

BRISBANE CATHOLIC EDUCATION

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# Critical Incident Management Plan



**Brisbane  
Catholic  
Education**

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# Introduction

## Background

Business continuity management is an integral element of the Brisbane Catholic Education (BCE) risk management framework, and of prudent operational practices that support the objectives of:

- Ensuring the health and safety of staff, students, parents, volunteers and the public;
- Protecting BCE's reputation and legal standing;
- Maintaining and growing support for BCE school communities and continuity of educational services as appropriate;
- Providing assurance to BCE Leadership Team and Senior Leaders;
- Minimising costs associated with repair of and recovery from damage; and
- Protecting revenue streams.

This Critical Incident Management Plan (CIMP) is one component of the BCE business continuity management framework. In particular, it is one of a number of plans and procedures developed to manage serious, and extreme, incidents that we may be exposed to. Critical incidents are often typified by:

- Rapid time sequences;
- Overwhelming of usual coping responses;
- Severe disruption of the functioning of individuals or communities; and
- Perceptions of threat and helplessness and a turning to others for help.

While we take every appropriate precaution to ensure the safety of our staff and students, offices, schools and other assets, even the best-prepared organisation can suffer a critical incident. This plan has been developed against the following principles of effective incident management:

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

## Purpose

The purpose of this plan is to provide the framework within which BCE can manage a critical incident. It is designed to:

1. Enable management at all levels to respond quickly, act decisively and manage effectively in the event of a critical incident;
2. Reduce the impact of the critical incident on staff and students;
3. Protect our assets;
4. Minimise disruption to work and/or the learning process; and
5. Ensure the reputation of BCE is protected.

This plan provides the vehicle for BCE to document that framework. It gives clear guidelines for the assessment of an event, the call-out procedures and management actions in bringing the event to resolution and provides management with a set of checklists and tools that will support them as they work to safeguard our operations and protect our reputation. This plan will assist BCE to ensure that:

- Discharge of duty of care is maximised;
- Negative legal, industry and media ramifications are minimised;
- Timely support is available to our own offices or schools in response to critical incidents;
- An office site and/or school's capacity to recover from trauma arising from an incident is optimised;
- Coordination of BCE resources is effective and efficient; and
- All staff in our offices and schools have an overview of their role and the support options available to them should a critical incident arise.

This plan will be supported by the School Incident Management Plans (SIMP), Office Incident Management Plans (OIMP) and the various emergency procedures that are required at each operating location.

## Scope

This plan applies to the management of our response to all critical incidents that impact on BCE and applies to all employees, students, assets and facilities within BCE.

A critical incident is defined as any event or circumstance that causes people to experience uncharacteristically strong emotional or psychological distress which has the potential to interfere with their ability to function either at the time of the event or later. Critical incidents may include:

- Natural disasters (e.g. floods, fires);
- Community based incidents (e.g. public transport tragedies)
- Industrial accidents (e.g. explosions, chemical spills);
- School related incidents (e.g. fire, laboratory accidents, bus crashes, serious playground or sporting accidents, school camp accidents, international excursion issues or extreme physical violence);
- Threats against a school, office, students or staff members (e.g. bomb threats);
- Serious criminal allegations against students or staff (e.g. sexual abuse);
- Alleged criminal activity (e.g. drugs, assaults); and
- Sudden death of staff member or student or family.

## Objectives

The primary objectives of this plan are to provide:

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

## Definitions

Term	Definition
Activation	Process whereby all or a portion of a plan is put into effect.
Asset	A resource or anything of value to BCE, tangible or intangible, for example, the premises, IT systems, data, specialist equipment, staff and their skills.
Brisbane Catholic Education (BCE)	Brisbane Catholic Education is a learning community of all involved in diocesan Catholic schools and the staff of the Brisbane Catholic Education Office.
Critical Incident	An event or issue, real or perceived, which threatens the operations, employees, students, families, stakeholders, reputation, trust and/or the strategic or business goals of Brisbane Catholic Education and/or its schools.
Critical Incident Management Centre (CIMC)	The central room used by the Critical Incident Management Team to manage all incident / issue-related briefings and planning. Additional rooms may be required by sub-teams of the Critical Incident Management Team during the incident / issue to conduct planning and meetings.
Critical Incident Management Plan (CIMP)	The document that details the BCE critical incident management framework including the policy, resources, processes and tools that will be used to manage a critical incident.
Critical Incident Management Team (CIMT)	The task-built team established by BCE that manages the response and recovery effort in the event of a critical incident. This team can consist of operational, functional and specialist members depending upon the type of incident / issue and the breadth of impact on BCE offices or its schools.
Disaster	A serious disruption in a community where BCE operates, caused by the impact of an event, that requires a significant coordinated response by the State and other entities to help the community recover from the disruption. For example, a flood.
Emergency	An abnormal event posing a threat to the safety of students, employees, the environment, facility or asset at a BCE site, which can be brought under control using the resources and procedures for emergency response in place for the impacted office, school or facility.
Emergency Services Agencies	Refers to the Government and governing agencies that provide services covering all phases of emergency and disaster management. It includes, but is not limited to, the Police Service, Fire and Rescue Service, Ambulance Service, Emergency Management and Disaster Management Groups.
Incident	An event or circumstance that could have or did lead to unintended and / or unnecessary harm to a BCE employee or student and / or loss or damage to an office, school or facility.
Issue	An event or circumstance that could have or did lead to unintended and / or unnecessary harm to BCE's reputation, image or brand.
Lead Agency	The Emergency Services Agency which, because of its expertise and resources, is primarily responsible for dealing with a particular situation.
Office Incident Management Team (OIMT)	The task-built team established by a BCE Office that manages the response and recovery effort in the event of a critical incident. This team consists of a number of office staff dependent on the available resources and needs, appropriate to the location and type of incident / issue and the breadth of impact on that office.
Office Incident Management Plan (OIMP)	The document that details the resources, processes and tools to be used by a BCE office location during a critical incident.
Next-of-kin (NOK)	The person nominated to be contacted in the case of a person sustaining injury or losing their life.
Recovery	Actions taken following the commencement of a disruptive event to return BCE operations to routine management.
School Incident Management Plan (SIMP)	The document that details the resources, processes and tools to be used by a BCE school during a critical incident.
School Incident Management Team (SIMT)	The task-built team established by a BCE School that manages the response and recovery effort in the event of a critical incident. This team consists of a number of school staff dependent on the available resources and needs, appropriate to the location and type of incident / issue and the breadth of impact on that school. This team will generally be supplemented by BCE Office staff.

## Training and testing

Having an effective CIMP requires:

- a. Having personnel trained to fulfil their roles and responsibilities within the plan;
- b. Having the plan exercised to validate its content; and
- c. Having any systems that support the activation of the plan tested to ensure their operability in an operational environment.

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

Team training should include scenario-based activities relevant to BCE operations and activities and consider the range of risks to which BCE may be exposed. These scenarios should be extended to exercises that test the team in realistic situations that include interaction with a range of potential stakeholders. BCE will conduct exercises to train and test the CIMT at least annually.

The management, scheduling and reporting on the training of the CIMT and exercising of the CIMP is to be coordinated by the Director – Administrative Services.

## Reviews and amendments

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

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

All amendments to this procedure must be authorised by the Director – Administrative Services.

## Related documents

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

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

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

# Critical Incident Management Framework

## Overview

BCE's business continuity management framework documents three levels of continuity management:

1. Critical Incident Management – the plan for the CIMT (this plan) in the event of a critical incident. These include such issues as human safety and comfort, media management, public relations, legal matters, insurance, access to finance, buildings and facilities and co-ordination of 2nd and 3rd level plans (see below).
2. Business Activity Continuity – the plans providing instructions to staff regarding continuity of key business activities whilst assets, upon which the activity is dependent (dependencies), are unavailable or curtailed; and
3. Asset / Dependency Recovery – the plans containing the procedures for interim provision / restoration of an asset / dependency prior to returning to normal operations (e.g. IT Disaster Recovery Plan).

A critical incident can occur through a sudden event or through a growing or escalating set of circumstances. Regardless of the cause, when there comes a time that business as usual is no longer sufficient, there will be a need for coordinated, planned action. This action is "Critical Incident Management".

Managing a critical incident effectively requires a significant degree of consideration and planning. There must be an appropriate response at each level of BCE, roles and responsibilities must be assigned to capable and willing individuals who must be well versed in those responsibilities, there must be a common approach to the assessment of an incident and this must be supported with a clear escalation process to ensure the right level of response is activated. This achieved by BCE through its critical incident management framework.

## Structure

The critical incident management framework is intended to ensure that there is an appropriate and sufficient response without necessarily requiring full disruption to the business-as-usual management of unaffected areas of the business. Figure 1 shows the structure of critical incident response across BCE.

