INTRODUCTION
The Emergency Action Policy outlines the process to be used in any emergency situation or critical incident, viz;

- dealing with death
- assault
- accident/injury
- storm/flood
- attempted suicide
- outbreak of disease
- siege/hostage/firearms incident
- mail procedures/bomb threat
- earthquake/building structure collapse
- leakage of hazardous materials
- fire
- electrical equipment failure
- transport accident
- disappearance or removal of a student.

Emergency Action is documented through:

1. **The Emergency Action Procedure** (see Appendix A)
   The Emergency Action Procedure is the same in every area of Kilparrin.

2. **The Emergency Action Response (Stop Wait Go chart)** (see Appendix B)
   The Emergency Action Response (Stop Wait Go chart) has procedures specific to the identified area in which it is placed.

3. **The Evacuation and Assembly Point Map** (see maps in each room)
   The Evacuation and Assembly Point Map directs people to assembly points specific to the identified area in which it is placed. (See Appendix C for identified Assembly Area/s)

All staff have a responsibility to ensure that primary and secondary emergency exits are known by all adult occupants and not blocked in any way.

All staff need to familiarise themselves with the Emergency Action Plan and the specific instructions for their work area/s.

DECS SCHOOL CARE EMERGENCY RESPONSE FLOW CHARTS
Flow charts have been published by DECS to guide and assist staff in their response to specific emergency situations.

Copies of these flow charts are filed in red folders marked Emergency Management and are placed by all telephones.

**Note:** These folders must be kept within easy access to telephones at all times

CRITICAL INCIDENT MANAGEMENT
The Kilparrin Critical Incident Management Team comprises the Principal, OHS&W Representative and the School Fire Warden.

The School Care Checklist: When an Incident Occurs (see Appendix D) will be used as a guide to Critical Incident Management.

DECS SCHOOL CARE EMERGENCY AND CRISIS MANAGEMENT
The DECS documents Preparedness, Response and Recovery are included for staff reference in Appendix E and in the Emergency Management folders.

RECOVERY and DEBRIEF
The Principal will monitor the emotional consequences of damage or threat to the school on learners and staff, and will seek the appropriate support for anyone needing post trauma support. (See Appendix F for further information relating to debriefing)
STAFF WORKING ON OTHER SITES
Kilparrin Statewide Support Services staff and KELC staff will familiarise themselves with the Emergency Action Plan and Procedures for each site they visit.

INVACUATION (OR LOCKDOWN)
This is the most probable incident-generated emergency response.

“An invacuation may be undertaken for any number of serious situations. These may include a severe storm, a gas leak or fire in the vicinity of (but not at) the school or the presence of a person or persons who may present a threat to those to whom you have a duty of care…

The invacuation procedure is best facilitated where people are able to be placed in a room or structure that can be sealed reasonably well. In the case of protection from potentially violent offenders barricading the doors once people are inside (must) be considered.

(An) invacuation should not be undervalued as in many cases the need is more urgent than an evacuation.”  Fire Safety Officer Training Course 2006 workbook

At Kilparrin the signal for an Invacuation is;
- continuous short beeps
- amber visual alarm

ALL CLEAR signal is 10 second siren and blue visual alarm

EVACUATION
If an emergency occurs at Kilparrin it may be necessary to evacuate people to the assembly area.

To enable all occupants to be evacuated safely requires strict adherence to procedures to ensure that the evacuation process can be carried out quickly and efficiently. However, Kilparrin has a purpose built architectural design to lower the need for an evacuation procedure. EVACUATION IS NOT THE FIRST RESPONSE TO A GENERATED ALERT.

The Emergency Action Plan (including the Stop Wait Go chart) is placed on a wall in every room at Kilparrin and is the correct response to any generated alert.

At Kilparrin the signal for an Evacuation is;
- continuous siren
- red visual alarm

ALL CLEAR signal is 10 second siren and blue visual alarm

EMERGENCY DRILLS
A drill will be implemented every term.

In accordance with Australian Standard 3745 emergency action plan drills without notice are not recommended.

SCHOOL FIRE WARDEN/s
Kilparrin has two School Fire Wardens – Louise Morpeth and Karen Colliver. They are trained to respond to their emergency control organisation duties.

