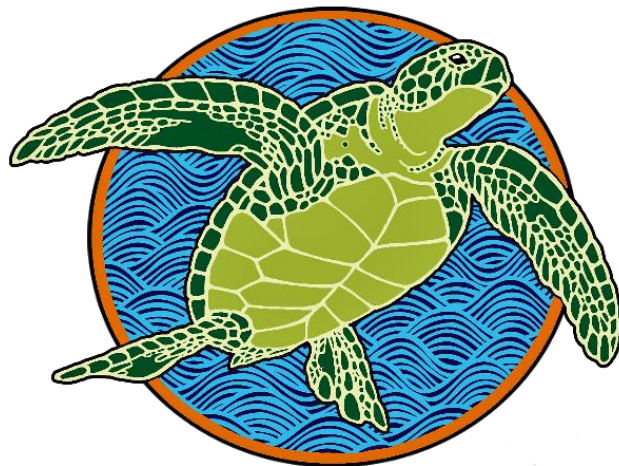


# **Emergency, Critical Incident and Crisis Response**

## **Management Plan**

For

**CHRIST THE KING CATHOLIC SCHOOL  
Djarindjin Lombadina**



**Co-ordinating Team**  
Leadership Team  
Reviewed February 9<sup>th</sup> 2021

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## **Critical Incident Reporting should be made for the following instances –**

- Circumstances that pose a critical risk to the health, safety or wellbeing of one or more students or staff
- Incidents requiring school closure, lockdown or reduction of number of students or staff attending
- Death or life threatening injury of a student or staff member at school, or following an incident that occurred at the school or through a school based activity or circumstance
- Receipt of an allegation of child abuse, including but not limited to sexual abuse, against a student by a staff member or student or other person, whether the abuse is alleged to have occurred recently or in the past
- Issuing a formal warning to a staff member or ceasing the employment of a staff member for breach of the staff Code of Conduct suspected to be grooming behaviour.
- All critical incidents should in the firstly be reported to the CEOWA office as well as the regional CEO office.
- See reporting form that should initially be sent to CEOWA –  
<http://www.des.wa.gov.au/schooleducation/nongovernmentschools/Documents/Form%20-%20Critical%20and%20emergency%20incident%20report%20form.pdf>

## **Emergency and Critical Incident Response - AEIOU**

The incident controller, usually the Principal, will determine the level of response and specific actions taken by considering:

- The potential and likely impact of the emergency or critical incident on the school community (including students, parents, other schools and community members).
- The timing of the incident (time of day, whether it occurs during a weekend or in the school holidays and upcoming events e.g. exams or the school ball).
- The extent to which the event is site-specific or community-orientated.
- The location of the emergency or critical incident.
- Weather conditions.
- The cumulative effect of other emergencies or critical incidents which have affected the site in the recent past e.g. recent suicides and possible suicide contagion.
- The age and capabilities of the student population.
- The social, cultural, lingual, economical, geographical and other community factors.
- The management role that other agencies play under legislature or policy.

The actions listed below are consistent with the Department's approach of –

- A** Assess situation, call emergency services, assist those in danger
- E** Evacuate students, Staff and visitors, if appropriate
- I** Inform the district office or central office
- O** Organise resources, advise parents

**U** Undertake recovery operations and return site to normal

**Emergency Services Contact Numbers**

<b>Group</b>	<b>Phone Numbers</b>
WA Police – Life-threatening or time critical emergency	000 or 112
WA Police – Non-life threatening incident requiring Police response	131 444
<b>WA Police – Djarindjin/Dampier Peninsula Police Station</b>	<b>9192 4590</b>
Ambulance	9192 4935 (Clinic)
Fire and Emergency Services Authority	000 or 112
State Emergency Services	132 500
Lombadina Clinic	91924935
Broome Hospital	9194 2222
Dentist	9191 1340
Kimberley Mental Health Services	9194 2640
Poisons Information Centre	131 126
Gas	131 352
Electricity	131 351
Water Corporation	131 375
Health Direct (Speak to a nurse over the phone)	1800 022 222
Broome Shire	9191 3456
Pollution Watch	1300 784 780
Local Media Contacts – Radio 6DBY / ABC Kimberley	9193 1966 9191 3011
Catholic Education Office Broome	9194 9200
School Psychology Service	9193 6488
Djarindjin Community Office	9192 4940
Lombadina Office	9192 4936
One Arm Point School	9192 4932
Sacred Heart Beagle Bay	9192 4926
Lead School Psych. (Jo Fox)	0417 193 060

## Emergency Contact Numbers for School Personnel

Role	Name	Phone Number	
		Home	Mobile
Principal	Sharon Le Ray		0477 075 500
Teachers	Glyn Benari		0429 644 026
	Grace Lewis		0448 549 483
	Cara Webling		0400 682 346
	Jake Nelson		0455 783 915
	Greg Moore		
	Lyn Larner		0409 924 102
	Mena Manado		0477 788 591
Attendance Officer	Sarah Ougham		0498 231 543
Administration Officer	Samarah Cox		0455 671 029
Aboriginal Teacher Aides	Estelle Hunter		0487 812 572
	Marlene Gregory		0484 185 685
	Valarie Wiggan		0497 204 015
	Samina Manado		0472 607 218
	Cheryl Counilor		
	Lalah Tigan		0475 265 301
	Nardia Garlete		0477 075 500
	Vincent Mckenzie		0488 752 007
Groundsman/Bus-Driver	Tony Larner		0484 134 192
School Psychologist	Clara Kasahara	9192 0800	0475 962 887

## School Evacuation Kit

The school evacuation kit comprises:

- Duties of evacuation personnel
- School mobile telephone and charger (including car charger)
- Megaphone
- Whistle
- Copy of school *Emergency And Critical Incident Management Plan*
- Copies of the *Emergency And Critical Incident Diary* (see Appendix)
- Copies of student health care plans
- Student health care medication e.g. EpiPen
- Copy of student class lists
- Copy of student home and emergency telephone numbers
- Pens/pencils
- Pads of paper
- Torch and spare batteries
- Camera
- First aid kit
- Attendance register for that day

## On-site Evacuation Procedure

**An evacuation situation will be signalled by the electronic evacuation siren**

DUTIES FOR EVACUATION PERSONNEL	
ROLE	DUTY
PRINCIPAL	<p>Assess situation.</p> <p>Raise alarm throughout school and complete final sweep of buildings.</p> <p>Proceed to designated assembly area.</p> <p>Check for damage, gas leaks, power failure and any other hazard.</p> <p>Monitor situation and ensure that no-one returns to any building unless authorised to do so after consultation with emergency services.</p> <p>Advise Carol Geurts / Principal Consultant.</p>
ASSISTANT PRINCIPAL	<p>Checkpoint officer – proceed directly to designated assembly area.</p>
ADMINISTRATION STAFF	<p>Complete sweep of administration block, lock administration block, and collect back-up data.</p> <p>Assist Principal with sweep of school</p> <p>Call 000, <u>upon instructions from Principal.</u></p> <p>Notify administration upon instructions from Principal.</p> <p>Notify Djarindjin and Lombadina Community Offices.</p> <p>Collect a first aid kit and escort any sick students.</p> <p>Collect evacuation kit.</p> <p>Proceed to designated assembly area.</p> <p>Advise checkpoint officer which staff members are absent and their replacement, if applicable, and any visitors on site.</p> <p>Maintain Emergency and Critical Incident Diary (see Appendix).</p> <p>Sound <b>stand down</b> signal when instructed.</p>
TEACHERS	<p>Collect class list then escort students, volunteers and any other persons in their charge to the designated assembly area.</p> <p>Check class list.</p> <p>Confirm rolls with Checkpoint officer immediately after checking.</p> <p>Remain with students and wait further instructions.</p>
ABORIGINAL TEACHERS AIDES	<p>Assist teachers to assemble students as quickly as possible.</p> <p>Check buildings are empty and proceed to designated assembly area.</p> <p>Stay with any person in your charge.</p> <p>Students must be escorted to their class teacher.</p>
CANTEEN	<p>Turn off any cooking apparatus and proceed to designated assembly area. Report to checkpoint officer.</p>
OCCUPATIONAL HEALTH AND SAFETY REPRESENTATIVE	<p>Ensure students are evacuated to the designated assembly area as per the evacuation plan.</p>
VISITORS	<p>All visitors must report to the administration officer, near the checkpoint officer, so they can be marked as present in Visitor's Book.</p>

**Designated Assembly Area** – near cemetery or on Lombadina basketball court if decision is made for the need to be further from buildings



## **INVACUATION PLAN**

Circumstances could arise whereby it would be safer for students and staff to remain indoors and keep people movement to an absolute minimum (e.g. toxic emission, snake, dangerous dogs, severe storm, danger/threatening stranger)

**An invacuation situation will be signalled by the alert siren**

### **PLAN A**

- If required to stay in classrooms
- Make contact with main building-informing students missing from classroom
- Lock doors
- Stay calm
- Stay until all clear messages are given.

