Flowchart of Response for Critical Incident and Emergency Management

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- Catholic schools have a responsibility to provide a safe and supportive environment for staff, students, visitors, contractors and volunteers.
- The wellbeing of students, staff visitors 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.
- An emergency differs from a critical incident in that while a critical incident may involve individual injuries, it is usually an isolated event without wider safety consequences for the school community.
- A critical incident may, however, cause emotional and psychological distress during and/or after the incident for those directly involved or for the wider community.

Process for Critical Incident Response

Taken from Critical Incident Management: Catholic Education Office, Diocese of Sale

Version 1a-February 2017

A critical incident may be defined as an event which causes disruption to an organisation or significant danger or risk, resulting in a situation where staff, students, and parents may feel unsafe, vulnerable and distressed either emotionally or psychologically. Some critical incidents may result from emergencies occurring outside the school environment such as serious injury to student whilst holidaying with family. This may affect teachers and students in ways in which the school needs to address. A critical incident may not necessarily require emergency response.

Critical incidents that may affect the office community include:

The death/serious injury of a student, staff member or school community member.

The destruction of the whole, or part of the school.

The murder of a student, staff member or school community member.

Death or misadventure on a school excursion.

Students witnessing serious injury or death.

Staff member, student, sibling or parent suicide.

Flooding or other natural disasters.

Terminal illness of a member of the school community.

Use of violent weapons in the school.

Outsiders coming into school and being aggressive to students and staff.

Disappearance of a student or staff member or school community member.

Social abuse of students or staff members where safety is compromised.

Major vandalism.

Media coverage of issues in a way which creates concerns in the school community.

Process for Emergency Management Response

Taken from Catholic Schools Emergency Management Manual REVISED EDITION (v1.5) October 2017

Emergency management is the discipline of preventing and dealing with risks. It involves preparing for emergencies before they occur, responding to emergencies when they occur and supporting and rebuilding after an emergency.

Emergency management is a dynamic process that can be described as:

The process of planning to prevent impacts of an emergency.

Preparing for the broadest range of emergencies.

Being able to respond safely, quickly and effectively to an emergency.

Being prepared and capable of recovering from an emergency.

An emergency is an actual or imminent event that endangers or threatens to endanger life, property and/or the environment and requires an immediate, significant and coordinated response.

Emergency Management Plans need to address a range of emergencies, such as but not limited to:

Bushfires

Internal fires and smoke

internal files and smoke

Severe storms and internal flooding

Pandemics and communicable diseases

Earthquake

Chemical hazard or gas leak

Violent incidents
Bomb threats

Road accident or any other accident

Acts of terrorism

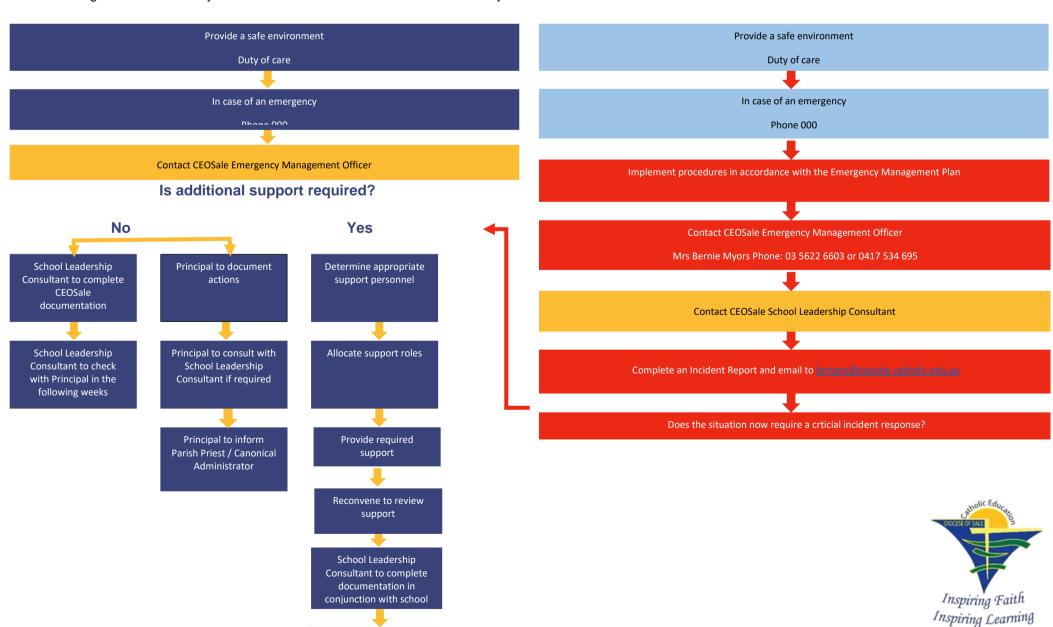
A hi-jack, siege or riot

Disruption to an essential service

Diocese of Sale Catholic Education Limited

Catholic Education Office, Diocese of Sale

6 Witton Street Warragul Vic 3820



Principal and School

Leadership Consultant

reconvene to debrief