BRISBANE CATHOLIC EDUCATION

School Incident Management Plan

St Sebastian's Catholic Primary School

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Introduction

Background

While we take every appropriate precaution to ensure the safety of our staff and students, even the best-prepared school can suffer an incident. This plan has been developed against the following principles of effective incident management:

- Act immediately once an incident is identified;
- Concern for people first;
- Prevent further or continuing harm;
- Manage all stakeholders or groups affected by the incident;
- Report and communicate accurately and honestly;
- Take the lead in protecting reputation; and
- Enable impacted activities to resume as quickly as possible.

This plan is aligned to the Brisbane Catholic Education (BCE) Critical Incident Management Plan (CIMP) which is the lead plan during a **critical** incident.

Purpose

The purpose of this plan is to provide St Sebastian's Catholic Primary School the framework within which it can manage any incident and, if required, escalate the response to that incident in accordance with the requirements contained in the BCE CIMP. Some incidents can be managed within our available resources while others, such as a critical incident, will have such an impact that we will require the assistance of broader BCE resources to manage the situation.

This plan is designed to:

1. Enable St Sebastian's Catholic Primary School to respond quickly, act decisively and manage effectively in the event of an incident;
2. Reduce the impact of the incident on staff and students;
3. Enable St Sebastian's Catholic Primary School to effectively escalate the response in accordance with BCE requirements;
4. Protect our assets;
5. Minimise disruption to work and/or the learning process; and
6. Ensure the reputation of St Sebastian's Catholic Primary School and BCE is protected.

Scope

This plan applies to the management of our response to all incidents that impact on St Sebastian's Catholic Primary School and applies to all staff, students, assets and facilities.

Objectives

The primary objectives of this plan are to provide:

- Clearly defined and documented instructions to support the response to an incident;
- Common assessment for events and incidents aligned to the BCE risk management and business continuity framework to facilitate the activation and escalation of an appropriate response;
- Clearly defined incident management roles, accountability, responsibility and authority; and
- A clear demonstration to stakeholders that St Sebastian's Catholic Primary School has an effective incident management capability.

Definitions

Term	Definition
Critical Incident	A critical incident is an event or issue, real or perceived, which threatens the operations, employees, students, families, stakeholders, reputation, trust and/or the strategic or business goals of Brisbane Catholic Education and/or its schools. Critical incidents may include: • Natural disasters (e.g. floods, fires); • Community based incidents (e.g. public transport tragedies) • Industrial accidents (e.g. explosions, chemical spills); • School related incidents (e.g. fire, laboratory accidents, bus crashes, serious playground or sporting accidents, school camp accidents, international excursion issues or extreme physical violence); • Threats against a school, office, students or staff members (e.g. bomb threats); • Serious criminal allegations against students or staff (e.g. sexual abuse); • Alleged criminal activity (e.g. drugs, assaults); and • Sudden death of staff member or student or family.
Critical Incident Management Plan (CIMP)	The document that details the BCE critical incident management framework including the policy, resources, processes and tools that will be used to manage a critical incident.
Critical Incident Management Team (CIMT)	The task-built team established by BCE that manages the response and recovery effort in the event of a critical incident. This team can consist of operational, functional and specialist members depending upon the type of incident / issue and the breadth of impact on BCE offices or its schools.
Disaster	A serious disruption in a community where BCE operates, caused by the impact of an event, that requires a significant coordinated response by the State and other entities to help the community recover from the disruption. For example, a flood.
Emergency	An abnormal event posing a threat to the safety of students, employees, the environment, facility or asset at a BCE site, which can be brought under control using the resources and procedures for emergency response in place for the impacted office, school or facility.
Emergency Services Agencies	Refers to the Government and governing agencies that provide services covering all phases of emergency and disaster management. It includes, but is not limited to, the Police Service, Fire and Rescue Service, Ambulance Service, Emergency Management and Disaster Management Groups.
Incident	An event or circumstance that could have or did lead to unintended and / or unnecessary harm to a BCE employee or student and / or loss or damage to an office, school or facility.
Issue	An event or circumstance that could have or did lead to unintended and / or unnecessary harm to BCE's reputation, image or brand.
Lead Agency	The Emergency Services Agency which, because of its expertise and resources, is primarily responsible for dealing with a particular situation.
Next-of-kin (NOK)	The person nominated to be contacted in the case of a person sustaining injury or losing their life.
School Incident Management Plan (SIMP)	The document that details the resources, processes and tools to be used by a BCE school during a critical incident.
School Incident Management Team (SIMT)	The task-built team established by a BCE School that manages the response and recovery effort in the event of a critical incident. This team consists of a number of school staff dependant on the available resources and needs, appropriate to the location and type of incident / issue and the breadth of impact on that school. This team will generally be supplemented by BCE Office staff.

Training and testing

It is imperative employees with specific roles or responsibilities receive the necessary training. It is a BCE requirement that familiarisation training be conducted at least annually. This should align to the training required by all staff on their relevant Lock-Down Procedures and Evacuation Procedures.

Team training should include scenario–based activities relevant to school operations and activities and consider the range of risks to which the school may be exposed. These scenarios should be extended to exercises that test the team in realistic situations that include interaction with a range of potential stakeholders.

The management, scheduling and reporting on the training of the SIMT and exercising of the SIMP is to be coordinated by the Principal.

Reviews and amendments

Reviews of the plan are to occur bi-annually to ensure it remains contemporary and relevant and/or:

- Whenever enhancements have been identified during the normal course of business
- Following an incident or issue, to incorporate any lessons learnt
- Following exercises and other internal training activities to incorporate any lessons learnt
- After an organisational change which may affect membership of the SIMT.

All amendments to this procedure must be authorised by the Principal.

Relevant documents

The following St Sebastian's Catholic Primary School documents are related to incident response:

- Critical Incident Management Plan
- BCE Emergency Policy and Procedures
- School Emergency Management Procedures
- Emergency Evacuation and Lockdown Procedures: General Guidelines for Teachers
- Principals Guide to Determining Action in Emergencies
- Fire and Emergency Training Guidelines
- Emergency Evacuation and Lockdown Operational Process Checklist
- Evacuation Procedures
- Lockdown Procedures
- Lockdown Checklist
- First Aid Procedures
- List of Students with High level Health issues (Anaphylaxis, Epilepsy, Diabetes)
- Emergency Contact list
- Personal Emergency Evacuation Procedures (P.E.E.P.)
- Individual Health Plans
- Fire Safety Installations (School Map)

For example, this list could include Emergency Evacuation Procedures, Lockdown Procedure, Campus Map, Contact Lists and other relevant information not contained in this plan.

