. It is not appropriate to make physical contact with a student. Under no circumstances should school personnel engage in any form of conduct which might cause physical or emotional harm to students.

Physical Intervention can involve:
- Blocking a child's path
- Coming between students
- Removing potentially dangerous objects
- Leading a child by the hand or arm
- Shepherding a child away by placing a hand in the centre of the upper back

School personnel may make legitimate use of physical restraint, if all non-physical interventions have been exhausted and a student is:
- Attacking another student or school personnel
- Posing an immediate danger to themselves or others.

School personnel are to use physical interventions only as a last resort. Maintaining good order is never a reasonable justification for using force or restraint. Physical restraint is not to be used as a response to:

- Property destruction
- Refusal to comply
- Verbal threats
- Leaving a classroom or the school

Physical restraint does **NOT** involve:

- Force applied to the head or neck
- Restrictions to breathing
- Punching
- Kicking
- Holding by the hair or ear
- Confiding a student to a lock room, confined space

Appropriate physical force may be permitted to ensure that the duty of care to protect students and school personnel from foreseeable risks of injury is met. Common law defences such as self-defence, and defence of others remain legitimate reasons for the use of physical contact. Everyone has the right to defend themselves against an attack provided they do not use a disproportionate degree of force to do so.

Safe practice guidelines when using physical restraint

The use of restraint with a student in situations where the safety of others is threatened is to prevent injury. The restraint must be reasonable in the circumstances and must be in proportion to the circumstances of the incident. *It must always be the minimum force needed to achieve the desired result*, and consider the age, stature, disability, understanding and gender of the student. For example, if restraining a near-adolescent or adolescent female, care should be taken to avoid contact with breasts.

It may be a valid decision for a school personnel not to use physical force in a situation involving several students, or a physically larger student, where the school personnel believes that doing so would increase the likelihood of injury to the student. In such cases, the school personnel should remove other students who may be at risk and seek help from another school personnel, or in extreme cases the police.

Do

- Continue talking with the student throughout the incident.
- Make clear that physical restraint will stop when it ceases to be necessary to protect the student or others.
- Grip clothing rather than the body, whenever possible.
- Document incidents promptly and keep these records with the principal. The record should include:
    - The name of student/s involved
    - Location of the incident
    - Name of any witnesses (school personnel and students)
    - Description of the incident, including observed behaviour, what was said, the non-physical intervention steps taken by the school personnel member, steps taken to resolve the incident, the type and degree of force applied,
    - Students response and outcome
    - Details of any personal injury or damage to property

- Inform parents of all students involved of the incident
- Provide an opportunity for parents to discuss the incident
- Debrief students, school personnel and parents of the incident
- Inform students, school personnel and parents of counselling support

Children and Young People at Risk

A mandated notifier is required by law to notify the Department for Child Protection SA if they suspect on reasonable grounds that there is a suspicion of harm or risk of harm (physically, sexually, or emotionally) or neglect to children and young people. You have suspicion on reasonable grounds when:

- a child discloses that they have been harmed or are at risk of harm
- a child tells you that they know of another child that has been harmed or neglected (*this could be a way that a child informs you that they have been harmed or neglected*)
- someone else (*this could be another adult*) disclosing harm to a child
- you see that a child has been harmed or is at risk o harm
- you see indicators that a child has or is being harmed and/or is at risk of harm.

The Child Abuse Report Line (CARL) at 13 14 78. CARL is a confidential state wide service that is available 7 days a week 24 hours. If an interpreter is required, inform the person from CARL.
A member of Community Language Schools <u>may</u> discuss any concerns with the school Principal but the responsibility of reporting the suspected harm or risk of harm remains with the person who

has the initial suspicion and/or disclosure. When a person at Community Language Schools has formed a suspicion, or is made aware of actual harm or risk of harm to a child or young person, that person is required to report to CARL needs to be made as soon as practicable. CARL is available 7 days a week 24 hours a day.

Please refer **ES01**: Child Safe Environments Policy for more information about children and young people at risk.

Reporting an Incident

School personnel at Community Language Schools will use the **ES08A:** Incident, Injury, Trauma and Illness Form to document any incident that occurs on the school grounds or during school events involving alleged harm by a member of a Community Language Schools whether or not the incident was caused by an act or omission. The form can be used for any affected person of the school community including, but not limited to students, teachers, volunteers, school personnel, parent, and visitors. The form can be found at the end of this policy and as a separate file **ES08A:** Incident, Injury, Trauma and Illness Form.