The daily Kilparrin staff sign-in sheet identifies the Duty Fire Warden for that day. If no Duty Fire Warden is named the Principal/delegate assumes this role.
DUTIES: SCHOOL FIRE WARDEN
The School Fire Warden during an emergency situation is required to respond immediately to the alarm, determine what emergency procedures should be implemented and bring the Emergency Control Organisation (ECO) promptly into operation.

The School Fire Warden’s duty will be to assume control of the occupants of the whole school, from the time that an alarm is given, until the arrival of the fire service or other emergency services.

The School Fire Warden shall maintain an up-to-date list of all staff who have undertaken a Fire Extinguisher and Fire Safety training course, (and when they have undertaken it), their telephone numbers and details of their location within the school worksite.

The School Fire Warden will be a person whose duties do not require frequent absences from the building.

On hearing the alarm the school fire warden will;
- proceed to Emergency Control Point (Front Office)
- establish communications with the other School Fire Wardens on the Park Holme Campus by telephone. Assess nature and extent of the emergency
- if a false alarm, notify all staff and learners
- if there is a confirmed fire, ensure the Fire Service has been notified
- advise other schools on the Park Holme Campus of the nature and extent of the emergency
- if an evacuation is required, give instructions to the Front Office person who will sound the evacuation signal
- halt vehicular movement in car parks.

Other duties include:
Being fully conversant with their duties and responsibilities and the operation of fire fighting equipment.

Checking that;
- Fire Extinguishers are located as required
- passageways to emergency exits are kept clear at all times and rubbish is properly stored and removed as necessary
- staff and learners are aware of the procedures in case of emergency and evacuation procedure
- storage areas are maintained in accordance with Building Fire Safety Regulation (A clear space of not less than 500mm shall always be maintained below the level of any sprinkler deflectors. Heat and smoke detectors should also have clear space below them.)
- administrative support staff and teachers have been provided with adequate instructions to manage emergency calls e.g. Bomb Threat, (see red folders marked Emergency Management placed by all telephones)
- ECO equipment, such as helmets, are properly located and maintained
- information relating to fire precautions and emergency procedures is issued to all staff.


Document 3: August 2011 (Approved at Staff Meeting on 12 September 2011 )
To be reviewed in 2013 or earlier if needed
EMERGENCY ACTION PROCEDURE

1. Inform RECEPTION (213) of emergency by using the nearest phone. If no response call Principal (211) or Deputy Principal (212)

2. Identify yourself; give location, nature and severity of the emergency.

3. For whole school INVACUATION or EVACUATION siren and visual alarms will be activated:

   INVACUATION –
   Continuous short beeps
   Amber visual alarm

   If in a building, stay where you are and lock door if possible. Close blinds on outside windows.

   If outside, move to the closest secure area.

   EVACUATION –
   Continuous siren
   Red visual alarm

   Evacuate according to emergency plan and map.

   ALL CLEAR
   Normal siren
   Blue visual alarm
Appendix B

Following the SOUND OF THE EMERGENCY SIREN and ACTIVATED VISUAL ALARM

Staff and learners in the following areas:
- Classrooms
- Non Teaching rooms (offices)
- Resource Centre
- Activity Hall/Gym

STOP activities and begin to prepare for emergency response

WAIT for specific instructions (via phones) to EVACUATE or LOCKDOWN

GO to next stage – EVACUATE or LOCKDOWN

Staff and learners in the following areas:
- Withdrawal rooms
- Music rooms
- Toilets
- Independent Living Skills
- O & M Courtyard
- Fitness room
- Courtyard
- Outside

