1. Managing After a Critical Incident
   a) Goals
      (i) Manage immediate situation.
      (ii) Shorten disruption period.
      (iii) Reduce likelihood of post traumatic stress disorder.
   b) Suggested Strategies
      (i) Follow Debriefing or Defusing Models according to the nature of the accident/incident (see below for guidelines on both).
      (ii) Allow ventilation of feelings in a comfortable safe setting.
      (iii) Assure that they are normal emotional responses to given situation.
      (iv) Provide support and permission to feel and ventilate.
      (v) Give information and reassure.
      (vi) Referral for Counseling if people get stuck.
   c) Debriefing Model – Aim of Debriefing
      (i) Allow initial ventilation of reactions.
      (ii) Provide stress related information.
      (iii) Reduce acute stress.
      (iv) Normalise the incident reaction.
      (v) Perhaps obviate the need for formal debriefing.
      (vi) Introduction Phase: Explanation and orientation to the process – explain why we are here and brief description of the next six stages to come in process.
      (vii) Fact Phase: Each individual describes briefly what happened from her/his perspective.
      (viii) Thought Phase: Each participant discusses their first thought during the incident.
      (ix) Reaction Phase: Taps into each individual’s reaction to the incident – “How did you react when you came off automatic pilot”? 
      (x) Symptom Phase: Describes the cognitive, physical, emotional and behavior signs and symptoms that have accompanied or followed the incident.
      (xi) The Teaching Phase: Emphasises the normality of their experiences and provides information on the recovery process. This may be partially assisted by having heard the “reality” of others.
      (xii) Re-entering Phase: Wrap-up process, opportunity for final comments and positive notes.

Inform Students in smallest groups possible:
   (i) Incident
   (ii) School activities; eg memorials – services etc
   (iii) Counselling availability – where, when, how.

Contact parents or families of students at risk.
Allow discussion in class. Accept student ideas for response.
d) **Defusing as Compared with Debriefing**
Defusings have the introductory phase, fact phase, teaching phase and re-entering stage.

Defusings are performed after the incident and not on the scene of the incident. Ideal time frame is 3 – 4 hours post incident to the end of the same day. The key is immediate intervention otherwise debriefing is essential.

Defusings are a group process.

**Format for Defusing:**
(i) Introduction – ask the group to tell you what happened.
(ii) Ask the group “What was the worst part”?
(iii) Allow discussion on “worst part”. Offer information on possible signs and symptoms of stress they may or may not experience and information on what they can do about it. Perhaps copy some information from these guidelines.
(iv) Allow outpolling of feelings. Acknowledge the feeling, validate the feelings and move on. Do not probe or dwell.
(v) Keep defusing informal, short (45 minutes) but to the point. Do not allow the Defusing to lapse into a critique of operations.

e) **Understanding the Impact of Trauma and Coping Aids for Traumatic Stress**
(i) Structure your life as much as possible.
(ii) Help co-workers by sharing your feelings and asking how they are doing.
(iii) Give yourself permission to feel rotten.
(iv) Do nice things for yourself.
(v) Eat regularly and nutritionally.
(vi) The Nutrition Almanace recommends supplementing your diet with Vitamin C, Vitamin B2, Vitamin B6, Calcium and Magnesium.
f) **Coming to Terms with Loss**
   **After a Disaster Self Help Hints – for loss and grief**
   (i) Try to rest a bit more
   (ii) Contact friends
   (iii) Don’t try to fight recurring thoughts, dreams or flashbacks (these are normal and will decrease over time and become less painful).
   (iv) Remember to eat well-balanced and regular meals (even when you don’t feel like it).
   (v) Talk to people who love you.
   (vi) Try to keep a reasonable level of activity.
   (vii) Express your needs clearly and honestly.
   (viii) Let your students talk to you and others about their feelings and express themselves in games and drawings.
   (ix) Take time out to deal with your own feelings.
   (x) Do not bottle up your feelings.
   (xi) Don’t try to fix everything now.
   (xii) Because of all of the above, accidents are more common after severe stress.
   (xiii) Drive more carefully – do everything carefully.

