




Crisis Communication and Management Policy

POLICY DATES: JOHN CALVIN SCHOOL CRISIS COMMUNICATION AND MANAGEMENT			
Formulated	NOV 2018		
Implemented	NOV 2018	Reviewed	APRIL 2025
Next Review Due	APRIL 26		
POLICY AUTHORISATION			
Principal	Daniel Coote	Signature	
Board Chairman	Colin Mulder	Signature	

1. Rationale

John Calvin School, Launceston has a responsibility to provide a safe and supportive environment for staff, students and members of the community. The school is committed to upholding the rights, safety, and wellbeing of all children and young people. In managing critical incidents, our approach reflects the key elements of child safety as outlined in the National Principles for Child Safe Organisations and the Tasmanian Child and Youth Safe Standards. Every aspect of the school's life should reflect a Christian pastoral dimension. The pastoral dimension of John Calvin School needs to include the mutual care and support staff demonstrate both towards each other and for the students.

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.

2. Definitions

2.1 EMERGENCY

An event, actual or imminent, which

- occurs on or off site;
- endangers or threatens to endanger life, property or the environment; and
- requires a significant and coordinated response.

2.2 CRITICAL INCIDENT

A critical incident is one that has a high likelihood of traumatic effects for at least some of those involved. A critical incident evokes unusual or unexpectedly strong emotions, which have the potential to interfere with the ability of the individual, group or system to function either at the time or later. (eg accident-causing death or serious injury, suicide, a major bush fire, serious medical/injury or health emergency, use of weapons on site, actual or threats of severe physical violence). A critical incident will often involve rapid time sequences, attract media attention, and require interventions and interagency partners in order to achieve a recovery to normal operations.

A critical Incident usually involves combinations of:

- sudden and generally unanticipated events
- threatened or actual serious injury or death
- rapid time sequences
- media attention

Critical incidents usually require:

- external assistance for the intra- and/or inter-agency partners in order to achieve a recovery to normal operations
- short- and long-term interventions for individuals or groups.

Many emergencies have the potential to become critical incidents for some or all

of the participants but not all critical incidents arise from emergencies.

➤ Incident Manager:

The person responsible for the overall control of an emergency or critical incident, usually the Principal, or person delegated/nominated by the Principal.

➤ Hazard Management Agency:

The organisation designated with responsibility by legislation or in State level emergency management plans.

3. Scope

This policy applies to John Calvin School, Launceston and aligns with the *National Principles for Child Safe Organisations* and the *Tasmanian Child and Youth Safe Standards*, ensuring a child-focused approach to responding to and managing critical incidents involving children and young people.

4. Principles

4.1 John Calvin School is a safe and supportive environment where the *National Principles for Child Safe Organisations* and the *Tasmanian Child and Youth Safe Standards* are practised.

The 10 National Principles for Child Safe Organisations are:

- 1. Child safety and wellbeing is embedded in organisational leadership, governance and culture.
- 2. Children and young people are informed about their rights, participate in decisions affecting them and are taken seriously.
- 3. Families and communities are informed and involved in promoting child safety and wellbeing.
- 4. Equity is upheld and diverse needs respected in policy and practice.
- 5. People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.
- 6. Processes to respond to complaints and concerns are child focused.
- 7. Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.
- 8. Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.
- 9. Implementation of the national child safe principles is regularly reviewed and improved.
- 10. Policies and procedures document how the organisation is safe for children and young people.

The Tasmanian Child and Youth Safe Standards mirror the National Principles but also include:

- The Universal Principle for Aboriginal Cultural Safety: organisations must provide an environment that ensures the right to Cultural Safety of Aboriginal or Torres Strait Islander children. Cultural safety can be understood as an environment or relationship where:
 - Aboriginal and Torres Strait Islander children and young people feel safe to be themselves
 - their Aboriginality is respected
 - their sense of self and identity is nurtured and encouraged.
- The Reportable Conduct Scheme, which requires leaders of specific organisations to:
 - notify the Independent Regulator upon becoming aware of conduct related to child abuse involving an adult worker (this is called reportable conduct), and
 - conduct investigations (they may engage an investigator).

4.2 John Calvin School owes a duty of care to their students, staff and others who may visit the school or be involved in school activities.

4.3 John Calvin School takes 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

4.4 Establishing an effective Crisis Management Plan requires a whole of school community approach and the school's plans for more routine kinds of emergencies such as fire evacuation or school lockdown (see JCS Emergency policy)

4.5 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.

4.6 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 the school.

4.7 The most common means of communication is an email to teachers and school staff members. Such communications should be made as quickly as feasible and should be done in a clear and open manner (providing all known information.) A brief summary (not too much detail) of actions that have taken place in relation to the incident in the school also need to be included so that everyone in the school is completely up to date.

In turn, teachers and staff are directed to inform students, doing so with concern and care so as to calm and clarify. If possible, students should be informed in small-group settings where questions can be answered, rumours clarified, and concerns addressed.

This standardized statement of events will be a support for staff as they may be asked questions about the incident by students and members of the broader community. In this case they are able to provide the information supplied on the statement and nothing further (unless advised). Where staff is feeling pressured for further information, they are advised to refer the matter to the Principal.

It is hoped that the standardised statement of events will serve to quell unsubstantiated gossip and talk from students and community members alike.

If the event is a difficult one more than one such statement may be required to regularly update the school community.

5. **Procedures**

All responses to critical incidents will be guided by the principles of child safety, including:

- Empowering children and ensuring their voices are heard (National Principle 2; Tasmanian Standard 2)
- Ensuring child safety is embedded in leadership, governance, and culture (National Principle 1; Tasmanian Standard 1)
- Responding to incidents in a culturally safe, transparent, and accountable manner (National Principle 5; Tasmanian Standards 4 & 6)

Procedures

RESPONDING TO EMERGENCIES AND CRITICAL INCIDENTS

Please note that all emergencies and critical incidents in schools must be handled promptly, by considering the following:

Assess:

- Student safety
- Staff safety
- Community safety
- Danger to property
- Need for emergency services

Evacuate:

- Who? All persons in danger or likely to be in danger.
- Where to? Designated assembly area – i.e. top of driveway in front of church
- How? Via the designated route or the safest possible route.

Incorm:

- Principal
- Teachers & Support Staff
- Chairman of the Board
- Students
- Parents
- Pastoral Team of the Free Reformed Churches
- Other schools in council area
- Other agencies in council area
- Other agencies: eg psychologist
- Advise the Office of Education Registrar (OER) if a student
 - (a) dies as a result of an incident while in the care of the school; or
 - (b) is hospitalised as a result of an incident while in the care of the school and that hospitalisation continues for more than 3 days.

Organise:

- Support
- Resources
- Notices/statements

Undertake:

- Recovery
- Review

N.B. All employees must be mindful of their responsibility for confidentiality related to emergencies and critical incidents.

Remember A E I O U

CRISIS INTERVENTION

EMERGENCY MANAGEMENT PLAN

The purpose of this plan is the

- ✓ prevention of;
- ✓ preparedness for;
- ✓ response to and good management of;
- ✓ recovery from; and
- ✓ review of