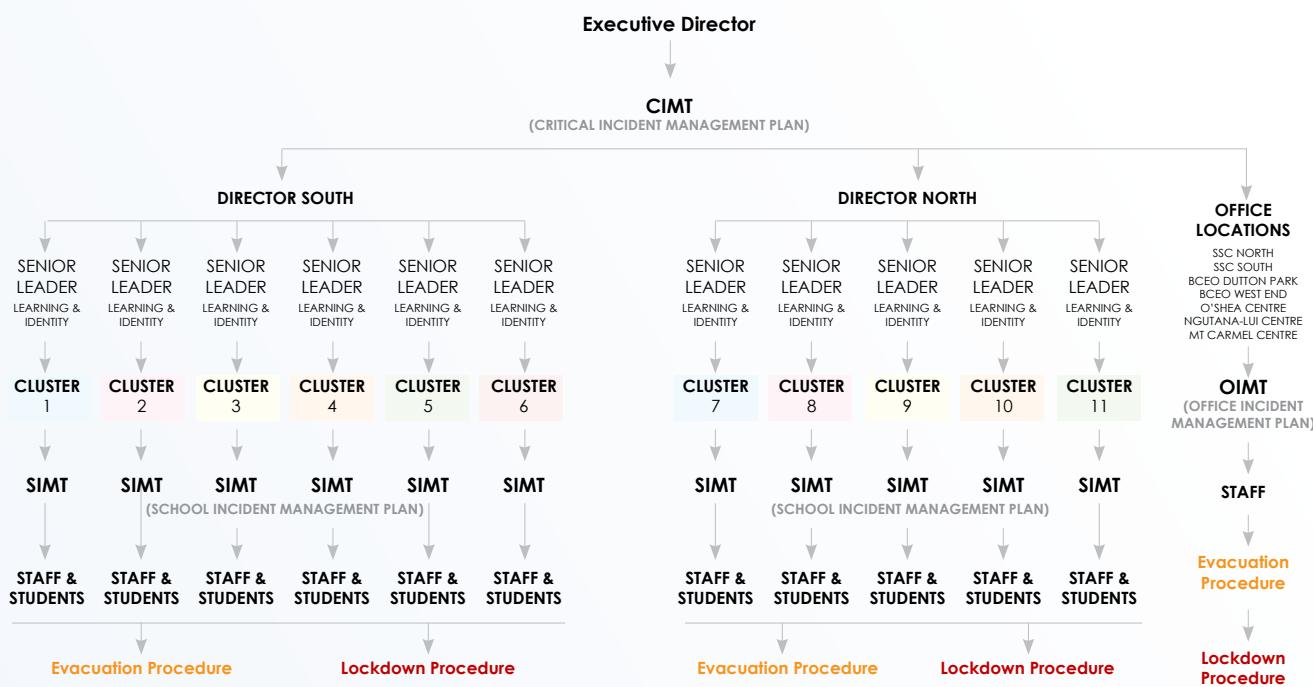


Figure 1: BCE Critical Incident Management Framework

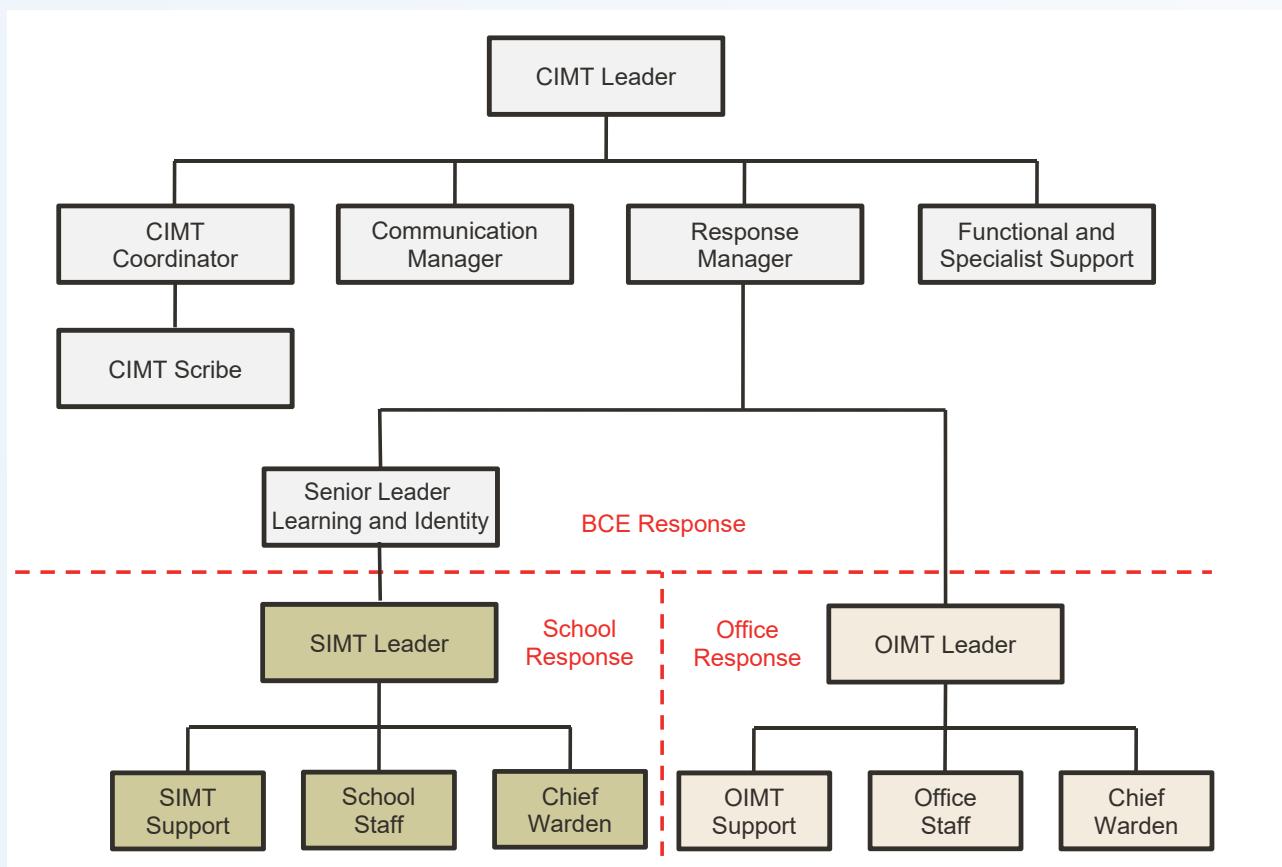
# Critical Incident Management Team

## Role

The role of the CIMT is to provide managerial, operational and strategic support to the response by any BCE school or office and manage the broader ramifications of the incident including stakeholders, media and community relations, post-critical incident welfare, legal ramifications, reputation, recovery planning and business continuity. The CIMT will also manage those issues or incidents that impact on BCE as a whole.

## Structure

The CIMT structure is designed to provide a flexible and scalable team which can manage any incident that BCE faces. It is also designed to link to one or more SIMT or OIMT should they be activated in response to an incident in their location. The CIMT structure and its linkage to either an SIMT or OIMT is provided in Figure 2 below.



**Figure 2: Critical Incident Team Structures**

It is important to note that the CIMT will scale according to the nature of the situation. For example, a major financial issue would require a team with different attributes to a team dealing with a major emergency incident at a school.

## Responsibilities

During a critical incident the CIMT is responsible for:

- a. Understanding and assessing the impact of the event on operations, offices, schools, students, staff, stakeholders and reputation of BCE
- b. Prioritising and allocating BCE resources to response, continuity and recovery efforts
- c. Keeping the Executive Director of BCE informed of impacts or potential impacts across BCE and the status of response, continuity and recover efforts;
- d. Considering new information and situation updates and making decisions as to the ongoing direction and priority of response, recovery and resumption efforts; and
- e. Conveying appropriate information to internal and external stakeholders as to the status of the situation.

## **Key appointments**

There may be a requirement for team members to cover some of the responsibilities of other members, particularly during the early state of activation of the CIMT. Therefore, it is important that all team members are familiar with their own responsibilities and the responsibilities of other CIMT members. A list of staff identified as primary and alternate appointment holders is at Appendix 1.

### **Executive Director, BCE**

During a critical incident, the Executive Director, or their authorised delegate, will activate the CIMT, appoint a CIMT Leader and provide ongoing strategic direction. The Executive Director may decide to assume the role of CIMT Leader. The Executive Director is required to:

- Oversee all formal notifications
- Act as the BCE spokesperson
- Manage interaction with high level stakeholders.

### **Critical Incident Management Team Leader**

The CIMT Leader is responsible for the management and decision making of the BCE response. The CIMT Leader will be appointed by the Executive Director upon activation and will normally be one of the BCE Directors.

The CIMT Leader is the final decision maker with regard to critical incident response activities. The CIMT Leader will provide guidance and direction to the CIMT and will rely on the Response Manager and other key CIMT members to implement response plans. The CIMT Leader may be required to conduct briefings with the Executive Director and other key stakeholders and is to ensure the team has clear direction for those periods they are unavailable.

### **Response Manager**

The Response Manager is the lead manager in the response to the particular incident that BCE is facing. The selection of the Response Manager will be based upon the most suitable Director, Senior Leader Learning and Identity or functional manager for the particular incident being managed. The Response Manager is responsible for implementing the plan that the CIMT develops for the particular incident. They act as an information conduit between the CIMT and the impacted school, office or business area.

### **Communication Manager**

The Communication Manager leads the development and implementation of the BCE communication response. This may require the acquisition of external specialist communication support. This role will normally be filled by the Manager, Communications and Marketing.

### **Critical Incident Management Team Coordinator**

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

### **Scribe**

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

### **Duty cards**

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

### **Functional and Specialist support**

A number of internal and external, functional and specialist skills may be required to assist the CIMT in the response. Such support will be either requested through the Response Manager or identified during the CIMT planning process. BCE and specialist external resources (where no internal capability exists) will provide support similar to their normal day-to-day role so no duty card is provided for these roles within the team. Functional and specialist support during a critical incident should be provided as a priority over other tasks and responsibilities until the critical incident is over or as required.

The support for the CIMT may include (but is not limited to):

- Legal
- Communication
- Faith Education
- Student Protection
- Counselling
- Teaching and Learning
- Finance
- IT
- Human Resources
- Health, Safety and Environment.

### **Critical Incident Management Centre**

The location of the Critical Incident Management Centre (CIMC) will be selected based on an assessment of the situation. The CIMC may be located at a school campus or one of the following locations:

Primary – Boardroom, Dutton Park Office, 243 Gladstone Road, Dutton Park

Alternate 1 – Boardroom, West End Office, 199 Montague Road, West End

Alternate 2 – Boardroom, Father Bernard O'Shea In-service Centre, 19 Lovedale Street, Wilston

Alternate 3 – Boardroom, Service Centre North, 12 Endeavour Blvd, North Lakes

Alternate 4 – Boardroom, Service Centre South, 5-7 Laurinda Crescent, Springwood

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

### **Room management**

Upon activation of the team, the CIMT Coordinator will commence mobilising staff and setting up the CIMC. Throughout the period of the critical incident, the CIMC will need to be managed. The scope of these management duties may include preparation and coordination of briefings and meetings, administrative support including people, office equipment and catering and the security of information, access and equipment.

On standing down of the team, the CIMT Coordinator is to collect and collate all team documentation and logs and file them for follow-up activities such as a post-critical incident review or formal investigations. The CIMT Coordinator is responsible for arranging for the restoration of the CIMC to its normal state and refurbishing all pre-prepared materials for use in a future event.

## School Service Centre

The School Service Centres (SSC) provide educational leadership, services and support to principals and Catholic school communities and is a school's first point of contact for assistance. This is particularly important when a school has been impacted by a critical incident. During a critical incident, the SSC will provide:

- a. Support to the Senior Leader Learning and Identity
- b. Advice to the CIMT
- c. Notifications to the Executive Director
- d. Post-incident support to impacted school.