The list below details a range of BCE policies, procedures and documents which may need to be referred to or applied during the management of a critical incident.

- Student Protection Processes
- Student Behaviour Support Regulations and Procedures
- Volunteer Student Protection Handbook
- Volunteer Code of Conduct
- The Role of a Student Protection Contact

- Management of Weapons in Schools
- Incident and Injury Investigation and Reporting
- Suicide Postvention Guidelines
- Supporting Students in a Natural Disaster
- Student Behaviour Support Policy
- Management of Police Interventions in Schools
- Management of Drug-Related Incidents
- Preventing and Responding to Student Bullying in Schools
- BCE Pastoral Care and Wellbeing Position
- Other Personnel Student Protection Handbook
- Other Personnel Code of Conduct
- Child and Youth Risk Management Strategy.

Note that this plan does not remove the requirements laid out in the policies, procedures and documents identified above.

Incident Management Framework

Overview

An incident requiring management can occur at any time. The severity of the incident will determine the response required and may result in the school managing it under business as usual arrangements or by activating the SIMT.

A critical incident can occur through a sudden event or through a growing or escalating set of circumstances. Managing a critical incident effectively requires a significant degree of consideration and planning. There must be an appropriate response, roles and responsibilities must be assigned to capable and willing individuals who must be well versed in those responsibilities, there must be a common approach to the assessment of an incident and this must be supported with a clear escalation process to ensure the right level of response is activated. The SIMT would be activated for any critical incident.

School Incident Management Team

Role

The role of the SIMT is to manage the school level response to an incident and manage the ramifications of the incident including local stakeholders, media and community relations, and the welfare of staff and students.

Structure

The SIMT structure is designed to provide a flexible and scalable team which can manage any level of incident. It is also designed to link to the CIMT should it be activated in response to a critical incident. The SIMT structure and its linkage to the CIMT are provided in Figure 2 below.
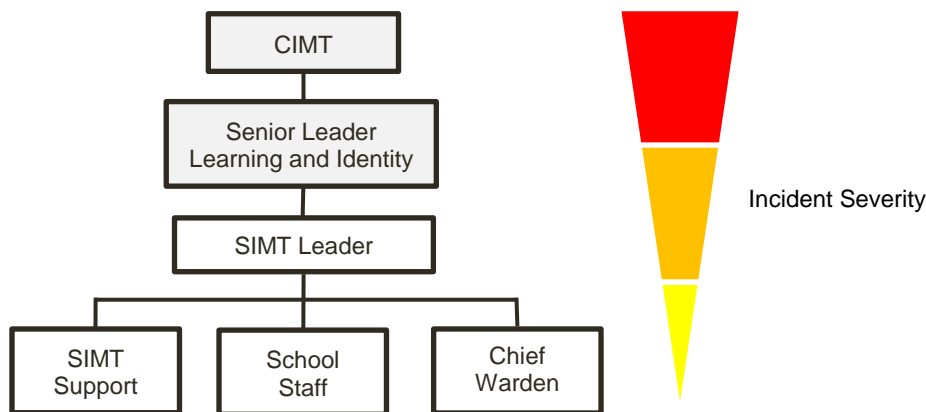

Figure 1: School Incident Management Team Structure

Responsibilities

During an incident the SIMT is responsible for:

    a.   Understanding and assessing the impact of the event on the school, students, parents, staff, stakeholders and reputation of BCE

    b.   Prioritising and allocating school resources to the response

    c.   Keeping the Senior Leader Learning and Identity informed of impacts or potential impacts and the status of the response;

    d.   Considering new information and situation updates and making decisions as to the ongoing direction and priority of the response; and

    e.   Conveying appropriate information to internal and external stakeholders as to the status of the situation.

Key appointments

There may be a requirement for team members to cover some of the responsibilities of other members, particularly during the early state of activation of the SIMT. Therefore, it is important that all team members are familiar with their own responsibilities and the responsibilities of other SIMT members.

School Incident Management Team Leader

This role is normally filled by the Principal. If the Principal is not on site, then this role will be filled by their delegate or the most senior person on site. The SIMT Leader is responsible for the management and decision making of our response.

The role of the SIMT Leader is to:

- Initiate immediate actions to mitigate the emergency or incident;
- Assess the situation in accordance with the Response Assessment Matrix (Appendix 2);
- Notify the relevant Senior Leader Learning and Identity or Director School Services;
- Provide ongoing information updates to the Senior Leader Learning and Identity or Director School Services;
- Record the actions they take during the response;
- Ensure all post-incident investigation and reporting requirements are met; and
- Facilitate a review of the incident to identify lessons learnt and process improvements.

School Incident Management Team Coordinator

The SIMT will require a level of administrative support to allow it to operate effectively during an incident. This includes the set-up of facilities and equipment once an incident has been declared and the management of team administration such as information management and catering. The SIMT Coordinator's role is to provide the SIMT with this administrative and operational support. This will include the set-up of the School Incident Management Centre, keeping the SIMT Leader informed of new information or changes to the situation as they arise, and maintaining records that reflect the schools response.

Scribe

The Scribe is responsible for recording information in the SIMT central log and assisting the SIMT Coordinator with the management of incident response information.

On-Scene Coordinator (OSC)

This role would only be required for an emergency based incident at the school. This role may also be required without the activation of the SIMT.

The Chief Warden should assume this role for the period of the response. If the Chief Warden is not able to fulfil the role, the most senior staff member near the scene should assume the role. The person assuming the role of OSC is to notify the Principal that they are in the role and coordinating the incident scene. If the SIMT is activated in response to the incident, the OSC will report to the SIMT Leader.

The role of the OSC is to:

- Oversee and coordinate the school response to an emergency;
- Contact or confirm contact has been made with the relevant Emergency Service agencies;
- Coordinate immediate first aid support;
- Ensure the SIMT Leader is always informed of the progress of the response;
- Account for all school personnel and notify the SIMT Leader of any persons believed to be missing;
- Liaise with external agencies at the incident site;
- Ensure the emergency scene is secured and preserved;
- Oversee the management of affected school employees;
- Record the actions taken during the response;
- Obtain employee statements as soon as practicable after the incident is resolved; and
- Provide input into the post-incident investigation and reporting requirements.