### **PLAN B**

**During break time when the invacuation siren sounds**

#### **ALL CLASS TEACHERS & ATAs**

- Move immediately to classrooms or close by building
- Call the roll and inform the Front Office staff via phone or mobile phone
- Lock outside doors
- Stay calm
- **Do not admit any strangers to the classroom.**

#### **ALL STUDENTS**

- Move immediately to classrooms or close by building
- Sit quietly and remain inside until the "All clear" is notified
- Stay calm
- If separated from your class use other classroom or close by building.

#### **NON- CLASSROOM BASED TEACHERS OR TEACHERS RELEASED IN MAIN BUILDING**

- Lock outside doors
- Check toilets and corridors for students and move to the front office or closest building.
- Stay calm

#### **FRONT OFFICE STAFF & OTHER NON-TEACHING STAFF**

- Lock front/back double doors and library door.
- Move to the Front Office and wait near a telephone
- Stay calm
- Answer the phone to check that all classes
- Inform the necessary Emergency services
- Wait in the Front Office unless directed elsewhere by the principal
- Check sign in for visitors

#### **ADULT VOLUNTEERS**

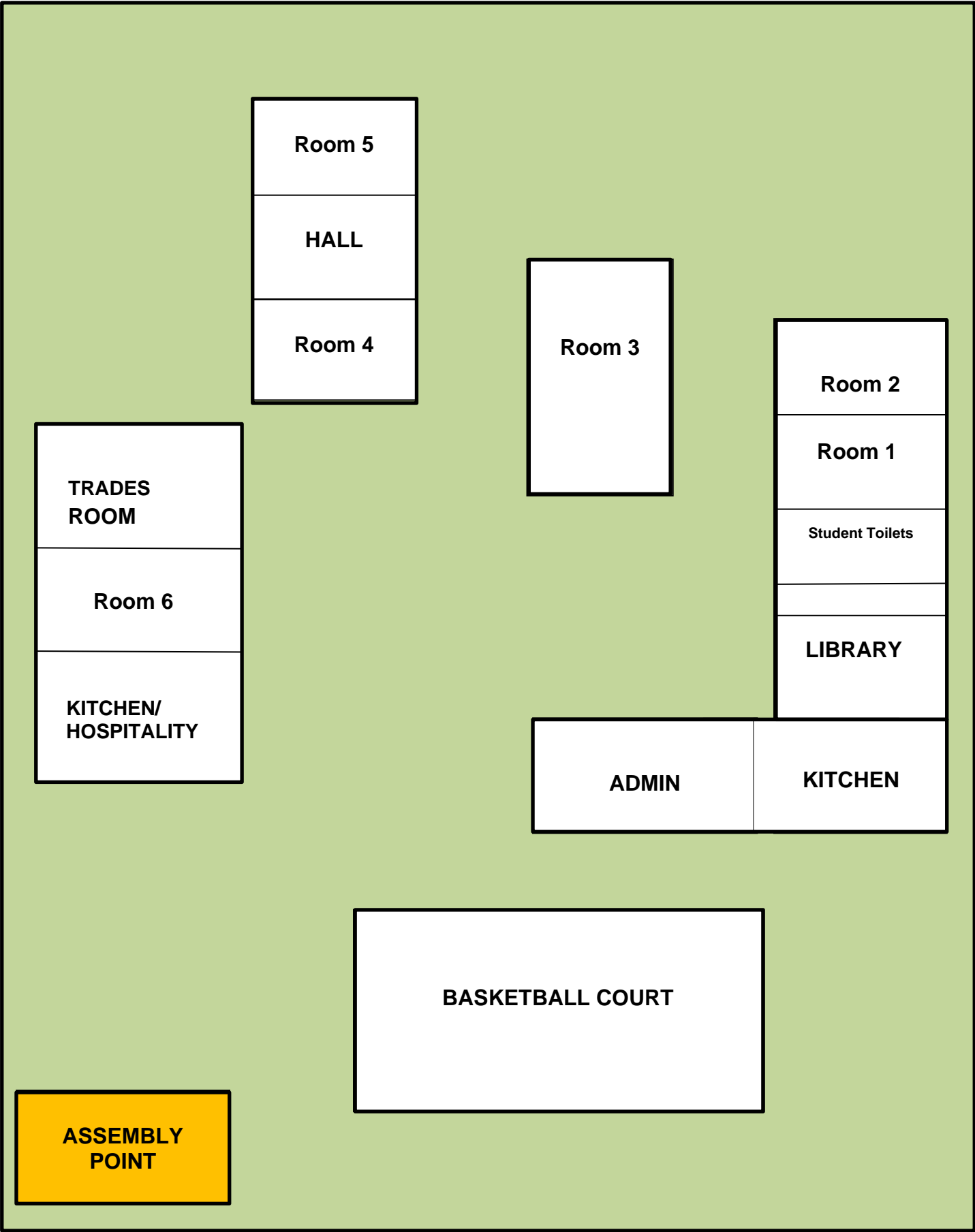
- Move to close by building and inform the front office (continue over page)

### **THE PRINCIPAL OR TEACHER IN CHARGE**

- Check with the front office staff that all students are accounted for
- Decide who will search for missing students and/or if safe to do so and inform that person via the internal telephone system
- Coordinate actions with the necessary emergency Services
- Decide, and then communicate, when the “All Clear” is given
- Lead an assembly to explain the situation as soon as it is safe and practicable to do so

**The principal (or nominated teacher in charge, if the Principal is absent) is the only person to declare that the situation is “All Clear”.**

**School Site Plan and Evacuation Routes**



## Bomb Threat

### If you receive a bomb threat by telephone:

- **STAY CALM**
- **DO NOT** hang up.
- Refer to the Bomb Threat Checklist on the following page.
- Try to get as much information as possible.
- Notify the principal/site manager. If Principal or site manager is off site, notify the deputy principal or district education office. **DO NOT COMMUNICATE THE THREAT TO ANYONE ELSE.**
- Contact WA Police (Principal or Site Manager).
- Decide whether the site is to be evacuated (Principal or Site Manager).
- If evacuation is signalled, proceed to designated assembly area (refer to Evacuation Procedures within this document).
- Ensure staff and students take bags and other belongings with them.
- Leave doors and windows open.

### If you receive a bomb threat by mail:

- Avoid handling of the letter or envelope unnecessarily.
- Place the letter in clear plastic bag or sleeve.
- Inform Principal or Site Manager.
- Contact WA Police and organise emergency personnel to conduct an area search (Principal or Site Manager).
- Consider the need to evacuate (refer to Evacuation Procedures within this document) (Principal or Site Manager).

# Bomb Threat Checklist

**BY TELEPHONE:** The person receiving the call is to note/record as many details and ask as many questions as possible. Record this in this form as soon as is practicable.

**FROM ANOTHER SOURCE (e.g. WA Police):** This form is still to be used. The source of notification is asked to provide as much detail as possible.

TELEPHONE BOMB THREATS (Response Checklist)
<b>1. General Questions to Ask</b>
<ul style="list-style-type: none"> <li>• What is it?.....</li> <li>• When was it set to explode? OR when will the substance be released?.....</li> <li>• Where did you place it?.....</li> <li>• What does it look like?.....</li> <li>• When did you put it there?.....</li> <li>• How will the bomb explode? OR how will the substance be released?.....</li> <li>• Did you put it there?.....</li> <li>• Why did you put it there?.....</li> </ul>
<b>2. Bomb Threat Questions</b>
<ul style="list-style-type: none"> <li>• What type of bomb is it?.....</li> <li>• What is the bomb?.....</li> <li>• What will make the bomb explode?.....</li> <li>• When is it set to explode?.....</li> </ul>
<b>3. Chemical/Biological Threat Questions</b>
<ul style="list-style-type: none"> <li>• What kind of substance is it?.....</li> <li>• How much substance is there?.....</li> <li>• How will the substance be released?.....</li> <li>• Is the substance a liquid, powder or gas?.....</li> </ul>
<b>4. other Question to Ask</b>
<ul style="list-style-type: none"> <li>• What is your name?.....</li> <li>• Where are you?.....</li> <li>• What is your address?.....</li> </ul>
<b>5. Observations from the voice</b>
Speaker: Male Female Child Age: Very Young Adolescent Adult Old Sobriety: Normal Intoxicated Drugged Speech; Normal Stammer Slurred Lisp incoherent Well Spoken Abusive Irrational Accent Message sounded like it was being read by caller Message was taped
<b>6. Observations</b>
<p><b>Source:</b> Did it sound as if a public telephone was used?   <input type="checkbox"/> Yes   <input type="checkbox"/> No</p> <p><b>Background:</b> <input type="checkbox"/> Music   <input type="checkbox"/> Children   <input type="checkbox"/> Talking   <input type="checkbox"/> Typing   <input type="checkbox"/> Traffic   <input type="checkbox"/> Machinery   <input type="checkbox"/> Aircraft   <input type="checkbox"/> Harbour  <input type="checkbox"/> Other</p> <p><b>Call received by:</b> .....at am/pm..... Length of Call.....</p> <p><b>Origin of Call:</b> <input type="checkbox"/> Bomber   <input type="checkbox"/> Police   <input type="checkbox"/> Fire Brigade   <input type="checkbox"/> Other</p>
<b>7. Other Information you are able to add</b>

## Bushfire

For comprehensive information on preparing for and responding to bushfire, please refer to the Principal's Guide to Bushfire, available from the Policies website at <http://det.wa.edu.au/policies>.