## Senior Leader Learning and Identity

Senior Leaders Learning and Identity work with the Director and staff of the School Service Centre to provide leadership and support to a designated cluster of schools. During an incident at a school within their area, they will work closely with the Principal to resolve the incident and provide the conduit between the SIMT and the CIMT, should it be activated.

## School Incident Management Team

It is expected that all Schools will develop policy, structures and procedures with clearly stated responsibilities for particular personnel to manage a critical incident. The role of the School Incident Management Team (SIMT) is to manage the school level response to an incident and manage the ramifications of the incident including local stakeholders, media and community relations, and the welfare of staff, students and parents. The SIMT Leader will link to the Response Manager within the CIMT via their relevant Senior Leader Learning and Identity.

The details of the SIMT role and responsibilities, key appointments and support tools are to be contained in each school's School Incident Management Plan (SIMP).

## Office Incident Management Team

It is expected that all office locations will develop policy, structures and procedures with clearly stated responsibilities for particular personnel to manage a critical incident. The role of the Office Incident Management Team (OIMT) is to manage the office level response to an incident and manage the ramifications of the incident including local stakeholders, media and community relations, and the welfare of staff. The OIMT Leader will link to the Response Manager within the CIMT.

The details of the OIMT role and responsibilities, key appointments and support tools are to be contained in each office's Office Incident Management Plan (OIMP).

# Notification, assessment and activation

The process of notification, assessment and activation for critical incidents which impact BCE is described in the Incident Notification and Activation Flowchart located at Appendix 2. This procedure will be activated when:

- A critical incident, potential critical incident or significant issue occurs which affects BCE as a whole or initiates from or has its main impact on the BCE main offices; or
- A critical incident, potential critical incident or significant issue occurs within one of BCE's schools or offices, which has the potential to impact BCE's reputation or ability to operate.

## Notification process

### Emergency related critical incident

Notification of an emergency related critical incident is to be a priority. Initial notification within schools is to be made to the Principal and within a BCE office location to the appropriate Director or senior manager. The Principal / Director are to obtain all necessary details (see the Incident Notification Checklist at Appendix 3) and assess the situation (see the Response Assessment Matrix at Appendix 4).

The Principal is to then contact their Senior Leader Learning and Identity at the relevant School Service Centre. If unable to contact the Senior Leader Learning and Identity, they are to contact their Director of School Services. If unsuccessful in making contact with the Senior Leader Learning and Identity or the Director, then they are to contact the Director - Administrative Services or Manager Communications and Marketing at BCE directly.

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

### Non-emergency critical incident

For non-emergency critical incidents, notification is to be made through the normal management reporting channels to the Principal or responsible Director who is to assess the situation and, if required, escalated as described above.

## Notification timing

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

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

## Assessment

The Response Assessment Matrix (see Appendix 4) is a guide for categorisation and response assessment for BCE. Incidents are to be assessed against all impact areas. The impact area with the highest level of consequence dictates the appropriate level of response.

It is prudent to err on the side of caution and scale up initially until the situation is clarified. It is easier to scale down the response should the situation be less serious than first assessed.

If it is assessed that no immediate response is required by the CIMT, the situation is to be monitored and reassessed if it escalates. The Director may place members of the CIMT on standby. If on standby, the CIMT members must prepare to travel in to the office or wherever the Critical Incident Management Centre will be activated, remain contactable and await further instructions.

## Activation

The only people authorised to 'declare' a critical incident situation in order are:

1. Executive Director;
2. Deputy Executive Director; and
3. Director.

If an event is assessed as requiring a response by BCE, the Executive Director or their delegate will direct one of the following:

1. Notification of CIMT members to place them on standby for activation. These members can then monitor the situation and consider potential response strategies that may be required.
2. Activation of elements of the CIMT to commence specific actions to contain an event or issue.
3. Activation of the full CIMT.

Although these three levels of response may align to the three impact levels (Moderate, Major and Catastrophic), every situation will be different so due consideration of the situation must be undertaken to identify the most suitable level of response.

### Initial actions

If the decision to activate the CIMT is taken, the Executive Director will then:

- Identify the most suitable person to fill the CIMT Leader role and advise them of the situation (noting that the Executive Director may decide to fill the role personally);
- Advise the CIMT Coordinator to mobilise the required CIMT members and all necessary support staff;
- Advise the CIMT Coordinator to prepare the CIMC; and
- Make any formal notifications to advise of the activation of the CIMT.

On activation, each member of the CIMT must assemble as quickly as possible, in person, in the designated CIMC, or where this is not possible, by telephone.

### Frontline staff notification

The CIMT Coordinator is to inform frontline staff (reception or other front office staff) that the CIMT has been mobilised. Reception staff should be briefed on the management of phone calls and visitors until given other formal statements or alternative instructions by the Communication Manager.

### Normal business activities

While it is important that the activation of the CIMT requires the priority of effort to contain and control the situation, the continuity of normal day-to-day operations must be maintained to the fullest extent possible. Team members activated for a response are to ensure they have, where possible, handed over their normal business activities to an alternate and have briefed them on the priority issues they may need to manage.

# Response management

## Managing during a critical incident

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

- Maintain contact with the impacted school (if school related) or office (if office related) and provide support, guidance and information;
- Find out the facts of the situation as they impact on BCE;
- Prioritise objectives and responses considering our people, education delivery, financial impacts, compliance requirements and our reputation;
- Identify all relevant stakeholders and keep them informed throughout the critical incident; and
- Manage the CIMT to ensure the right skills are available for the situation as it evolves and that its members are managed to enable them to perform for the duration of the critical incident.

## Initial actions

The first person to arrive will liaise with the CIMT Coordinator to confirm that the CIMC has been properly set up including communication channels (telephone or video conference) between the CIMT and any activated SIMT or OIMT.

Once the team has convened, an initial team brief will be chaired by the CIMT Leader. An agenda for the initial team brief is located in Appendix 5. The initial team briefing will ensure information is shared, verified and as many questions are answered as possible. At this point, lines of communication may be opened with key stakeholders (internal and external) and status boards will be set up and maintained in the CIMC.

A range of considerations will need to be made in the initial stages of a response. A checklist for the actions for the CIMT which need to be considered in the first hours of the response is located in Appendix 6.

After the initial actions have been taken, the CIMT Leader may decide to stand down the team, but then to reconvene at pre-determined intervals to review the status of events.

## Situational awareness

### Update briefings

A key element of the response is maintaining situational awareness. To ensure all team members are kept up-to-date with response and recovery efforts, regular update briefing sessions should be held. As a guide, update briefings will initially be held hourly. As the response effort continues, the Leader may alter the schedule of this timing, depending upon the circumstances or situation.

An agenda for update briefs is located in Appendix 7.

### Information

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

### Logs

CIMT members should maintain a personal log from the moment they are notified of the critical incident to the moment they are stood down by the CIMT Leader. The personal log should contain all information received and actions taken by the CIMT member.

In addition to personal logs, it is crucial that a central log is maintained in the CIMC. The CIMT Coordinator is responsible for ensuring the central log is maintained by a scribe. It will record the key actions, decisions and situational information relevant to the CIMT. The CIMT Coordinator is to ensure the CIMT Scribe has sufficient

support to maintain the log effectively and to regularly review the log to ensure accuracy and currency of information.

The log sheet template for use by individuals and the CIMT is located at Appendix 8.

## Status boards

Status boards are used and maintained to accurately capture and record incident information. These are either located in the CIMC or kept electronically as a shared document. The status boards utilised within this plan are located at Appendix 9. They cover the following areas:

- a. Status board 1 – Situation;
- b. Status board 2 – Tasks and Information Requirements; and
- c. Status board 3 – Injury and Fatality Management.

## Response planning

The success of a response will be determined by the way the team manages information, plans and responds under the direction of the CIMT Leader. The CIMT Leader is to ensure team members are given clear and unambiguous directions resulting from decisions made systematically and supported by all available information at the time. By doing this, the CIMT Leader will ensure that the incident is controlled as quickly as possible and decision makers will be able to account for their decisions during any subsequent investigations.

## Team rotation

During a critical incident over an extended timeframe, management of team staff will become critical. In these circumstances, the CIMT Coordinator in consultation with the CIMT Leader will take the lead in developing staff rotation and rest schedules.

## Information management

The CIMT will receive and send a large amount of information during a critical incident. It is important that all incoming information is collected, recorded, assessed and acted on as required. It is important to ensure any incoming information is validated for accuracy before it is considered in the response planning process.

The various tools provided under this plan should be used to capture and organise the information and to allow the team to access it and use it for their response activities. The CIMT Coordinator will take a lead role in managing information and ensuring that the team log and other tools are kept up-to-date.

Information going out of the CIMT, to either internal or external stakeholders, must be checked for clarity, alignment to key messages, and where necessary for legal risk. The CIMT Leader is the final approval authority for the release of information.

## Business Continuity

Business Continuity Management (BCM) at BCE encompasses the related activities of:

- Evacuation of BCE premises (when required);
- Management of a critical incident affecting BCE staff, students, property, resources or services;
- Continuity of critical business activities; and
- Recovery of critical dependencies and resources for those and other business activities.

BCM activities must interface with and be subordinate to this plan. Responsibility for BCM lies with the management in each business unit and work area. Each work area will define and have an appreciation of the preceding key elements in the context of their own business unit. BCE operations unaffected by the critical incident should be maintained and those operations should receive updates as to the progress of the critical incident.

There may be a requirement to invoke one or more of the BCE's continuity plans. If multiple continuity plans are invoked, a Business Continuity Coordinator is to be appointed to assist the CIMT. He/she will be responsible for liaison between all work areas and will facilitate BCM activities across all of BCE's operations and provide a central coordination point through which the CIMT can monitor continuity activities.

# Communication management

The BCE communication response will be managed by the CIMT Communication Manager with guidance from the CIMT Leader and the Executive Director.

## Communication protocols

This section details a systematic approach to managing communication activities related to a critical incident.

The Communication Manager is responsible for the development of key messages for all BCE stakeholders. The Communication Manager will utilise the channels available to them to communicate succinct messages to all stakeholders.

It is recognised from a communication perspective that schools may play important roles in a critical incident. Each level must have a clear understanding of their role in communication. The table below provides a summary of these roles and responsibilities with further detail included in the following sections.

