



Naturally Learning- Home Education, Tutoring and Inquiry Learning

Naturally Learning
Effective from: January, 2020
Review due: January, 2021



Critical Incident Plan

Purpose: To ensure that Naturally Learning is able to quickly and effectively plan for and manage emergencies and critical incidents.

Scope : All students, staff and volunteers.

Implemented by: All participants and employees at Naturally Learning

Belief

At Naturally Learning we recognise the need to have procedures and practices in place in order to adequately manage and cope in the event of a crisis situation or critical incident.

Definition

Critical Incident: An event which causes disruption to an organization, creates significant danger or risks and which creates situations where staff, participants and parents feel unsafe, vulnerable and under stress.



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Examples of critical incidents include:

- serious illness
- injury or death, including suicide, of a member of the school community
- students or staff lost or injured on an excursion
- violent assault of a member of the school community
- violent event in the local community, including staff or students witnessing a serious accident or incident of violence
- significant vandalism or destruction of part of the school property whether by fire, bomb threat, explosion, gas or chemical hazard, or
- serious weather disturbance.

Guidelines

- Critical Incident Plan which shall be disseminated.
- The Emergency Manual is to include:
 1. Flow chart describing the Incident Management Team Emergency Kit Checklist
 2. Checklist of Immediate Tasks
 3. Emergency Contacts
 4. Priority Risks Schedule
 5. Lockdown Procedures and Actions
 6. Bomb Threat Guide
 7. Site Plans and Area Maps
 8. Pandemic Action Plan
 9. Recovery Room Suggestions
 10. Short/Long Term Support Guide

Basis of Discretion: Sarah Arrowsmith in consultation with participants and staff in attendance at the time of a critical incident, is responsible for deciding when the Critical Incident Plan is implemented.



Statement

A critical incident plan is the overarching plan that can cover both the immediate management of a critical incident but also a coordinated plan to ensure appropriate support and communication for any ongoing impacts associated with an incident or emergency.

Critical Incident Plan - Implementation

Step	What	Who	How
Step 1: Information Gathering	Confirm incident Collect reliable information Find out the facts Sarah Arrowsmith should be notified immediately after the Critical Incident has occurred. Sarah Arrowsmith will then confirm the incident and collect information about the incident from reliable sources as soon as possible.	Contact Emergency Services 000 Inform Sarah Arrowsmith or other staff member.	Details required may include: WHO?: participant family staff visitor WHERE?: on campus, off campus WHEN? during school after hours on holidays Confirmation may be obtained by contacting: <ul style="list-style-type: none"> the people involved



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			<ul style="list-style-type: none"> • the Police • the hospital
<p>Step 2:</p> <p>Plan</p> <p>Sarah Arrowsmith contacts relevant participants.</p>	<p>Appoint</p> <p>Appoint the Management Plan Coordinator (if Sarah Arrowsmith is unable to take this role).</p> <p>Outline proposed Action Plan</p> <p>Assign tasks (as below) to appropriate participants</p> <p>Contact parents</p> <p>Allocate Resources</p> <p>Arrange security: designate assembly point of participants</p> <p>Recovery room: for staff and / or participants</p>	<p>Inform / Consult</p> <p>Consultation / Informing Personnel And Organizations May include:</p> <ul style="list-style-type: none"> • Providing the facts of the incident • Outlining any proposals about the management plan • Checking any other suggestions or possible assistance <p>Staff: Briefing and Management Plan</p> <p>Students who need to know: Assembly or specified group meetings</p> <p>Parents who need to know: Phone, text message, email</p> <p>Legal Representation: Relevant outside agencies e.g. ISV</p>	<p>When appointing responsibilities, care should be taken to ensure that these persons are not traumatized by the event to the extent that their capacity to facilitate response/recovery will be impaired.</p> <p>This role, in the case of police or fire service involvement, may be undertaken by the relevant authority.</p> <p>A designated staff member with level 2 First Aid shall set up a with hot comfortable space with hot and cold drinks and comfortable chairs.</p>



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<p>Step 3: Intervene / Support</p>	<p>Liaise with outside agencies re: defusing, debriefing, counselling.</p> <p>Provide initial support/defusing for parents within 3 hours</p> <p>Defuse affected staff/students within 8 hours</p> <p>Identify students / staff needing further support</p> <p>Arrange critical incident stress debriefing where necessary after 5-7 days</p> <p>Communication of sympathy/concern/facts etc to affected parents</p>	<p>Set Up a Support Group for the School</p> <p>If the magnitude of the incident is too great for Sarah Arrowsmith alone to manage, outside agencies will be contacted .</p> <p>Every attempt should be made to ensure that all affected persons attend defusing meetings. Those people who facilitate the defusing process should be alert to those who may require further support.</p>	<p>Defusing provides a meeting where, as a group, those affected can retell their experience, clarify the facts, discuss their feelings, learn about normal reactions to trauma and discover some important strategies for coping</p> <p>Critical Incident Stress Debriefing (commonly referred to as CISD) provides a more structured meeting of those involved in the incident, including those who are part of the response team.</p> <p>In addition a school may gain considerable advantage from offering a CISD to the Management Team.</p> <p>In very serious cases CISD may need to be completed within 24 hours of the event.</p>



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<p>Step 4: Provide / Communication</p>	<p>Information letter to affected families</p>	<p>Press/ Social Media</p>	<p>Sarah Arrowsmith will write the Media Release, and information will be disseminated in a standard form.</p>
<p>Step 5: Ongoing recovery</p>	<ul style="list-style-type: none"> ● Long Term Monitoring; counseling of those affected. (See ongoing recovery procedures below) ● Long Term Initiatives; community & curriculum 	<ul style="list-style-type: none"> ● Support for School Coordinator ● Support for affected staff, including office staff ● Support for Intervention Team (Daily debriefing) 	<p>Close attention should be given to the development of an on-going recovery plan.</p>
<p>Step 6: Review</p>			

Ongoing Recovery Procedures

48 to 72 Hours after the Incident



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- Encourage teachers to allow students (especially those more directly involved in opportunities to talk about the incident and about their reactions. This is an important part of the recovery process but should be not forced on students
- Keep parents informed Inform parents about participants wellbeing.

During the First Month

- Convene a meeting of parents of students involved after three or four weeks where a number of students were directly involved.
- Some students may not experience or exhibit reactions until days or weeks after the event
- Students with behaviour changes persisting for more than a month may need specialist professional help

Monitor progress of hospitalised students

- Ensure hospitalized students have access to counselling
- Liaise closely with hospital support staff about hospital support programs

Monitor the mental health need of caregivers and other helpers

- Adjust workloads where necessary
- Ensure personal support is readily available