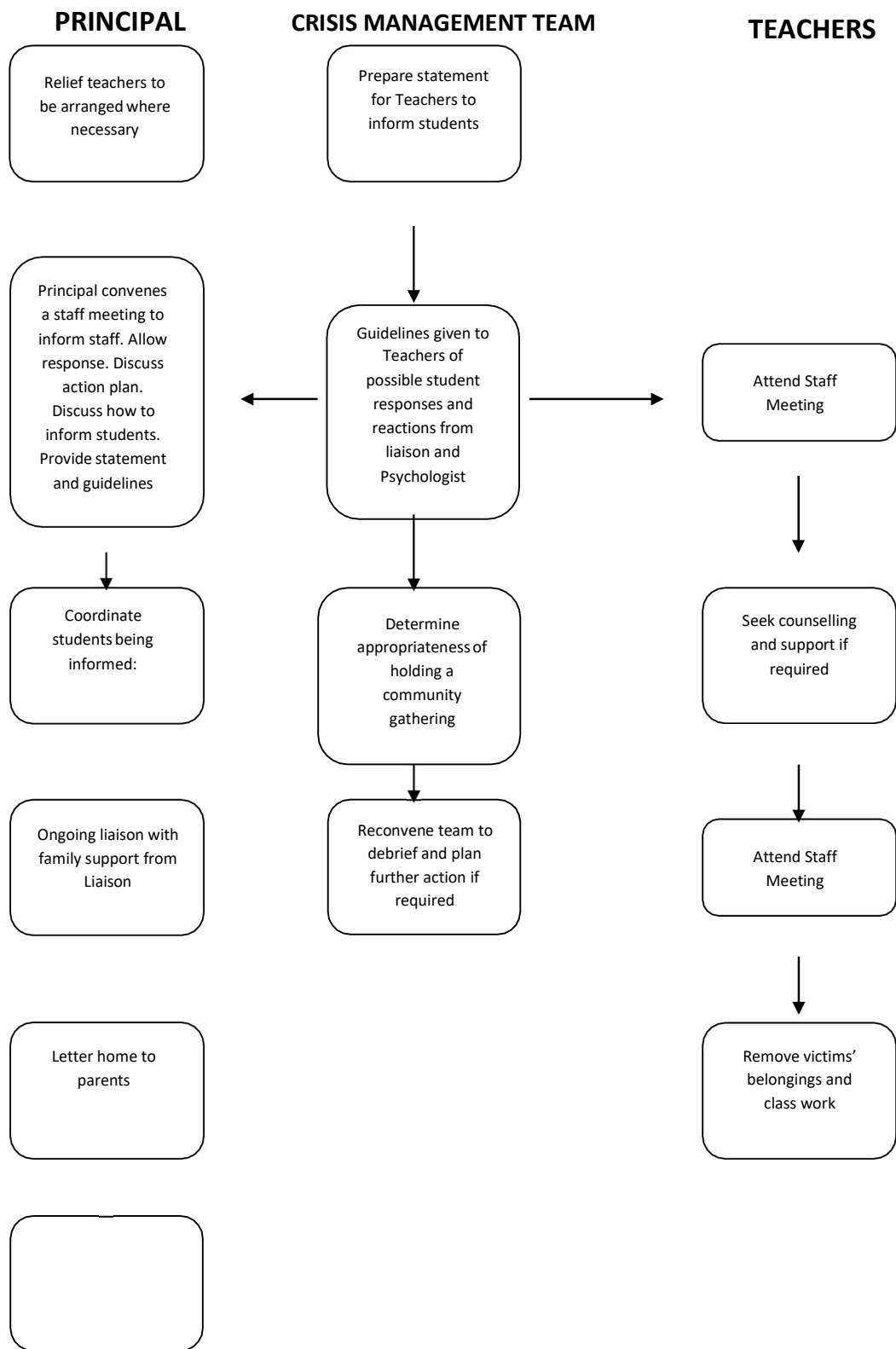
Emergencies and Critical Incidents which impact on the school, in order that:

- ✓ injury is prevented, minimized or effectively dealt with.
- ✓ trauma and distress to students and staff and damage to property are minimized.
- ✓ there is containment of effect of a critical incident on the school community.
- ✓ the school is returned to normal functioning as quickly as possible after the event.
- ✓ likelihood of further traumatic incidents occurring is minimized.

ACTION TIMELINE THAT KEEPS US WELL PREPARED ANNUALLY

- ✓ Staff familiarisation with Emergency Plan, Excursion procedure, Behaviour Policy, Child Protection Policy, Anti-bullying and harassment Policy, Duty of Care Policy.
- ✓ Evacuation/Fire Drills (March & September)
- ✓ Risk Management update and planning
- ✓ Review and update of the plan

This plan must be part of the induction/orientation procedure of any new staff & relief teachers.



CRISIS MANAGEMENT TEAM

Name	Position	Contact number	Work
Mr Daniel Coote	Principal	0400 580 028	6344 3794
Mrs Karen Wielstra	Business Manager	0408 121 529	6344 3794
Mrs Monica Kooistra	Administration Officer	0418 569 194	6344 3794
Mrs Chelsea Lyons	Administration Officer	0478 744 497	6344 3794
Mr Colin Mulder	School Board Chair/Public Officer	0409 341 445	6334 1444
Dr Wes Bredenhof	School Pastoral Care / Church Pastor	6344 4384	0484 620 869
Launceston General Hospital	Launceston	6777 6777	6777 6777
Ambulance	Launceston	000	000
Fire Brigade	Launceston	000	000
Police	Launceston	000	000
Mrs Karen Wielstra	Team Leader, Workplace Relations	0408 121 529	6344 3794
Chris Connelly	Armstrong's Insurance Brokers	0448 993 116	6331 5455
Mrs Lisa Taleghani	Well-being officer	0408 920 793	6344 3794
Abbey George	Lawyer - TCCI team Workplace relations – TCCI Team	0419 115 269	62363600 62363600

EMERGENCY MANAGEMENT TEAM

Principal: Daniel Coote

Pastoral Care: Rev Wes Bredenhof

Admin Officer: Karen Wielstra

Air/Media Liaison Officer: Colin Mulder (FRSA Board Chair)

School Well-being officer: Lisa Taleghani

Emergency Organisational Structure – Crisis Management Team

Emergency Co-ordinator	Principal	Daniel Coote
First Aid Co-ordinators	Administration officer	Monica Kooistra Chelsea Lyons
Communications Liaison	FRSA Board Chair	Colin Mulder
Control Centre	Business Manager	Karen Wielstra
Assembly Areas	Front of Church – top of driveway	
Wardens Teachers / Admin/Student Support	Hannah Coote	Jo Hart
	Sam deRuiter	Laurence Huizinga
	Irene Eilander	Dini Plug
	Nick Gunnink	Evelin Sutcliffe
	Karen Wielstra	Lisa Taleghani
	Cassie Kroeze	Ross Ten Haaf
	Steph Jonker	Emily Alaimo

First Aid Certificate Holders (24 as at May 2025)

Ratio of Certificate holders to students is 1: 5

➤ Daniel Coote	➤ Emily Alaimo
➤ Hannah Coote	➤ Lisa Taleghani
➤ Samuel DeRuiter	➤ Karen Wielstra
➤ Ross Ten Haaf	➤ Evelin Sutcliffe
➤ Jo Hart	➤ Monica Kooistra
➤ Laurence Huizenga	➤ Chelsea Lyons
➤ Irene Eilander	➤ Courtney Graafland
➤ Nick Gunnink	➤ Ingrid Mulder
➤ Amy Eilander	➤ Sonya Van Winden
➤ Chandell Dekker	➤ Karen Wielstra
➤ Gerrit Brouwer	➤ Wilma Veldhuis
➤ Chelsea Lyons	➤ Monica Kooistra
➤ Stephanie Jonker	➤

EVACUATION POLICY

The following procedure will take place when an evacuation of the school buildings is ordered.

1. Warning will be given by the Principal or delegate by the continuous sounding of the school alarm, or that failing, the continuous ringing of the bell throughout the school grounds. This will indicate an emergency requiring an evacuation of the school.
2. Staff, on hearing the "alert" signal, will instruct all students in their direct charge to proceed to the emergency evacuation point. (If there is no power a bell will be used as the signal). Staff will ensure that no students go to their bags, to the toilets or return to their classrooms. (Each teacher will take the class roll.)
3. Staff and students are asked to exit out of rooms quickly in an orderly manner via one of the following EXIT points.
 - Move quickly to the meeting point/s
 - Staff check all students in your care have left the building
 - Students to remain under supervision of staff and await instructions
4. Students not in their classroom at the time of evacuation are not to go back to their room but are to go in an orderly manner to the assembly point, and then report to their teacher.
5. All other teachers conducting library, music or any other in-school activity will follow the same procedures as above and take children in their care directly to the assembly point.
6. If an emergency is announced during recess or lunch times, all staff will assist in directing students to the appropriate assembly areas.
7. Before proceeding to the assembly area. The Principal, Deputy Principal, and the appointed wardens will check to ensure no one has been left behind. Particular attention must be given to the 'First Aid' room.
8. No students will be permitted to collect clothing or personal effects located in any part of the school building. No one is to return to the school buildings for any reason.
9. All school personnel, including visitors, will follow the same procedure. If safe to do so, an administration staff member will remain by the telephone.