STOP activities and prepare for emergency response

WAIT for instructions from staff in rooms with phones to EVACUATE or LOCKDOWN

GO to next stage – EVACUATE or LOCKDOWN
# Appendix D

## Checklist: WHEN AN INCIDENT OCCURS

<table>
<thead>
<tr>
<th>CONSIDERATIONS</th>
<th>RESPONSIBILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AT IMPACT: Physical safety</strong></td>
<td></td>
</tr>
<tr>
<td>• Ensure physical safety of students and staff. Account for all site staff and students</td>
<td></td>
</tr>
<tr>
<td>• Send for emergency personnel</td>
<td></td>
</tr>
<tr>
<td><strong>RESPONSE First stage</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Take a few moments to stop and think</strong></td>
<td></td>
</tr>
<tr>
<td>• Appearing calm will help to give a sense of control</td>
<td></td>
</tr>
<tr>
<td>• Scan the site procedures to remind yourself what needs to be done</td>
<td></td>
</tr>
<tr>
<td>• Send for a member of the administration team</td>
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<tr>
<td>• Convene the crisis management team</td>
<td></td>
</tr>
<tr>
<td><strong>Find out the facts</strong></td>
<td></td>
</tr>
<tr>
<td>Collect information from reliable sources and ensure you are kept up to date</td>
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</tr>
<tr>
<td><strong>Assess the situation</strong></td>
<td></td>
</tr>
<tr>
<td>• What support and emergency personnel are required. Is there a need for additional teaching support</td>
<td></td>
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<tr>
<td>• Who is likely to be affected and how</td>
<td></td>
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<tr>
<td>• What needs to be communicated; to whom, by whom</td>
<td></td>
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<tr>
<td>• How will the situation be monitored</td>
<td></td>
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<tr>
<td>• What tasks need to be undertaken and by whom</td>
<td></td>
</tr>
<tr>
<td><strong>Communication Strategy</strong></td>
<td></td>
</tr>
<tr>
<td>• Ensure you have information from a direct, reliable source (Note: Only police are able to release information about fatalities)</td>
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<tr>
<td>• When emergency services personnel are involved establish clear communication lines. Clarify the location of communications centre and nominate a staff member to be the communication liaison, inform the district superintendent.</td>
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<tr>
<td>• Contact as appropriate school council chairperson, securities section, facilities, social workers, personnel counsellors etc.</td>
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<tr>
<td>• Identify a site district office / state office communication link for information co-ordination</td>
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<tr>
<td>• Decide when and how staff, families and students are to be informed</td>
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<tr>
<td>• Identify what recording processes will occur to assist in keeping track of personnel/student needs, subsequent interventions and decisions made.</td>
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<tr>
<td><strong>Communication: staff</strong></td>
<td></td>
</tr>
<tr>
<td>• Provide facts regarding the incident.</td>
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<tr>
<td>• Allocate a notice board for information updates</td>
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<tr>
<td>• Outline the proposed management plan</td>
<td></td>
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<tr>
<td>• Provide opportunities for staff to consider how they will support students</td>
<td></td>
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<tr>
<td>• Provide information about Personnel Counsellors for staff support</td>
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<tr>
<td>• Provide information for staff to inform management of issues requiring attention</td>
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<tr>
<td>• Allocate time/opportunity for staff conversation regarding any concerns they have and identify school practices that will assist in supporting the emotional well-being of the school community.</td>
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<tr>
<td><strong>Communication: students</strong></td>
<td></td>
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<tr>
<td>• Consider how students are to be informed, and by whom.</td>
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<tr>
<td>• Consider the ripple effect, and that students can be affected by an event even if they do not know the people directly involved. Young people, particularly young children are influenced by the reactions of the adults around them.</td>
<td></td>
</tr>
<tr>
<td>• Students will respond to a critical event according to a range of circumstances including their age, developmental stage, personality/disposition, experiences and perceptions of the event, the supportive environment and how the information is delivered.</td>
<td></td>
</tr>
<tr>
<td>• Assist students to identify what will help them to deal with the situation</td>
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<tr>
<td>• Provide information to students on processes for accessing support, using familiar and existing avenues wherever possible.</td>
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<tr>
<td><strong>Communication: parents</strong></td>
<td></td>
</tr>
<tr>
<td>• Determine the nature and content of communication with families</td>
<td></td>
</tr>
</tbody>
</table>
- Provide the facts of the incident and continue to update parents about the school's ongoing management plan.
- Provide information to LAP parents and other school volunteers.
- Indicate reactions students may experience.
- Provide information on sources of help.
- It may be appropriate to convene a meeting with parents/caregivers.