g) **Hints for Family and Friends of a Traumatised Person**
   (i) Listen carefully.
   (ii) Spend time with the traumatised person.
   (iii) Reassure them that they are safe.
   (iv) Don’t take their anger or other feelings personally.
   (v) Be sensitive.
   (vi) Be patient.
   (vii) Be genuine.
   (viii) Be loving

   Survivors of disaster experience shock, great distress and grief as a response to losses.
**h) Common Responses after Disaster Experiences**

<table>
<thead>
<tr>
<th>PHYSICAL</th>
<th>THINKING</th>
<th>EMOTIONAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nausea</td>
<td>Slowed Thinking</td>
<td>Anxiety</td>
</tr>
<tr>
<td>Upset stomach</td>
<td>Difficulty Making Decisions</td>
<td>Fear</td>
</tr>
<tr>
<td>Tremors (lips, hands)</td>
<td>Difficulty in Problem Solving</td>
<td>Guilt</td>
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<tr>
<td>Feeling unco-ordinated</td>
<td>Confusion</td>
<td>Grief</td>
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<tr>
<td>Profuse sweating</td>
<td>Disorientation (place and time)</td>
<td>Depression</td>
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<tr>
<td>Chills</td>
<td>Difficulty calculating</td>
<td>Sadness</td>
</tr>
<tr>
<td>Diarrhoea</td>
<td>Difficulty concentrating</td>
<td>Feeling lost</td>
</tr>
<tr>
<td>Chest Pains</td>
<td>Memory problems</td>
<td>Abandoned</td>
</tr>
<tr>
<td>Rapid Heart Beat</td>
<td>Difficulty naming objects</td>
<td>Isolated</td>
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<tr>
<td>Rapid Breathing</td>
<td>See the Event over and over</td>
<td>Worry about others</td>
</tr>
<tr>
<td>Increased Blood Pressure</td>
<td>Distressing dreams</td>
<td>Wanting to hide</td>
</tr>
<tr>
<td>Headaches</td>
<td>Poor attention span</td>
<td>Wanting to limit contact with others</td>
</tr>
<tr>
<td>Muscle Aches</td>
<td>Struggle with change</td>
<td>Anger</td>
</tr>
<tr>
<td>Sleep Disturbances</td>
<td>Disorganisation</td>
<td>Irritability</td>
</tr>
<tr>
<td>Crying/sobbing</td>
<td></td>
<td>Numbness</td>
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<td>Startled</td>
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<td>Shock</td>
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<td>Yearning</td>
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<td>Pining</td>
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<td>Bargaining</td>
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<td>Survivor Guilt</td>
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<td></td>
<td></td>
<td>Resentment</td>
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<td>Panic</td>
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<td></td>
<td></td>
<td>Loneliness</td>
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<td></td>
<td></td>
<td>Shame</td>
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<tr>
<td></td>
<td></td>
<td>Irritable</td>
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<tr>
<td></td>
<td></td>
<td>Loss of interests</td>
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</tbody>
</table>
2. Student / Staff Emergency

EVACUATION PROCEDURES
Please hand this COMPLETED sheet in.

AIM
To evacuate the buildings or their vicinity in an orderly manner.
### 3. Significant Contacts in College Crisis Situations 2009

<table>
<thead>
<tr>
<th>ORGANISATION</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centacare</td>
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<tr>
<td>Presbytery? (Brothers Community)</td>
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<tr>
<td>State Emergency Service, Campbelltown</td>
<td></td>
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<tr>
<td>Ambulance</td>
<td></td>
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<tr>
<td>Police</td>
<td></td>
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<tr>
<td>Fire Brigade</td>
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<tr>
<td>Community Health Centre</td>
<td></td>
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<tr>
<td>Department of Community Services – DOCS</td>
<td></td>
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<tr>
<td>Campbelltown City Council</td>
<td></td>
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<tr>
<td>Coroner</td>
<td></td>
</tr>
<tr>
<td>Doctor (See Medical Practitioners in Yellow Pages)</td>
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<tr>
<td>Hospital – Campbelltown</td>
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<tr>
<td>Integral Energy</td>
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</tbody>
</table>