10. At the assembly point, the teachers and wardens will check the roll to ensure that all students are accounted for and then await further instructions. The Principal or another nominated person will check with each class teacher for any missing students.
11. The First Aid Co-ordinator will collect the First Aid kit, check sick room and the toilets. They will then report to the Emergency Co-ordinator at the assembly point.
12. The Admin Officer will collect information from Rapid Global visitor register, Student and Staff lists file, mobile phone and take Emergency Keys. The Admin Officer will then proceed to the assembly area where they will assist the Emergency Co-ordinator.
13. No one should move or interfere with any vehicle unless instructed to do so by the Senior Fire Brigade Officer, or Senior Police Officer present at the incident.
14. Only after the all clear has been given to each individual class teacher by the Emergency Co-Ordinator will staff and students be allowed to return to their classrooms and place of work.

Generally, fires are not to be fought. The first responsibility is to safely evacuate the students and any other persons in your care.

EVACUATION

EMERGENCY SIGNAL

SIREN

Continuous for at least 1 minute
or
Bell

1. Obey the Teacher/Staff Member
2. Do Not Panic – Listen & Look
Keep quiet so that all information may be heard
3. Go to Emergency Assembly Point in front of church on top of driveway
4. Tell Teacher or Staff Member if someone is missing.
5. Wait for Instructions

TO BE DISPLAYED IN ALL ROOMS WITH EVACUATION MAP

EVACUATION PROCEDURE

CONTINUOUS SIREN of 2 tones

Wee, waa ,wee, waa,wee, waa with a background single continuous tone.

In case of fire or emergency which requires evacuation,

- **The school alarm will sound, OR the school bell will be rung.**
- **Staff and students are asked to exit out of rooms quickly in an orderly manner via one of the following EXIT points and move toward the emergency evacuation point**
- **Move quickly toward the emergency evacuation point which is at the top of the driveway in front of the church**
 - **Staff check all students in your care have left the building**
 - **Students to remain under supervision of staff and await instructions.**

LOCK DOWN PROCEDURE

ANNOUNCEMENT:

John Down please report to the office

**When this announcement is made twice, please lock your
doors and await further instructions.**

WHEN AT EVACUATION SITE

When at the assembly area conduct a head count of students and mark your roll/students list. Then, wait until you are conducted by the designated Emergency Warden for a student attendance check and ensure all students remain in the Evacuation Area.

STANDARD FIRE ORDER

Any person discovering or notified of a fire should:

- Assist anyone in immediate danger (if safe to do so)
- Close all doors and isolate smoke & fire
- Raise the alarm by contacting admin or reception-
warning signal is then activated, and the fire is reported to
the Emergency Services
- Administration to phone Emergency Services

**REMAIN AT ASSEMBLY AREA IN CLASS GROUPS UNTIL THE ALL
CLEAR IS GIVEN**

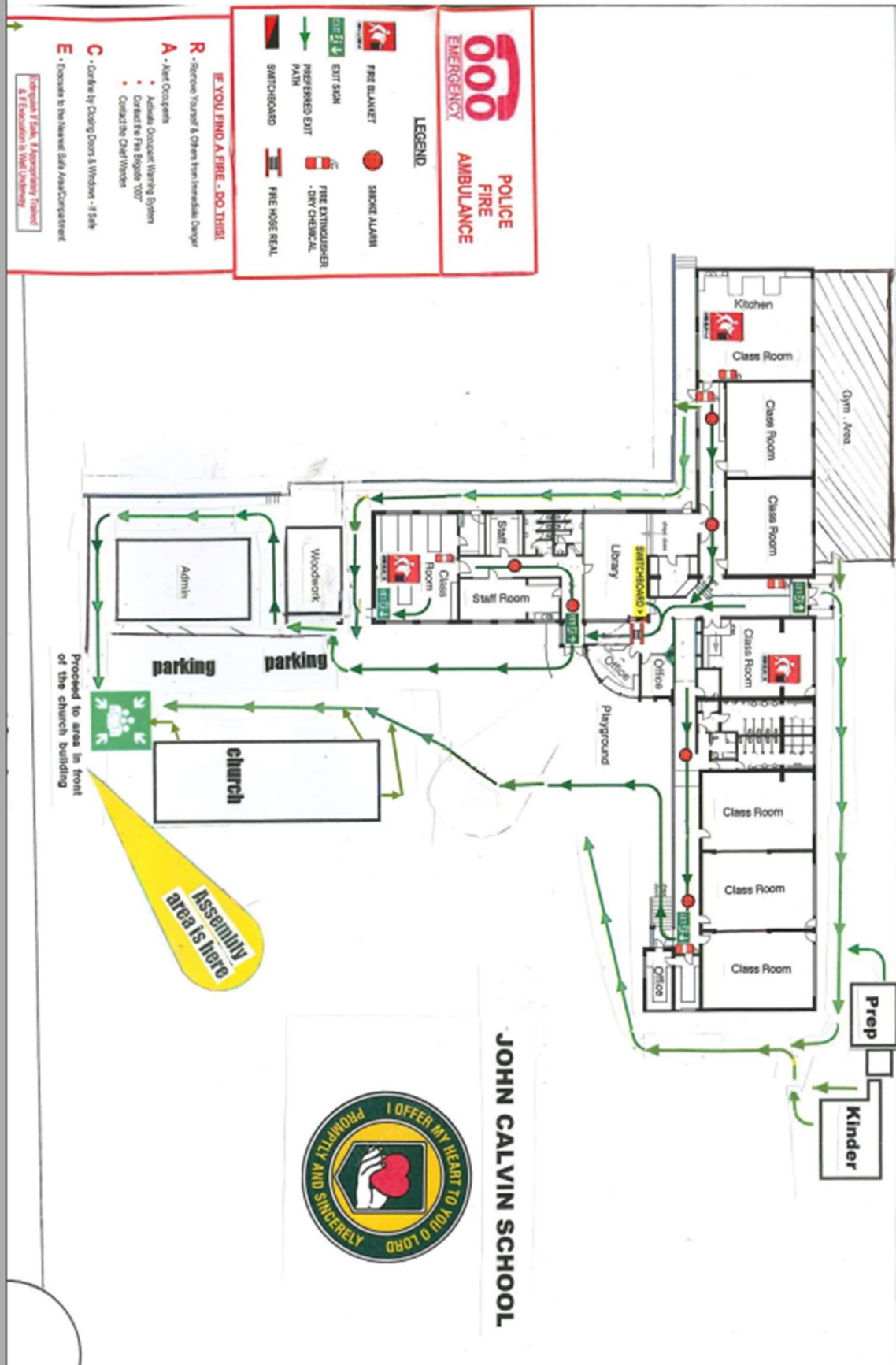
WARDEN TASKS

EMERGENCY PROCEDURE

	TASKS	NAME	RESULT
1	Make sure Emergency Services are contacted (Admin to ring)	M Kooistra, C Lyons/ K Wielstra	
2	Meet Visitors, Late staff & Students	M Kooistra, K Wielstra/C Lyons	
3	Meet Emergency Services & Direct to Appropriate Area	Daniel Coote	
4	Check Toilets	I Mulder /S VanWinden/C Dekker/SJ Groenewold	
5	High School/Woodwork Room	S deRuiter, L Huizinga, K Wielstra, D Plug, D Coote	
6	Primary School Year 5/6	N Gunnink	
7	Primary School Year 4	R TehHaaf	
	Primary School Year 3	A Eilander	
8	Primary School Year 1/2	E Sutcliffe/ C Graafland	
9	Prep demountable	J Hart	
10	Kinder	H Coote	
11	Library/ Gym	W Veldhuis/C Lyons/D Plug	
13	PS toilets, Sick Room/Staff rooms	I Mulder /S VanWinden/C Dekker/SJ Groenewold	
14	Resource Room	I Mulder /S VanWinden/C Dekker/SJ Groenewold	
15	Staff & Student Attendance Check (<i>A list of absent staff members must be available to the Coordinator from Admin</i>)	M Kooistra, C Lyons, K Wielstra	
13	GIVE ALL CLEAR TO STAFF & STUDENTS TO RETURN TO BUILDINGS OR OTHER DIRECTIONS AS REQUIRED	D Coote	

EVACUATION MAP

EMERGENCY EVACUATION DIAGRAM



Management of Emergency/ Critical Incident

(on or off school site)

Stay at incident site where possible

1. Notify emergency services
(Ambulance, Police, Fire Service etc)
2. Administer First Aid where appropriate.
3. Notify Principal/ Assistant Principal/ School.
4. Ensure safety of those in your care by
 - ✓ Evacuation if required.
 - ✓ Providing proper supervision.
 - ✓ Screening and securing incident site.
 - ✓ Discouraging onlookers.
 - ✓ Leaving rescue to the experts.