Duty cards

A duty card for each of these positions is provided within this plan. Each card outlines the primary position holders and the actions that need to be considered on mobilisation, during an incident and after the SIMT is stood down.

School Incident Management Centre

The location of the School Incident Management Centre (SIMC) will be selected based on an assessment of the situation. The SIMC will normally be located on the school campus but in certain circumstances, it may need to be located off campus. The following locations have been identified for our SIMC:

- Primary on campus – Office, 141 Kadumba St, Yeronga 4104
- Alternate on campus – Undercroft, 141 Kadumba St, Yeronga 4104
- Primary off campus – Pres Playground, 32 Lily St, Yeronga 4104

The SIMC should be equipped with essential IT systems and equipment to support the SIMT in making timely decisions and communicating information and directions.

Incident management support

Senior Leader Learning and Identity

Senior Leader Learning and Identity South is the first point of contact for St Sebastian's Catholic Primary School during an incident, particularly one that is serious and requires escalation to BCE. Senior Leader Learning and Identity CL3 will provide the conduit between the SIMT and BCE or the CIMT, should it be activated.

School Service Centre

During a critical incident School Service Centre (SSC) South will provide:

a. Support to the Senior Leader Learning and Identity

b. Advice to the CIMT

c. Notifications to the Executive Director

d. Post-incident support to St Sebastian's Catholic Primary School

Incident Response Process

The incident response process is in six phases. The process is shown in Figure 2 below. Whilst shown as consecutive phases, during a real response to an incident there will be concurrent activities from different phases being undertaken.

Figure 2: Incident Response Process

Detect

Due to the range of potential incidents and issues St Sebastian's Catholic Primary School may have to manage, detection of an incident or issue may occur through a number of channels. This will include:

- Emergency related alarms;
- Report from students, staff or community;
- Report from other BCE school
- Police report;
- BCE Office contact; and
- Parish contact.

No matter how an incident is detected initially, it is imperative that the Principal is advised of all incidents or issues so that the appropriate response can be enacted and, if required, notifications completed. Staff made aware of an incident are to report the situation to the Principal through their normal reporting lines to either confirm the Principal is aware of the situation or provide them with the details. The Notification Checklist located at Appendix 1 should be used during this process.

Respond

Once a situation is detected the immediate response requirements must be determined as soon as possible. The severity of the incident will dictate these requirements as will the nature of the incident. The Principal, their delegate or the most senior person is to assess the situation and commence the priority response activities prior to proceeding to the next phase.

Emergency situations

An emergency situation, defined as an abnormal event posing a threat to the safety of students, employees, the environment, facility or asset, will require additional response considerations. The following actions should be applied during an emergency situation:

- **Safety**. Ensure the safety of all persons in the area as a priority.
- **Assess**. Determine what has happened and what is needed to manage the situation.
- **Alert**. Ensure the right people know about the situation. This is focused on immediate requirements such as students and staff, Emergency Service Agencies and neighbouring properties.
- **Secure**. Prevent unnecessary access to the site of the emergency until Emergency Service Agencies take control.
- **Contain**. Stop the situation from getting worse if it is safe to do so.
- **Support**. Provide any support to the responding Emergency Service Agencies.

Notify

Once the initial response activities have been initiated the next priority is to notify the appropriate BCE staff of the situation. The Response Assessment Matrix (see Appendix 2) is a guide for the categorisation of an incident across BCE. Incidents are to be assessed against all impact areas. The impact area with the highest level of consequence dictates the appropriate level of response. Once the highest response level is determined, the response requirements detailed against that level are to be completed.

The criticality of the incident will drive the speed and level of notification. Although common sense will generally guide the speed of notification, the chart below provides the minimum requirements expected.

	Time notification to be completed within	
Impact Level	School to Senior Leader Learning and Identity / Director School Services	Senior Leader Learning and Identity / Director School Services to Executive Director / Director - Administrative Services
Moderate	One Hour	Two Hours
Major	30 Minutes	One Hour
Catastrophic	15 Minutes	30 Minutes

The first point of contact in this phase is the Senior Leader Learning and Identity South. If unable to contact the Senior Leader Learning and Identity South the next point of contact is the Director of School Services South. If unsuccessful in making contact with the Senior Leader Learning and Identity or the Director, the notification is to be escalated to the Director - Administrative Services or Manager Communications and Marketing at BCE directly.

The Director School Services, Director - Administrative Services or Manager Communications and Marketing will confirm the assessment of the situation and, if required, notify the Executive Director.

Manage

During an incident, the SIMT will need to manage a range of issues under stressful conditions with limited time. As well as being trained in their roles and utilising the various tools contained in this plan, the team should remain cognisant of the need to:

- Find out the facts of the situation as they impact on St Sebastian's Catholic Primary School and BCE;
- Prioritise objectives and responses considering our students, staff, school community and our reputation;
- Identify all relevant stakeholders and keep them informed throughout the incident; and
- Keep the Senior Leader Learning and Identity, BCE and, if activated, the CIMT informed of the situation.

A range of tools will assist us to manage the incident including:

- **Appendix 3**. Agenda for an initial team briefing. The initial team briefing will ensure information is shared, verified and as many questions are answered as possible. At this point, lines of communication may be opened with key stakeholders (internal and external).
- **Appendix 4**. SIMT Actions Checklist. A range of considerations will need to be made in the initial stages of a response.
- **Appendix 5**. Agenda for team update briefing. A key element of the response is maintaining situational awareness. To ensure all team members are kept up-to-date with response efforts, regular update briefing sessions should be held. As a guide, update briefings should initially be held hourly. As the response effort continues, the Leader may alter the schedule of this timing, depending upon the circumstances or situation.
- **Appendix 6**. Log sheet. SIMT members should maintain a personal log from the moment they are notified of the incident until it is over. The personal log should contain all information received and actions taken during the response. In addition to personal logs, it is crucial that a central log is maintained by the SIMT. The SIMT Coordinator is responsible for ensuring the central log is maintained by a scribe. It will record the key actions, decisions and situational information relevant to the SIMT. The SIMT Coordinator is to ensure the SIMT Scribe has sufficient support to maintain the log effectively and to regularly review the log to ensure accuracy and currency of information.

- **Appendix 7**. Status Boards. Status boards are used and maintained to accurately capture and record incident information. They cover the following areas:
    - Status board 1 – Situation;
    - Status board 2 – Tasks and Information Requirements; and
    - Status board 3 – Injury and Fatality Management.