### 4. Media Contacts

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Contact</th>
<th>Email</th>
<th>Telephone Number</th>
<th>Facsimile Number</th>
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</thead>
<tbody>
<tr>
<td>WIN</td>
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<tr>
<td>Channel 10</td>
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<tr>
<td>Daily Telegraph</td>
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<td>Chronicle</td>
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<tr>
<td>Advertiser</td>
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<td>Radio 2UE</td>
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<tr>
<td>Radio 2GB</td>
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<tr>
<td>C91.3</td>
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<tr>
<td>ABC Radio</td>
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</tbody>
</table>
Dear Parent/Caregiver,

One of our YEAR students, NAME died yesterday/today/on Saturday/during the holidays, as a result of an .......................................................... accident. 
NAME took her/his life yesterday/today/Saturday/during the holidays.

We remember especially, and pray for FIRST NAME’S family and friends.

Today and over the coming weeks, you may be concerned about your child’s reaction, or expressions of feelings about this unexpected loss. These reactions and feelings may be part of the grieving process.

Your child’s behavior may be different from normal. They may find it hard to concentrate and complete their school work. They may be unusually quiet, or show displays of anger, or they may show very few reactions at all, particularly if they did not know FIRST NAME. Following the death/murder/suicide of a friend, the normal grief reactions can be very intense, for children/adolescents. Each person experiences and copes with grief and trauma in different ways and intensities.

Your child may want to share her/his feelings with you. If you child shares his/her emotions and feelings with you, try to listen and to positively support them, even though this may be uncomfortable for you. If your child prefers to talk about this situation with friends, this is normal, and is more likely to occur with young people.

Additional professional counseling has been made available at the school, through a Support Centre that has been established. The school routine will continue as normal as possible. Your child may like to talk with a Counsellor, or Year Coordinator, or Priest.

Such a loss can heighten a young person’s emotions. The length of grieving can vary for each person. If you have any concerns, please contact a Counsellor or Year Coordinator at school, they are available for support.

In dealing with death, we need to remember and cherish the value and dignity of life. Please pray for FIRST NAME, that he/she will be at peace with God, and that FIRST NAME’S family will be comforted and strengthened by the love of God and their community.

Yours sincerely,

Headmaster

Different wording may need to be considered with multiple deaths or a hostage situation. Also it is acknowledged, that some of the above resources may not be available in country schools.
6. An Example of a Letter that may be used to Send to Teachers

Date: __________ / __________ / __________

Dear Teachers,

As the day unfolds we will be with some fragile students and staff in our St Gregory’s College Community. With the guidance of the Holy Spirit and our caring and supportive attitude we will get through the day.

A simple prayer for us today. I pray for all of you and ask that you will have love and strength in your hear today:

\[
\begin{align*}
\text{Into my heart} \\
\text{Into my heart} \\
\text{Come into my heart, Lord Jesus} \\
\text{Come in today} \\
\text{Come in to stay} \\
\text{Come into my heart, Lord Jesus.}
\end{align*}
\]

The day will be tough! There is someone for each of us to talk to and share our thoughts and feelings. We are not alone in this.

Year _______ Homeroom Groups will have a Counsellor/Carer assigned to them or be next door. Homeroom Teachers will meet the Carers after the staff briefing in the Lunchroom at 8:30am.

THE PROCEDURE FOR HOMEROOM THIS MORNING

1. Mark the roll and record absentees.
2. Distribute the letter from the Headmaster. Read this to the students and ask them to take it home.
3. Pray with the students. Light the candle if you have one.
4. Use the prayer card and let kids offer special intentions if they have them. Keep student’s name and his/her family in our prayers today.
5. The students need to know what happened. We can say: “we understand that the student hanged himself/herself.”