MAJOR DISASTER HAZARDS

In the event of a major disaster, all personnel are reminded of these associated hazards.

a) In a fire:

- I. Smoke and toxic gases
- II. Bare electric wires (burnt)
- III. Exploding glass, asbestos etc
- IV. Collapse of roof and walls
- V. Exploding flammable liquids

b) Subterranean disturbance:

- I. Walls collapsing
- II. Overhead wires, stands, poles falling
- III. Other falling debris

c) Storm (high winds):

- I. Flying debris, roof tiles or sheets of tin
- II. Glass windows blowing in (or out) (especially large glass areas)
- III. Overhead wires, circuits etc
- IV. Falling trees, branches

d) Explosion:

- I. Flying glass and other objects
- II. Subsequent weakened structural components
- III. Possible subsequent fire

FIRE EMERGENCY PROCEDURE

1. Evacuate immediate vicinity (Refer to Evacuation Procedure)
2. Raise the alarm
3. Partial or complete school evacuation at the discretion of the Principal

The Principal will contact Emergency Services : TELEPHONE : **000**

SEVERE STORM/CYCLONE EMERGENCY PROCEDURE

(minimal to reasonable warning time)

1. BEFORE THE STORM OR CYCLONE SEASON

- Have tree branches trimmed well clear of buildings.
- Have roofs, guttering and downpipes checked and cleaned.
- Have a portable radio with fresh batteries.
- Clear grounds of loose objects that could cause damage during high winds.
- If located near sea level in a cyclone zone, in case of 'storm tide' warning - identify the nearest safe high area.

2. UPON FIRST WARNINGS (including EVACUATION)

- Listen to local radio for further warnings and reports.
- Secure all doors/windows and tape (cross fashion 'x') or cover windows.
- If a severe thunderstorm approaches, disconnect all electrical appliances.
- In the case of cyclones, if a local evacuation warning is issued, turn off electricity, gas etc, assemble all staff and follow instructions from emergency services.

3. WHEN THE STORM/CYCLONE STRIKES

- Ensure everybody stays inside away from windows and skylights.
- Do not use the telephone (lightning danger).
- Listen to the portable radio for weather updates.
- During cyclones, beware the calm 'eye'. Everybody must remain inside until advised by emergency services or weather bureau that danger has passed.

4. AFTER THE STORM/CYCLONE PASSES

- Listen to radio for warnings and reports of disruption to services.
- Check buildings for damage and evacuate if in dangerous condition.
- Before moving outside, check for: damage to neighbouring buildings; fallen power lines; debris; and flooded water courses.
- For emergency assistance contact Tas State Emergency Services.

TOXIC SPILLS EMERGENCY PROCEDURE

1. Evacuate immediate vicinity (Refer to Evacuation Procedure)
2. Raise the alarm
3. Partial or complete school evacuation at the discretion of the Principal
4. Admin team will contact Emergency services: TELEPHONE number: **000** or **Hospital 6777 6777**
5. **OUTSIDE TOXIC SPILLS**

UPON FIRST WARNINGS

When alerted by phone or emergency warning

- Move all students, visitors and staff into building immediately.
- Close all external doors. Close blinds across windows and seal ventilators.
- Turn off air conditioners, including pilot lights.
- Occupy rooms furthest from the emission source area.

GAS LEAKS EMERGENCY PROCEDURE

1. Evacuate immediate vicinity up wind of leak (Refer to Evacuation Procedure)
2. Raise the alarm
3. Partial or complete school evacuation at the discretion of the Principal
4. Admin Team will notify Authorities – Telephone: **000**.

EARTHQUAKE EMERGENCY PROCEDURE

1. Take shelter under tables, desks or other such objects that will offer protection against falling debris or stand in open doorway.
2. Do not leave cover until ordered to do so by an announcement by persons having authority – Emergency Co-ordinator.

3. *DO NOT RUN OUTDOORS* DURING AN EARTHQUAKE

This category concerns action to be taken during a major earthquake. Perhaps the most important thing is to remain calm and try to reassure others. Think carefully of the consequences of any action you wish to take.

In the event of an earthquake, the safest place is an open space away from the building. However, it is usually a mistake to run from the building during an earthquake. If in danger, a table or desk provides shelter, as does a corner away from windows, or strong doorway. These places offer the best possible protection from falling debris and the strongest part of a room.

Falling plaster, bricks, light fixtures and other objects must be watched as well as high bookcases, cabinets, shelves and other furniture, which might slide or topple. Stay away from windows, mirrors and chimneys.

If caught outside during an earthquake, do not run through the school where danger could be very great. Avoid high buildings, walls, power pylons and other objects, which could fall. If in a car, stop in an open area away from buildings.

EARTHQUAKE ACTION PLAN

In the event of an earthquake:

1. Take shelter under tables, desks or other such objects that will offer protection against falling debris or in an open doorway.
2. Do not let personnel run outdoors. Falling debris, electrical wires etc may cause extremely dangerous conditions.
3. After event, check with main control centre.
4. Evacuate area if safe to do so and on the instructions from main control area.
5. See that first aid is given to injured staff, children and visitors
6. Report building damage and also injuries to the Control Centre, also injured, broken water or gas mains, lights out et

AFTER AN EARTHQUAKE

- This category concerns actions to be taken after a major earthquake has occurred. First, check for injured people. If people are found seriously injured, do not attempt to move them unless they are in danger of being injured further. After further checking for injuries, you should survey the damage to the buildings and, in particular, check for fire and fire hazards.
- Shoes must be worn when treading near areas of debris or broken glass. Check utility lines and appliances for damage. If gas leaks are suspected, shut off the main valves and notify the appropriate responsible person – Emergency Co-ordinator. Electrical power should also be shut off if there is any breakage.
- All building damage should be immediately reported to the admin office or appropriate responsible person and their instructions adhered to. Do not use machines, lights, open flame appliances or electrical equipment when gas leaks are suspected. All or any of these can ignite gas escaping from broken pipes.
- If electrical cables are exposed, do not touch the cable or the objects covered by the wires, thus avoiding the danger of electric shock. If the water supply is off or contaminated and emergency water is needed, supplies can be obtained from water heaters, toilet tanks or melted ice cubes. Do not permit flushing of toilets until checks have been made to see that sewerage lines are intact.
- There are no rules that will eliminate earthquake danger. Nevertheless, damage and injury can be greatly reduced if everyone in an earthquake-stricken area follows the simple basic safety rules above.

BOMB THREAT EMERGENCY PROCEDURE

The Threat Itself

It is important to realise that the actual threat is the only connection that we have with the perpetrator of the hoax or the actual placing of the explosive device. The overwhelming majority of bomb threats are conveyed over the phone. Therefore, it is important that we utilise this aspect as a means to try to identify and apprehend the offender.

It is of absolute prime importance that the receiver of the call records the exact message as given by the caller and hold the caller on the line as long as possible.

To assist in keeping the caller in conversation, a recommended procedure is to have a prepared list of questions, so worded as to elicit more specific information about the location of the device. (Refer to Bomb Threat Check List).

The bomb threat must now be evaluated for its potential authenticity. Factors involved in such an evaluation are formidable, and any subsequent decision is often based on little reliable information. During this decision-making process, until proven otherwise, each threat should be treated as though it involved an actual explosive device, even though bomb threats in which an explosive device is present comprise a small percentage.