SIMT/OIMT	CIMT
<b>BCE communication (internal and staff communications)</b>	
<ul style="list-style-type: none"><li>Relay all approved internal communications to school based staff as directed.</li><li>Provide information to the CIMT about the incident / issue and its impacts on people, assets, reputation.</li><li>Manage the passage of information between school and BCE.</li><li>Undertake communication activities with allocated local stakeholders in accordance with BCE guidance.</li></ul>	<ul style="list-style-type: none"><li>Provide direction and strategy for internal communication to impacted BCE and schools.</li><li>Prepare and approve all communication materials prior to distribution.</li><li>Communicate regularly with the Archdiocese.</li></ul>
<b>Student and parent communication</b>	
<ul style="list-style-type: none"><li>Using key messages approved by the CIMT, communicate with directly impacted students and parents at the school.</li><li>Manage students in accordance with BCE communication protocols.</li><li>Allocate staff to escort any parents/carers arriving at site.</li><li>Keep the Communication Manager informed of parent activities.</li></ul>	<ul style="list-style-type: none"><li>Drive communication strategies for students and parents throughout the critical incident.</li><li>Prepare and approve all communication materials prior to their distribution to students and parents.</li><li>Utilise tools to communicate with students and parents including social media, school websites, BCE website and the BCE Connect application.</li></ul>
<b>Media management</b>	
<ul style="list-style-type: none"><li>Advise Communication Manager of all local media activity.</li><li>Manage (not communicate with) on-site media.</li><li>Provide support to BCE media activities conducted at the school.</li></ul>	<ul style="list-style-type: none"><li>Manage media communications in accordance with BCE media policy and protocols.</li><li>Lead all media management activities.</li><li>Be prepared to provide media management support to schools.</li><li>Prepare and approve all media releases prior to distribution.</li><li>Provide BCE spokesperson.</li></ul>
<b>Stakeholder management</b>	
<ul style="list-style-type: none"><li>Manage stakeholders in accordance with BCE communication protocols.</li><li>Issue authorised information</li><li>Keep the Communication Manager informed of stakeholder communication.</li></ul>	<ul style="list-style-type: none"><li>Manage the stakeholder assessment process</li><li>Develop stakeholder management protocols</li><li>Oversee all stakeholder communication, in consultation with affected schools</li><li>Provide stakeholder management support to impacted schools.</li></ul>

## **Authorisations**

The Communication Manager is responsible for drafting and reviewing all communication material, with input from content specialists as necessary. Where there is any possibility that materials may contain information that is sensitive, the Communication Manager must secure input from the CIMT Leader or legal representative (if activated).

All communication materials prepared for distribution during a critical incident must be approved by the CIMT Leader and the Executive Director. Once material has been approved, it can be distributed to stakeholders.

## **Spokespeople**

The Executive Director will normally be the primary official spokesperson for BCE. Depending on the situation and requirements, the CIMT leader or relevant Director may take on this responsibility. Principals remain the primary spokesperson for school-based incidents, with support provided by the BCE Manager, Communications and Marketing.

Official spokespersons should be briefed and prepared on likely areas of interview questioning so that they are able to maintain control of the agenda in any media engagement. To be nominated as a spokesperson, a member must be media trained.

## **Stakeholder management**

Stakeholder management will support BCE in achieving its strategic objectives by interpreting and influencing both the external and internal environments and by creating positive relationships with stakeholders during a critical incident. This is done through the appropriate management of their expectations and agreed objectives. Stakeholder management is a process and control that must be planned and guided by assigning priority and responsibility for engaging with stakeholders likely to become involved in a critical incident. Early and positive engagement can prevent negative messages being conveyed to the public or the media at a later date.

The Stakeholder Assessment Tool is located at Appendix 10.

### **Internal**

During a critical incident, effective communication will be critical. Employees can be BCE's strongest ambassadors or its strongest opponents, depending on how BCE communicates with and treats them. It is important to let them know that necessary actions are being undertaken to manage and control the situation. Maintain an open communication policy by communicating all the facts of the incident whenever possible. Ensure employees always receive information before (or at the same time) as the media to maintain an atmosphere of trust between management and employees.

An example internal notice to employees is located at Appendix 11.

## **Next-of-kin (NOK)**

Enquiries from family members regarding the status of an employee or student must be directed to the responsible person appointed by the CIMT. During a critical incident, family members of employees or students may become extremely emotional, showing fear, shock, worry, anger, frustration etc.

You can help relatives cope with these emotions by:

- Demonstrating care and concern. Stay calm, listen carefully and talk through their concerns;
- Reassuring them that all necessary actions are being undertaken to manage and control the situation;
- If a relative wants to know the status of an employee or student, only advise them if you have CONFIRMED and are absolutely sure of the employee's status;
- If the person is deceased, take the enquirer's name, contact details and status of their relationship to the deceased person, and advise that a BCE representative will contact them as soon as possible;
- Contact the police and advise that a relative (state the relationship) of a deceased worker has contacted the site and requested information on the employee; and
- Advise that counselling is available, and offer to arrange this for them.

NOK may wish to attend the BCE offices or impacted school to be on hand to receive the most up-to-date information as it happens. Steps should be taken to set-up a private NOK room, away from the media, serviced with refreshments and having access to pastoral care.

## **Death and injury notification**

When serious injuries occur, helping family requires prompt, specific and empathetic action. The immediate supervisor or relevant senior manager should make the notification to Next-of-Kin (NOK) so that they are able to support the injured person. Only direct family members or listed emergency contacts can be advised on an employee's status (i.e. wife or husband, children, de facto or parents).

Where a death has occurred, care must be taken with communications which could identify a deceased person. When a deceased person is from the school or office population, information that could identify that person must not be disclosed except to the authorities until authorised by the Executive Director. This will follow police advice to the Executive Director that positive identification has been made and relatives have been notified.

If a deceased person is not from the school or office population, information that could identify that person must not be disclosed except to competent authorities until positive identification is in the public arena e.g. through an official death notice or funeral notice appearing in the print media.

When the media provides unconfirmed reports of a death, even if the names and/or photographs of allegedly deceased persons appear as news reports in the media, BCE employees have no authority to pre-empt official identification procedures which are the role of other authorities such as the police and protocols involving official notification to family members of the deceased.

The NOK notification guidance is included in Appendix 12.

## **Media management**

From a media perspective, critical incidents are newsworthy, because they are unusual and (perhaps) they involve "helpless, defenceless children whose safety is at risk" – there is a big emotional element involved. Maintaining effective media relations is a key task in allowing BCE to communicate with stakeholders. The BCE approach to managing the media are underpinned by the guiding principles of:

- Be responsive to the media;
- Secure accurate and appropriate information quickly;
- Meet its duty of care to stakeholders by anticipating and meeting their information needs; and
- Promote the achievements and milestones of the organisation.

## **Considerations**

From a media management perspective, it is important to bear in mind:

- Parental consent is required for minors to appear/be identified in the media (schools should keep copies of consent forms, especially blanket consent forms from the time of enrolment/ confirmation);
- It is best to avoid using children who are the subject of custody orders, witness protection, etc.;
- Do not say anything which may identify a victim of sexual abuse;
- Do not identify by name a person who has been killed, until you are certain the next of kin has been notified by police;
- The media cannot come onto school property without your consent;
- They can film/interview people on the footpath outside the school – much better to ask them to come in and then assist them, so that you regain some control of the situation;
- Do not make negative comments about individuals by name – this is potentially defamatory;
- Do not name anyone charged with a criminal offence until they have appeared in court (and not at all in cases of abuse where naming the perpetrator could identify the victim) – be guided by what the courts and media have reported; and
- Do not make comment on matters currently before the courts ('sub judice').

## **Monitoring**

It is important to establish a procedure for monitoring radio, television and newspaper coverage, including emailed media alerts. The Communication Manager is to:

- Catalogue any inaccuracies in stories;
- Report any inaccuracies to the CIMT;
- Follow-up media to correct misinformation; and
- Maintain an ongoing chronological file of all media coverage.

During an incident, this monitoring can be extended to include social media monitoring.

## **Communication Materials**

In an emergency, stakeholders such as the media, government, staff, students, suppliers, pressure groups, unions, and local community organisations will require timely, accurate and appropriate information.

To ensure this occurs, the Communications Manager should coordinate the preparation of relevant communication materials to ensure a streamlined, consistent approach to internal and external communication. Materials should include:

- Key messages - To ensure consistency, key messages should be used to form the basis of all communication with stakeholders and be worked through all materials.
- Q&A's - A list of potential questions and answers that may be asked of media spokespeople and others who may communicate with external parties. These Q&A's should take into account the concerns and information needs of all affected stakeholders.
- Media holding statement - The purpose of this holding statement is simply to acknowledge the emergency and provide assurance that further details will be forthcoming. See example Holding Statement at Appendix 13.
- Media release(s) – BCE will issue media releases regularly throughout the period of the response. However, the inclusion or exclusion of information will be dictated by the degree to which information release will support or hinder the response effort, the likelihood that a failure to release will cause further damage to BCE, and the importance of ensuring that the priority of stakeholder notification has been adhered to. See example Media Statement at Appendix 14.

## **Media conference or briefing**

It may be necessary and / or most efficient to call a media conference or briefing to address all the media at once. The primary location for the BCE media room will normally be at the Dutton Park Office, 243 Gladstone Road, Dutton Park. For school-based incidents, media conferences will be held at a suitable location at or near the impacted school. It may also be conducted at an alternate office location. This should be decided and advised to relevant staff as early as possible to ensure it can be prepared. The specific location selected for the conference should:

- Be clean and tidy;
- Have access to power points;
- Be easily accessible for journalists and camera operators to move;
- Be away from main work areas so conversations of staff or senior management may not be overheard; and
- Not give the media the opportunity to portray negative images of BCE in the background.

The media conference should be addressed by an authorised spokesperson. Questions should be taken by the spokesperson after the presentation of an official statement based on the key messages.

The media should be provided with a media kit, including:

- A media release providing information about the incident / issue;
- Fact sheets or corporate brochure on BCE;
- Any relevant visual material that helps explain the situation;
- Frequently asked questions (and answers); and
- Details of key contacts for further information.

All media reporting on the incident, as well as any other relevant media, should be invited to the conference. It is helpful to provide journalists with at least two hours' notice of the conference time / date / venue where possible.

# Post Incident

## Determining when to stand down

The response effort ends when the CIMT Leader is satisfied that a coordinated critical incident response is no longer required. Only the CIMT Leader, in consultation with Executive Director (when the Executive Director has not assumed the role), can make the determination that critical incident response efforts should end.