### **FACING A BUSHFIRE – STAY OR LEAVE?**

**Don't leave the decision to relocate until the fire is so close that you cannot get out safely!**

If there is a bushfire in your area, you must make an early decision on whether you will stay with the property or relocate.

Staying with the property could also be safer than trying to get away on roads blocked by fire and smoke.

You may prefer to stay if ...

- You are confident the property is well prepared
- You have sufficient water supplies
- You think you can deal with the stress and tension of battling the bushfire.

You may prefer to go if you ...

- Aren't confident about the fire safety of your property
- Are worried about young children, elderly people or someone who is sick
- Think you could not cope with the stress of fighting the fire
- Know it is safe to leave, have a safe destination in mind and know it is safe to get there.

If a bushfire approaches ...

- Dress in protective clothing and close all windows and doors
- Block downpipes and fill gutters with water, also fill buckets, basins, baths and sinks as a back-up supply
- Extinguish small spot fires around your house and check for spot fires under the buildings and in the roof space.
- When it becomes too dangerous outside, shelter inside and take hoses and fittings with you.

(West Kimberley Shire Emergency Services Information)

<http://www.sdwk.wa.gov.au/services/emergencyservices/firesafety.html>

## Fire

In the event of a fire:

Raise the alarm.

- Alert Principal of Site Manager.
- Evacuate everyone from the immediate vicinity of the fire.
- Fight fire with existing equipment (**ONLY WHEN IT IS SAFE TO DO SO**).
- Sound the evacuation alert if evacuation is necessary.
- Allow staff, students, and visitors to collect belongings (**ONLY WHEN IT IS SAFE TO SO**).
- On sounding of the alert, evacuate all staff, students and visitors in an orderly manner.
- Close all doors and windows.
- Arrange for power supply to be switched off at the electrical switchboard (Principal or Site Manager) (**ONLY WHEN IT IS SAFE TO DO SO**).
- Collect classroom rolls and move students and visitors along designated routes to the designated assembly areas.
- Assist staff, students and visitors with disabilities or special needs.
- Assemble students in groups and mark their names off the rolls.
- Confirm rolls with assembly warden immediately after.
- Remain with students and await further instruction from the incident controller.
- **DO NOT** leave assembly area until advised to do so by the incident controller.
- Return to classrooms (**ONLY WHEN IT IS SAFE TO DO SO**).





## Chemical Contamination Event

Chemical contamination events that impact on, or have the potential to impact on, the occupants of a site may be as a result of a local mishap or may originate off-site. An example of a localised event could be a chemical spill in a science laboratory. An off-site event could be in the form of an explosion and chemical fire at industrial premises with the resultant toxic smoke plume at risk of inundating a nearby school site.

Whilst such events are rare, it is important to appreciate the difference between the two types and to respond appropriately to the circumstances at the time.

### On-site Chemical Contamination Event

In the event of a chemical spill or other chemical contamination occurrence that originates on-site, the response must be immediate and in accordance with the circumstance that present at that time.

If the chemical spill occurs indoors and presents a potential risk to safety (e.g. explosive or toxic vapours/gas), evacuate the room immediately. Move to a safe area well away from the spill.

Upon exiting the room, close all doors and if possible, isolate the electrical power supply to the room in question. If a gas leak occurs, isolate all gas outlets and mains gas, if possible.

If the event is outside the control and capability of the Principal or Site Manager to deal with, call emergency services.

If the event is at a school site, notify the relevant Director of Schools at the earliest opportunity.

In all cases, notify the Department's Principal Consultant Environmental Health.

### Off-site Chemical Contamination Event

In the event of a chemical spill or other chemical contamination occurrence (e.g. fire resulting in toxic smoke) that originates off-site but which has the potential to adversely on a school site or other Department workplace, the Fire and Emergency Services Authority as the responding agency will:

- Make contact with the Principal or Site Manager and provide advice and/or direction as the circumstance dictates. This may involve lockdown or evacuation – any directions given must be complied with.
- If the event involves a school, the Principal or Site Manager must advise their Director of Schools as soon as possible.
- The Department of Health will advise the Department's Consultant Environmental Health, who will liaise with stakeholders.
- Fire and Emergency Services Authority may request on-site monitoring for air contaminants entering the school ground.

## Civil Disorder and Illegal Occupancy

Based on the information available, during school opening hours, the Principal or Site Manager should consider the following operational levels:

### Level 1.

#### Normal Operations.

School is functioning as normal in the Community and may have visitors on site.

### Level 2.

#### Report of a Potential Situation

If there are any indications that trouble is a distinct possibility and the information has been received from a credible source:

- Notify WA Police and request assistance.
- Notify the Catholic Education Office.
- Restrict staff and students to quadrangle areas and the immediate surrounding buildings.

### Level 3.

#### Incident is Imminent

Principal is to judge (in consultation with WA Police), whether it is safe to choose lockdown or to send children home to their families.

- Refer to lockdown procedures.

#### Lockdown

The Principal of Site Manager will:

- Plan for lockdown as one aspect of the ECIMP
- Initiate lockdown based on an assessment of risks to students and staff
- Make the decision to initiate lockdown informed by advice from other agencies (for example, WA Police or the Fire and Emergency Services Authority), the regional education office or other information available at the site
- Immediately report any lockdown to their Regional Principal Consultant
- Liaise with their Regional Executive Director and the Department's Media Unit for media related matters and when preparing communications for parents following a lockdown and
- Maintain records and documentation associated with a lockdown.

If out of school hours contact the Regional Executive Director or School Security.

When the school is in lockdown all students and staff are to confined to a classroom or any other secure room inside the school grounds. At least 1 adult must be present in the room. If the room that the students and staff are confined to has the capability to be locked from the inside, then the supervising adult may lock the room.

No person is to exit the room until the all clear has been given by the School Principal or Deputy Principal, unless it is unsafe to remain in the room, in which case students and staff are to muster in the chosen locations.

## Cyclone/Flood

In cyclone-prone areas, Principals/Site Managers should establish links with their local State Emergency Services (SES) and familiarise themselves with the various actions required under each “alert stage”.

If flooding is imminent, make contact with the local SES and district education office as soon as possible.

If the school is still occupied, ensure students and staff are located in the highest sheltered areas.

Where possible, ensure that high value equipment and records are relocated away from impending floodwaters.

Ensure potential electrical hazards have been eliminated (for example, isolate power supply) **(ONLY WHEN IT IS SAFE TO DO SO)**.

Remain at the safe location while it continues to offer protection.

Do not allow anyone to enter the floodwaters.

### **Cyclone Procedures for Christ The King Catholic School**

Christ The King Catholic School will adhere to Local Emergency Management Procedures and advice given and enact the following procedures in the case of a cyclone threatening the Community.

- I. If a cyclone is threatening and the Community is close to being on, or are in **BLUE ALERT**, then parents should keep their children home if they believe/feel that there is strong likelihood that our community will be on yellow alert within the school day.
- II. On **YELLOW ALERT** this school will make arrangements to send children home. Staff are then required to secure the school, and then for all staff to go home.
- III. On **RED ALERT** all staff are to remain at home or a safe sheltered location until blue alert of all clear is called.
- IV. During cyclone alerts and after a cyclone event, the school Principal will liaise with Kimberley Regional Office before notifying ABC radio or local radio to announce when the school will be open. Staff are to remain at home until notified by the Principal via public broadcast or direct contact.

## Earthquake

In the event of an earthquake, **REMAIN CALM** and reassure staff, students and visitors.

### Indoors

- Stay indoors and seek shelter under tables, desks or strong-constructed door frames.
- Check that evacuation routes are safe.
- Stay away from windows and other fixtures that may become unstable.
- Provide assistance to people with disabilities or special needs.
- Turn off electricity, gas and water (**ONLY WHEN IT IS SAFE TO DO SO**).
- Instruct staff, students and visitors to collect belongings (**UNLESS THREAT IS IMMEDIATE**).
- Ensure all staff, students and visitors evacuate in an orderly manner on being given evacuation instruction (Principal or Site Manager).

### Outdoors

- Move quickly away from buildings and power poles.
- Evacuate to designated assembly area.