**Communication: the media**
- Develop a strategy to respond to media requests for information.

**Psychological Well-Being**
- Consider the emotional well-being of the school community.
- Provide, wherever possible, an environment where staff and students can safely express their thoughts and feelings.
- Consider allocating a place for flowers, photos or messages if appropriate.
- Past losses can be triggered by the crisis and increased sensitivity to current life issues may occur.
- Ensure monitoring of individuals/groups.

**Psychological Well-Being: support for those more directly involved**
- Information for immediate and/or ongoing support needs to be routinely available as it is not possible to identify who will or who will not need additional support. There may be other (previous or simultaneous) events which can impact on a person's ability to handle this situation.
- Consider providing relief staffing to allow for flexibility with staff deployment.

**End of first day checklist**
- School community has information on the event and management plan.
- People have support contacts and/or helpful information on managing stress and emotional reactions.
- Critical Incident Management team has regrouped and debriefed the day, modified ongoing plan.

### RECOVERY

**Restore school to a regular routine**
- Maintain regular updated information to all staff.
- Some flexibility may be required as some staff and students may be unable to return to normal duties/routines.
- Assist staff to create a safe, ordered environment.

**Funerals, Memorials etc**
- Leadership will need to consider staff and/or student attendance at a funeral.
- Rituals, ceremonies or memorials can be appropriate ways to honour the event life of a person's.
- If appropriate, engage in discussions with students and staff to decide on a suitable memorial.
- Consider informing and/or involving the parents/caregivers in the process.

**Anniversaries, inquests and legal proceedings**
- Special support for those affected may be needed again at the anniversary of the event.
- Seek legal advice if school staff are required to give evidence in legal proceedings.

### REVIEW

**Promoting organisational learning**
- Consider the need for an operational debrief. This needs to be done as part of the learning process and not to apportion blame.
- A range of issues may surface as a result of the critical incident. These may be issues relating to:
  - Operational e.g. a revision of crisis management policy and procedures.
  - Curriculum e.g. developing student understanding of grief and loss, developing resilience, optimism, emotional intelligence.
  - Strengthening partnerships with families, departmental support services or agencies.
  - Staff professional development, e.g. proactive responses to managing stress etc.
Preparedness

Preparedness is the planning and preparation of processes to be undertaken when a critical incident occurs. This includes training and development and links with relevant agencies and personnel.

All DECS worksites are required to have emergency procedures which describe actions to be taken during and following an emergency to ensure the safety of students, staff and visitors.

Duty of care obligations require personnel to take all reasonable steps to protect site users from risks likely to cause personal injury that could reasonably have been foreseen. Governing councils, managers and staff are responsible for ensuring site related activities are planned for, and are conducted in accordance with Department of Education and Children’s Services procedures to ensure the safety of all involved.

The obligation to undertake a risk assessment and plan for the safe conduct of activities extends to emergencies that may arise in the course of normal worksite activities.

Pre-incident planning can:

- pre-empt or interrupt the development of a critical incident
- make a life-saving difference in an emergency
- prepare staff strategically and psychologically for a critical incident
- develop a shared understanding, ownership and skill-base, increase confidence in responding to events
- provide an opportunity for families and school to clarify what processes will be used when an event occurs
- minimise the risk of acute and/or chronic psychological impact on staff and students, reduce risk of additional trauma (Nader 1990)
- reduce risk of managerial liability
- minimise interruption to the learning environment
- reduce risk of adverse publicity
- minimise risk of reduced productivity, absenteeism, diminished staff morale, damaged community reputation.

Pre-incident planning will:

- undertake assessment of potential hazards and situations (risk assessment)
- analyse potential impact and requirements to pre-empt or minimise
- identify relevant services and establish liaison
- develop a management plan and negotiate endorsement throughout worksite community
- clarify statutory and legal requirements
- identify secure areas, mobile phone policy, siren policy etc
- identify tasks and roles which will be required, and nominate position-responsibility
- identify protocols to avoid escalating risk
- develop resources in anticipation, e.g. phone numbers / phone-tree maps
- identify communication strategy during emergency and with staff, students, families, state office, support services
- identify training requirements
- review plan regularly
A Management Plan will include:

- formation of crisis response team
- identification of range of emergencies covered by the plan
- assessment of risks and hazards (potential and actual)
- procedures to secure safety of individuals and groups
- procedures for evacuation and invacuation
- site maps, floor plans, identification of alternative assembly areas
- tasks and roles to be fulfilled, and the nominated position (rather than person) to be responsible
- how information will be gathered about any local threats (e.g. toxic fumes in event of fire)
- identification of individuals with particular needs (e.g. asthma medication) to be accommodated
- contact details for emergency, medical and other support personnel, relief staff etc
- contact details for parents
- rehearsal of emergency practices
- identification of administrative supports, e.g. proforma for student movement
- communication strategy: information to students, staff, families and state office
- being prepared for interest by media
- Emergency Kit (phones, keys, batteries, torches, etc)
- measures to prevent or reduce the effects of crises
- identification of recovery processes, including review of plan
Response
Response is the action undertaken to address the operational and psychological needs of the site community to stabilize the situation. It is the activity which is carried out immediately an emergency occurs and lasts until the risk to personal safety and/or property has been removed. The emergency services have the legal responsibility for coordinating and controlling the response to most types of emergencies. The workplace maintains an ongoing responsibility for the safety and well-being of staff and students for the duration of the emergency.

At Impact
At Impact Physical safety and psychological protection are the immediate priorities.
- Take steps to end the danger and limit further physical and/or psychological injury.
- Follow site management plan on invacuation, evacuation, calling emergency services, screening areas off from view etc.
- Try to keep calm, issue clear instructions, send for back-up.
- The principal or delegate will provide the leadership for the response and recovery.

"The impact of a crisis is influenced by the degree to which organisational systems promote or hinder both the individual attempts to cope with the experience and the management of the organisation’s response.
A key aspect of traumatic incident planning is ensuring that the systems which are put in place to deal with such events are both supportive and effective". (quote Dr Douglas Paton)

Take a few moments to stop and think
- Appearing calm will help to give a sense of control
- Scan the site procedures to remind yourself what needs to be done
- Send for a member of the administration team
- Convene the crisis management team

Assess the situation
- Ensure the situation is stabilised
- Collect information from reliable sources and ensure you are kept up to date
- Meet with crisis response team. Have crisis management plan in hand
- What support and emergency personnel are required. Is there a need for additional teaching support
- Who is likely to be affected and how
- What needs to be communicated, to whom, by whom
- How will the situation be monitored
- What tasks need to be undertaken and by whom

Possible personnel / agencies to consult
- Police, Emergency Services
- Medical services, Assessment and Crisis Intervention (for mental disorder)
- Colleague Principal
- Legislation and Legal Services
- Media Liaison
- District Director, Social Worker, Guidance Officer, Personnel Counsellor Facilities
Operational Issues

- Set up command centre or space, and communication strategy
- Determine practical aids needed: whiteboard for information update, management plan etc
- Allocate of roles and responsibilities as per crisis management plan
- Identify particular tasks e.g. visit family, attend to deceased person’s locker etc
- Identify process for parent and Support personnel visit to site, and student movements
- Inform the district superintendent.
- Contact as appropriate school council chairperson, securities section, facilities, social workers, guidance officers, personnel counsellors etc.
- Determine front office support to deal with extra (and distressing) calls
- Identify gathering areas, parent meeting space, students/ staff recovery etc as required
- Identify processes to assist in keeping track of personnel/student needs, subsequent interventions, decisions made and actions taken
- Identify area for flowers, cards etc
- Timetable adjustment
- Relocation of work areas, e.g. in the case of fire-damage
- Consider how students/ staff can be linked with significant others to re-establish a sense of personal control

End of first day checklist

- Worksite community members have information on the event and site response plan.
- People have support contacts and/or helpful information on managing stress and emotional reactions.
- Emergency Management team has regrouped and debriefed the day, modified ongoing plan
- Recording processes reviewed

Consider Psychological Well-being

- Consider the emotional well-being of the worksite community. Consider (with support from social worker, guidance officer or personnel counsellor as appropriate) the nature of the event, the potential impact and how to provide information and a supportive environment.
- Provide information about (personnel counsellor) support needs to be routinely available as it is not possible to identify who will or who will not need additional support at the time or subsequently. There may be other (previous or simultaneous) events which can impact on a person’s ability to handle this situation. Some people will just need time to integrate the event, others will require specific support/interventions available from within the site or from external services.
- Consider modification of each day’s program, consider relief staff and supportive gestures (special morning tea etc). Staff may not want to be perceived as not coping and may force themselves to work. To assist recovery it can be more helpful in the long term to have temporary flexible working arrangements.
- Provide, wherever possible, an environment where staff and students can safely express their thoughts and feelings. Recovery room/s may be necessary.
- Ensure monitoring of individuals/ groups.