The communication which outlines that the event is over will send an important message to all stakeholders and will result in post-critical incident actions. The effect of prematurely announcing that a critical incident is over may create the perception among stakeholders that BCE is being insensitive to, or unaware of, the broader issues which may reflect poorly on the organisation.

It is important to remember that while the critical incident may be over, it is likely that certain areas will remain sensitive for some time and may require careful consultation and management in order to return to pre-critical incident status. Recovery may be able to start as soon as it is safe and practical to do so, and therefore the recovery may run in parallel with the response.

## Post incident review

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

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

An example of the format for post- critical incident review is at Appendix 15. The methodology for reviewing the management of the response is the 'sustain, improve, fix' technique.

- 'Sustain' issues are those which were managed at or above the levels that achieve the expected level of contribution in achieving response outcomes.
- 'Improve' issues are those which were managed adequately, but require procedural improvement or additional training to achieve full effectiveness.
- 'Fix' issues are those which were clearly not managed satisfactorily and require remedial action.

## Debrief

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

# Duty Cards

## Duty Card 1 – Critical Incident Management Team Leader

<b>Duty Card 1</b>	<b>Critical Incident Management Team Leader</b>
Position filled by the Executive Director or Director	
If filled by a Director, the position reports to:	Executive Director, BCE
<b>Immediate Actions</b>	
Confirm the facts of the situation (Incident Notification Checklist located in Appendix 3)	<input type="checkbox"/>
Confirm the assessment of the situation (Response Assessment Matrix located in Appendix 4)	<input type="checkbox"/>
Decide the level of CIMT activation and who will fill which roles	<input type="checkbox"/>
Activate the CIMT and confirm the location of the CIMC	<input type="checkbox"/>
Start a personal log (Log Sheet located in Appendix 8)	<input type="checkbox"/>
Proceed to the nominated Critical Incident Management Centre	<input type="checkbox"/>
Chair the initial CIMT brief and provide guidance to the CIMT members (Initial Briefing Agenda located in Appendix 5)	<input type="checkbox"/>
Identify interested and affected stakeholders in consultation with the Communication Manager and direct initial stakeholder engagement actions (Stakeholder Assessment Tool in Appendix 10)	<input type="checkbox"/>
Direct response planning efforts and provide ongoing advice during planning	<input type="checkbox"/>
Authorise additional resources or functional and specialist support as required	<input type="checkbox"/>
Advise the Executive Director, as required	<input type="checkbox"/>
Review the initial actions completed (CIMT Actions Checklist located in Appendix 6)	<input type="checkbox"/>
<b>During Critical Incident</b>	
Lead the CIMT and manage its strategic response priorities	<input type="checkbox"/>
Identify key risks for BCE and commence the response planning process	<input type="checkbox"/>
Ensure that all CIMT members are briefed and understand their individual and team responsibilities, and assess the ongoing need for additional specialist support	<input type="checkbox"/>
Review the response by convening CIMT update briefings at regular intervals (Update Briefing Agenda located in Appendix 7)	<input type="checkbox"/>
Set recovery and business resumption goals and provide ongoing advice during planning	<input type="checkbox"/>
Consider insurance and legal aspects of situation	<input type="checkbox"/>
Keep the Executive Director informed via regular updates	<input type="checkbox"/>
Update staff when required	<input type="checkbox"/>
Ensure active and ongoing engagement with all stakeholders, in consultation with the Communication Manager	<input type="checkbox"/>
Authorise all communication materials for release internally and externally	<input type="checkbox"/>
Continually review the actions completed (CIMT Actions Checklist located in Appendix 6)	<input type="checkbox"/>
Document all personal actions and decisions in a personal log (Log Sheet located in Appendix 8)	<input type="checkbox"/>
Decide when the Critical Incident is over in conjunction with the Executive Director	<input type="checkbox"/>
<b>Post-Critical Incident</b>	
Identify post-critical incident actions and allocate responsibilities and deadlines (e.g. investigations)	<input type="checkbox"/>
Chair the CIMT post-critical incident review and record all lessons learnt	<input type="checkbox"/>
Ensure that all CIMT members are debriefed and provided feedback	<input type="checkbox"/>
Confirm any lessons learned and improvements to the BCE CIMP	<input type="checkbox"/>
Review and approve any post-critical incident report	<input type="checkbox"/>
Advise the Executive Director of post-critical incident review outcomes, if required	<input type="checkbox"/>

## Duty Card 2 – Response Manager

<b>Duty Card 2</b>	<b>Response Manager</b>
Position filled by suitable Director or functional manager determined by the nature of the critical incident	
Reports to:	CIMT Leader
<b>Immediate Actions</b>	
Upon activation by the CIMT Leader, confirm the situation and the response actions completed to that point	<input type="checkbox"/>
Confirm time and location of initial team brief (if you cannot attend in person, organise to call in)	<input type="checkbox"/>
Start a personal log (Log Sheet located in Appendix 8)	<input type="checkbox"/>
Conduct an initial assessment of the situation and identify what resources may be required to manage the situation	<input type="checkbox"/>
Identify if there is an existing Business Continuity Plan for the situation and activate accordingly	<input type="checkbox"/>
Notify any additional support personnel, functional and specialist advisors that may be required to support the response	<input type="checkbox"/>
Attend the CIMT initial team brief (Initial Briefing Agenda located in Appendix 5) at the confirmed CIMC location	<input type="checkbox"/>
Activate any additional support personnel, functional and specialist advisors required	<input type="checkbox"/>
Conduct an initial group briefing for any functional and specialist support that report directly to you	<input type="checkbox"/>
<b>During Critical Incident</b>	
Lead CIMT response planning	<input type="checkbox"/>
Identify key risks for BCE and commence the response planning process	<input type="checkbox"/>
Assist in development of the CIMT response objectives, priorities and response plans	<input type="checkbox"/>
Maintain contact with and provide advice to the impacted school, office or business area throughout the response	<input type="checkbox"/>
Attend CIMT briefings and keep the CIMT informed of the on scene actions (Update Briefing Agenda located in Appendix 7)	<input type="checkbox"/>
Implement the CIMT response plan	<input type="checkbox"/>
Contribute to the development of any recovery plans	<input type="checkbox"/>
Assess the need for additional specialist support	<input type="checkbox"/>
Document all personal actions and decisions in a personal log (Log Sheet located in Appendix 8)	<input type="checkbox"/>
Advise the CIMT Leader when the situation has been resolved to a point where the CIMT can be stood down	<input type="checkbox"/>
<b>Post-Critical Incident</b>	
Identify any follow-on actions required and allocate responsibilities and deadlines	<input type="checkbox"/>
Oversee post-critical incident follow-up actions required across the impacted BCE area	<input type="checkbox"/>
Provide feedback to the CIMT Leader	<input type="checkbox"/>
Conduct a post-critical incident review with the impacted BCE area and record outcomes	<input type="checkbox"/>
Participate in the CIMT post-critical incident review	<input type="checkbox"/>
Contribute to the post-critical incident report	<input type="checkbox"/>
Debrief the staff that supported you in the response and provide feedback	<input type="checkbox"/>
Confirm any lessons learned and improvements to the CIMP	<input type="checkbox"/>

## Duty Card 3 – Communication Manager

<b>Duty Card 3</b>	<b>Communication Manager</b>
Primary: Manager Communications and Marketing Alternate: Senior Communications and Marketing Officer	
Reports to:	CIMT Leader
<b>Immediate Actions</b>	
Confirm time and location of initial team brief (if you cannot attend in person, organise to call in)	<input type="checkbox"/>
Start a personal log (Log Sheet located in Appendix 8)	<input type="checkbox"/>
Assess interested and affected stakeholders in consultation with CIMT Leader (Stakeholder Assessment Tool in Appendix 10)	<input type="checkbox"/>
Notify specialist communication advisors that may be required to support the response	<input type="checkbox"/>
Commence a log of all communication events and key timings	<input type="checkbox"/>
Ensure media monitoring providers are contacted and oversee the coordination of immediate notification of all relevant print and electronic stories as they go to air / are printed	<input type="checkbox"/>
Consider the requirement to deploy a communication specialist to support an impacted school or office	<input type="checkbox"/>
Ensure reception staff are informed of the situation and who they should refer the various callers or visitors to	<input type="checkbox"/>
Confirm BCE spokesperson is available and if not available, identify suitable alternate in consultation with the CIMT Leader	<input type="checkbox"/>
Ensure BCE spokesperson, or alternate, is suitably trained for spokesperson duties	<input type="checkbox"/>
Attend the CIMT initial team brief (Initial Briefing Agenda located in Appendix 5) at the confirmed CIMC location	<input type="checkbox"/>
<b>During Critical Incident</b>	
Lead the BCE communication response and manage all interested and affected stakeholders	<input type="checkbox"/>
Attend CIMT briefs and advise on communication and stakeholder activities (Update Briefing Agenda located in Appendix 7)	<input type="checkbox"/>
Regularly review interested and affected stakeholders in consultation with CIMT Leader	<input type="checkbox"/>
Ensure social media is being actively monitored	<input type="checkbox"/>
Lead the development of a communication strategy to manage the situation	<input type="checkbox"/>
Oversee and approve the preparation of communication materials for release internally and externally, seek advice from legal advisors as required, and get the materials authorised by the CIMT Leader and Executive Director	<input type="checkbox"/>
Keep staff up to date with the situation and provide staff with copies of issued media releases	<input type="checkbox"/>
If media arrive on-site, greet them personally if possible and, depending on the media strategy: address them using approved script and distribute written holding statement	<input type="checkbox"/>
accompany them to the media briefing room, instruct them of filming rules	<input type="checkbox"/>
organise and supervise the movement of journalists and camera crews visiting the site	<input type="checkbox"/>
Provide speaking notes based on key messages for use by reception staff	<input type="checkbox"/>
Maintain a log of all communication events and key timings	<input type="checkbox"/>
Document all personal actions and decisions on a personal log (Log Sheet located in Appendix 8)	<input type="checkbox"/>
<b>Post-Critical Incident</b>	
Identify any communication follow-on actions required and determine deadlines	<input type="checkbox"/>
Conduct a post-critical incident review of the communication response and record outcomes	<input type="checkbox"/>
Debrief specialist communication advisors and provide feedback	<input type="checkbox"/>
Participate in the CIMT post-critical incident review	<input type="checkbox"/>
Confirm any lessons learned and improvements to the CIMP	<input type="checkbox"/>
Contribute to the post-critical incident report	<input type="checkbox"/>