### After Earthquake

- Check attendance against class rolls at the designated assembly area.
- Contact the district education office.
- Liaise with Emergency Services.
- Check for injured people. **DO NOT MOVE SERIOUSLY INJURED PEOPLE UNLESS THEY ARE IN IMMEDIATE DANGER. WAIT FOR EMERGENCY SERVICES.**
- Survey damage.
- Turn off electricity, gas and water supplies (**ONLY WHEN IT IS SAFE TO DO SO**).
- Check for damage, gas leaks, power failure and other hazards. **ENSURE THAT NO-ONE RETURNS TO ANY BUILDING UNLESS AUTHORISED TO DO SO (PRINCIPAL/SITE MANAGER).**

## Siege Hostage Situation

Siege and hostage situations are two of the most significant emergencies or critical incidents that a school may encounter. They often develop with unpredictability, speed and lethality. These events may involve armed or unarmed people, using a carefully planned or completely unplanned method. Many of these situations are over within several minutes. It is essential that, if the safety of students or staff is at immediate risk, decisive actions are taken to reduce access to additional victims. This includes immediate notification of the WA Police. Due to the close proximity of the Police Station, it would be expected that their arrival should be prompt.

Before the arrival of Emergency Services, the decision to instigate lockdown or to evacuate all or part of the school premises is a decision to be taken by the Principal or Site Manager. Where time permits this decision should be made in consultation with the WA Police. If 'lockdown' is initiated, the correct lockdown procedure should be followed (see page 19).

Large scale evacuation will always be a last resort. The decision will need to balance the risks as to whether the students and staff are afforded better protection by remaining where they are or by evacuation. If a decision to evacuate is made, the aim will be to evacuate the optimum number of people expeditiously and safely.

Parents and other persons who arrive on a school site during a siege or hostage situation should be mustered to a safe location not on school ground.

The preservation of life will take precedence. Perpetrators should NOT be approached or challenged.

## Suicide Event

It has long been highlighted that suicide ideation, attempts and deaths are an all too common theme running through communities in the Western Australian Kimberley region. At a community summit last year, one participant likened it to “existing between suicides”. Sadly, for some communities in the West Kimberley our young people between the ages of 15-24 represented at least half of all completed suicides over the last three years.

The “Living is for Everyone (LIFE) Australian National Suicide Prevention Strategy” reports Aboriginal and Torres Strait Islander people, people in rural and remote areas, those with mental health issues and the suicide bereaved, are at the greatest risk of suicide. Compared to the rest of WA, the Kimberley region has the highest proportion of Aboriginal people (42%), the youngest population (median age 30 compared with state median 37) and the greatest number of remote communities (281). The multiple risk factors combined on the Kimberley produce the highest rate of suicide in Western Australia and of the highest nationally.

Schools in the West Kimberley region, particularly secondary settings, need to be mindful of the risk of suicidal behaviour in students and alert to the potential for a contagion/clustering influence in which one death by suicide can increase the likelihood of other suicides.

A student’s completed or attempted suicide can be a traumatic event for both staff and students, but unfortunately this can contribute to an increased risk of suicide in other susceptible students, staff or families known to the young person. International research has identified the phenomenon of suicide contagion where a vulnerable young person’s knowledge of, or exposure to a suicide increases the likelihood of them viewing suicide as an option. It is for this reason schools have an important role to play in trying to prevent suicide, by helping identify and provide support to students or staff who may be at risk.

### **Particular considerations for schools include:**

**1.** Providing opportunities for enhancing the health and wellbeing of students and staff is a significant way to prevent suicide.

**2.** Any students expressing suicidal thoughts or threats or engaging in self-harm behaviour need to be taken seriously. Consultation with parents, Clinic Nurse and School Psychologist personnel is strongly recommended.

- Students with an identified risk of suicide or self-harming behaviour should be appropriately assessed and supported. \*see appendix 13 and sample risk management plan and procedures.
- Raising staff awareness of risk factors associated with suicidal behaviour.
- Discouraging students from undertaking assignments that focus on suicide.
- Maintaining alertness to suicide risk and behaviour in students and staff.
- Avoiding any strategies that normalise, glamorise or increase identification with a person who died by suicide. Given the potential for harm and negative outcomes for at-risk students, schools should not include suicide as a discrete topic within the school curriculum. This includes guest speakers and teachers providing discrete suicide education to students and discouraging students from completing assignments focussed on suicide as a topic.
- Avoiding screening strategies as a way to identify students at risk of suicide. Evidence has shown that although there have been positive results when using screening strategies, there are also problems when using this approach. Screening activities are often subject to a high number of false positive results and false negative results. A positive result indicates a person is at risk of suicide when they are not. A false negative result indicates a person is not at risk when they are.
- The need to liaise closely with Kimberley Regional Office and School Psychology Services.

- The Ministerial Council on Suicide Prevention website provides useful advice relevant for schools. The website is located at [www.mcsp.org.au](http://www.mcsp.org.au). The MindMatters website has valuable resources for schools. This website is [www.mindmatters.edu.au](http://www.mindmatters.edu.au)
- Managing the spread of information and containing rumours about the suicide given the instant and global communication access young people have, through avenues such as Facebook, text messages and the internet, is almost impossible. What is important, at this stage, is the role of the accurate and appropriate way. This process needs to involve a coordinated community response incorporating community support services and where possible/appropriate the bereaved or affected family having input into the school's response. Respecting family request whilst providing duty of care to others can pose certain challenges, however what is vital is clear, open and considerate communication between all parties to ensure safety of others at risk.

(Similar processes may apply to other critical incidents as part of this school procedure).

If you have any questions or worries about suicide amongst our staff or students, please discuss this with your line manager, the Principal or the School Psychologist.

## First 24 Hours – Suicide Event

If the school receives information about a suspected suicide in the school population, or the community, principal is to call the police to confirm.



1. Inform Kimberley Education Regional Office – 9194 9200 or refer to mobile phone contact list
  - Jo Fox – 0417 193 060
  - Mary
2. Inform StandBy Suicide Response Service – 24hr Response 0458 889937
3. Inform Kimberley Mental Health Broome Team – 9194 2640
4. Convene School Critical Incident Response Team
5. Notify other schools in the immediate area, OAP 9192 4932 Beagle Bay 9192 4926, if appropriate.



### Responsibilities of School Administration & StandBy

- Liaise directly with the family to pay respects
- Ensure safety of all students and staff
- Address students in small groups, class groups – not at school assembly *see appendix*
- Set aside a recovery room for students / staff who need to step out
- Identify and provide support to vulnerable students, staff and close friends
- Prepare written information for students, staff and parents
- Liaise with police and other emergency services staff
- Manage all incoming and out-going information and correspondence
- Manage media requests via Kimberley District Education Office
- Documentation of events and responses

### Plan Guidelines

Please follow the below guidelines in implementing the postvention plan. This helps ensure safety of staff and students.

- Generic letter ONLY to be sent out to whole of school community. *See appendix*
- Identified Students at Risk letter to be sent out ONLY after prior discussion with parents/carers of the identified persons. *See appendix*
- Fact Sheets ONLY to be sent to families of identified students. Where possible it is best to hand deliver sheets and allow for explanation. *See appendix*
- School administration, school psychologist or StandBy, to liaise directly with family of the deceased around information relevant to the school community and family support required.
- In the event of being unsure of anything, please liaise with School Psychologist or the StandBy Suicide Response Service for clarification.
- Please liaise directly with school ATAs regarding clarifications on cultural protocols and practices, which are relevant for your area.



## Principal's Role in the Event of a Suspected Suicide

Tasks	24 Hours	1 Week	1 Month
1. Contact Family/Extended Family (and police if appropriate). a) Obtain facts. b) Ask for permission to disseminate situation c) Contact Standby			
2. Coordinate the contact of appropriate Department Personnel as contact Department policy. When a fatal accident occurs on site or on school authorised activity the Principal must contact all people on <b>Appendix 1</b> .			
3. Complete online incident reporting form.			
4. Determine the time and venue for Co-ordinating Team meetings and inform Coordinating Team members.			
5. Present relevant information to the Co-ordinating Team and folders to individual team members. Develop statement with Team			
6. Direct all front office staff to refer all phone calls to the Principal			
7. Organise a whole school staff meeting to verbally present relevant information to all staff. Advise staff of media procedure. Stress the importance to all staff to attend school. If they are unable to cope with the situation, then they should inform the Principal so relief can be organised.			
8. Contact appropriate agencies (where necessary) eg. Standby to provide advice on legal procedures.			
9. Respond, verbally or written, to enquiries by parents personally or through authorised delegate after consulting family members for permission.			
10. Identify school personnel to attend the funeral.			
11. Organise a de-briefing meeting at the end of the day.			
12. Advise surrounding schools in the community. See <b>Appendix 9</b> .			

