



Critical and Emergency Incidents Policy

<p>Source of Obligation</p>	<p>The WA Registration Standards (Standard 7) require that the School has and implements a critical and emergency incidents policy and procedures that:</p> <ul style="list-style-type: none">♦ include all reportable incidents (as defined in the Standards), as well as other critical and emergency incidents♦ enable and require incidents to be managed in such a way as to minimise trauma and distress to students and staff, damage to property, and ensure the educational program is maintained or resumed (while giving highest priority to the best interests of the student or students affected)♦ require all such incidents to be reported and documented including as required by Standard 7.2♦ enable and require the Principal to notify the governing body of required incidents as soon as practicable, this should be followed up (if necessary) in writing <p>The School's governing body must ensure that the Director General is notified of every reportable incident as soon as</p>
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	<p>practicable and, in any event, within 48 hours of the incident using the Reportable Incident Notification Form available on the DoE website. If further information comes to light in relation to a reportable incident after this 48-hour timeframe, the School has the option of either updating the original reportable incident notification or separately submitting the information.</p>
<p>Reportable Incidents and Critical and Emergency Incidents Definitions <u>Ongoing obligations - Department of Education</u></p>	<p>The Standards state that the following are reportable incidents:</p> <ol style="list-style-type: none">1. the death of a student, staff member or visitor who is at the School or during a school-related activity, or following an incident at the School, or during a school-related activity2. an actual or potential injury, illness or trauma of a student, staff member or visitor who is at the School or during a school-related activity or following an incident at the School or a school-related activity and where the incident has resulted or may result in significant impact*3. an incident requiring a police or other emergency services response when a student appears to have been taken or removed from the School or from a school-related activity without proper authority or goes missing and cannot be accounted for4. an incident requiring the School to be locked down or to evacuate staff and students, or reduce the number of students or staff attending, or to close for any reason for health or safety reasons5. receipt of a complaint or allegation of child abuse, including but not limited to sexual abuse, committed against a student:<ul style="list-style-type: none">♦ by a staff member or student♦ by another person on the School premises or during a school-related activity, whether the abuse is alleged to have occurred recently or in the past6. issuing a formal warning, a suspension or ceasing the employment of a staff member for a breach of our Staff

	<p>Code of Conduct policy involving suspected grooming behaviour.</p> <p>The Standards do not define critical and emergency incidents, but the Guide states:</p> <p>“Critical and emergency incidents which are foreseeable which, therefore, should be prepared for in policy and procedure will vary with each school’s student cohort, location and other factors. Perhaps the majority of incidents will also be reportable incidents. Incidents which are not ‘reportable incidents’, but for which preparations should be made, include the sudden death of a student or staff member unconnected with the school premises or a school-related activity.”</p> <p>* The Guide includes the following non-exhaustive list of characteristics of a significant impact:</p> <ul style="list-style-type: none">♦ Police, Ambulance, Fire and Emergency Services, WorkSafe or Child Protection and Family Support♦ notified or involved. In respect of an actual injury, illness or trauma the apparent medical prognosis at the time is that the incident is likely to result in longer term physical or psychological impairment.♦ Normal School operations or activities are significantly disrupted or cease. <p>The School has commenced a review to mitigate future risk and/or action has been taken against students or staff to prevent imminent harm.</p>
Trauma Definition	<p>The Guide states that, for the purpose of Standard 7.1 and the definition of reportable incidents, a trauma is a psychological wound or injury suffered at school or during a school-related activity.</p>

Best Interests of Students Guidance

The Guide states the following under Director General's considerations.

The United Nations Committee on the Rights of the Child has given the following guidance as to how a student's best interests may be effectively assessed:

- ♦ consult the student, giving increasing weight to his or her opinion as he or she grows to adulthood and involving the parents in planning for an appropriate response
- ♦ ensure the student's basic needs are met consistently with his or her identity, personality and expressed preferences, noting that emotional care is a basic need
- ♦ prioritise maintenance or reinstatement of the student's rights to health, safety and education
- ♦ promote the student's wellbeing and healthy development [UN Committee on the Rights of the Child, General Comment No. 14 (2013)].

An individual student's best interests will vary depending on their particular needs and cultural, religious and other identity. Schools should know and understand each student's needs and identity and make appropriate efforts to consult students affected by critical incidents to ensure their best interests are identified and prioritised. When an incident affects more than one student, it may not be feasible to assess each individual student's best interests, especially immediately following the incident; rather, the students' immediate best interests would be as understood by the school based on a general assessment of the incident. Schools should be alert to the needs of any students who may require specific and additional responses following such an incident.

<p>Critical and Emergency Incidents</p>	<p>This Policy provides for notification of any critical and/or emergency incidents, including reportable incidents, to the Chief Executive Officer of the School (as the representative of the Governors) and of reportable incidents to the Director General of the Department of Education.</p> <p>The School keeps a record of all critical and emergency incidents including outcomes of any review of policy or procedure resulting from an incident in our Critical Incidents Register. The Critical Incidents Register is reviewed in management meetings and key information is provided to the School Advisory Board and SAG Inc members on a regular basis.</p>
<p>Child Abuse Prevention</p>	<p>The School has a documented Child Safe Policy which includes procedures on how to report a child safety concern internally to the Principal and by making a number of Child Safety Officers available to guide and assist members of the School community to detect and report child abuse. For more information, refer to our Child Safe Policy.</p>
<p>Premises</p>	<p>The School ensures that our premises are well-maintained, sufficient and appropriate for the delivery of the curriculum to students in accordance with Standard 5: Premises and Facilities.</p>
<p>Work Health and Safety</p>	<p>St Andrew's Grammar School has implemented a comprehensive Work Health and Safety Workplace Hazards Policy which details roles, responsibilities and procedures for the safety and welfare of students and staff.</p>
<p>Implementation</p>	<p>The Principal, Chief Executive Officer, the School Advisory Board and St Andrew's Grammar Inc members are responsible for the effective implementation of this Policy.</p>