



Emergency and Critical Incident Management Policy 2026

Version	Date Review Due	Approved And Date Published	Changes Made	Author of Changes
8.	2027	April/May 2026	Format/minor changes	JM

Introduction

Yallingup Steiner School operates as an educational facility for kindergarten and primary aged students and abides by all mandated health and safety directives.

The Emergency and Critical Incident Management Policy and the associated procedures help in the event of an emergency response and aims to create a safe space for students, staff, volunteers and visitors. The policy acts as a prevention tool, by including risk management considerations.

The aim of the Emergency and Critical Incident Management Plans (EMP's) is to deal with a critical incident, disaster or emergency efficiently and effectively, during and after it has occurred. The EMP's outline the steps to be taken in the event of an emergency and identify relevant position holders and their roles and responsibilities for different types of emergencies.

In the event of an emergency or critical incident, the health, safety and wellbeing of students takes priority before, during and after.

There are five clearly identifiable phases to a critical incident, disaster or emergency:

1. RISK ASSESSMENT

2. PREVENTION/MITIGATION

3. PREPARATION

4. RESPONSE

5. RECOVERY

This policy considers all phases.

Related Documents

- Bushfire Stand Alone Emergency Management Plan
- Lockdown Emergency Management Plan
- Child Safety and Wellbeing Policy
- Grievance Policy
- Excursions and Camps Policy

Scope and Responsibility

This policy applies to all Yallingup Steiner School employees and visitors.

Responsibility for the annual process of review and update lies with the school Board.

The School Executive is responsible for management of on-site and off-site school related emergencies and critical incidents, to minimise trauma and distress to students and staff and damage to property and to ensure the teaching and learning programme is maintained or resumed.

Definitions

AISWA: Association of Independent Schools Western Australia

Bureau of Meteorology (BOM): State weather authority that issues warnings.

Critical Incident: An incident in which there is a high likelihood of traumatic effects or evoking unusual or unexpectedly strong emotional reactions, which have the potential to interfere with the ability of the individual, group or school to function either at the time or later.

DFES: Department of Fire and Emergency Services

Disaster: A sudden accident or natural event that causes great damage and/or loss of life.

Emergency: An emergency can be considered to have three elements: (a) a threat to the organisation, (b) the element of surprise, and (c) a short decision time. An emergency is often an accident or incident that requires immediate intervention.

Emergency Management Plan (EMP): The planned response to a particular type of emergency.

Emergency Management Coordinator (EMC): The person responsible for the coordination of the response to an emergency.

Emergency Management Team (EMT): The team who initially deal with an emergency. The team may include leadership, medical personnel, grounds/maintenance staff and selected teaching staff.

IEP: Individual Education Plan

NGSR: Non-Government Schools Regulation (Dept. of Education branch)

Reportable Incidents: A 'subset' of all critical and emergency incidents is referred to as 'reportable incidents.'

Visitor: Any person not normally on site: eg. Parent/guardian, Board member, allied health professional, tradesperson, contractor, coach or volunteer

Reportable Incident Administration

Reportable Incidents must not only be reported to the governing body (school Board) but must also be notified to the Director General of the Department of Education, as soon as practicable and in any event, within 48 hours of the incident. The Director General must be notified of a reportable incident using the *Reportable Incident Notification form*, that is available from the Department of Education's website:

<https://www.education.wa.edu.au/ongoing-obligations>

The following are deemed reportable incidents:

- (1) The death of a student, staff member or visitor who is at school or during a school related activity or following an incident at school or during a school-related activity.
- (2) An actual or potential injury, illness or trauma of a student, staff member or visitor who is at school or during a school-related activity or following an incident at 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 for.
- (4) 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 duration for health or safety reasons.
- (5) The receipt of a complaint or allegation of child abuse, including but not limited to sexual abuse, committed against a student by:
 - (a) a staff member or another student; or
 - (b) another person on the school premises or during a school-related activity; whether the abuse is alleged to have occurred recently or in the past.
- (6) Issuing a formal warning, a suspension or ceasing the employment of a staff member for a breach of the school's Code of Conduct involving suspected grooming behaviour.

All critical incidents are recorded in the "Critical Incidents Reporting" folder located in the locked filing room in the school office.