## Assistant Principal's Role in the event of a Suspected Suicide

Tasks	24 Hours	1 Week	1 Month
1. Prepare statement to read to staff at a meeting with details that are not confidential.			
2. Prepare a formal statement for staff to read to students, based on facts presented at Co-ordinating Team meeting. This should be brief, factual and aim to stop gossip. Students should be given this information in their normal classes. See <b>Appendices 3,4,and 6.</b>			
3. Prepare rosters of staff to read message to students for those staff who feel uncomfortable.			
4. Prepare sufficient copies for distribution to staff members.			
5. Liaise with Principal to co-ordinate all procedures for reporting a fatal accident. See <b>Appendix 1.</b>			
6. Establish if siblings or students with an obvious connection attend another school and contact Principal of these schools.			
7. Inform all staff including non-teaching staff not presently at school eg. Staff on camps, excursions, absent.			
8. Prepare a flyer to be sent to parents – posted or hand delivered by students. See <b>Appendices 10 &amp; 11.</b>			
9. Respond to enquiries by Parents and Caregivers – together with Principal. See <b>Appendix 8.</b>			
10. Keep detailed written notes of events.			
11. Monitor student progress and behaviour and ensure report comments are appropriate.			
12. Ensure appropriate allowances are made for assessment.			
13. Organise follow up meeting in small groups or in Block meetings in conjunction with School Psych and use debriefing questions.			

## School Psychologist's Role in the event of a Suspected Suicide

Tasks	24 Hours	1 Week	1 Month
1. Assist Co-ordinating Team to make decisions at initial meeting.			
2. During staff meeting inform teachers of referral procedure and the availability of counselling team members. Teachers to issue "permission to leave class" slips. School Hall of conference room to be made available.			
3. Give indications as to the likely effects at the school level. Photocopies for teachers to be made available. See <b>Appendix 7</b> .			
4. a) Conduct counselling (include previous suicide attempters in case of suicide). b) Prepare handout to give students. See <b>Appendices 11 &amp; 12</b> .			
5. Co-ordinate counselling team and extra support personnel (other psychologists, other nurses, and other health services).			
6. Establish a strategy for ongoing counselling.			
7. De-brief team at meeting on Day One.			
8. Discuss grief curve with staff at de-briefing.			
9. Monitor staff reaction and provide support for those who wish it.			
10. De-briefing for Co-ordinating Team and other counsellors.			
11. Conduct one week and one month follow-ups with teachers in small groups and with Deputies to identify students in need of in-depth counselling. Target relevant year group teachers and teachers of siblings.			
12. Conduct one week and one month follow-ups with students as required.			

## Office Staff Role in the event of a Suspected Suicide

Tasks	24 Hours	1 Week	1 Month
1. Respond to enquiries as directed by the Principal. Use script provided.			
2. Print out and copy statements from <b>Appendices 2,3,4 &amp; 6.</b>			
3. Be available to photocopy multiples of handouts for teachers as directed by Co-ordinating Team.			
4. Remove appropriate records from computer. Update family ledger.			

## Teacher's Role in the event of a Suspected Suicide

Tasks	24 Hours	1 Week	1 Month
1. Read prepared statement to students as in <b>Appendices 3,4 &amp; 6</b> . Teachers who find this difficult are to inform the Deputy Principal.			
2. Take note of students who are likely to be at risk.			
3. Monitor the reaction of the students and respond accordingly. See <b>Appendix 7</b> .			
4. Remove appropriate records from compute. Update family ledger.			
5. Observe and provide feedback to administration team.			
6. <b>Be sensitive to curriculum content</b> (current and subsequent).			
7. Under no circumstances talk to the media unless authorised by the Principal.			
8. Monitor your own feelings. If you need help then inform a Deputy Principal. See <b>Appendix 12</b> .			

## **Appendix 1 - Principal's information to Staff in Case of Suspected Suicide**

### **Before the meeting:**

1. Make statement with Team

### **Call all staff and ask them to come to a briefing.**

2. Read Appendix 2 with staff
3. Go through statement that has been prepared.
4. Provide staff with copies of the statement and Appendix 2, 3, 4 and 6.

## **Appendix 2 – Giving information to Students in the Event of a Trauma/Death**

Principal in consultation with emergency response team, will draft a statement for teaching staff to read to students. Teachers will be provided with this page and the set statement.

Ensure that any close friends or relatives identified at the staff meeting have been taken out of class.

Depending on the nature of the event and how close it is to that class. This may vary from a brief, sympathetic statement to a more extended discussion.

Here are some suggestions that may be helpful.

### **PREPARATION**

Some sort of preliminary statement that prepared listeners to cope with what is coming eg. "I have some sad/bad news to give you about Tom Smith".

### **CLEAR STATEMENT OF KNOWN FACTS**

Rumours and half-truths tend to flourish in these situations. It is therefore important that you give a clear, factual account of what has happened, eg. "Tom's family has contacted us to say that he was involved in a traffic accident and died in hospital two hours later. It seems he was riding his bike along Richardson Ave...etc."

Answer any questions raised if possible. If you don't know, say "I don't know".

Do not make assumptions (e.g. Do not report it is a suicide – only sudden death unless facts are known).

### **AVOID SPECULATION AND GLORIFICATION**

One of the dangers with suicide in particular is that it may be followed by 'copycat' deaths. Hence, it seems best to refrain from comment on his/her good qualities, what courage he/she must have had, how much he/she will be missed, why it happened, etc.

### **TELL THE CLASS WHAT IS AND IS NOT HELPFUL**

#### It is not helpful

- To discuss the issue endlessly and widely, making a sensation out of it.
- To get worked up about it
- To talk to the media – out of respect for the family's feelings, please don't.

#### It is helpful

- To talk it through with your family and class friends.
- To get counselling if you need it, e.g. to understand feelings of anger, sadness confusion etc.
- There are people at school and in the Community you can see; Psychologist, Community Health Nurse, Teachers, or you can arrange counselling out of School.
- Help students make a list, or Protective Behaviours Hand to identify people they can talk to.
- It is okay to feel whatever you are feeling.
- It is good to be with friends and family.

### Appendix 3 - Formal statement for teacher to read to students in the case of a suicide

I have some sad news to tell you.

The school has been informed that \_\_\_\_\_ has died.  
This is all the information we have at this time.

**AND**

Other facts may be supplied if thought appropriate.

1. It is normal to feel upset even if you do not know \_\_\_\_\_.  
What you are feeling is grief.
2. Grief is normal. You need time to work through it. It will last for different times for different people but it won't last forever.
3. You might feel a whole range of feelings from sadness through to anger.
4. Be aware that while you discuss how you are going through these feelings so will others be. You might need to help each other.
5. It is really important that you discuss how you are feeling with your parents.
6. There are people in the school who are available to help you.

They are: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Ways of accessing them are:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\*Teachers may want to use Protective Behaviours Helping Hand activity to help students identify people in their lives, in and outside of school, who they can talk to.



## Appendix 4 - Formal statement to read to students in the case of suicide

Addressing students following a completed suicide can be a daunting task. It is important to remember a few key points.

- School Principal is to and will liaise with family of the deceased person to ascertain their feelings about communicating with the school community.
- Liaising with StandBy Suicide Response Service, School Psychologist of Kimberley Mental Health regarding the issues around the incident.
- Address small groups, such as classrooms or year levels. **DO NOT** address a whole of school assembly.
- **DO NOT** glorify or pedestal the deceased – this can be hard when we are grieving for the person; for clarification, speak to School Psychologist or StandBy Suicide Response Service.
- Allow for questions and persona; reactions from students concerning the death. **DO NOT** answer questions about how or why except with “I don’t know”.

### Script (completed suicide)

Today/yesterday the school was given some very sad news. On (insert date and name of person) died. This happened away from school at (home/community). this will be a very difficult time for (insert name) family and close friends and for all of us who knew (him/her) and for a while it may be hard for you to think about anything else. For this reason we have set aside the (insert name of place) room for any students who may feel as though they cannot be in the classroom over the coming days. Someone will be available in the room at all times for you to talk to if you wish. Otherwise it is a quiet place for reflection. Please talk to your teacher if you would like to visit the room.

School staff will be available in the normal way to see students and we will have some extra counsellors in the school for a little while to help us. This may be a hard time for some of you and we ask that you all be sensitive to each other’s feelings and look out for one another. If you are really worried about someone or something, please let your parents or a teacher know.

### Further information for Teachers (not for reading out)

- Dispel rumours and correct any misinformation. Do not romanticise or glorify the death.
- Help students separate fantasy from reality.
- Allow classroom discussion to take place but don’t force it if they don’t want to talk.
- Be prepared to listen attentively.
- Be aware that students may feel guilty or responsible for the death.
- Do not normalise suicide. There are other more appropriate ways to deal with pain.
- Be understanding with all students. We don’t always know who has a connection with the family or who has previous experiences with suicide or who has other problems.
- Be aware and sensitive of current syllabus issues.
- Emphasis that a person who suicides is usually, at the time, not in their normal state of mind.
- Samaritan Youth Line **9388 2500**

**Appendix 5- Formal statement to read to students in the case of a death of a student or staff member**

I have some sad news to tell you.

The School has been informed that \_\_\_\_\_ has died.

We understand that he/she died as a result of

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1. It is normal to feel upset even if you do not know \_\_\_\_\_.  
What you are feeling is grief.
2. Grief is normal. You need time to work through it. It will last for different times for different people but it won't last forever.
3. You might feel a whole range of feelings from sadness to anger.
4. Be aware that while you are going through these feeling so will others be. You might need to help each other.
5. It is really important that you discuss how you are feeling with your parents.
6. There are people in the school who are available to help you.