If a person at Community Language Schools suspect on reasonable grounds that there is a suspicion of harm or risk of harm (physically, sexually, or emotionally) or neglect to children and young people they are to refer **ES01A**: Mandated Notifier's Notification Checklist as a preparation to report suspected harm. After calling CARL, the mandated notifier would need to inform the principal and fill in the **ES01B**: Mandatory Notification Record Template which would contain details of suspected harm or risk of harm to a child or young person and as such, must be treated confidentially.

Debriefing

After an emergency or critical incident, it is important that all school personnel, students and visitors are debriefed. A separate debriefing will occur for school personnel and students. Prior to the debriefing, the School Principal will liaise with persons involved in the emergency or incident. If the person was a member of the school community, the principal will seek permission to share details (names, details of the incident, treatment and progress report either from the family and/or police) with the whole school community. The principal will only share information with the community that they have been given permission to share.

Student Debriefing

To prevent speculation or rumour spreading, a debriefing will occur to:
- Provide accurate information regarding the emergency or incident

- Ensure confidentiality of any persons involved in the emergency or incident
- Share only information that has been publicly released or have been given prior permission to share.
- Outline the actions taken
- Provide details to students where they can seek further assistance or if they have any questions about the incident.
- Avoid having a public question time as this may cause further speculation or may infringe on the privacy of the person/s involved.

School personnel's Debriefing

To ensure all school personnel are equipped with dealing with students and the wider community, Community Language Schools will hold a debriefing session as soon as possible after the emergency or incident. A school personnel debriefing will ensure accurate information is provided about the emergency or critical incident and to prevent speculation.

- Take attendance, any school personnel who are absent for the debriefing will be debriefed as soon as possible.
- Provide accurate information regarding the emergency or incident.
- Ensure confidentiality of any persons involved in the emergency or incident.
- Share only information that has been publicly released or have been given prior permission to share.
- Describe how students will be debriefed and outline who is responsible for debriefing students.
- Identify any students who may have been involved in the incident either directly or indirectly and strategies to be implemented to assist students with dealing with the aftermath of the incident.
- Outline actions and communication plans for parents and the wider community to inform them about the incident and actions taken during and after the incident.
- Describe ways that the school will monitor the wellbeing of school personnel, and students of the school.
- Outline any changes to school policies.

Responsibilities

It is the responsibility of the School Administrator and/or Principal to:

- Review all Emergency and Critical Incidents Policy and Procedures annually or after an emergency or critical incident.
- Ensure all classrooms and educational spaces in the school have an Evacuation map and procedures prominently placed.

- The evacuation kit is maintained, restocked and up to date.
- Conduct school personnel and student debriefings
- Liaise with police and persons who are involved in the emergency or critical incident and determine the level of confidentiality that is required when conducting debriefings
- Provide support and details of services to school personnel and students affected by the emergency or critical incident
- Communicate the Emergency and Critical Incidence Policy to all school personnel, parents and caregivers.
- Ensure student and school personnel wellbeing is addressed and monitored
- Resolve all minor incidents
- File all incident, injury, trauma and illness forms in an individual's confidential file, in a secure location

References and Other Documentation

- Keeping Children Safe - Kidsafe SA
  RP51-Injury-Prevention-Booklet.V1.6.WEB_.pdf (kidsafesa.com.au)
- Australian Gas Networks: Gas Outages, Leaks and Emergencies Gas Outages, Leaks & Gas Emergencies | Australian Gas Networks | Australian Gas Networks
- Government of South Australia: Department for Education; Bushfires and Your Child's School or Preschool – A Guide for Families Bushfire and your child's school or preschool (education.sa.gov.au)
- Government of South Australia: Department of Education and Children Services (2019); Protective Practices for Staff in their interactions with Students: Guidelines for schools, preschools, and out-of-hour school care: Protective practices for staff in their interactions with children and young people guidelines for staff working or volunteering in education or care settings
- Health Direct: Poisoning: Poisoning | healthdirect
- NSW Government Premier and Cabinet (2001) Suspicious Mail and Packages: C2001-54 Suspicious Mail and Packages (nsw.gov.au)
- South Australian Metropolitan Fire Service (2012); Fire Extinguishers: Fire Extinguishers - SAMFS