SUPPORT FOR STUDENTS AND STAFF

There will be Carers in the Donovan Centre all day for students and staff. A PRAYER ROOM will be set-up in ______________ all day and a facilitator will be there for quiet reflection and prayer with music and candles.

PLEASE TELL THE STUDENTS:

- Any student who knew __________ from the bus, sport, class, primary school or any special contact let them know that they can come to the Donovan Centre at any time today.
• There may be students who recently had a disagreement with _________ and they may need to talk.
• Tell students they may experience a range of emotions throughout the day. “You might feel angry, sad, sick in the stomach, guilty, frightened . . . . . all of this is all right and a perfectly normal reaction to an abnormal situation”.
• If you find you are in a lesson and you feel sad or you start to cry . . . . . it’s okay to ask the teacher to go to the Donovan Centre.
• There may be students who have other issues that are unrelated to this incident but this triggers something for them. We need to be alert to the student’s needs as bes we can.
• BUT remember some students will want to get on with the day and there will be students who do not know ________.

TEACHERS NEED TO KNOW WHERE STUDENTS ARE. PLEASE DO NOT LET STUDENTS WANDER. Have work for them to do in class.

Active listening skills will allow students to express themselves. Be aware of out of character behavior. If you are concerned for a student ask them if they need to talk. Give them the chance to go to the hall or share with you.

SOME QUESTIONS THAT COULD BE USED FOR SMALLER GROUPS OR INDIVIDUALS.

Remember we are not the experts but we know them and we care. The following questions may help, especially if kids don’t want to go to the hall.

1 How long have you know ________?
2 How did it fell when you heard?
3 When did you hear?
4 What was your reaction?
5 How are you feeling now?
6 What is the hardest part for you?

Peace be with you today.
And my Jesus be in your heart.
7. SUGGESTED REFLECTION

OPENING SONG:

I Will Be Here For You
When you feel the sunlight fade into the cold night,
Don’t know where to turn, I don’t know where to turn.
And all the dreams you’re dreaming seem to lose their meaning.
Let me in your world, let me in your world.
All I need is someone you can hold.
Don’t be sad, you’re not alone.

I will be here for you
Somewhere in the night,
Somewhere in the night.
I’ll shine a light for you.
Somewhere in the night,
I’ll be standing by,
I will be here for you.

In this world of strangers, of cold and unfriendly faces,
Someone you can trust. Oh there’s someone you can trust.
I’ll be your shelter, I’ll give you my shoulder.
Just reach out for my love, reach out for my love,
Call my name and my heart will hear.
I will be there, ther’s nothing to fear.

LEADER:
We grow in many ways: in our bodies, our minds, our hearts, and our spirits. Let us thank the Lord for all he has done for us by trying to grow ever closer to him and more like him.

READER:
This is a reading from St Paul to his friends, the Colossians: “Because you have been chosen by God, be kind to others, be humble and patient. Bear with one another; if someone hurts you, forgive him just as the Lord would forgive you. Above all, love one another, for if you have love,
you have everything. Be peacemakers and let peace be in your hearts. Be ever thankful. Let the word of Christ dwell in your hearts, and live his word. Sing gratefully to God from your hearts. Whatever you do, in words or deeds, do in the name of Jesus, and wherever you go give thanks to God the Father through him”.

All: Thanks be to God.

REFLECTION:

Let us pray.
Lord, listen to the prayers of those who are sorrowful at the death of __________ and may we find hope in your mercy.

PRAYERS OF INTERCESSION

Let us pray together.

O God, I am so fragile:
My dreams get broken

My relationships get broken . . .
What can I believe
Except what Jesus taught:
That only what is first broken,
like bread
Can be share;
Only what is broken
Is open to your entry.
So I believe, Lord;
Help my unbelief
That I may have courage
To keep trying,
Even when I am tired.