They are:

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---

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Ways of accessing them are:

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\*Teachers may want to use the Protective Behaviours Helping Hand lesson to help students identify people in their lives and outside school they can talk to.

## Appendix 6 - Talking with students following a sudden death/suicide.

Students will have varying reaction, which may range from confusion, guilt, blame, anger, denial, sadness, curiosity. Teachers/staff need to be prepared for situations as they arise. It is important that any students who appear to be in real distress should be taken to a support room and offered support by parents, family or student services. Often teachers and staff are unsure about how to talk to young people about a suspected suicide incident, usually through fear of reactions. It is important that students be offered an opportunity to express their feelings and emotions in a safe space and with support from their teacher.

### **Talking about the incident**

Classes following the incident should be conducted within normal routines, however should also allow for a little flexibility and space for expression and talking. Wherever possible, be guided by the students need to talk, especially if they are in the same year level or peer group of the student concerned.

### **Helpful Hints:**

- **Tell an adult** if you are worried about someone or yourself.
- Encourage help seeking, reinforce solutions to problems and people who can assist.
- Reinforce that problems are temporary, but death is permanent.
- Communicate that it may take a while to feel better, but there are people to help.
- Reiterate, no-one is to blame.
- Suicide is never just about one thing.
- If students wish, talk openly and honestly about the event - if avoiding it reinforces that suicide is not something to be spoken about, which may increase shame and inhibit young people seeking help.
- Use **“I don’t know”** for any **how** or **why** question.
- Use tools such as writing, music, art, reflection for students to communicate feelings about the event, ensuring they do not romanticise the event or person.
- Do not to celebrate the young person through memorials, statues, art work etc.

It is important to discuss some of these topics as soon as possible after the event to help reduce feelings of personal responsibility or guilt associated with the incident.

**DO NOT judge, criticise, blame, make promises or lie about facts or glorify the person. ALLOW, encourage and accept expression of emotions and feelings – including your own.**

### **What to say and do if students want to talk about the method of suicide/attempt**

Young people are curious and chances are there will be much discussion and speculation around the method used in the attempt or completed suicide. Controlling this type of discussion amongst young people’s networks is always going to be challenging, however, where possible, always gently stop the discussion, and if needed, help them understand the following ideas:

- Discussing personal aspects of a person’s death is disrespectful to the feelings of the family and close friends.
- Rumours and inaccuracies can be hurtful and harmful.
- Family, friends and peers will want to remember the good things about the young person’s life (not method of death).
- Discussing these things in front of other people who may have experienced previous suicide may be dangerous and particularly distressing.

These should help to shut down inappropriate discussion.

## Appendix 7 – Helping staff identify students at risk for referral

There will most likely be students who need extra assistance and support following a suicide incident. There are many young people within schools who have thoughts of suicide and who have compounding issues which may make them vulnerable in times such as this. For these students, it is important to refer them to the appropriate support agencies as needed.

Below are some ‘signs’ and invitations young people may give when they are struggling and when they may be at increased risk.

### PLEASE BE AWARE OF:

<b>Changes in mood</b>	Constant sadness, hopelessness, anger, helplessness, erratic, risk taking, alcohol & drug use, sleeplessness, too much sleep
<b>Changes in school work and academic performance</b>	Absence from school, disinterest, disruptive behaviour, fall in grades/school work standard, decreased commitment
<b>Change in relationships</b>	Withdrawing from friends, disengages from sport/school activities, aggressiveness in playground, isolation, unexplained aggression towards peers and staff
<b>Grieving a significant loss</b>	Young person has experienced a great deal of loss in short time period, death by illness, loss of friends, loss of relationship, parental separation, death of a pet
<b>Physical change</b>	Sudden weight loss or gain, decrease in self-grooming/appearance, headaches, lethargic, decrease in confidence
<b>Suicidal thoughts or death ideation</b>	Statements about death, hopelessness, wanting it all to end, no point to life, can't be bothered anymore, wants to be with the person, may be verbal, written, artwork <b>ANY OF THESE MUST IMMEDIATELY BE REPORTED TO THE PRINCIPAL</b>

\*If staff notice any of the above, please document your concerns and bring them promptly to your line manager/the Principal.

## **Appendix 8 – Fact Sheet for Identified Students at Risk for Parents talking to their children after a Sudden Death**

**Each child/adolescent response will be different and a wide range of reactions are possible.**

Their response will be influenced by their individual personalities, their relationship with the deceased or injured person, what other things are happening in their life now and their ability to adjust to change. Whatever their age, it is important to help your children find safe ways to express their feelings. They may feel confused, angry, fear, guilt, sad, blame, denial and hurt. Parental understanding, empathy and honesty are important at this time.

**Children/adolescents who have experienced other concerns or losses in their lives.**

Children and young people who have experienced numerous losses in their lives may find coping harder. Loss doesn't always have to relate to death, but can include experiences with separation of parents, death of a pet, moving house/schools. During this time you may find that feelings and reactions surface, which are associated with those previous experiences, even if they appeared to be coping prior. Speak openly and honestly to your child about these incidents, in particular their feelings, and if concerned contact numbers attached.

**Encourage Help Seeking.**

Encourage your child to talk about feelings and ask for help, is an important message to share with your child in any discussions about suicide, for both themselves and their friends. Often young people share their feelings about death and worries with their friends, in conversations, through email, text messages and facebook. It is important to communicate with your child that if they are aware/concerned about a friend who may hurt themselves they should tell an adult immediately, and that they are helping their friend, not dobbing on them.

**What to say to your child.**

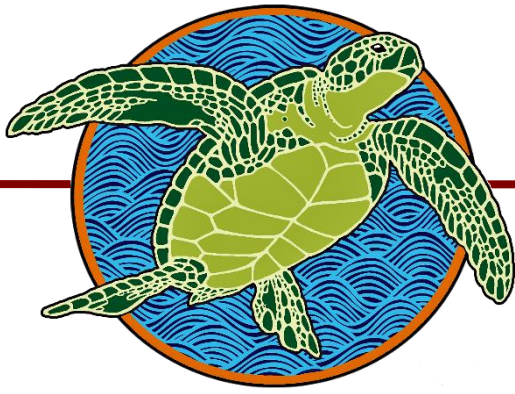
Children and adolescents express their grief differently to adults. Often they don't maintain the same emotional intensity for long periods, like adults can. Whilst you may feel anxious about talking to your child about suicide, it is best to focus on their feelings and how they are coping at present, rather than focusing on details of the suspected suicide. Speaking about specific details relating to the incident is not overly helpful and where possible it is best to steer the conversation gently towards the young person asking for help, such as talking to a teacher, parent, relative, friend or relevant agencies and crisis lines.

**Changes in behaviour, moods and reactions weeks/months/a year after the event.**

Most times children and adolescents work through their grief in time and with support from family, friends and others. Sometimes however you may notice changes in your child's behaviour, such as withdrawing from peer groups, changes in school work, changes in sleep routine, appetite or moods. If these things happen, you need to speak with the school principal or school psychologist, who may, if needed refer you to an appropriate support agency.

**Community Concern and Rumour.**

Living in small communities can be particularly difficult following a suspected suicide incident. Often people talk about the person and speculate about the events leading up to the act. It is important to reinforce that whilst this may be their way of trying to make sense of the situation, respect for the bereaved/affected family members is important. Also, avoiding romanticising or sensationalising suicide and encourage your child to get help if needed – for their own well-being and when they have worries about their friends.



# Christ The King Catholic School Djarindjin Lombadina

PO Box 558 Broome WA 6725  
Phone: 08 9192 4934, Email  
admin@djrlom.wa.edu.au

## Appendix 9 –Memo or email to other schools in the area

*Date*

Dear \_\_\_\_\_

We would like to bring to the attention of you, senior staff and student services the tragic death of a Year \_\_\_ **boy/girl** on \_\_\_\_\_ at **(name of Community, place of event)**.

As you may be aware, we have been informed that this may be a suspected suicide which can present us with certain challenges within the school community.

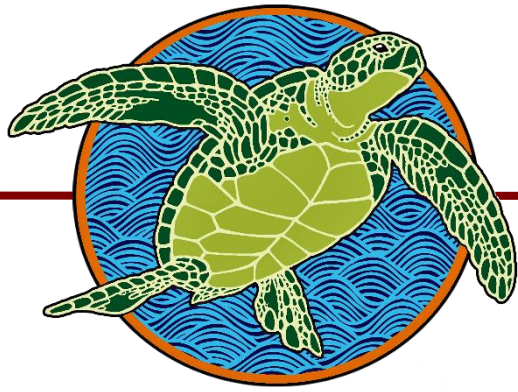
The connection amongst our young people are widespread and rapid and there is the possibility that this incident may affect some of your students or staff.

Please consider the possible impact of this on vulnerable students you may be supporting or staff who may be impacted.

If you need any further information, please contact the Kimberley Education Office on 9194 9200 or out of hours, the West Kimberley Standby Suicide Response Service on 0458 889 937.