1.RISK ASSESSMENT

Foreseeable risks include:

Location

The premises of the Yallingup Steiner School exists within the City of Busselton and represents a vulnerable development.

- Fire Risk

The main school site at 1721 Wildwood Road is classified Category 1, Rural, under the City of Busselton's Firebreak and Fuel Hazard Reduction Notice. The Site is located within a bushfire prone area and has a high BAL rating.

The Carbunup Hall site at 3 Wildwood Road is in a built up area but in close proximity to bushland reserve.

The fire season is between December and March each year. Extreme days mostly occur in January and February.

- Storm Risk

The school and students en-route to school are at risk of storm damage from falling trees on local roads, loss of power and damage to buildings.

- Traffic Risk

Located on the corner of two busy roads. Extra precaution to protect students is required.

Student Wellbeing

- Physical safety Risk

Risk of Physical injury at school (playground, camps, excursions)

- Mental and Emotional safety Risk

Bullying, harassment and abuse

Other

- Cyber Risk

Risk of data leakage or theft

2. PREVENTION/MITIGATION

The school aims to minimise identified hazards and risks by establishing plans, procedures and roles in the following areas:

General Strategies

- Appropriate and clear staff induction
- Regular review of incident/accident reports at College meetings
- Clear access to school grounds for Emergency Services
- Routine Evacuation and Lockdown drills

Fire Risk

- The Executive will monitor fire ratings daily during bushfire season via DFES and BOM websites. The school also receives AISWA notifications regarding ratings.
- Excursions in bush areas are assessed and cancelled on Extreme BOM fire rated days and the Executive reserves the right to pre-emptively close the school in the event of perceived imminent fire danger.

Storm Risk

- Monitoring weather conditions.
- The Executive reserves the right to pre-emptively close the school during a BOM Severe Storm Weather Warning.
- Excursions are cancelled on days with a high risk of lightning, heavy downpours, high winds, extreme heat or cold as determined by the Executive.
- Regular safety audits of the school grounds, especially trees and buildings.

Traffic Risk

- Students are always escorted to and from buses by staff members.
- Clear signage and reduced speed limits and heavy haulage vehicles have been sought through the local council and Main Roads Department.

Physical Safety Risk

- All playgrounds and classrooms are audited. Camps and excursions are carefully planned in accordance with policies. The Executive checks all planning with teachers.
- Regular equipment maintenance, test and tag and careful storage of dangerous goods.
- Attentive supervision of students; including bus transfers and yard duty.
- Broad physical education programme to enhance students' physical strength and dexterity (Eurythmy, bushwalking, gymnastics, circus skills, surfing, swimming etc).
- Individual Care, Behaviour and Education Plans formed for students at risk.

- All staff trained in Senior First Aid.
- Effective behaviour management.
- Regular policy reviews.

Mental and Emotional Safety Risk

- Explicit instruction delivered as part of the Keeping Safe Curriculum.
- Child friendly Grievance Policy.
- Wellbeing Officer and Learning Support teacher available.
- AISWA psychology and inclusive education support available.
- Student Code of Conduct. (Adult version)
- Staff Code of Conduct.
- Individual Child Studies conducted within College meetings.
- Regular surveys of student wellbeing

Cyber Risk

To reduce the risk of cyber-attack and to secure data and finance, the school:

- Uses 2 factor Authorisation.
- Uses 2 signatories for bank transfers.
- Backs all data to cloud.
- Keeps paper copies of all transactional information and family details and contact information.

3. PREPARATION

Establish Plans, Procedures and Roles

- Emergency Management Plans (EMP's) have the following characteristics:
 - All EMP's are provided to staff and practised, to guide action during an incident which requires emergency management.
 - All EMP's prioritise the best interests of students.
 - Individual Care Plans, medications, class attendance rolls and Individual Education Plans and Behaviour Management Plans are readily accessible.

- Students with disability and those that may require medication are kept as close to a supervising adult as possible during an emergency

- Following an incident, psychological support services are made available through the AISWA Psychologists

- Planning refers to the Government of Western Australia Department of Mines, Industry Regulation and Safety “Education Checklist”:

<https://www.commerce.wa.gov.au/sites/default/files/atoms/files/educationchecklist.pdf>

The checklist identifies common risks for schools and forms a point of reference for potential improvements.