Information

To effectively manage an incident it is imperative that SIMT has the necessary information, and this may take a number of forms including verbal (in person, over the phone, or via the media): written (emails, notes, documents, and plans) or visual (maps, diagrams, pictures, videos or photographs).It is important that the SIMT gathers enough information to ensure they have good situational awareness that is current and provides an overall picture of the incident and everything that is happening associated with the incident.

Communicate

Detailed guidance on the management of communications to all stakeholders during a **critical incident** is contained in the BCE CIMP. This guidance can also be applied to non-critical incidents.

During a critical incident the overall BCE communication response will be managed by the CIMT Communication Manager with guidance from the CIMT Leader and the Executive Director. The Communication Manager is responsible for the development of key messages for all BCE stakeholders.

Responsibilities

St Sebastian's Catholic Primary School has the following responsibilities with respect to communication during an incident:

- BCE communication (internal and staff communications)
    - Relay all approved internal communications to school based staff as directed.
    - Provide information to the BCE Manager, Communications and Marketing / CIMT Communication Manager about the incident / issue and its impacts on people, assets, reputation.
    - Manage the passage of information between the school and BCE.
- Student and parent communication
    - Using key messages approved by the BCE Manager, Communications and Marketing / CIMT Communication Manager, communicate with directly impacted students and parents at the school.
    - Manage students in accordance with BCE communication protocols.
    - Allocate staff to escort any parents/carers arriving at site.
    - Keep the BCE Manager, Communications and Marketing / CIMT Communication Manager informed of parent activities.
- Media management
    - Advise the BCE Manager, Communications and Marketing / CIMT Communication Manager of all local media activity.
    - Manage (not communicate with) on-site media.
    - Provide support to BCE media activities conducted at the school.
- Stakeholder management
    - Manage stakeholders in accordance with BCE communication protocols.
    - Issue authorised information
    - Keep the BCE Manager, Communications and Marketing / CIMT Communication Manager informed of stakeholder communication.

Spokesperson

The Executive Director will normally be the primary official spokesperson for a critical incident. Depending on the situation and requirements, the CIMT leader or relevant Director may take on this responsibility.

The Principal is the primary spokesperson for school-based incidents, with support provided by the BCE Manager, Communications and Marketing or the Communication Manager if the CIMT is activated.

Stakeholder management

When an incident, particularly a critical incident, affects a school community, those in that community will play various roles and encounter different experiences. The following model classifies the various groups of people who may be affected by the incident. This is a useful guide for us to identify those who are most likely to need assistance.

- People directly exposed to incidents. Those who suffer the full intensity of trauma including injuries, e.g. children, staff.
- Relatives and friends. Those who are grieving for the injured and affected, e.g. families, children, staff.
- Helpers/recovery personnel. Those who need help to maintain functional efficiency during the incident and to cope with the psychological effects, e.g. staff, school counsellors, administrators, emergency service personnel.
- School community. Those in the school community affected but not directly involved, e.g. other parents, staff or students.
- People indirectly involved. Others in the general community affected but not directly involved, e.g. those who could have been direct victims but were not because of chance or circumstances; those for whom stress is triggered as a result of the Critical Incident.

Stakeholder management will support us in achieving our objectives during an incident. Stakeholder management is a process and control that must be planned and guided by assigning priority and responsibility for engaging with stakeholders likely to become involved in an incident. Early and positive engagement can prevent negative messages being conveyed to the public or the media at a later date.

A range of tools will assist us to manage stakeholders including:

- **Appendix 8**. Stakeholder Assessment Tool.
- **Appendix 9**. Sample letters to parents.

Close

The response effort ends when the SIMT Leader is satisfied that a coordinated incident response is no longer required. This will be done in consultation with the Senior Leader Learning and Identity South. Once agreed, the SIMT can be stood down.

If the CIMT has been activated due to the incident being declared critical, then the CIMT Leader will be responsible for declaring the end of the response. This will be done in consultation with the Executive Director.

It is important to remember that while the incident may be over, it is likely that certain areas will remain sensitive for some time and may require careful consultation and management. There may be a requirement to undertake ongoing activities following the immediate incident. These must be identified and the responsibility for them allocated to appropriate staff. Following a critical incident, there will most likely be involvement of BCE in this process, such as the conduct of a communication project to protect or recover our reputation. Recovery may be able to start as soon as it is safe and practical to do so, and therefore the recovery may run in parallel with the response.

Post-incident review

A post-incident review is to be conducted following any activation of the SIMT, real or simulated. The review should be conducted within 72 hours of the SIMT being stood down to ensure information and actions are fresh in participants' minds.

The aim of the internal review is to capture the strengths and weaknesses of the SIMT response, with the sole aim of improving the St Sebastian's Catholic Primary School incident management capability. For the post-incident review to be effective, participants must provide solutions to problems raised, and allocate responsibility for agreed actions.

Debrief and counselling

A debrief should be held as soon as practicable after standing down the SIMT. This debrief should cover requirements for counselling or assistance under the Employment Assistance Program and general personnel support and management.

A checklist for counselling School Incident Management Team members is contained in **Appendix 10**.

Report

The final activity in this phase is to provide a report on the incident. This should provide an overview of the incident, impact on the school, causal factors, outcomes from the post-incident review and actions taken to return to business as usual and remedy any findings.

Once complete, the report is to be sent to the Senior Leader Learning and Identity South. If required, the School Service Centre (SSC) South will on-forward the report to BCE.