Amen.
### CRITICAL INCIDENT CHECKLIST

1. Obtain accurate information about the situation.

2. Ensure safety for those involved.

3. Communicate incident to the Headmaster or delegate.

4. Secure the site of the Critical Incident (if at the College)

5. Do not release any information about the Critical Incident at this point.

6. Create a Crisis Management Team

7. Appoint the Director of the Crisis Management Team
   - a. Establish a meeting place for the Crisis Management Team.
   - b. Ascertain from police/authorities (including family members) what type of information can be released in a media statement (if relevant)
   - c. Prepare a Media Statement for internal and external use and release to the media when approval given by CCI, Police and/or relevant authorities.
   - d. Make contact with appropriate people including media.
   - e. Establish initial communication with the College community as required.
   - f. Organise Staff Meeting to outline the incident and the Response Plan
   - g. Provide a process and support for Members of Staff involved in telling students.
   - h. Decide on the best way to inform students.
   - i. Provide Members of Staff with a prepared statement and prayer.
   - j. Make necessary Timetable changes as required to allow prayer and reflection time.
   - k. Notify absent Members of Staff and students and Members of Staff on leave.
   - l. Address matters such as ceremonies or attendance at funerals.
   - m. Debrief the Crisis Management Team and others.
   - n. Establish a plan for longer term monitoring of Members of Staff and/or students
   - o. Report and record the incident.
   - p. Evaluate the management of the Crisis
8. LOCKDOWN AND LOCKOUT PROCEDURE

These guidelines have been developed to assist in developing Lockdown and Lockout Procedures as part of the school’s serious incident management plan.

DEFINITION OF LOCKOUT AND LOCKDOWN

**Lockdown** is a procedure used when there is an immediate threat to the school (eg natural disasters or school intruders). Lockdown minimizes access to the school and secures staff and students in rooms. As part of this procedure, everyone must remain in the room until the situation has been declared safe by an authorized person (eg Headmaster or Police Officer).

**Lockout** is a procedure which prevents unauthorized persons from entering the school and is commonly used when the threat is general or the incident is occurring off the school property. This procedure allows school activities to continue as normal during the outside disruption.

LOCKDOWN PROCEDURES IN THE EVENT OF A NATURAL DISASTER

- If time permits, a Crisis Management Team Meeting should take place to determine the response plan according to the nature of the disaster.
- A PA announcement to the appropriate site(s) is used to inform staff and students and to indicate the response required. For example, in the event of an impending storm, all students and members of staff will be asked to pack up, move to the Brother Luke Hall and sit in Year groups in the same position as they occupy during College Assemblies.
- Members of the College Leadership Team should take their mobile phone with them to the Brother Luke Hall.
- The announcement should ask teachers to secure their room and check that adjacent rooms have been secured with lights and fans off and windows and doors locked.
- Teachers are to accompany their classes. Teachers who are not on class and non teaching members of staff are also directed to the Brother Luke Hall.
- The Headmaster or their delegate directs the process for locking and securing all exterior doors and entrances.
- Signs will be placed at entrances to both sites indicating that the College is closed. Only authorised personnel should be allowed access to the school premises.
- At the Brother Luke Hall, the Year Coordinator will oversee the marking of Homeroom rolls. Any missing and/or extra students should be noted. If possible, staff should provide details to the Headmaster or his delegate as requested.
- Where the lockdown lasts an extended period of time or extends beyond normal school hours, the Headmaster or his delegate should notify parents via local media and with the assistance of local Police.
- Parents may collect children from St Gregory’s College. Office staff will advise of the pick-up by telephone to members of the Leadership Team.
LOCKDOWN PROCEDURES IN THE EVENT OF AN INTRUDER