Building Search

Searching a building for an explosive or incendiary device is a complex operation. This kind of search is more difficult than others because of the necessity for thoroughness, the element of danger, and the seemingly unlimited number of places in which a bomb can be hidden. The task is worsened by the fact that the bomb can almost be any shape, form or colour. Leave this to the experts but be aware of areas that it could be hidden.

<p><i>THE GOAL OF THE SEARCH IS TO LOCATE AN OBJECT, WHICH IS FOREIGN TO A GIVEN SETTING, UNUSUAL IN APPEARANCE, HIDDEN FROM VIEW OR OF QUESTIONABLE OWNERSHIP.</i></p>
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Methods of Searching

Approach the search area with caution and pay particular attention to areas where entrapment devices may be concealed eg under shrubs, on window ledges, behind signs, in letter boxes, rubbish bins etc.

Concentrate initially upon the room or place designated in the bomb threat and observe the following procedures.

1st Search

Search from floor level to waist height eg under and on chairs, tables and cabinets, under rugs and mats. Start and finish at a common point.

2nd Search

Search from waist to ceiling eg light fittings, behind blinds, window ledges, wall decorations, tops and interiors of cupboards, etc.

3rd Search

Check ventilators, air conditioning, ducts, manholes and ceiling areas.

Important Note

- If no particular area has been specified in the bomb threat, concentrate initially in areas accessible to the public.
- In unspecified threats, always start at the lowest floor level and work up within the building.

LOOK FOR ANY OBJECT THAT DOES NOT BELONG IN THE AREA

Do not disturb or handle any suspect object.

Note well such objects and report immediately to the Principal.

The object:

- size
- colour
- apparent material used as container
- where located
- any indication used to point out location – paper with arrow, chairs placed around object.

Response by Receiver of call

- Record the exact wording and nature of the threat
- Ask questions on the Bomb Threat Checklist (Attached)

Response by Personnel

- Notify Police (request trace of call)
- Assess seriousness of threat
- If evacuation is necessary, check exit routes for suspicious objects, then follow your agreed evacuation plan
- **DO NOT USE MOBILE PHONES**

TELEPHONE THREATS (RESPONSE CHECK LIST)

RESPONSE BY RECEIVER OF CALL

1. Record the exact wording and nature of the threat.
2. Ask the following questions and record the answers.

Date:

Time:

Duration:

No. called:

GENERAL THREAT

What are you threatening to do?.....

Why are you making this threat?.....

When do you intend to carry it out?.....

Do you intend to telephone again?.....

What is your name?.....

BOMB THREAT

When is the bomb going to explode?.....

Where did you put the bomb?.....

When did you put it there?.....

What does the bomb look like?.....

What kind of bomb is it?.....

What will make the bomb explode?... ..

Did you place the bomb?.....

Why did you place the bomb?.....

What is your name?.....

Where are you?.....

What is your address?.....

IDENTIFYING/LOCATING THE CALLER

(Tick appropriate boxes)

Caller's Voice/Locating

- | | | | |
|---------------------------------|--------------------------------------|-------------------------------------|---|
| <input type="checkbox"/> Male | <input type="checkbox"/> Slow | <input type="checkbox"/> Slurred | <input type="checkbox"/> Deep breathing |
| <input type="checkbox"/> Female | <input type="checkbox"/> Rapid | <input type="checkbox"/> Nasal | <input type="checkbox"/> Cracking Voice |
| <input type="checkbox"/> Old | <input type="checkbox"/> Soft | <input type="checkbox"/> Stuttering | <input type="checkbox"/> Disguised |
| <input type="checkbox"/> Young | <input type="checkbox"/> Loud | <input type="checkbox"/> Lispering | <input type="checkbox"/> Accented |
| | <input type="checkbox"/> Laughing | <input type="checkbox"/> Raspy | <input type="checkbox"/> Familiar |
| | <input type="checkbox"/> Emotional | <input type="checkbox"/> Abusive | <input type="checkbox"/> Inconsistent |
| | <input type="checkbox"/> Well Spoken | <input type="checkbox"/> Incoherent | <input type="checkbox"/> Irrational |
| | <input type="checkbox"/> Foul | <input type="checkbox"/> Recorded | <input type="checkbox"/> Message read by caller |

Background Noises

- | | | |
|--|--|--|
| <input type="checkbox"/> Street Noises | <input type="checkbox"/> House Noises | <input type="checkbox"/> Clear |
| <input type="checkbox"/> Crockery | <input type="checkbox"/> Motor | <input type="checkbox"/> Muffled |
| <input type="checkbox"/> Voices | <input type="checkbox"/> Aircraft | <input type="checkbox"/> Static |
| <input type="checkbox"/> PA System | <input type="checkbox"/> Office Machinery | <input type="checkbox"/> Fading |
| <input type="checkbox"/> Music | <input type="checkbox"/> Factory Machinery | <input type="checkbox"/> Local |
| <input type="checkbox"/> Music | <input type="checkbox"/> Animal Noises | <input type="checkbox"/> Long Distance |

☐ Other details

- 3 Follow pre-arranged telephone procedures to assist in tracing the call. (e.g. leave phone off the hook, notify police using another telephone)

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RESPONSE BY PERSONNEL

Make hand symbol for 'bomb' to communicate to staff

1. Notify police (Request trace of call)
 2. Assess seriousness of threat
 3. If evacuation is necessary, check exit route for suspicious objects, then follow your agreed evacuation plan – (Refer to Crisis Response Plan)
- DO NOT USE MOBILE PHONES.**

COPY OF THIS PAGE TO BE PLACED ABOVE TELEPHONES IN ADMINISTRATION AREA OF SCHOOL

EMERGENCY TELEPHONE CONTACT NUMBERS

It is vitally important that all incoming telephone calls from parents are directed to the school's normal phone number 63443794

ORGANISATION	CONTACT NUMBERS
AMBULANCE	000
COMMUNITY MENTAL HEALTH - North	1800 332 388 03 67774985
CRISIS CARE – Uniting Care Tas ▪ Emergency Relief service Hobart	1300 366 611 62341296
ELECTRICITY – EMERGENCY	132 004 1300 555 727
MENTAL HEALTH EMERGENCIES	1800 322 388
LAUNCESTON CITY COUNCIL	63233000
FIRE – EMERGENCY	000
GAS - EMERGENCY	180 2111
HOSPITAL	6777 6777– LGH 6166 8308 – RHH
POISONS INFORMATION CENTRE	131 126
POLICE - EMERGENCY	000
CHILD PROTECTION SERVICE – TAS	1300 737 639
DEPT HEALTH AND HUMAN SERVICE - TAS	1300 135 513
STATE EMERGENCY SERVICE - TAS	03 6173 2700
FLOODS AND STORMS	132 500
TAS PROTECTIVE SERVICE – CHILD PROTECTION	03 6272 0134
TASWATER	136 992
LAUNCESTON POLICE STATION (24 HOURS)	03 6230 2111
CRIME STOPPERS TASMANIA	1800 333 000
DEPT OF EDUCATION - TAS OFFICE	1800 816 057
WINDSOR PSYCHOLOGY SERVICE (CARLY EDMUNDS)	63272947
HEADSPACE	1800 650 890
BEYOND BLUE	1300 224 636
KIDS HELP LINE	1800 55 1800
Lifeline	13 11 14
Samaritan Youth Line TAS	1300 364 566
Uniting Care TAS – Crisis Care	62 341296 1300 366 611

**HAZARD MANAGEMENT AGENCIES
(HMA LIST BY HAZARD)**

The following list of hazards/emergencies identifies the HMA responsible for that hazard/emergency. The hazards/emergencies identified are by no means exhaustive and will be added to as required.