Duty Cards

Duty Card 1 – School Incident Management Team Leader

Duty Card 1	School Incident Management Team Leader	
Position filled by the Principal or their delegate		
The position reports to::	Senior Leader Learning and Identity South	
Immediate Actions		
Confirm the facts of the situation (Incident Notification Checklist located in Appendix 1)		☐
Confirm the assessment of the situation (Response Assessment Matrix located in Appendix 2)		☐
Decide the level of SIMT activation and who will fill which roles		☐
Activate the SIMT and confirm the location it will operate from		☐
Start a personal log (Log Sheet located in Appendix 6)		☐
Proceed to the nominated School Incident Management Centre		☐
Chair the initial SIMT brief and provide guidance to the SIMT members (Initial Briefing Agenda located in Appendix 3)		☐
Identify interested and affected stakeholders and direct initial stakeholder engagement actions (Stakeholder Assessment Tool in Appendix 8)		☐
Direct response planning efforts and provide ongoing advice during planning		☐
Obtain additional resources or BCE support as required		☐
Advise the Senior Leader Learning and Identity, as required		☐
Review the initial actions completed (SIMT Actions Checklist located in Appendix 4)		☐
During Incident		
Lead the SIMT and manage its response priorities		☐
Identify key risks for the school and BCE and commence the response planning process		☐
Ensure that all SIMT members are briefed and understand their individual and team responsibilities, and assess the ongoing need for additional specialist support		☐
Review the response by convening SIMT update briefings at regular intervals (Update Briefing Agenda located in Appendix 5)		☐
Set recovery and business resumption goals and provide ongoing advice during planning		☐
Consider insurance and legal aspects of situation		☐
Keep the Senior Leader Learning and Identity informed via regular updates		☐
Update staff when required		☐
Ensure active and ongoing engagement with all stakeholders in accordance with communication guidelines		☐
Continually review the actions completed (SIMT Actions Checklist located in Appendix 4)		☐
Document all personal actions and decisions in a personal log (Log Sheet located in Appendix 6)		☐
Decide when the incident is over in conjunction with the Senior Leader Learning and Identity		☐
Post-incident		
Identify post-incident actions and allocate responsibilities and deadlines (e.g. investigations)		☐
Chair the SIMT post-incident review and record all lessons learnt		☐
Ensure that all SIMT members are debriefed and provided feedback		☐
Confirm any lessons learned and improvements to the SIMP		☐
Review and approve any post-incident report		☐
Advise the Senior Leader Learning and Identity of post-incident review outcomes, if required		☐
Submit the post-incident report to the Senior Leader Learning and Identity		☐

Duty Card 2 – School Incident Management Team Coordinator

Duty Card 2	School Incident Management Team Coordinator	
To be filled by a senior staff member nominated by the SIMT Leader Alternate:		
Reports to:	SIMT Leader	
Immediate Actions		
Assist the SIMT Leader in activating the SIMT		☐
Confirm the preferred location of the SIMC with the SIMT Leader		☐
Proceed to the agreed SIMC location and ensure set-up is conducted as required		☐
Activate a scribe (may require more initially) and other administrative resources to support the SIMT		☐
Establish the SIMT log to document all SIMT actions and decisions (Log Sheet located in Appendix 6)		☐
Attend the SIMT initial team brief (Initial Briefing Agenda located in Appendix 3)		☐
During Incident		
Keep status boards in the School Incident Management Centre up-to-date		☐
Assist the scribe in maintaining a chronological log of events and make tape recordings as appropriate (pay special attention to times of significant activities and events)		☐
Regularly rotate scribes between log keeping, monitoring status boards and call taking		☐
Manage the flow of hard copy communications and oversee that copies are retained for the permanent log		☐
Provide administrative support to the SIMT Leader as required		☐
Check and manage the flow of documentation through the SIMT ensuring consistency, accuracy and approval as required		☐
Attend SIMT briefs and assist the Scribe in capturing key aspects of the brief and decisions made by the SIMT in the SIMT log (Update Briefing Agenda located in Appendix 5)		☐
Regularly collate the notes and logs from other SIMT members into the central SIMT log (Log Sheet located in Appendix 6)		☐
Regularly include current information from status boards into the central SIMT log (consider using digital photos of the status boards)		☐
Manage the collation of all documentation for follow-up investigation, compensation, insurance and litigation purposes		☐
Provide administrative, IT and catering support to the SIMT		☐
Monitor health, fatigue, morale and stress levels of the SIMT members and advise the SIMT Leader as required		☐
Post-incident		
Collect and file documentation from the SIMT		☐
Oversee that allocated post-incident follow-up actions are completed		☐
Participate in the SIMT post-incident review		☐
Contribute to the development of the post-incident report		☐
Refurbish the School Incident Management Centre back to a 'ready' state		☐

Duty Card 3 – School Incident Management Team Scribe

Duty Card 3	School Incident Management Team Scribe	
A pool of suitable staff should be trained so they can be drawn upon to fill this role		
Reports to:	SIMT Coordinator	
Immediate Actions		
Proceed to the School Incident Management Centre		☐
Assist the SIMT Coordinator in the preparation of the School Incident Management Centre		☐
Source additional administrative support as required to assist the SIMT in the maintenance of records and information management		☐
Start the SIMT log (Log Sheet located in Appendix 6)		☐
Attend the SIMT initial team briefing (Initial Briefing Agenda located in Appendix 3)		☐
During Incident		
Maintain a chronological log of events paying special attention to times of significant activities and events		☐
Assist the SIMT Coordinator to keep status boards up-to-date		☐
Attend SIMT briefs and capture key aspects of the brief and decisions made by the SIMT in the SIMT log (Update Briefing Agenda located in Appendix 5)		☐
Maintain minutes of meetings and briefs and distribute to key stakeholders as required		☐
Regularly collate the notes and logs from the SIMT members into the central SIMT log (Log Sheet located in Appendix 6)		☐
Regularly include current information from status boards into the central SIMT log		☐
Alert other SIMT members to major changes, issues and outstanding actions		☐
Provide administrative support as required to the SIMT		☐
Proactively monitor all communications and record pertinent points as they arise		☐
Post-incident		
Assist with the collection and filing of all documentation from the SIMT		☐
Participate in the SIMT post-incident review		☐
Contribute to the development of the post-incident report		☐
Assist with refurbishing the School Incident Management Centre back to a 'ready' state		☐

Duty Card 4 – On-Scene Coordinator

Duty Card 4	On-Scene Coordinator	
The On Scene Coordinator is responsible for controlling and coordinating the incident scene and providing updates to the Principal or the SIMT Leader (if the SIMT is activated). They will normally be the first staff member on scene or the most senior person available at the location. A more suitable person may be deployed by the Principal or the SIMT Leader (if the SIMT is activated).		
Reports to:	Principal or SIMT Leader	
Immediate Actions		
Proceed to the incident scene (**Stop and think: Appearing calm will help give a sense of control of the situation**)		☐
Confirm the nature of the incident		☐
Call for relevant emergency personnel (e.g. police, ambulance, fire) if not already done		☐
Ensure physical safety of staff		☐
Account for all staff		☐
Secure the incident scene		☐
Send for the Principal or a senior member of staff		☐
Set up in a safe area where the incident scene can be monitored		☐
Ascertain/collect information from reliable sources(Incident Notification Checklist at Appendix 1)		☐
Whilst awaiting emergency services and the Principal, scan the site to identify: ● what tasks need to be undertaken and by whom to maintain safety ● if there is a need for additional staff support ● what information you will provide to the emergency services and Principal on their arrival		☐
Post security/traffic control around the scene as required and ensure you can communicate with them		☐
During Incident		
Ensure the safety of the personnel at the incident scene and evacuate affected personnel as required		☐
Update the Principal or the SIMT Leader of the incident and the actions taken		☐
Ensure that no one interferes with the scene of the incident, except when conducting response actions		☐
Cooperate with and coordinate the efforts of supporting external agencies		☐
Record names and personal details of the affected staff and students		☐
Pass on the names and details of the affected personnel to the Principal or the SIMT Leader (if SIMT activated)		☐
Ensure all relevant details about the incident have been recorded and if possible photographed		☐
Provide a comprehensive hand over brief should the Emergency Services take control of the emergency		☐
Ensure a list of witnesses to the incident has been compiled		☐
Advise the Principal or the SIMT Leader when the emergency is over		☐
Post-incident		
Debrief all personnel involved in the response at the incident scene		☐
Ensure all personnel have access to immediate counselling support		☐
Participate in the post-incident review		☐
Contribute to the post-incident report as required		☐