## Duty Card 4 – Critical Incident Management Team Coordinator

<b>Duty Card 4</b>	<b>Critical Incident Management Team Coordinator</b>
Primary: [Who would be the primary]	<input type="checkbox"/>
Alternate: [Who would be the alternate]	<input type="checkbox"/>
Reports to:	CIMT Leader
<b>Immediate Actions</b>	
Assist the CIMT Leader in activating the CIMT	<input type="checkbox"/>
Confirm the preferred location of the CIMC with the CIMT Leader	<input type="checkbox"/>
Proceed to the agreed CIMC location and ensure set-up is conducted as required	<input type="checkbox"/>
Activate a scribe (may require more initially) and other administrative resources to support the CIMT	<input type="checkbox"/>
Establish the CIMT log to document all CIMT actions and decisions (Log Sheet located in Appendix 8)	<input type="checkbox"/>
Attend the CIMT initial team brief (Initial Briefing Agenda located in Appendix 5)	<input type="checkbox"/>
<b>During Critical Incident</b>	
Keep status boards in the Critical Incident Management Centre up-to-date	<input type="checkbox"/>
Assist the scribe in maintaining a chronological log of events and make tape recordings as appropriate (pay special attention to times of significant activities and events)	<input type="checkbox"/>
Regularly rotate scribes between log keeping, monitoring status boards and call taking	<input type="checkbox"/>
Manage the flow of hard copy communications and oversee that copies are retained for the permanent log	<input type="checkbox"/>
Provide administrative support to the CIMT Leader as required	<input type="checkbox"/>
Check and manage the flow of documentation through the CIMT ensuring consistency, accuracy and approval as required	<input type="checkbox"/>
Attend CIMT briefs and assist the Scribe in capturing key aspects of the brief and decisions made by the CIMT in the CIMT log (Update Briefing Agenda located in Appendix 7)	<input type="checkbox"/>
Regularly collate the notes and logs from other CIMT members into the central CIMT log (Log Sheet located in Appendix 8)	<input type="checkbox"/>
Regularly include current information from status boards into the central CIMT log (consider using digital photos of the status boards)	<input type="checkbox"/>
Manage the collation of all documentation for follow-up investigation, compensation, insurance and litigation purposes	<input type="checkbox"/>
Provide administrative, IT and catering support to the CIMT	<input type="checkbox"/>
Monitor health, fatigue, morale and stress levels of the CIMT members and advise the CIMT Leader as required	<input type="checkbox"/>
<b>Post-Critical Incident</b>	
Collect and file documentation from the CIMT	<input type="checkbox"/>
Oversee that allocated post-critical incident follow-up actions are completed	<input type="checkbox"/>
Participate in the CIMT post-critical incident review	<input type="checkbox"/>
Contribute to the development of the post-critical incident report	<input type="checkbox"/>
Refurbish the Critical Incident Management Centre back to a 'ready' state	<input type="checkbox"/>

## Duty Card 5 – Critical Incident Management Team Scribe

<b>Duty Card 5</b>	<b>Critical Incident Management Team Scribe</b>
A pool of suitable staff should be trained so they can be drawn upon to fill this role	<input type="checkbox"/>
Reports to:	CIMT Coordinator
<b>Immediate Actions</b>	
Proceed to the Critical Incident Management Centre	<input type="checkbox"/>
Assist the CIMT Coordinator in the preparation of the Critical Incident Management Centre	<input type="checkbox"/>
Source additional administrative support as required to assist the CIMT in the maintenance of records and information management	<input type="checkbox"/>
Start the CIMT log (Log Sheet located in Appendix 8)	<input type="checkbox"/>
Attend the CIMT initial team briefing (Initial Briefing Agenda located in Appendix 5)	<input type="checkbox"/>
<b>During Critical Incident</b>	

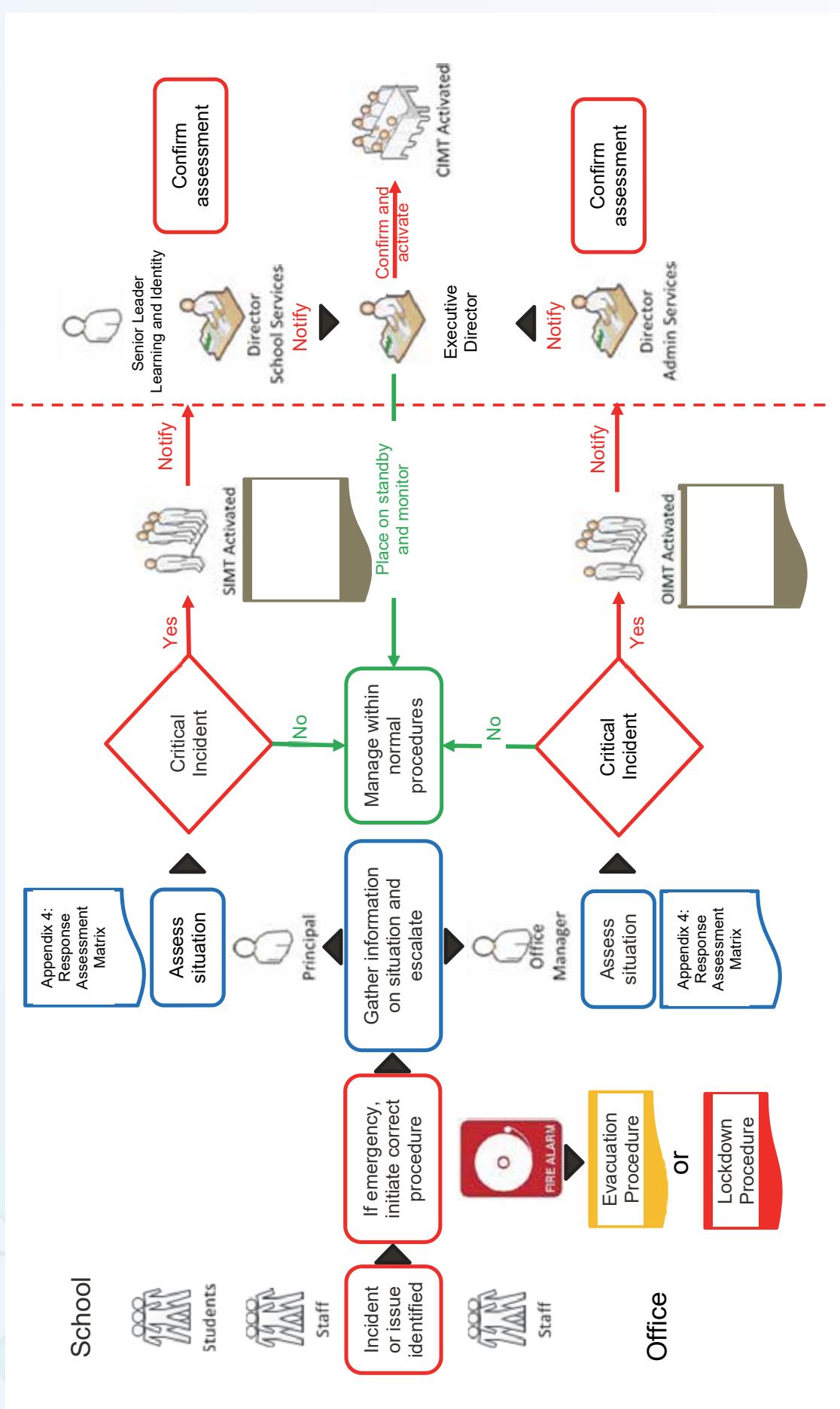
Maintain a chronological log of events paying special attention to times of significant activities and events	<input type="checkbox"/>
Assist the CIMT Coordinator to keep status boards up-to-date	<input type="checkbox"/>
Attend CIMT briefs and capture key aspects of the brief and decisions made by the CIMT in the CIMT log (Update Briefing Agenda located in Appendix 7)	<input type="checkbox"/>
Maintain minutes of meetings and briefs and distribute to key stakeholders as required	<input type="checkbox"/>
Regularly collate the notes and logs from the CIMT members into the central CIMT log (Log Sheet located in Appendix 8)	<input type="checkbox"/>
Regularly include current information from status boards into the central CIMT log	<input type="checkbox"/>
Alert other CIMT members to major changes, issues and outstanding actions	<input type="checkbox"/>
Provide administrative support as required to the CIMT	<input type="checkbox"/>
Proactively monitor all communications and record pertinent points as they arise	<input type="checkbox"/>
<b>Post-Critical Incident</b>	
Assist with the collection and filing of all documentation from the CIMT	<input type="checkbox"/>
Participate in the CIMT post-critical incident review	<input type="checkbox"/>
Contribute to the development of the post-critical incident report	<input type="checkbox"/>
Assist with refurbishing the Critical Incident Management Centre back to a 'ready' state	<input type="checkbox"/>

# Support tools

## Appendix 1 – Critical Incident Management Team Appointment Holders

Role	Primary holder	Alternate holder
CIMT Leader	Deputy Executive Director Director – Administrative Services Director – Learning Director – Employee Services	
Response Manager	Senior Leader Learning and Identity Director - School Services North Director - School Services South Senior Manager	
Communication Manager	Manager Communications and Marketing	Senior Communications and Marketing Officer
CIMT Coordinator		
Scribe		

## Appendix 2 – Incident Notification and Activation Flowchart



## Appendix 3 – Incident Notification Checklist

Notification taken by:	Time:
Notification provided by:	Time:
<b>Incident / Issue Description</b>	<b>Details</b>
What has happened?	
Where has it happened?	
When did it happen?	
What is at risk?	
Is everybody accounted for? Where are staff and students located? Are there casualties? Is the area secured from unauthorised access?	
<b>Incident / Issue Status</b>	<b>Details</b>
Is the situation contained or escalating? Is there potential to escalate?	
What are your objectives? What are you trying to make happen / prevent from happening?	
What actions have been taken? Who is taking these actions? What actions are planned next?	
Who is responding? What resources are being used?	
Do you have any advice on what the root cause of this incident/issue is?	
<b>Additional Support</b>	<b>Details</b>
Personnel	
Resources	
Specialist equipment	