- A PA announcement to the appropriate site(s) is used to inform staff and students. A specific bell signal or communication system should be developed as an alert to implement the lockdown.
- Should and intruder be identified, the member of staff who identifies the intruder should contact the Headmaster of Deputy Headmaster who will determine if Lockdown procedures should be initiated.
- The Headmaster or his delegate calls 000.
- The Headmaster or delegate directs the process for locking and securing all exterior doors and entrances.
- If safe to do so, the Headmaster or delegate will organise staff to wait outside the main entrance of the school to direct emergency services. Only authorized personnel should be allowed access to the school premises.
- All outside activities should cease immediately. If appropriate the Headmaster or their delegate or supervising staff should direct students who are in the playground or outside school fences (i.e. ovals), to immediately return to the nearest school building and classroom.
- Members of Staff will check corridors outside their classrooms for nearby students and direct any students in the immediate vicinity into their classroom. Staff should not leave the classroom to get students. The door should then be closed.
- Members of staff will record the names of students who are in the room. Any missing and/or extra students should be noted. If possible, staff should provide details to the Headmaster or their delegate as requested.
- Members of staff must maintain room security and should not open doors for anyone under any circumstances. Students and staff should stay where they are until official notification is provided by the Headmaster or their delegate or an identified Police Officer that the lockdown is over.
- When the lockdown lasts an extended period of time or extends beyond normal school hours the Headmaster or their delegate or an identified Police Officer that the lockdown is over.
- Where the lockdown lasts an extended period of time or extends beyond normal school hours, the Headmaster or their delegate should notify parents via local media and with the assistance of local Police.
- In conjunction with local Police, the Headmaster or their delegate should arrange for parents to pick students up from school at a designated safe area.

LOCKDOWN PROCEDURES

- A PA announcement to the appropriate site/s is used to inform staff and students. A specific bell signal or communication system should be developed as an alert to implement the lockdown.
- If necessary, the Headmaster or their delegate will direct students who are in the playground or outside school fences (eg ovals) to immediately return to the nearest school building and classroom.
- The Headmaster or their delegate will ensure that all doors and perimeter fences, if appropriate, are secured and that students are accounted for and safe.
• The only entry to the school for the period of lockout will be through the main entrance. The Headmaster or their delegate will ensure that access is monitored and that only authorized personnel have access.
• The Headmaster will liaise with NSW police, or other emergency services if necessary, to develop and implement a plan for students to depart at the end of the school day if the incident is still continuing.

ISSUES TO CONSIDER WHEN DEVELOPING LOCKDOWN/LOCKOUT PLAN

• School serious incident policies and procedures should be addressed regularly in Staff Meeting. New and casual staff should be provided with a copy.
• Lockdown/Lockout drills should be practiced and revised regularly.
• Not everyone will be inside a classroom when the incident begins. Develop procedures for individual students, classes, teachers and other staff who may be in corridors, playgrounds, ovals/fields or elsewhere when the incident is announced. Decide where they should go, (eg report to the nearest building).
• Consider the school’s external doors. Who will be assigned the responsibility for securing all external doors if they can be locked safely?
• Assess communication devices in classrooms. When the school is in lockdown mode, teachers should identify any communication devices in the room including school phones, mobile phones, pagers and computers with internet access. The school may wish to develop a policy limiting use of these devices during a lockdown.
• Consider bells and fire alarms. Timed automatic school bells should be turned off for the duration of the lockdown if this is feasible.
• Develop an ‘all clear’ signal. Everyone should know the official signal for the beginning and end of a lockdown or lockout.
• A Lockdown or Lockout may occur at any time including the beginning or end of the school day. Think about appropriate procedures if a lockdown or lockout becomes necessary as students are arriving for school or leaving at the end of the day. Buses and cars may be on the premises and many students may be outside.
• Practise your lockdown/lockout plan two to four times per year. Vary the times of day for the drills so that students and staff are confident in a variety of circumstances.
• Inform your NSW Police Local Area Command when you plan to schedule a lockdown exercise and invite them to participate.
• Utilise the expertise of NSW Police Local Area Command personnel in developing lockdown/lockout plans specific to your school.
• Review lockdown procedures in consultation with your Local Area Commander at least once per year or after an incident where lockdown has been used. Reviews could be done at your Regular Local Area Command Principals’ Forum.
• Consider timing the drills and then announcing to everyone how many minutes it took to accomplish the lockdown. Try to improve the times with subsequent practice.