Support tools

Appendix 1 – Incident Notification Checklist

Notification taken by:	Time:
Notification provided by:	Time:

Incident / Issue Description	Details
What has happened?	
Where has it happened?	
When did it happen?	
What is at risk?	
Is everybody accounted for? Where are staff and students located? Are there casualties? Is the area secured from unauthorised access?	

Incident / Issue Status	Details
Is the situation contained or escalating? Is there potential to escalate?	
What are your objectives? What are you trying to make happen / prevent from happening?	
What actions have been taken? Who is taking these actions? What actions are planned next?	
Who is responding? What resources are being used?	
Do you have any advice on what the root cause of this incident/issue is?	

Additional Support	Details
Personnel	
Resources	
Specialist equipment	

Appendix 2 – BCE Response Assessment Matrix

IMPACT AREAS	IMPACT LEVELS		
	Moderate	**Major**	**Catastrophic**
People	• Injuries that require local medical treatment only, a Lost Time Injury (off work recovery required) or short / medium term health issues.	• Single or multiple injuries requiring immediate treatment off-site and hospitalisation, resulting in lost time of more than four days but no longer-term medical treatment required. • A staff member or student has significantly breached a BCE policy. • A contractor has exposed school personnel to a safety risk.	• Single or multiple deaths or permanent disability to students or staff. • A suicide of staff member or student has occurred. • Person acting in threatening manner within the school or office or confirmed direct threat has been made against a staff member or student. • Abduction or attempted abduction.
Assets	• Loss of an asset(s) of less than $1M. • Natural or man-made disaster threatens to cause a partial evacuation or closure of a school or office. • Part of a school or office is damaged or there has been theft of valuable items, equipment, trespass or graffiti.	• Loss of asset(s) of between $1M to $5M. • Natural or man-made disaster threatens to cause an evacuation or closure of a school or office. • A school or office is damaged, inaccessible or experiencing blackout or service restrictions.	• Loss of asset(s) greater than $5M. • Natural or man-made disaster causes an immediate evacuation or closure of school or office. • A school or office is destroyed (potentially by natural disasters, fire or malicious damage) or a number of BCE facilities are damaged, inaccessible or experiencing blackout or service restrictions.
Reputation	• Negative coverage in local media only. • Incident, event or practice leading to negative local community perception and concern of Catholic education but no or very limited media interest, may result in a small number of complaints from immediate community.	• Negative coverage in local and state media including radio and television coverage. • Incident, event or practice leading to negative community response that is broader than a local community and may attract short-term adverse local and regional media interest/activity and political interest.	• Negative national or international media coverage across all mediums. • Incident, event or practice causing significant impact on community that results in extreme community response that may include direct action against all or part of BCE.
Legislative Compliance	• Breach of regulations reported to authorities, potential investigation and possible fines for BCE.	• Major breach of legislation that will require regulatory attention including investigation and audit, fines likely for BCE.	• Negligent action identified, significant prosecution and fines, possible litigation or class actions brought against BCE.

IMPACT AREAS	IMPACT LEVELS		
	Moderate	**Major**	**Catastrophic**
Business Disruption	• Less than two weeks impact on School/Office operations. • There is a minor breach of the security of IT systems but no BCE content is exposed to external users. • There is loss of access to IT systems for a period within the planned Recover Time Objective. • There is a minor loss or corruption of data in in the BCE IT systems which will have a moderate impact on BCE operations.	• Up to one month impact on School/Office operations. • There is a minor breach of the security of IT systems and some BCE content is exposed to external users for a short period. • There is loss of access to IT systems for a period longer than the planned Recover Time Objective but shorter than the maximum tolerable period of disruption. • There is a significant loss or corruption of data in in the BCE IT systems which will have a major impact on BCE operations.	• Greater one month impact on School/Office operations or indeterminate delay or stoppage. • Security of IT systems is breached and the BCE content or the personal data of staff and students can be accessed by external users. • There is loss of access to IT systems for a period longer than the maximum tolerable period of disruption. • There is a catastrophic loss or corruption of data in in the BCE IT systems which will have an extensive impact on BCE operations.
Financial	• Financial loss up to $1M. • Fraudulent action by a single employee which can be managed through internal management processes.	• Financial loss of between $1M to $5M. • Fraudulent action by an employee(s) that requires involvement of external parties or agencies.	• Financial loss in excess of $5M. • High level fraudulent action by an employee(s) that requires significant involvement of external parties or agencies.
Student Protection	• Failure by school principals to ensure staff are trained in implementing the student protection processes • Failure by school staff to follow BCE's student protection processes/respond to a student protection concern • Complaints by parents/other persons regarding non-compliance with Student Protection Processes	• NSSAB assessment that BCE Student Protection Processes do not comply with relevant section of Education (Accreditation of Non-State schools) Regulation 2011 • School failure to meet NSSAB accreditation requirements in relation to student protection • Major changes to legislated requirements on short timeframes impacting on capacity of BCE to modify database operations to perform critical student reporting functions to a State authority	• Abuse (sexual or physical) of a student by a staff member • Failure by school staff to report child abuse, resulting in a student experiencing significant harm (physical or other) and/or serious self-harm • School Principal or Archbishop or delegate charged by police for failure to fulfil mandatory reporting requirements of suspected sexual abuse under Education (General Provisions) Act 2006

Appendix 3 – Initial Briefing Agenda

The first formal meeting of the team should be held as soon as possible after the team has been mobilised. This is a key briefing and will set the initial focus of the team. The primary outcomes of this briefing are that all key members of the team understand the situation, an initial plan is mapped out, and group tasks are allocated by the SIMT Leader.