SER	HAZARD/EMERGENCY	HAZARD MANAGEMENT AGENCY
1	Air Transport Emergencies	Tas Police Service
2	Dam Break (including major hydraulic structures)	TASWATER
3	Earthquake	State Emergency Service
4	Exotic Animal Disease	Department of Agriculture
5	Fire (CALM Managed Land)	Gazetted Fire Districts: Fire and Emergency Services Authority Other: Department of Conservation and Land Management
6	Fire (Rural and Urban)	Gazetted Fire Districts: Fire Department and State Emergency Services (S.E.S.) Other: Department of Environment and Conservation (D.E.C)
7	Flood	State Emergency Service
8	Fuel Shortage Emergencies	Office of Energy
9	Hazardous Materials Emergencies (including radioactive materials)	Fire and Emergency Services Authority
10	Human Epidemic	Department of Health
11	Land Search and Rescue	TAS Police Service, State Emergency Service
12	Landslide	Fire and Emergency Services Authority
13	Marine Oil Pollution	Department for Planning and Infrastructure
14	Marine Transport Emergencies	Department for Planning and Infrastructure
15	Nuclear Powered Warships	Tas Police Service
16	Offshore Petroleum Operations Emergencies	Department of Minerals and Petroleum Resources
17	Rail Transport Emergencies	Tasrail
18	Road Transport Emergencies	Tas Police Service

19	Sea Search and Rescue	State Emergency Service
20	Space Re-Entry Debris	Tas Police Service
21	Storm/Tempest	State Emergency Service
22	Tropical Cyclone	State Emergency Service
23	Tsunami	State Emergency Service

HAZARD MANAGEMENT AGENCIES (HMA LIST BY AGENCY)

AGENCY	HAZARD
Department of Primary Industries, Parks, Water and Environment	<ul style="list-style-type: none"> Exotic Animal Disease
Tas Parks and Wildlife	<ul style="list-style-type: none"> Fire (CALM managed land other than in Gazetted Fire Districts)
Department of Health & Human Services Tas	<ul style="list-style-type: none"> Human Epidemic
Department of Primary Industries, Parks, Water and Environment	<ul style="list-style-type: none"> Offshore Petroleum Operations Emergencies
Department for Planning and Infrastructure	<ul style="list-style-type: none"> Marine Oil Pollution Marine Transport Emergencies
Tas State Emergency Service	<ul style="list-style-type: none"> Earthquake Fire (CALM managed land in Gazetted Fire Districts) Fire (Rural and Urban in Gazetted Fire Districts) Flood Hazardous Materials (including radioactive materials) Landslide Storm/Tempest Tropical Cyclone Tsunami
Local Government Authorities	<ul style="list-style-type: none"> Fire (Rural and Urban in areas other than Gazetted Fire Districts)
Department of State Growth/Energy	<ul style="list-style-type: none"> Fuel Shortage Emergencies
Tas Police	<ul style="list-style-type: none"> Air Transport Emergency Land Search and Rescue Nuclear Powered Warships Road Transport Emergencies Sea Search and Rescue Space Re-entry Debris
Tas Water	<ul style="list-style-type: none"> Dam Break

A. John Calvin School Emergency Information Form

Date of incident:	
Time:	
Recorded by:	
What happened?	
Who was involved?	
Location:	
When:	
Reported by:	
Names of witnesses:	
Who else knows about the incident?	
Which emergency services have been contacted?	
Name of attending Police officers:	
What is known of extent of injuries or deaths?	

Has news been confirmed?	By whom?	
Have family been contacted?	By whom?	
Do other family members know?	Who?	
Has permission been obtained to release information?	Who authorized?	
Have other actions been taken?	Describe?	

Board Chairperson notification:

Date:	Time:	By whom?
-------	-------	----------

Emergency meetings called:

Admin Staff at:		am/pm
EMT at:		am/pm
Other-		am/pm
Other-		am/pm

Emergency Management enacted

Date:	Time:
-------	-------

Other information:

Date:	Time:
-------	-------

Signed:

**B. John Calvin School Emergency Management Team
Report to Board Chairperson**

School:	
Date of Report:	
Description of incident (include date, time, place):	
Immediate actions by EMT:	
Describe assistance provided by Emergency Services:	
Describe assistance provided by other community agencies/organizations:	
Follow-up which has occurred/is occurring:	
With students:	
With faculty/staff:	
With parent(s)/guardian(s) of student(s) involved:	
With community:	
Recommendations to improve responses to such emergencies in the future:	
Principal:	
Signature:	

* Attach a list of students directly involved in the emergency including their grade and parents' names, addresses, and phone numbers.

C. John Calvin School Evaluation of EMT



Emergency Management Team (**EMT**) would like your input to help us evaluate the effectiveness of the response to the recent school emergency. Please take a few minutes to complete the form below, before returning it to the Principal.

Please “tick” the response that reflects your opinion of the following:

		Insufficient	Adequate	Very sufficient
1.	Amount of time allocated to intervention:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Unhelpful	Adequate	Very helpful
2.	Assistance to teachers:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Assistance to the Administration staff:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Negligible	Adequate	Thorough
4.	Communication with parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Communication with teachers and staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Ineffective	Adequate	Very effective
6.	Effectiveness of EMT responses in meeting student needs:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Insufficient	Adequate	Excellent
7.	Support and direction to teachers and staff:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Support to families:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Delayed	Adequate	Timely
9.	Time taken by EMT to respond to the emergency:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Limited	Adequate	Excellent
10.	Thoroughness of EMT response:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please tick the boxes which best describe your reactions to the EMT intervention:

- | | |
|-------------------------------------|---------------------------------------|
| <input type="checkbox"/> Satisfied | <input type="checkbox"/> Positive |
| <input type="checkbox"/> Helpful | <input type="checkbox"/> Dissatisfied |
| <input type="checkbox"/> Angry | <input type="checkbox"/> Negative |
| <input type="checkbox"/> Ambivalent | <input type="checkbox"/> Receptive |
| <input type="checkbox"/> Grateful | <input type="checkbox"/> Hostile |
| <input type="checkbox"/> Relieved | <input type="checkbox"/> Apathetic |

Please describe any major reactions students had to the **EMT** response, which should be considered next time.

Please comment on any aspects of the response you found very helpful, or areas which you think, should be reviewed for next time.

No identification is required.

Send to: Principal



D. Incident Report Form

ACCIDENT / INJURY / ILLNESS

(Circle one of these)

(This form is to be completed by persons involved in assessment/treatment of any student where litigation might result subsequent to an accident/illness occurring at school.)

School:	JOHN CALVIN SCHOOL, LAUNCESTON
Address:	53 HOWICK STREET, LAUNCESTON TAS 7250
Student Name:	
Date of Birth	
Age in Years:	
Home Address:	
Telephone No:	
Date of Incident:	
Time	
<u>Incident Details</u>	
Where	
What	
How	
Other Witnesses:	
Outcome/Follow up:	
Parent Informed:	Yes / No
Principal Informed:	Yes / No
Name of First Aid Administrator:	
Action Taken:	
Signature:	
Date:	



E. Media Release Preparation Form

To be released by the Principal or Media Liaison Officer (**MLO**).

Prior to releasing the names of any victims, check with Police. Before releasing information consider the privacy rights of the victims' families.

Nature of Activity	
What Happened	
Where it Happened	
When it Happened	
Who was involved Names of injured and current condition. Rescuers	
Why it Happened	
Include some information about the school (e.g. Christian, Secondary,) Precautions taken: Safety Record:	

F. John Calvin School - Staff Skills Inventory

(To be conducted annually)



Name: _____

Please tick any of the following in which you have expertise or training, and complete the form below:

[] 1. Emergency response

[] 2. First aid

[] 3. CPR

[] 4. Fire fighting

[] 5. Search and Rescue

[] 6. CB Radio

[] 7. CISD (Critical Incident Stress Debriefing)

[] 8. Counselling

[] 9. Driver's Licence Number: _____ Class: _____

_____ (Please attach copy including back and front)

[] 10. Mobile Phone which could be used in an emergency. N^o: _____

[] 11. Bi/multilingual language(s) _____

[] 12. Other (specify) _____

G. John Calvin School - Student Interview Risk Screening



Full Name	
Gender	
Date	
Referred by	
Culture	
Interviewed by	

Interview Outline

(Ask for details, clarifications of thoughts and feelings)

A. Degree of Risk?

1. Where were you when the event occurred?

Directly involved

On-site

In neighbourhood

Out of area

2. What did you see or (hear about)?

3. How do you feel now?

B. Other Factors

1. How well do you know the victim(s)?

2. Have you or any of your family had a similar experience?

3. How do you think this will affect your family?

C. Is response in Proportion to Degree of Risk?

D. Reaction to Event

1. Do you think you could have done anything to prevent this incident?

2. What are you angry/guilty about?

3. Do you want to "get even" or seek revenge?

E. Concerns/Problems

1. What is bothering you now?

2. Have there been any changes in your life or routine because of the event?

3. What is the most pressing problem?

F. Plan of Action

1. What has worked for you in the past when there has been a problem?

2. What is the problem you would like to work on now?

3. What is the first step you can take?

G. Support

1. Who would you like to help you?

2. To whom can you go amongst your family and friends?

3. What will you do when you leave school today?

4. WOULD YOU LIKE TO TALK AGAIN?



H. EMM – Sample Announcements

Sample Announcements to Students

1. Sudden Death 1

"As many of you are aware, we were sorry to hear that "Dot Dix", a grade 7 student, died on Monday from injuries sustained in a car accident. The funeral arrangements have not been completed. As soon as we learn the funeral plans, they will be announced. Those of you who want to discuss your feelings about "Dot's" death should receive permission from your teacher to go to the *designated room*. Help will be available throughout the day. Let us have a minute's silence to pray for "Dot" and his/her family."