## Appendix 4 – Response Assessment Matrix

IMPACT AREAS	IMPACT LEVELS		
	Moderate	Major	Catastrophic
People	<ul style="list-style-type: none"> <li>Injuries that require local medical treatment only, a Lost Time Injury (off work recovery required) or short / medium term health issues.</li> </ul>	<ul style="list-style-type: none"> <li>Single or multiple injuries requiring immediate treatment off-site and hospitalisation, resulting in lost time of more than four days but no longer-term medical treatment required.</li> <li>A staff member or student has significantly breached a BCE policy.</li> <li>A contractor has exposed school personnel to a safety risk.</li> </ul>	<ul style="list-style-type: none"> <li>Single or multiple deaths or permanent disability to students or staff.</li> <li>A suicide of staff member or student has occurred.</li> <li>Person acting in threatening manner within the school or office or confirmed direct threat has been made against a staff member or student.</li> <li>Abduction or attempted abduction.</li> </ul>
Assets	<ul style="list-style-type: none"> <li>Loss of an asset(s) of less than \$1M.</li> <li>Natural or man-made disaster threatens to cause a partial evacuation or closure of a school or office.</li> <li>Part of a school or office is damaged or there has been theft of valuable items, equipment, trespass or graffiti.</li> </ul>	<ul style="list-style-type: none"> <li>Loss of asset(s) of between \$1M to \$5M.</li> <li>Natural or man-made disaster threatens to cause an evacuation or closure of a school or office.</li> <li>A school or office is damaged, inaccessible or experiencing blackout or service restrictions.</li> </ul>	<ul style="list-style-type: none"> <li>Loss of asset(s) greater than \$5M.</li> <li>Natural or man-made disaster causes an immediate evacuation or closure of school or office.</li> <li>A school or office is destroyed (potentially by natural disasters, fire or malicious damage) or a number of BCE facilities are damaged, inaccessible or experiencing blackout or service restrictions.</li> </ul>
Reputation	<ul style="list-style-type: none"> <li>Negative coverage in local media only.</li> <li>Incident, event or practice leading to negative local community perception and concern of Catholic education but no or very limited media interest, may result in a small number of complaints from immediate community.</li> </ul>	<ul style="list-style-type: none"> <li>Negative coverage in local and state media including radio and television coverage.</li> <li>Incident, event or practice leading to negative community response that is broader than a local community and may attract short-term adverse local and regional media interest/activity and political interest.</li> </ul>	<ul style="list-style-type: none"> <li>Negative national or international media coverage across all mediums.</li> <li>Incident, event or practice causing significant impact on community that results in extreme community response that may include direct action against all or part of BCE.</li> </ul>
Legislative Compliance	<ul style="list-style-type: none"> <li>Breach of regulations reported to authorities, potential investigation and possible fines for BCE.</li> </ul>	<ul style="list-style-type: none"> <li>Major breach of legislation that will require regulatory attention including investigation and audit, fines likely for BCE.</li> </ul>	<ul style="list-style-type: none"> <li>Negligent action identified, significant prosecution and fines, possible litigation or class actions brought against BCE.</li> </ul>

IMPACT AREAS	IMPACT LEVELS		
	Moderate	Major	Catastrophic
Business Disruption	<ul style="list-style-type: none"> <li>Less than two weeks impact on School/Office operations.</li> <li>There is a minor breach of the security of IT systems but no BCE content is exposed to external users.</li> <li>There is loss of access to IT systems for a period within the planned Recover Time Objective.</li> <li>There is a minor loss or corruption of data in in the BCE IT systems which will have a moderate impact on BCE operations.</li> </ul>	<ul style="list-style-type: none"> <li>Up to one month impact on School/Office operations.</li> <li>There is a minor breach of the security of IT systems and some BCE content is exposed to external users for a short period.</li> <li>There is loss of access to IT systems for a period longer than the planned Recover Time Objective but shorter than the maximum tolerable period of disruption.</li> <li>There is a significant loss or corruption of data in in the BCE IT systems which will have a major impact on BCE operations.</li> </ul>	<ul style="list-style-type: none"> <li>Greater one month impact on School/ Office operations or indeterminate delay or stoppage.</li> <li>Security of IT systems is breached and the BCE content or the personal data of staff and students can be accessed by external users.</li> <li>There is loss of access to IT systems for a period longer than the maximum tolerable period of disruption.</li> <li>There is a catastrophic loss or corruption of data in in the BCE IT systems which will have an extensive impact on BCE operations.</li> </ul>
Financial	<ul style="list-style-type: none"> <li>Financial loss up to \$1M.</li> <li>Fraudulent action by a single employee which can be managed through internal management processes.</li> </ul>	<ul style="list-style-type: none"> <li>Financial loss of between \$1M to \$5M.</li> <li>Fraudulent action by an employee(s) that requires involvement of external parties or agencies.</li> </ul>	<ul style="list-style-type: none"> <li>Financial loss in excess of \$5M.</li> <li>High level fraudulent action by an employee(s) that requires significant involvement of external parties or agencies.</li> </ul>
Student Protection	<ul style="list-style-type: none"> <li>Failure by school principals to ensure staff are trained in implementing the student protection processes</li> <li>Failure by school staff to follow BCE's student protection processes/ respond to a student protection concern</li> <li>Complaints by parents/ other persons regarding non-compliance with Student Protection Processes</li> </ul>	<ul style="list-style-type: none"> <li>NSSAB assessment that BCE Student Protection Processes do not comply with relevant section of Education (Accreditation of Non-State schools) Regulation 2011</li> <li>School failure to meet NSSAB accreditation requirements in relation to student protection</li> <li>Major changes to legislated requirements on short timeframes impacting on capacity of BCE to modify database operations to perform critical student reporting functions to a State authority</li> </ul>	<ul style="list-style-type: none"> <li>Abuse (sexual or physical) of a student by a staff member</li> <li>Failure by school staff to report child abuse, resulting in a student experiencing significant harm (physical or other) and/or serious self-harm</li> <li>School Principal or Archbishop or delegate charged by police for failure to fulfil mandatory reporting requirements of suspected sexual abuse under Education (General Provisions) Act 2006</li> </ul>

## Appendix 5 – Initial Briefing Agenda

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

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

## Appendix 6 – CIMT Actions Checklist

Actions and considerations in the first six hours		
Action / consideration		Remarks
Confirm the facts of the situation	<input type="checkbox"/>	
Confirm the assessment of the situation	<input type="checkbox"/>	
Decide the response required and the team required to manage the response	<input type="checkbox"/>	
Decide from where the CIMT will operate	<input type="checkbox"/>	
Activate the required personnel and set up the Critical Incident Management Centre	<input type="checkbox"/>	
Consider requirement for other specialist support and activate if required	<input type="checkbox"/>	
Notify key stakeholders as required	<input type="checkbox"/>	
Identify if there is an existing response plan for the situation (such as a Business Continuity Plan) and activate it accordingly	<input type="checkbox"/>	
Provide instructions to reception on how to handle external calls	<input type="checkbox"/>	
Establish required security to control entry and exit to offices and CIMT areas	<input type="checkbox"/>	
Commence a central CIMT log to record key decisions and information	<input type="checkbox"/>	
All team members to commence and maintain individual logs	<input type="checkbox"/>	
Conduct an initial CIMT briefing	<input type="checkbox"/>	
Inform all staff:		
Provide facts regarding the incident		
Outline the proposed management plan	<input type="checkbox"/>	
Let staff know how they will be kept informed		
Remind staff of need for confidentiality and how to handle requests from the media		
Contact employee assistance program provider to gain advice re: suggested support for staff	<input type="checkbox"/>	
Identify key risks for BCE and commence the critical incident response planning process	<input type="checkbox"/>	
Identify priority tasks and information requirements and allocate to individuals	<input type="checkbox"/>	
Decide the CIMT objective, potential business or education delivery impacts and recovery considerations	<input type="checkbox"/>	
Identify WH&S legislative and reporting requirements	<input type="checkbox"/>	
Consider the cultural, political and legal situation. This may include who has jurisdiction and which Church and government agencies are relevant	<input type="checkbox"/>	
Review stakeholders and devise a communication strategy for impacted and relevant stakeholders	<input type="checkbox"/>	
Determine frequency, timings and attendance for CIMT, update briefs and advise all team members	<input type="checkbox"/>	
Provide support to impacted school/s or office/s	<input type="checkbox"/>	
Set up media monitoring for immediate notification of all relevant print and electronic stories as they go to air / are printed	<input type="checkbox"/>	
What social media issues have been identified?	<input type="checkbox"/>	
Is a social media communication plan required?	<input type="checkbox"/>	
Confirm if specialist spokesperson is required and ensure they are prepared	<input type="checkbox"/>	
Develop communication key messages and use as a basis for developing communication materials	<input type="checkbox"/>	

Actions and considerations in the first six hours		
Action / consideration		Remarks
Identify the internal notifications required and develop appropriate employee notifications	<input type="checkbox"/>	
Update scripts for reception staff if necessary	<input type="checkbox"/>	
Meet regularly with reception staff to understand questions being asked by callers and potential issues arising	<input type="checkbox"/>	
Are the social media program messages being aligned as part of the communication key messages?	<input type="checkbox"/>	
Ensure all communication materials are approved by the correct method	<input type="checkbox"/>	
Confirm if additional on the ground support is required, what its composition is and coordinate any administrative support	<input type="checkbox"/>	
Engage with appropriate members of the Church and government and brief them as necessary	<input type="checkbox"/>	
Consider possible expert third parties and opponents and ensure contact occurs.	<input type="checkbox"/>	
Upload any holding statements and media releases to the BCE website as soon as they are disseminated to the media	<input type="checkbox"/>	
Continue to monitor media coverage of the incident	<input type="checkbox"/>	
If the Critical Incident appears it will last more than ten hours, plan and coordinate shifts for the CIMT members or establish a daily routine	<input type="checkbox"/>	

Actions and considerations in the longer term		
Action / consideration		Remarks
Restore normal routine as soon as possible	<input type="checkbox"/>	
Encourage senior members of staff to facilitate the return to normality	<input type="checkbox"/>	
Provide opportunities for staff and students to inform management of issues requiring attention	<input type="checkbox"/>	
Continue to keep staff and students informed	<input type="checkbox"/>	
Identify processes to assist in tracking staff and student's needs, subsequent intervention and decision making	<input type="checkbox"/>	
Establish a sacred space for prayer and reflection	<input type="checkbox"/>	
Counsellor support is continued as required	<input type="checkbox"/>	
Activate a gifts/help register as appropriate to record the offers of help and gifts received	<input type="checkbox"/>	
Monitor media response to the incident	<input type="checkbox"/>	
Fulfil particular WH&S legislative and reporting requirements	<input type="checkbox"/>	
Make contact with the immediate family of hospitalised or deceased staff and students to offer support and determine their wishes with regards to other staff, media, funeral, etc.	<input type="checkbox"/>	
Plan for return to work of those that have taken leave due to impact of the incident	<input type="checkbox"/>	
Ensure CIMT wellbeing	<input type="checkbox"/>	
Allocate time/opportunity for staff and students conversation regarding concerns and identify practices that will assist in supporting the emotional wellbeing of the BCE community	<input type="checkbox"/>	
Arrange memorial service if necessary	<input type="checkbox"/>	
Keep staff informed through email, notifications and/or meetings	<input type="checkbox"/>	
Counsellor to alert Leadership Team to changes in staff and students behaviour	<input type="checkbox"/>	
Monitor progress of hospitalised staff and students	<input type="checkbox"/>	