Step	Elements	Who	Output
Situational awareness (who, what, where, when and why)	• What has occurred? • Who was involved? • Where has it occurred? • When did it occur? • Nature of incident/issue • Resources and assets activated • Current level of local response • Activities planned • What assistance is required? • Initial indications of the cause • Does this threat still remain?	Team Leader	• Common understanding across team
Focus	• What is the initial focus of the CIMT actions?	Team Leader	• Team direction set
Options	• Develop and rank response objectives • Broad courses of action available for response • Stakeholders relevant to the incident • Initial communication messages • Immediate response activities • Information requirements • Planning focus	All	• Team objectives set • Stakeholders assessed • Key messages identified • Initial actions set
Tasks	• Confirm actions taken so far • Assign tasks to each group leader	Team Leader	• Organisational needs identified (personnel)
Resources	• Currently committed • Additional resources required	All	• Logistics requirements identified
Questions	• Questions • Confirmatory questions	All	• Clarification
Timings	• Critical timings known • Initial response timeline • Next meeting	Team Leader	• Deadlines set
Information	• Confirm information recorded in log and on status boards	Team Coordinator	• Accurate record kept

Appendix 4 – SIMT Actions Checklist

Actions and considerations in the first six hours		
Action / consideration	**Completed**	**Remarks**
Confirm the facts of the situation	☐	
Confirm the assessment of the situation	☐	
Decide the response required and the team required to manage the response	☐	
Decide from where the SIMT will operate	☐	
Activate the required personnel and set up the School Incident Management Centre	☐	
Commence a central SIMT log to record key decisions and information	☐	
All team members to commence and maintain individual logs	☐	
Conduct an initial SIMT briefing	☐	
Contact the Senior Leader Learning and Identity to double-check that all relevant members of BCE executive contact group have been informed	☐	
Identify key risks for the school and commence the incident response planning process	☐	
Consider requirement for other specialist support and activate if required	☐	
Notifying carers of the welfare of students/staff	☐	
Notify key stakeholders as required	☐	
Establish required security to control entry and exit to school and SIMT areas	☐	
Identify a "holding area" for relatives to be intercepted and briefed about student/staff welfare. Ideally, relatives should be held in an area away from the "impact" site and students brought to them.	☐	
Identifying appropriate adults to brief the parents prior to contact with their children	☐	
Provide instructions to reception on how to handle external calls	☐	
Inform all staff: • Provide facts regarding the incident • Outline the proposed management plan • Let staff know how they will be kept informed • Remind staff of need for confidentiality and how to handle requests from the media	☐	
Plan for students to leave the site with parents/caregivers	☐	
Plan for those students who are unable to leave the site because parents/caregivers are unavailable.	☐	
Advise other school or Parish worksites immediate to your location	☐	
Contact employee assistance program provider to gain advice re: suggested support for staff	☐	

Actions and considerations in the first six hours		
Action / consideration	**Completed**	**Remarks**
Identify priority tasks and information requirements and allocate to individuals	☐	
Decide the SIMT objective, potential business or education delivery impacts and recovery considerations	☐	
Identify WH&S legislative and reporting requirements	☐	
Consider the cultural, political and legal situation. This may include who has jurisdiction and which Church and government agencies are relevant	☐	
Determine frequency, timings and attendance for SIMT, update briefs and advise all team members	☐	
What social media issues have been identified?	☐	
Discuss communication key messages with the BCE Manager, Communications and Marketing / CIMT Communication Manager	☐	
Identify the internal notifications required and develop appropriate employee notifications	☐	
Update scripts for reception staff if necessary	☐	
Meet regularly with reception staff to understand questions being asked by callers and potential issues arising	☐	
Ensure all communication materials are approved by the correct method	☐	
Continue to monitor media coverage of the incident	☐	
If the incident appears it will last more than ten hours, plan and coordinate shifts for the SIMT members or establish a daily routine	☐	

Actions and considerations in the longer term		
Action / consideration	Completed	Remarks
Restore normal routine as soon as possible	☐	
Encourage senior members of staff to facilitate the return to normality	☐	
Provide opportunities for staff and students to inform management of issues requiring attention	☐	
Continue to keep staff and students informed	☐	
Identify processes to assist in tracking staff and student's needs, subsequent intervention and decision making	☐	
Establish a sacred space for prayer and reflection	☐	
Coordinate counselling needs (determined in consultation with the Senior Education Officer – Student Wellbeing). Issues needing consideration are: • identifying groups requiring counselling including those absent at the time of the incident • allocating rooms for counsellors.	☐	
Activate a gifts/help register as appropriate to record the offers of help and gifts received	☐	
Monitor media response to the incident	☐	
Fulfil particular WH&S legislative and reporting requirements	☐	
Make contact with the immediate family of hospitalised or deceased staff and students to offer support and determine their wishes with regards to other staff, media, funeral, etc.	☐	
Plan for return to work of those that have taken leave due to impact of the incident	☐	
Ensure SIMT wellbeing	☐	
Allocate time/opportunity for staff and students conversation regarding concerns and identify practices that will assist in supporting the emotional wellbeing of the school community	☐	
Arrange memorial service if necessary	☐	
Keep staff informed through email, notifications and/or meetings	☐	
Counsellor to alert Principal to changes in staff and students behaviour	☐	
Monitor progress of hospitalised staff and students	☐	
Monitor staff and students most affected	☐	
Recognise that different cultural groups deal with trauma in different ways and it is necessary to consult with significant members of the relevant groups to negotiate appropriate procedures	☐	
If gifts/help register was activated respond to offers and distribute gifts as appropriate; send thank you messages	☐	
Review the School Incident Management Plan to determine improvements for the future; modify as appropriate	☐	

Actions and considerations in the longer term		
Action / consideration	Completed	Remarks
Review response to incident and effectiveness of current plan. Redevelop plan if necessary	☐	
Prepare a report to Brisbane Catholic Education indicating date/place/time, situation, response etc.	☐	
Planning for formal and/or legal proceedings: • funerals • school gatherings / rituals / liturgical response • inquests • court hearings	☐	
Alert staff and students to influences of anniversaries, inquest and legal proceedings	☐	

Appendix 5 – Update Brief Agenda

The following agenda provides the framework for each subsequent team meeting.