Kind Regards,

Sharon Le Ray  
Principal



# Christ The King Catholic School Djarindjin Lombadina

PO Box 558 Broome WA 6725  
Phone: 08 9192 4934, Email  
admin@jarlom.wa.edu.au

## Appendix 10 – Sample Letter to Parents/Caregivers of Identified Student at risk

Date

Dear Parent/Caregiver,

I am writing to you with some sad news about a member of our school community. One of our Year \_\_\_\_ (Students/staff members) tragically passed away on (date). Our thoughts are with the (name)'s family and friends at this time.

Our school will be concentrating on supporting our students and staff over the coming months. This includes, returning to the normal school routines as soon as possible and recognising that some students may be affected by this incident for a time to come. The school will be contacting outside agencies to help provide support to students and staff during this time. If you feel your child is having trouble coping with this loss, or if they are currently receiving care from a mental health service, please contact the school immediately.

The school is doing its best to ensure your child is supported during this time. There is a room available for students to access, should they need time out or to speak to someone about their feelings. All teachers and staff have been briefed about the incident and are available to assist students as needed.

If you are concerned about your child, please contact the nominated staff below. In addition I have attached information regarding the local Standby Response which is available 24 hours, should you or your family require bereavement support.

Staff Members

Name on phone number

Name on phone number

Yours sincerely,

Steve Carroll  
Principal

*(Please note: as a courtesy, please get permission from the family and check cultural protocols, to name the person involved in the suicide event)*

## Appendix 11 – Support Sheet

### **Standby Suicide Response Service**

#### **West Kimberley**

24 hr – 0458 889 937

Provides support and assistance to family, friends and communities following a suicide event.

#### **Kimberley Mental Health and Drug Service**

Derby: 9193 3333

Broome: 9194 2640

Provides a community based mental health service for children, adolescents and adults who are having problems with their mental health.

#### **Kids Helpline**

1800 551 800

24 hour telephone and online counselling service for young people in Australia under 18.

[www.kidshelpline.com.au](http://www.kidshelpline.com.au)

#### **Lifeline**

13 11 14

24 hour telephone counselling service for people in crisis of wanting to talk.

#### **Beyond Blue**

Website has information which increases awareness and understanding about depression, anxiety and related disorders. The site provides information about the signs, symptoms and treatments available.

[www.beyondblue.org.au](http://www.beyondblue.org.au)

#### **Reach Out**

A web based service which encourages young people to help themselves through tough times.

[www.reachout.com.au](http://www.reachout.com.au)

#### **Headroom**

A youth website that has been developed to inform young people, their caregivers and service providers, about positive mental health.

[www.headroom.net.au](http://www.headroom.net.au)

#### **Djarindjin Lombadina Clinic**

9192 4935

#### **Rural Link**

1800 552 002

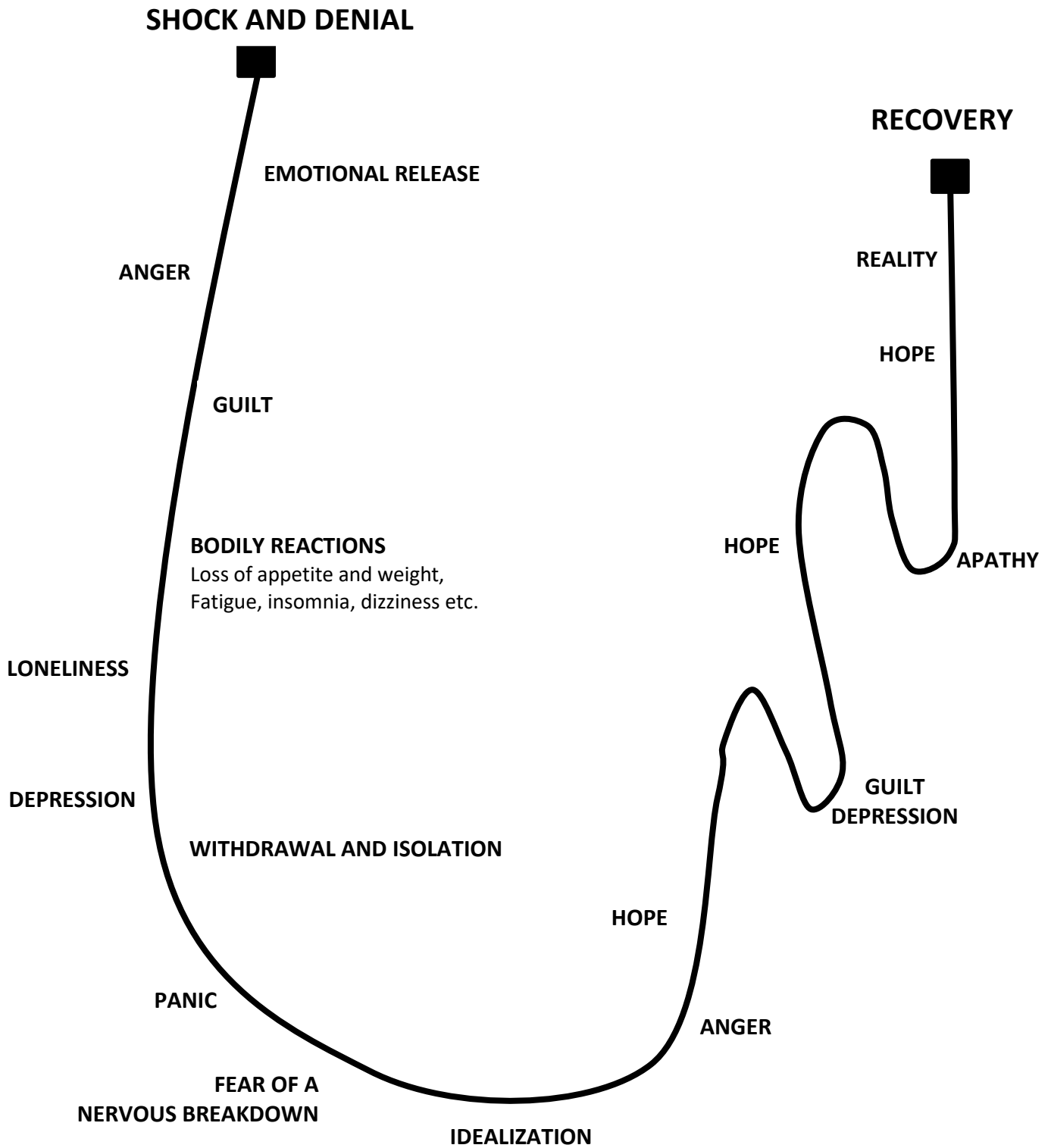
#### **YBBlue**

Youth arm of beyondblue which provides information on issues which relate to young people and encourages young people, family, and friends to look out for one another.

[www.ybblue.com.au](http://www.ybblue.com.au)



**Appendix 12 – Grief curve – Information for Staff and Parents**



## Appendix 13 – Suicide Risk Management Plans and Procedures

Summary:

- The school and the parents have a shared duty of care to keep the student safe, by supervising, monitoring and communicating any concerns with each other
- Regular attendance at school is an important protective factor, and is central to this plan.
- This plan is a guide only, and additional strategies are to be added at the team meeting (parents, school, assessor/clinician) convened to develop this document.

<b>Student Name</b> <b>DOB:</b> <b>Parent:</b> <b>Contact:</b> <b>Parent:</b> <b>Contact:</b> <b>Risk Assessment by:</b>	<b>School:</b> <b>Year:</b> <b>Classroom Teacher:</b> <b>ATA:</b> <b>Principal:</b> <b>Date Beginning:</b> <b>Review:</b> <b>Reassessment Date:</b>
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Plan in response to: (event) \_\_\_\_\_

Risk of \_\_\_\_\_ has been identified as:    Lower    Moderate    High

Student Referred to \_\_\_\_\_ on \_\_\_\_\_ for ongoing treatment

Environment/ Situation	School Based Strategies to Reduce Risk	Home Based Strategies to Reduce Risk
<b>Absences:</b> Student does not arrive at class although is expected at school	<ul style="list-style-type: none"> <li>• Roll to be marked at the beginning of each class</li> <li>• If student is absent but supposed to be at school, Teacher _____ to notify school Liaison _____ who will do home visit to find out where student is.</li> </ul> <p style="color: red; margin-top: 5px;"><b>If student cannot be located by a parent of School Liaison within _____: Police to be notified.</b></p>	<ul style="list-style-type: none"> <li>• Parent to notify School by Phone on <b>9192 4934</b> before school starts if student will not be at school.</li> </ul>
<b>Class:</b> Student does not feel able to remain in class (feeling distressed or having unsafe thoughts)	<ul style="list-style-type: none"> <li>• Do not let student leave class for periods of more than about _____ minutes on their own.</li> <li>• All staff involved to inform Principal if student cannot be located.</li> <li>• Teacher _____ and ATA _____ to monitor student's mood and report any concerns to each other, and then to the Principal.</li> <li>• If the student reports that they are having unsafe thoughts, or if staff have concern for the student's mood, Principal to be informed. Staff offer the Calm-down card.</li> <li>• A Calm-down card to be developed and taught to the student, where the student can choose from the following options to help them calm if having unsafe thoughts (develop with student):</li> </ul>	<ul style="list-style-type: none"> <li>• Parent to encourage and assist student to attend school every day, before and after breaks.</li> <li>• Parent to collect student from school if needed</li> </ul>