2. Sudden Death 2

"It is with great sadness that I advise you all that "Dot Dix", a Grade 7 student died last night in a car accident. Details of the accident are not known at this time. When the information is available, I will pass it on.

The next few days will be particularly difficult for many of us who knew and loved "Dot". Feelings of grief may be overwhelming. We all grieve differently; you may feel angry, sad, confused, or guilty. You may not be able to explain how you feel – but you know you are hurting inside. You are encouraged to share your thoughts and feelings with family and supportive friends

"Dot's" funeral is being held at the Church on Friday morning. A funeral is where we remember and celebrate the life of a person who has died.

Let's take a minute now to pray for "Dot" and his/her family.

The school offers its support to you all. Please feel free to visit the principal/assistant principal should you need to talk with someone."

3. Sudden Death 3

"On Sunday, "Dot Dix" a student in grade 8, died suddenly. We are all saddened by this loss. We pray for "Dot" and his/her family at this difficult time. A loss like this can cause many strong feelings. It is good to talk to someone about these feelings. We recommend that you speak to your parents about this and share your reactions. It is important to let your parents know how you feel.

You may also find it helpful to speak to a person or your minister who is sensitive to this need."

4. Sudden Death 4

"We have just learned of a tragedy involving a member of our school. Sadly "Dot Dix" a student in grade 7 has died/has been in a serious accident. When more information is available, we will pass it on to you. Staff will be available to help support those of you who are finding it tough dealing with this situation. Your teachers will advise you of the location and times available for this support."

"As soon as we know the family's/families' wishes regarding the funeral, we will share that information with you."

5. Sudden Death 5

"Sadly. "Dot Dix", a Grade 7 student has died unexpectedly. Details of "Dot's" death are not available at the moment. When they become available, you will be informed.

We all grieve differently. You are encouraged to share your thoughts and feelings with family and supportive friends

Because you may have very confusing emotions over the next week or so, the school offers its support to you all. Please visit the principal/vice principal or your minister should you want to talk to someone about how you feel.

Our thoughts and prayers are for "Dot's" family during this sad time".

*******N.B. The word suicide cannot be used until confirmed by the Coroner. *******

In the event of a suicide or death from a crime, it is advisable to contact the Coroner's Counselling Service, before issuing a statement to students or parents.

6. Suicide 1

"Sadly, "Dot Dix", a Grade 7 student has died unexpectedly. Details of "Dot's" death are not available at this time.

We all deal with death differently. You may feel angry, sad, confused, or guilty. You may not be able to explain how you feel – but you know you are hurting inside. You are encouraged to share your thoughts and feelings with family and supportive friends

This was "Dot's" choice and it is important to remember that he/she is responsible for making the decision he/she did. You are not responsible."

This kind of death does not need to happen. Research suggests that the suicidal person thinks death is the only way out, to end their unbearable emotional pain.

There are other options, and we all need to realise that there are many skilled people who are available to help someone feeling lost, isolated, confused, or desperate.

The school offers its support to you all. Please visit the principal/assistant principal, a teacher you trust or your minister, should you want to talk to someone about how you feel.

Our thoughts and prayers are for "Dot's" family during this sad time".

7. Suicide 2

Sadly, "Dot Dix" a student in grade 7 died Saturday afternoon.

We extend our sympathy and prayers to "Dot's" family and friends.

This is an appropriate time to focus on the finality of death. "Dot's" death reminds us that the taking one's life is not an appropriate solution to any of life's problems nor is it a final act of courage.

We all deal with death differently. You may feel angry, sad, confused, or guilty. You may not be able to explain how you feel – but you know you are hurting inside. You are encouraged to share your thoughts and feelings with family and supportive friends

The school offers its support to you all. Please visit the principal/vice principal, a teacher you trust or your minister should you want to talk to someone about how you feel. The funeral service for "Dot" will be held on, and there will not be a memorial service at school. Expressions of sympathy may be sent to (name and address). Our thoughts and prayers are for "Dot's" family during this sad time".

8. Suicide 3

"Sadly "Dot Dix" a grade 7 student died suddenly last night. It seems that "Dot" took his/her life, but this will need to be confirmed by the Coroner.

When arrangements for the funeral are known, we will inform you of the details, and of the family's wishes with regard to attendance.

It is a very sad time, especially for “Dot’s” close friends and/or relatives who will need support and comfort. We may need your help to identify these people.

We all grieve differently. You may feel angry, sad, confused, or guilty. You may not be able to explain how you feel – but you know you are hurting inside. You are encouraged to share your thoughts and feelings with family and supportive friends

The school offers its support to you all. Please visit the counselling team should you need to talk to someone.

The school will be conveying our condolences to “Dot’s” family

Our thoughts and prayers are for “Dot’s” family during this sad time”

Sample Letters to Parents

9. Unexpected Death 1

“Dear Parent(s)/Guardian:

Sadly, the school has experienced a tragic incident. One of our students in year 7, “Dot Dix”, died unexpectedly last night. “Dot” was an outstanding person, loved by the whole school community. His/her death will cause great distress to many students and staff.

In response to the expected outpouring of strong emotions of sadness and grief, I have made available to staff and students the principal/assistant principal, a teacher you trust or your minister. Persons seeking help will have an opportunity to express their feelings in a supportive and caring environment.

The school has information available (on request) which parents may find useful in understanding their child’s reactions to this event. If you think your child needs additional counselling help, please contact for the numbers of organisations that will assist you.

Please contact me regarding any of your concerns.

We remember “Dot” and his/her family in our Prayers.

Sincerely

10. Unexpected Death 2

“Dear Parent(s)/Guardian:

Sadly, I inform you of the death of “Dot Dix” a Grade 8 student. “Dot” died from injuries sustained in a fall during football training, last Wednesday.

We can expect that students will have different reactions to the news of “Dot’s” death. Reactions may include fear, sadness, numbness, anger, helplessness, guilt.

In response, to the expected outpouring of strong emotions, I have made available to staff and students the resources of principal/assistant principal, a teacher you trust or your minister. Persons seeking help will have an opportunity to express their feelings in a supportive and caring environment.

Likewise, I encourage you to discuss your child’s feelings and reactions with them.

We remember “Dot” in our Prayers.

Sincerely,

The Principal

- 11. Unexpected Death 3

"Dear Parents,

Sadly we learned late yesterday, that, "Dot Dix", one of our grade 7 students, passed away while undergoing tests for a mysterious condition. I asked each teacher to read a brief message to the class, informing them of "Dot's " death, and what happened.

I have made available the principal/assistant principal, a teacher you trust or your minister, to support students requiring immediate assistance.

I recommend that you follow up and discuss "Dot's" death with your child, to determine how he/she feels and ascertain any fears or anxieties that may be present.

Please contact us if you think that your child would benefit from talking with a Priest or member of our Counselling team.

The teachers, staff and students extend our deepest sympathy to the "Dix"

family. I am sure we will miss "Dot's" very much. He/she was a dear friend to

many of us

We remember "Dot" in our Prayers.

Sincerely,

The Principal."

- "Dear Parents 11. 12 Unexpected Death 4

Sadly, "Dot Dix", a grade 7 student was in a vehicle accident on Thursday evening. It appears that a car crossed over the traffic island to the wrong side of the road and hit "Dot", who died instantly.