Date:		Time:	
Focus	**Element**	**Who**	
What has changed? (Consider how the situation has changed since the last meeting)	Update on incident / issues.		
What's been done?	Key actions over preceding period.		
What's going to be done?	Response activities planned.		
Current critical issues of priority	Identify critical issues and issues requiring certain priority. Prioritise issues. Allocate tasks.		
Information required	Identify critical information requirements. Consider time restrictions. Plan information acquisition and allocate tasks.		
Check the record	Confirm the Log and Status Boards are correct.		

Appendix 6 – Log Sheet

Name:	Role:	Date:	Page no:

Time	Activity / event	Action required	Done
			☐
			☐
			☐
			☐
			☐
			☐

Appendix 7 – Status Boards

Status Board 1 – Situation Board

Description:	Location:
	Time of incident / issue:
	Senior BCE representative on site: **Contact details:**
	Local emergency services activated: **Yes No** **Which services?**
Impacts / issues: (Staff, Students, Operations, Environment, Community, Financial, Commercial, Media, Legal or Reputation)	**Executive Director, BCE notified:** *:* **Yes No**
Team objective:	*External support required? Who?*

Status Board 2 – Tasks and Information Requirements Board

Tasks / information requirements	Responsible	Due	Completed
			☐
			☐
			☐
			☐
			☐
			☐
			☐
			☐
			☐
			☐
			☐
			☐
			☐
			☐
			☐
			☐
			☐
			☐
			☐
			☐

Status Board 3 – Injury and Fatality Management Board

Name	Area (office or school)	Current Location	Condition / Verified	Notification	Remarks
				☐ Police ☐ NOK	
				☐ Police ☐ NOK	
				☐ Police ☐ NOK	
				☐ Police ☐ NOK	
				☐ Police ☐ NOK	
				☐ Police ☐ NOK	
				☐ Police ☐ NOK	
				☐ Police ☐ NOK	
				☐ Police ☐ NOK	
				☐ Police ☐ NOK	

Appendix 8 – Stakeholder Assessment Tool

Stakeholder	Relevant	Priority	Action required	Responsible	Due	Done
Staff	Y N	1 2 3				☐
Next-of-kin	Y N	1 2 3				☐
Students	Y N	1 2 3				☐
Parents/Carers	Y N	1 2 3				☐
Student Protection	Y N	1 2 3				☐
Contractors	Y N	1 2 3				☐
Suppliers	Y N	1 2 3				☐
Counselling	Y N	1 2 3				☐
Security	Y N	1 2 3				☐
	Y N	1 2 3				☐
Emergency Services						
Police	Y N	1 2 3				☐
Police Media Unit	Y N	1 2 3				☐
Ambulance	Y N	1 2 3				☐
Queensland Fire and Emergency Services	Y N	1 2 3				☐
Hospitals	Y N	1 2 3				☐
	Y N	1 2 3				☐
Stakeholder	**Relevant**	**Priority**	**Action required**	**Responsible**	**Due**	**Done**
Queensland Fire and Emergency Services	Y N	1 2 3				☐
Hospitals	Y N	1 2 3				☐
Media						
Media (local, state and national)	Y N	1 2 3				☐
Online media (including blogs)	Y N	1 2 3				☐
	Y N	1 2 3				☐

Other						
Local residents / neighbours	**Y N**	**1 2 3**				☐
Unions / staff	**Y N**	**1 2 3**				☐
Insurers	**Y N**	**1 2 3**				☐
Other interest / community groups	**Y N**	**1 2 3**				☐
	Y N	**1 2 3**				☐

Appendix 9 – Sample letters to parents

EXAMPLE 1 - (This should be modified to suit particular circumstances)

School Letterhead

Date

Dear Parents,

Yesterday, two of our Year Nine students were tragically killed and others injured during a sudden storm at the Year Nine outdoor camp.

I regret to inform you that _____ and _____ have died. Other students were injured and their situation is being monitored.

Your sons and daughters may be affected by the deaths of our students and we have made some plans to provide support for them at school if needed. I will advise you further of these shortly.

It would be best for school routine to continue as normally as possible and students should attend school regularly.

Reactions of students will vary and may include crying, not wanting to talk, or wanting to talk, wanting to be alone, anger, lack of concentration, sleeping or eating problems. Should you or your child feel the need for professional help or counselling, please contact me or the school Counsellor, _____, who will be able to assist us during this time.

Please keep these students and their families in your thoughts and prayers at this difficult time.

Yours sincerely

Principal

This letter has five functions. It tells parents:
1.   **the facts**
2.   **what the school has done**
3.   **the school's plans**
4.   **how the children may react**
5.   **how to get help**

EXAMPLE 2 – (THIS SHOULD BE MODIFIED TO SUIT PARTICULAR CIRCUMSTANCES)

School Letterhead

Date

Dear Parent/Caregiver,

It is with great sadness that I bring you the news that one of our Year 10 students, _____died yesterday/today/on Saturday/during the holidays.

We remember especially and pray for _____'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 behaviour may be different from normal. They may find it hard to concentrate and complete their schoolwork. 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_____. Following the death 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 his/her feelings with you. If your 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 counselling 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 Pastoral Care teacher, 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 Pastoral Care teacher 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_____, that he/she will be at peace with God, and that _____'s family will be comforted and strengthened by the love of God and their community.

God bless

Principal

Appendix 10 – Checklist for counselling School Incident Management Team members

Senior Education Officer Student Wellbeing

On Site of Incident:

- Liaise with the Principal and Senior Leader Learning and Identity to ensure clear communication among all officers while on site of incident
- Act as a representative of the team to minimise interruption to their counselling time
- Provide counselling and support as part of the team

Other:

- Organise and facilitate regular follow-up team meetings relating to the specific incident
- Facilitate communication (information flow) to team members relative to the specific incident
- Write a report of the action taken by the team in relation to the incident
- Encourage team members to participate in the team debriefing

Other Members of Response Team

- Provide counselling and support to students, staff, (as appropriate) parents, bystanders and those directly and indirectly affected by an incident during and after its occurrence
- Participate in the team debriefing following an incident
- Provide debriefing to School Incident Management Team colleagues when necessary
- Participate in training sessions and professional development that team members decide are necessary and relevant to the building and maintenance of knowledge and skill in the area of incident and critical incident management
- Participate regularly in School Incident Management Team meetings
- Be available to schools for advice and training in developing School Incident Management Plans
- Liaise with other agencies to assist schools e.g. ACCESS, CHYMS.