"An abnormal reaction to an abnormal situation is normal behaviour." (quote Victor Frankl)
Recovery

The monitoring of recovery processes facilitates the return to routine. Recovery includes reviewing policy and processes. Recovery management is most effective when there is recognition of the complex, dynamic and sometimes protracted nature of recovery processes and the changing needs of affected individuals and groups within the community. Leaders need to consider their own well-being, and seek support and debriefing, as appropriate.

Effectiveness of Recovery

The effectiveness of the recovery environment depends on:
- factual information provided about the event and its effects
- the nature of reactions and availability of support
- the extent to which the site provides a supportive environment
- whether the significance of the event is confirmed by others
- the extent to which specialist intervention and support is available

Restoring worksite to a regular routine:
- maintain regular updated information to all staff. Staff will be better equipped to handle students if they are well informed & have had opportunities to raise concerns & questions
- some flexibility may be required as some staff and students may be unable to return to full/normal duties/routines. Monitor those situations
- assist staff to create a safe, ordered environment as this will help to reassure students.
- maintain a supportive environment. Perception of supportive structures has the potential to act as a safety net & an expression of concern for wellbeing of the community.

Funerals and Memorials
- Leadership will need to consider staff attendance at funeral. Student attendance is usually a family decision.
- Rituals, ceremonies or memorials can be appropriate ways to honour the event /life of a person/s and are usually significant in comforting those distressed. The worksite may choose to have a memorial service, a plaque, the dedication of a book, trophy etc or a contribution to the site's grounds/ garden etc. In choosing, the worksite needs to consider the longer term implications of their decision, e.g. a single tree in a prominent place may not survive a holiday break potentially raising further implications for children and in some situations a memorial can be a constant reminder of a traumatic event (Dr Kathy Nader, School Disaster: Planning and Initial Interventions, 1993)
- If appropriate, engage in structured discussions with students and staff to decide on a suitable memorial. Preface these discussions with the information that the decision has to reflect the needs of the whole community and that individual wishes may not be possible.
- Consider informing and/or involving the parents / caregivers in the process.

Anniversaries, inquests and legal proceedings.
- Special support for those affected may be needed again at the anniversary (or other significant reminder) of the event. Emotions and memories may be re-experienced. For some people these times are more stressful than the original event
- Provide information about support personnel
- Seek legal advice if site staff are required to give evidence in legal proceedings. If a Coroner's inquiry is to occur, a social worker at the Coroner's court can prepare people for what they may encounter.
Promoting organisational learning

- Consider the need for an operational debrief. This needs to be done as part of the learning process and not to apportion blame.
- A range of issues may surface as a result of the critical incident.
- These may be issues relating to:
  - operational e.g. a revision of crisis management policy and procedures
  - curriculum e.g. developing student understanding of grief and loss, developing resiliency, optimism, emotional intelligence
  - strengthening partnerships with families, departmental support services or agencies
  - staff professional development, e.g. proactive responses to managing stress etc

Subsequence Critical Incidents

- A subsequent crisis may have a stronger than normal impact on the worksite and individuals. It is important to recognise the potential for cumulative stress
- Where a staff member has been strongly affected by a crisis situation (e.g. where they have lost their resources in a fire, or the death of a student in their care), a subsequent significant emotional event (e.g. missing out on a job or AST level, another fire or death) may cause the person to re-experience strong emotional reactions, particularly if the issues were not resolved at the time. In some cases post-trauma reactions will not diminish with time, and require professional help. Personnel Counsellors can provide support for any staff experiencing any degree of distress.
- Many worksites have shown that successful management of crises can result in positive change for a worksite’s community by:
  - enhancing cooperative team development and functioning
  - using the experience as a teachable moment will contribute to the development of self mastery
  - ability of adults to manage difficult situations effectively
  - increasing the participation & shared responsibility across worksite & home
Debriefing: When? Why? and How?