Coordinating the School’s Response

Staff are instructed to report an incident immediately to the Education Facilitator, Business Manager or other members of the School Executive. The Executives, the EMC or designated person(s) will immediately contact emergency services if warranted.

An emergency which occurs during a camp/excursion will be reported by the supervising teacher to emergency services. The School Executive is then to be advised and will attend if warranted and/or possible.

Evacuation

1. Students, staff and visitors will be alerted of an evacuation by a signal device sounded by the EMT repeatedly, until all are mustered.

2. When moving to a designated muster point, students must be directed away from the danger zone and not towards or through the affected area.

3. The EMC will direct evacuation activity.

4. The EMC will specify the type of evacuation required from the following:

- To another building when danger is localised in one area of the school.
- Within the school grounds when danger is associated with school buildings not grounds,
- Beyond the school if the whole school is in danger.

5. At least one member of the EMT will be the last to leave the school.

6. Teachers will be directed by the EMC during the evacuation and should not initiate any unnecessary action related to the emergency without authorisation. This does not prevent a teacher administering first-aid to a student to manage an injury.

7. Teachers are responsible for the safe and orderly movement of students when instructed by the EMC to evacuate.
8. The attendance lists, Individual Care Plans, IEP's and BMP's and Emergency Action Cards are to be taken to the evacuation assembly area.
9. Windows and doors are to be closed if time permits.
10. Teachers must inform the EMT of students not accounted for.
11. The EMT will check storerooms, toilets and classrooms.
12. Under no circumstances are children to be used as messengers or to find other children.
13. The EMT will turn off all appliances if time permits, gas supplies, air conditioners, pilot lights and light switches.

Lockdown

Lockdown will be communicated to staff by a whistle blown in one repeated long blow or verbally by a member of the EMT or by text message as appropriate, depending on the circumstances requiring a Lockdown.

Staff with Students:

- o Take attendance (know who is with you)
 - o Calmly lead students into action:
 - Lock(If outdoors, move immediately into the nearest indoor area and lock doors and windows).
 - Lights Out
 - Out of Sight
- (Sit on floor or hide under furniture).
- o Maintain Silence (Listen for further instructions or hazards)
 - o Assist children in need
 - o Do not open the door (Wait for instructions from EMT or Emergency Services)

Communications

The EMT will coordinate evacuation and lockdown communication activity. One member of the EMT will be the last to leave the school.

- The office telephones are only to be used for emergency communications during an emergency or critical incident.

- The telephone lines are to be used during an emergency by the EMT to liaise with emergency services.
- Mobile phones and computers can be used for any other communications.
- A printout of student emergency contacts is prepared to be taken by office staff during an evacuation.

Evacuation/Lockdown Roles and Responsibilities

Role	Responsibility
EMC/EMT	• Notify and Liaise with Emergency Services • Co-ordinate staff and student response • Turn off all appliances during evacuation if time permits • Check storerooms, toilets and classrooms before evacuating • Ensure follow up care is accessible • Lodge Critical Incident Reports
Teachers	• Orderly evacuation or lockdown of students • Follow direction of EMC/EMT • Time permitting; seal classrooms. • Bring attendance lists, Care Plans, medications and IEP's, BMP's and Emergency Cards to the Evacuation Assembly Area. • Notify the EMC of unaccounted absences. • Supervision of students. If directed to another task by the EMC, ensure alternative supervision before leaving. • Stay in the Emergency Assembly Area until directed by the EMT.
Visitors	• Follow direction of teacher with whom they are with, or EMC • Must not leave the emergency assembly area until directed.
Students	• Follow the direction of the teacher they are with at the time evacuation or lockdown is called

RESPONSE

Response Considerations.

The EMC will determine the level of response and specific actions taken by considering the following:

1. The potential and likely impact of the emergency or critical incident on the school community;
2. The time of the incident (time of day, weekend or school holidays or during an event/festival);
3. The extent to which the incident is site-specific or widespread;
4. The location of the emergency or critical incident;
5. Weather conditions;
6. The cumulative effect of other emergencies or critical incidents which have affected the site in the recent past;
7. The age and capabilities of students;
8. The social, cultural, lingual, economical, geographical and other community factors;
9. The management role that other agencies play under legislation or policy.

AEIOU Response Coordination

The EMT will follow the steps below:

A

Assess the situation, call emergency services, assist those in danger.