"Dot's" death is a tragic loss for our school community. I am deeply affected by this tragedy, as is the whole school community. I ask you to make every effort to comfort and support "Dot's" family as they attempt to deal with their feelings of sorrow and grief as they come to terms with what has happened.

One can only imagine how they must all feel.

I have made available the principal/vice principal, a teacher you trust or your minister to support students, staff and members of "Dot's" family, for as long as there is a need.

We remember "Dot" in our Prayers.

Sincerely,

- 13 Bus accident

The Principal." This morning, there was an accident involving a school bus and a vehicle. Fortunately, there were no injuries sustained by students or the passengers in the vehicle. However, some children did witness the incident.

The principal/assistant principal, the minister and administration staff spoke with all the children involved, to

ascertain their physical and emotional state. Parents were then contacted. Your child was on the bus and may have a delayed reaction to the accident.

Please be aware of the signs of a delayed reaction over the next few days:

- ☐ Anger outbursts.
- ☐ Crying.
- ☐ Depressed/sad.
- ☐ Difficulty concentrating.
- ☐ Headaches
- ☐ Loss of appetite.
- ☐ Nausea
- ☐ Withdrawal.
- ☐ Quieter than normal.
- ☐ Sleeping problems and nightmares.
- ☐ Temper tantrums.

If your child exhibit any physical symptoms, contact me, so an accident report form can be completed. The school is offering counselling support to students requiring assistance. The counselling team is also available to parents requiring counselling support themselves.

Please contact me should you have the need.

Sincerely,

The Principal.”

Convening a Parent Meeting

“Dear Parents:

“Last week’s” emergency has impacted on the whole school community. This unfortunate incident shows us that the school is vulnerable to a range of influences unless we work together to design processes that provide better outcomes.

I am therefore inviting all parents to a special meeting on “Friday the 6th” in

The purpose of the meeting is to “table” the draft safety and emergency policy and ascertain the views of the community. It is very important that the school community has it’s say regarding this document prior to implementation.

In attendance will be representatives from staff; Police Department; and the Board. Should you require further information, please contact me.

Sincerely,

The Principal.”

Sample Emergency Pick up Procedures Letter

John Calvin School has developed an Emergency Management Policy(**EMP**) to help it respond more effectively to an emergency situations. This is done in compliance with both the Board and Government requirements. The **EMP** is concerned with the welfare and safety of your child during school hours. The policy is available for perusal at School office.

Should an emergency occur during school hours, it may be necessary to keep your child in the care of school staff, until it is safe to release him/her. At which time, your child will only be released to parents or properly authorised persons. Therefore, please list as many names, (with telephone numbers and addresses) as possible, of the persons to whom you would allow your child to be released in the event of an emergency.

Please notify the persons on the list that you have authorised them to collect your child in an emergency situation, should you be unable to do so.

Rest assured, that no child will be released without proper authorisation.

Sincerely,

The Principal.”

Sample Appreciation Letter

“Dear Person’s Name:

I would like to thank you for your assistance during the recent emergency at

Your support enabled the school community to successfully negotiate an extremely difficult situation for both students and staff.

Working together as well as we did is gratifying indeed.

Sincerely,

The Principal.”

Sample Media Release

“Date

As reported in today’s “Daily Newspaper” “Dot Dix”, a grade 7 student at John Calvin School, died suddenly yesterday evening. The exact circumstances surrounding “Dot’s” death are unclear at this time. The Coroner is conducting an investigation and will release the findings in due course.

The school counselling team are assisting students and their families through this time of sadness.

I have sent a letter to the school community, informing announcing “Dot’s” death and advising them of the support systems available through the school.

Principal name.”

6. References

- Australian Human Rights Commission. (2018). *National Principles for Child Safe Organisations* <https://humanrights.gov.au>
- Tasmanian Government. (2023). *Child and Youth Safe Standards and Framework* <https://oir.tas.gov.au/about/child-and-youth-safe-standards>
- Tas State Emergency Service <https://www.ses.tas.gov.au>

7. Related Documents

- Child Protection Policy
- Emergency Policy
- Emergency fire Evacuation Procedure
- Lockdown Procedure
- Spill Kit Procedure
- Excursion/Activity and Events Form
- Accident/Incident Reporting Form

School Overview (Baseline Assumptions)

- **Student population:** 118 students
- **Grade levels:** Kindergarten through Year 10 (K–10)
- **Average class size:** 10–15 students
- **Classrooms:** 8–10 rooms typically
- **Adjoining church building:** Available for temporary use, has hall space, meeting rooms, kitchen, and bathrooms

SCENARIOS & RECOVERY PLANS

Scenario 1: Single Classroom Inoperable (e.g., minor fire, water damage, HVAC failure)

Impact:

- One class of ~11 students displaced

Recovery Actions:

- Relocate the class to:
 - An unused classroom (if available)
 - A multipurpose room or library
 - Church meeting room (if no internal spaces are free)
- Teachers bring portable teaching resources
- Adjust lunch/recess supervision schedules if staff is affected

Timeframe:

- Recovery within 1–3 days for temporary relocation
- Repair goal: 1–2 weeks

Scenario 2: Two or Three Classrooms Inoperable (e.g., storm damage, localized flooding)

Impact:

- Up to 40 students affected
- Limited internal space availability

Recovery Actions:

- Use church facilities:
 - Set up two or three classrooms
 - Use side rooms for smaller classes
- Bring portable whiteboards, laptops, screens and stationary
- Coordinate movement of students to limit disruption (e.g., staggered breaks)
- Use buddy class system (e.g., merge year levels temporarily for certain subjects)

Timeframe:

- Temporary church use: up to 4 weeks
- Medium-term repairs start simultaneously

Scenario 3: Partial Building Damage (e.g., fire damages one wing or floor)

Impact:

- 4–6 classrooms impacted (~60–70 students)
- Potential loss of staff room, admin offices

Recovery Actions:

- Immediate move of affected classes to church facilities
- Prioritize younger years (K–3) for closest locations
- Use available rooms in unaffected building areas
- Temporarily use digital resources (laptops, tablets) to limit classroom material needs
- Rotate classes in the church if limited space (e.g., AM/PM shifts)

Timeframe:

- Full recovery: 4–8 weeks
 - Temporary solution ready within 2–3 days
-

Scenario 4: Entire School Inaccessible (e.g., severe damage, structural risk)

Impact:

- Full evacuation needed
- School building off-limits for days or weeks

Recovery Actions:

- Church becomes primary temporary school:
 - Use hall for large group activities (assembly, shared learning)
 - Divide space with mobile partitions
 - Use all available rooms creatively (admin in vestry/office, classrooms in breakout rooms)
- Coordinate portable toilets or increased sanitation support if needed
- Seek local council or education department assistance for mobile classrooms (if duration > 3 weeks)
- Online learning hybrid approach (especially for older grades)

Timeframe:

- Emergency relocation: 1–2 days
 - Temporary school operations: Up to 8–12 weeks
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Scenario 5: Disaster Occurs During School Hours

Impact:

- Urgent evacuation, possible student injuries or panic
- Communication disruption risk

Recovery Actions:

- Execute practiced evacuation plan to front of church (designated muster point)
- Use church hall as temporary safe zone
- Staff trained in first aid provide support until emergency services arrive
- Notify parents via emergency SMS/email system
- Continue classes in church building after hazard clearance if school inaccessible

Post-incident:

- Counselling and trauma support for students and staff
- Review safety drills and building inspection

Supporting Documentation

Disaster and Communication Tool Kit, Disaster Recovery Plan and Business Continuity Plan

- Maintain updated contact lists (parents, emergency contacts)
- Backup of school data stored (if any) as currently it is offsite/cloud
- Portable PA system or loudspeakers

Equipment List for Church-Based Operations

- Whiteboards, markers
- Student desks or folding tables (if extra tables are needed to the ones already in place)
- Emergency first aid kits
- Wi-Fi access (already in place)
- Laptops/tablets (especially for upper primary and high school)

Staffing Adjustments

- Relief staff for flexible scheduling
- Combine compatible year levels temporarily if necessary (e.g., Year 3–4)