Debriefing – after a hazardous event or incident
It is essential to set aside time to talk about the work that you have been doing, particularly if it has been traumatic or stressful.

The person who undertakes to manage the debriefing session(s) should:
- Try to arrange the session to suit all those involved. It is thought to be best if the debriefing can take place the same day.
- Ascertain a brief, but accurate picture of the event from the group.
- Encourage each member of the group to go through how they first heard about the incident and what has happened to them since that time (this should be a personal, factual presentation).
- Give each member of the group the opportunity to talk about their feelings both during the intervention period and beyond.
- Allow the group to talk about and begin to plan the longer-term input in the school and community.

Suggested Phases of Debriefing

Phase 1: How Do You Feel?
This phase gives the staff an opportunity to get strong feelings and emotion off their chest. It makes it easier for them to be more objective during the later phases.

Begin with a broad question that invites the staff to get in touch with their feelings about the activity and its outcomes. Encourage them to share these feelings, listening actively to one another in a non-judgemental fashion.

Phase 2: What Happened?
In this phase, collect data about what happened during the activity. Encourage the staff to compare and contrast their recollections.

Begin this phase with a broad question that asks the participants to recall the incident. Create and document a chronological list of events. Ask questions about specific events.

Phase 3: What Did You Learn? or What Have We Learned?
In this phase, encourage the staff to generate and test different hypotheses. Ask the staff to identify any learnings they gained from the incident.

Asking the staff to identify any learnings they gained from the incident and for ideas or implications for future action.

Phase 5: What If?
In this phase, encourage the staff to apply their insights to new contexts. Use alternative scenarios to speculate on how to manage a similar situation in the future.

Begin this phase with a similar scenario and ask the staff to speculate on how they could manage the incident. Invite staff to offer their own scenarios and discuss them.

Phase 6: What Next?
In this phase, ask the staff to undertake action planning. Ask them to apply their insights to develop systems to be put in place to deal with future similar events that are both supportive and effective.

Ask the staff how they will change their behaviour as a result of the insights gained from the activity.

People don’t learn from experience; they learn from reflecting on their experience.
Recovery
The monitoring of recovery processes facilitates the return to routine. Recovery includes reviewing policy and processes.

Recovery management is most effective when there is recognition of the complex, dynamic and sometimes protracted nature of recovery processes and the changing needs of affected individuals and groups within the community.

Effectiveness of Recovery
The effectiveness of the recovery environment depends on:
- factual information provided about the event and its effects
- the nature of reactions and availability of support
- the extent to which the site provides a supportive environment
- whether the significance of the event is confirmed by others
- the extent to which specialist intervention and support is available

Restoring worksite to a regular routine:
- maintain regular updated information to all staff
- some flexibility in deployment of staff and/or students may be required
- assist staff to create a safe, ordered environment as this will help to reassure students.
- maintain a supportive environment. Perception of supportive structures has the potential to act as a safety net and an expression of concern for well being of the community.

Promoting organisational learning
- Consider the need for an operational debrief. This needs to be done as part of the learning process and not to apportion blame.
- A range of issues may surface as a result of the critical incident.
- These may be issues relating to:
  - school operations - review policy and procedures
  - curriculum - developing resiliency, optimism, emotional intelligence
  - strengthening partnerships with families, DECS support services or other agencies
  - staff professional development - e.g. student behaviour management, proactive responses to managing stress etc

Subsequence Critical Incidents
- A subsequent crisis may have a stronger than normal impact on the worksite and individuals. It is important to recognise the potential for cumulative stress
- Where a staff member has been strongly affected a repeated or similar incident may cause the person to re-experience strong emotional reactions, particularly if the issues were not resolved at the time.
- Personnel Counsellors can provide support for any staff experiencing any degree of distress.
- Many worksites have shown that successful management of crises can result in positive change for a worksite’s community by:
  - enhancing cooperative team development and functioning
  - using the experience as a teachable moment will contribute to the development of self mastery
  - ability of adults to manage difficult situations effectively
  - increasing the participation and shared responsibility across worksite & home