E

Evacuate students, staff and visitors, if appropriate.

I

Inform the Director General.

O

Organise resources, advise parents.

U

Undertake recovery operations and return the site to normal.

The following tables outline the AEIOU response:

ASSESS THE SITUATION

CALL EMERGENCY SERVICES AND ASSIST THOSE IN DANGER

ACTIONS:

• Verify information
• Take appropriate safety precautions (e.g. turn off gas, water and/or electricity)
• Administer First Aid where appropriate
• Contact emergency services as appropriate: Ambulance, WA Police, Fire Brigade, Western Power
• Ensure the incident site remains secure and undisturbed where WA Police, DFES etc are likely to be involved
• Remove people from the scene to an appropriate assembly area or classroom
• Account for everyone in the vicinity
• Activate EMT to plan further actions and enact the response plan
• Allocate specific responsibilities
• Record details of the event, including the source/s of information. Make notes as information is received.
• Gain Police authority before releasing any information

EVACUATE (ON-SITE OR OFF-SITE) OR LOCKDOWN

ACTIONS:

• Consider the need to evacuate either on-site or off the school site
• Communicate the evacuation or lockdown using predetermined activation signals
• Initiate Evacuation/Lockdown procedures and follow directions from emergency services

INFORM

ACTIONS:

• Lodge a Critical Incident Report with the Department of Education
• Notify the School Board

ORGANISE RESOURCES TO SUPPORT THOSE AFFECTED AND ADVISE PARENTS (as determined by the assessment of the situation)

ACTIONS:

• Offer immediate comfort and support to those most affected
• EMT contact affected staff or families (In the case of a death, WA Police only to contact the family)
• Prepare a statement to inform students and determine method of delivery
• Brief all staff of known facts
• Ensure everyone knows how to respond to media
• Inform students using a prepared statement and offer comfort and support. Consider siblings and close friends
• Set up a recovery room
• Send the inconsolable to recovery area, Education Facilitator, Learning Support/Wellbeing Team
• Offer immediate comfort and support to those most affected
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• Prepare a statement to inform students and determine method of delivery
• Brief all staff of known facts
• Ensure everyone knows how to respond to media

• Inform students using a prepared statement and offer comfort and support. Consider siblings and close friends
• Set up a recovery room
• Send the inconsolable to recovery area, Education Facilitator, Learning Support/Wellbeing Team
• Plan for students / siblings / parents to be re-united
• Prepare a written statement for incoming enquiries and parents
• Consider staff and students absent or off-site relief staff that may need to be informed
• Identify and notify any others who may need early advice
• Consider staff in need

RECOVERY

• Support short term needs of those affected utilising support services (including AISWA/NGSR) and staff
• Carry out any necessary repairs
• Document the incident to allow for review and modification to EMP's

Responding to the Media

Where possible, ensure that all parents of children involved in the incident are informed prior to any information being given to the media.

- Only one member of the School Executive is to correspond.
- All media releases will be recorded in writing.
- Media statements are to be drafted based upon advice from AISWA legal team.

Attachments:

1. Emergency and Support Telephone Numbers

- AMBULANCE Emergency 000 or 112 (Mobile)
- DFES Fire / Emergency Public Info 131 444
- Dunsborough Fire Control Officer – Mark Fisher – 9755 2294
- MEDICAL Emergency 000 or 112 (Mobile)
- Busselton Hospital – 9752 1122
- POLICE Emergency 000 or 112 (Mobile)
- POISONS INFORMATION 131126
- Dunsborough Police Station – 9781 3030
- Police Report Line 13 14 44
- STATE EMERGENCY SERVICES 13 25 00
- FAMILY HELP LINE 9223 1100
- CRISIS LINE – DEPT. OF CHILD PROTECTION 9223 1111
- ALCOHOL AND DRUG INFORMATION 9442 5000
- DEPARTMENT OF EDUCATION 9441 1900
- DEPT. COMMUNITY SERVICES 6217 8700
- HEALTH DEPARTMENT WA 08 9346 3333
- HEALTH DEPARTMENT WA 08 9388 4999
- LIFELINE 131114
- RSPCA 9248 3155
- AISWA 08 9441-1600
- WESTERN POWER emergency 13 13 51