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*If the student continues to have unsafe thoughts/experience distress, the school will contact the parent to pick them up*

### Appendix 13 – Suicide Risk Management and Procedures (Continued)

<p><b>Break Times:</b> students may be distressed or feel unsafe at recess and lunch times</p>	<ul style="list-style-type: none"> <li>• Students should remain in the playground with friends</li> <li>• Teacher _____ to work out with students where they feel most comfortable in the playground and develop the Calm-down card</li> <li>• Students to Calm-down card if needed</li> </ul>	<ul style="list-style-type: none"> <li>• Parents to encourage student to attend school every day, before and after breaks.</li> <li>• Parents to collect student from school if needed</li> </ul>
<p><b>Peers:</b> Conflict or unhelpful rumours</p>	<ul style="list-style-type: none"> <li>• Teacher _____ to discuss with student that if student is having unsafe thoughts, they should share this information with _____ Teacher, _____ ATA or _____ Principal and <b>NOT</b> other students</li> <li>• Staff report unhelpful rumours to Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Parents to monitor student at home, and report concerns with peer to the Principal</li> <li>• Parents to monitor student's electronic communications (eg, phone, facebook) and _____</li> </ul>
<p><b>Self-Harm:</b> Student may be at risk of self-harm</p>	<ul style="list-style-type: none"> <li>• Student to be taught to use the Calm-down card if having unsafe thoughts</li> <li>• <u>If self-harm occurs:</u> <ul style="list-style-type: none"> <li>- Student to be removed from the classroom or public environment (away from other students)</li> <li>- School staff to seek immediate medical attention for the student</li> <li>- School staff to inform Principal</li> <li>- Principal to inform parent</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Parents to attend school immediately to take student to clinic if requested by school</li> </ul>
<p><b>Support:</b> School and External Agencies</p>	<ul style="list-style-type: none"> <li>• Referral to _____ made by _____ on _____.</li> <li>• School to supply following helpful numbers to parent: <ul style="list-style-type: none"> <li>○ Kids Helpline <b>1800 55 1800</b></li> <li>○ Mental Health Emergency Response <b>1800 676 822</b></li> <li>○ Clinic <b>9192 4935</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Parents to take the student to the clinic immediately if the student reports ideation of or attempts suicide or self-harm</li> <li>• Helpful phone numbers to be kept in a place the student can access them if needed, and parents to allow access to the phone for these purposes.</li> </ul>
<p><b>Ongoing Communication:</b> Home, School and Clinic</p>	<ul style="list-style-type: none"> <li>• Teacher _____ and ATA/AIEO _____ to immediately inform each other, and Principal of any concerns for student</li> <li>• This plan to be provided to all staff who need to know the sensitive nature of the information and instructed to keep it confidential and communicate with other staff about is only needed to keep the student safe.</li> <li>• School Principal to immediately inform parents of any concerns for that students</li> <li>• A copy of this RMP to be provided to parent and clinic</li> <li>• A meeting to review the level of risk for the student, and the RMP to be convened by the Principal. <b>Date Set:</b> _____.</li> </ul>	<ul style="list-style-type: none"> <li>• Parent to inform school Principal of any concerns for student</li> </ul>

Signed:  
 Parent \_\_\_\_\_ Teacher \_\_\_\_\_ ATA \_\_\_\_\_  
 Nurse \_\_\_\_\_ Principal \_\_\_\_\_ Other \_\_\_\_\_

## Appendix 14 – Drug and Alcohol Response Plans

### School Drug Education Guidelines

#### Incident Management and Intervention Support

The following pages contain Incident Management and Intervention Support flow chart. These illustrate the steps which will be taken in the event of a drug use incident or issue.

#### Incident Management – Procedures to follow

1. Keep calm	Keep calm and focus on working through the steps outlined
2. Consider staff support	Decide whether or not you require support from another staff member prior to intervening.
3. Inform student/s of concerns	Advise student/s of your concern around their behaviour and your suspicion of possible drug use. State the boundaries of confidentiality and that your intervention aims to promote their safety and welfare.
4. Ensure safety of students	<ul style="list-style-type: none"> <li>Determine the need for first aid or emergency care.</li> <li>If the student/s appear physically unwell, proceed with school medical procedures and consider sending home.</li> <li>If Volatile Substance Use is suspected, approach with caution with reassurance of intent to support. Student safety in this case is promoted by reduced agitation. To startle or give chase can exacerbate risk of Sudden Sniffing Death Syndrome.</li> <li>Where possible, confiscate any drugs and isolate the student/s who appear directly involved.</li> </ul> <p>If student/s appear physically well and coherent, continue to work through the procedures that follow.</p>
5. Get the facts	<ul style="list-style-type: none"> <li>Try to obtain the facts to promote the safety of the student/s involved. Was a drug used? How much was taken? When and how was it taken? Was more than one drug taken?</li> </ul> <p>Proceed in non-threatening manner and do not make assumptions.</p>
6. Inform Principal	Ensure the Principal is informed of the situation as soon as possible. Engaging support of another staff member will assist with this. One staff member should remain with the student/s and the other should inform the principal.
7. Escort student/s for interview	<ul style="list-style-type: none"> <li>Walk student/s to a private place known to be appropriate for the purpose of an interview situation.</li> </ul> <p>Ensure student/s wait under adult supervision until the Principal arrives.</p>
8. Hand responsibility to Principal and document details	<ul style="list-style-type: none"> <li>Hand over all the information at your disposal as well as any drug/s or related implements confiscated from the student/s.</li> </ul> <p>Document the confiscation and exchange details in line with your school's documentation procedures.</p>
9. Attend to other students involved	<ul style="list-style-type: none"> <li>Attend to the needs of all students involved to ensure their safety and welfare.</li> </ul> <p>Follow up with these students and if required consult with the Principal who may notify their parents while adhering to the school confidentiality requirements and respecting the privacy of those directly involved.</p>

## Appendix 14 – Drug and Alcohol Response Plans (Continued)

### Intervention Support – Procedures to follow

1. Inform student/s of concerns	<ul style="list-style-type: none"> <li>• Acknowledge the student’s disclosure or, if you are raising the issue, advise of your concerns about possible drug use. State the boundary of confidentiality.</li> <li>• Acknowledge your designated role in providing support to the student/s if in relation to a student drug-use incident. State the boundary of confidentiality.</li> </ul>
2. Take matters seriously	<ul style="list-style-type: none"> <li>• When an issue is disclosed or raised by a student, a peer or a staff member, it must be taken seriously and intervention support procedures actioned.</li> </ul>
3. Get the facts	<ul style="list-style-type: none"> <li>• If responding to a disclosure or raising the issue, ensure privacy. Attempt to clarify the situation and provide the options for follow-up along with reassurance and encouragement.</li> <li>• Apply a ‘protective interrupting’ strategy of disclosure is of a nature which requires this according to the jurisdictional requirements of the school. State the boundaries of confidentiality. Affirm the student/s and reassure of willingness to provide support as appropriate to role and through referral to other staff.</li> <li>• If a student is referred to you for intervention support following a drug-use incident, ensure you have the relevant referral information prior to engaging with the student.</li> <li>• Ensure all engagements are accurately documented.</li> </ul>
4. Reassure student/s that their health and well-being are the primary concern	<ul style="list-style-type: none"> <li>• Reassure the student/s by involving them in the process to keep them aware and explain reasons for the actions which evolve.</li> <li>• Remind the student/s that the focus of any intervention is to promote their health and well-being.</li> </ul>
5. Inform staff and document details	<ul style="list-style-type: none"> <li>• Ensure appropriate staff are involved and informed to broaden the support network and to ensure diverse support options for student/s. know the chain of referral within your school.</li> <li>• Any information shared should be offered with respect for the student/s and in line with the school’s confidentiality requirements, with consideration of the roles and requirements of other staff members involved.</li> <li>• Document involvement and actions taken to fit with the school’s reporting and record keeping strategies and the jurisdictional requirements of the school’s education system.</li> </ul>
6. support student/s through referral process to appropriate staff members	<ul style="list-style-type: none"> <li>• If it is beyond your role to continue to address this issue with the student/s following a disclosure or following your initial awareness gained through raising this issue, acknowledge this to the student/s. ensure appropriate referral within the school for continuing support.</li> <li>• Being the initial contact person for the student/s around this issue, it is important that you remain a part of any on-going support process.</li> <li>• If a student is referred to a staff member as a follow-up response</li> </ul>

	to a drug-use incident, initial support should involve explanation and reassurance of what/who will be involved from here and an outline of the process which will follow.
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