Actions and considerations in the longer term		
Action / consideration		Remarks
Monitor staff and students most affected	<input type="checkbox"/>	
If gifts/help register was activated respond to offers and distribute gifts as appropriate; send thank you messages	<input type="checkbox"/>	
Review the Critical Incident Management Procedure to determine improvements for the future; modify as appropriate	<input type="checkbox"/>	
Review response to incident and effectiveness of current plan. Redevelop plan if necessary.	<input type="checkbox"/>	
Alert staff and students to influences of anniversaries, inquest and legal proceedings	<input type="checkbox"/>	

## Appendix 7 – Update Brief Agenda

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

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

## Appendix 8 – Log Sheet

Name:		Role:	Date:	Page no:
Time	Activity / event	Action required	Done	
			<input type="checkbox"/>	

## Appendix 9 – Status Boards

### Status Board 1 – Situation Board

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

Status Board 2 – Tasks and Information Requirements Board

Tasks / information requirements	Responsible	Due	Completed
			<input type="checkbox"/>

Status Board 3 – Injury and Fatality Management Board

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

## Appendix 10 – Stakeholder Assessment Tool

Stakeholder	Relevant	Priority	Action required	Responsible	Due	Done
<b>BCE</b>						
Staff	Y N	1 2 3				
Next-of-kin	Y N	1 2 3				
Archdiocese	Y N	1 2 3				
Student Protection	Y N	1 2 3				
Contractors	Y N	1 2 3				
Suppliers	Y N	1 2 3				
Counselling	Y N	1 2 3				
Security	Y N	1 2 3				
	Y N	1 2 3				
<b>Impacted school</b>						
Staff	Y N	1 2 3				
Next-of-kin	Y N	1 2 3				
Students	Y N	1 2 3				
Parents/Carers	Y N	1 2 3				
Student Protection	Y N	1 2 3				
Contractors	Y N	1 2 3				
Suppliers	Y N	1 2 3				
Counselling	Y N	1 2 3				
Security	Y N	1 2 3				
	Y N	1 2 3				
<b>Impacted office</b>						
Staff	Y N	1 2 3				
Next-of-kin	Y N	1 2 3				
Contractors	Y N	1 2 3				
Suppliers	Y N	1 2 3				
Counselling	Y N	1 2 3				
Security	Y N	1 2 3				
	Y N	1 2 3				
<b>Government</b>						
Ministers	Y N	1 2 3				
Federal government representatives	Y N	1 2 3				
State government representatives	Y N	1 2 3				
Local government representatives (Mayor, Councillors)	Y N	1 2 3				
The Department of Communities, Child Safety and Disability Services	Y N	1 2 3				
Other Government departments	Y N	1 2 3				
Workplace Health and Safety	Y N	1 2 3				
	Y N	1 2 3				
<b>Emergency Services</b>						
Police	Y N	1 2 3				
Police Media Unit	Y N	1 2 3				
Ambulance	Y N	1 2 3				
Queensland Fire and Emergency Services	Y N	1 2 3				
Hospitals	Y N	1 2 3				

Stakeholder	Relevant	Priority	Action required	Responsible	Due	Done
	Y N	1 2 3				
<b>Media</b>						
Media (local, state and national)	Y N	1 2 3				
Online media (including blogs)	Y N	1 2 3				
	Y N	1 2 3				
	Y N	1 2 3				
	Y N	1 2 3				
<b>Other</b>						
Local residents / neighbours	Y N	1 2 3				
Unions / staff	Y N	1 2 3				
Insurers	Y N	1 2 3				
Other interest / community groups	Y N	1 2 3				
	Y N	1 2 3				
	Y N	1 2 3				
	Y N	1 2 3				
	Y N	1 2 3				
	Y N	1 2 3				

## Appendix 11 – Sample Internal Notice

The following sample internal notice should be used as a guide for the development of an initial notification of employees and, if suitable, students.

### FATAL ACCIDENT

It is with great regret and sadness that I advise a fatal accident has occurred this morning involving a student from [insert school].

The accident occurred during [explain the nature of the incident].

Brisbane Catholic Education Office and [insert school] are investigating the accident in conjunction with the police and other authorities.

The area where the incident occurred is an accident scene, so for the moment, any access to the [insert area] must be via the [insert area].

Brisbane Catholic Education Office has arranged counselling support for those directly and indirectly involved. This support will be available as long as is required. Please contact [insert person] by [insert contact method] should you wish to access this service.

We offer family and friends of the deceased student our sincere condolences during this difficult time.

[insert name]

Executive Director

Brisbane Catholic Education

[Date]

## Appendix 12 – Notification Checklists

### Next-of-kin injury notification

#### Before making the notification

Gather as much information as possible about the nature of the injury and the victim's condition  
Arrange for two people to make the notification  
Make the notification in person (where possible)  
Take separate vehicles if possible (one notifier may have to provide transportation while the other remains with family members)  
Identify yourself and ask to come into the house  
Be certain you are talking to the correct person  
Plan to stay long enough to provide information, support and direction.

#### Making the notification

Begin by saying, "I have some very bad news to tell you..."  
Relate the message directly and in plain language, (e.g. Bill was in an accident and was injured)  
Speak slowly and carefully. Give any details that are available. Try presenting the information in chronological order  
Answer questions calmly. Write down any questions you can't answer and arrange to get them answered promptly  
Provide information such as the location of the victim, how the victim was transported to hospital and the status of the victim's condition  
Say, "I'm sorry this happened"  
Accept the emotions of the person you are notifying and your own  
Provide assistance or seek medical help if the person you are notifying suffers from a shock reaction  
Offer to call a friend or family member who could come and offer support  
Offer to contact others who must be notified and write down the names of everyone you called  
Offer transportation to visit the victim  
Advise that counselling is available.

#### After making the notification

Inform the CIMT Leader of contact made  
Ensure that regular contact is maintained with NOK  
Confirm that support offered to NOK has been delivered.

## Next-of-kin death notification

**Notification of death should only be made by the police.**

Once police have made the notification, arrange for a face-to-face visit or arrange to visit with the police

### Following-up notification by police

Gather as much information as possible about the incident

Arrange for two people to make the visit

Be certain that the police have made the notification

Have counselling advice on hand

Make the visit in-person (where possible)

Take separate vehicles if possible (one notifier may have to provide transportation while the other remains with family members)

Identify yourself and ask to come into the house

Be certain you are talking to the correct person

Plan to stay long enough to provide information, support and direction.

### Making the visit

Provide human presence and compassion

Speak slowly and carefully. Give any other details that are available

Reassure them that an on-site investigation is underway to determine underlying causes and to develop the necessary actions to prevent recurrence

Demonstrate care and concern – stay calm, listen carefully and talk through their concerns

Answer questions calmly. Write down any questions you can't answer and arrange to get them answered promptly

Say, "I'm sorry this happened"

Accept the emotions of the person you are notifying

Provide assistance or seek medical help if the person suffers from a shock reaction

Offer to call a friend or family member who could come and offer support

Offer to contact others who must be notified and write down the names of everyone you called

Help the NOK take the necessary steps

Advise that counselling is available.

### After making the notification

Inform the CIMT Leader of contact made

Ensure that regular contact is maintained with NOK

Confirm that support offered to NOK has been delivered.

## Appendix 13 – Example Holding Statement

The following sample media holding statement should be used as a guide for the development of a holding statement for external release by BCE.

### FATAL ACCIDENT AT [INSERT SCHOOL]

Brisbane, [insert time, day and date]

A student at the [insert name of school] was fatally injured at approximately [insert time] today.

Police and regulatory authorities have been notified of the incident and an on-site investigation is underway.

All efforts are currently underway to notify the student's family.

A full statement will be issued at the earliest opportunity.

Ends

---

Brisbane Catholic Education Office contact

Name:

Telephone:

Mobile:

Email:

## Appendix 14 – Example Media Statement

The following sample media statement should be used as a guide for the development of a statement for external release by BCE.

### Media release

[Insert time, day and date]

Fatal accident at [name of school]

A fatal accident involving a student occurred at Brisbane Catholic Education's [name of school] today.

The accident occurred at approximately [insert time].

[Insert known facts i.e. the student was treated immediately on-site after the accident at [insert time] but died while being transported to XXX Hospital.]

Brisbane Catholic Education and [name of school] is investigating the fatal accident in conjunction with the police and other regulatory authorities.

Executive Director of Brisbane Catholic Education [insert name] expressed deep regret on news of the accident.

"Nothing is more important than a human life. A full and thorough investigation is underway to identify the cause of this tragic accident to ensure that this never happens again".

"On behalf of Brisbane Catholic Education and [name of school], I extend our deepest sympathy to the family and friends of the student," [insert name of Executive Director] said.

Ends

---

Brisbane Catholic Education Office contact

Name:

Telephone:

Mobile:

Email:

## Appendix 15 – Post-Critical Incident Review Format

<b>Issue/Aspect</b>	<b>Sustain</b>	<b>Improve</b>	<b>Fix</b>	<b>Who + when</b>
<b>Explanation</b>	(CIMT actions and decisions that were done well and need to be maintained)	(CIMT actions and decisions that did not achieve the requirements and need to be corrected)	(The solution to the 'improve' point raised)	Who is responsible for 'fixing' this and by what date?
<b>Sustain example</b>	Passage of information in and out of the CIMT was accurate and prompt due to:  Regular team briefings  Good room management by the CIMT Coordinator.			
<b>Improve/Fix and Who/When example</b>		The CIMT's understanding of media operations was poor	Conduct media training for key personnel  More actively engage these stakeholders throughout the response	Communications Manager  XX March 20XX.



