

Living Waters Lutheran College

CRITICAL AND EMERGENCY INCIDENT MANAGEMENT PLAN



Definition

Critical and Emergency Incident

- Death, or life-threatening injury, of a student or staff member at school, or following an incident that occurred at the school, or through a related school-based activity or circumstance;
- Circumstances that pose a critical risk to the health or safety of one or more students or staff;
- Receipt of an allegation of child abuse, including but not limited to sexual abuse, committed against a student by a staff member or student, or another person on the school premises or during school related activities, whether the abuse is alleged to have occurred recently or in the past;
- Issuing a formal warning to a staff member or ceasing the employment of a staff member for a breach of the Staff Code of Conduct suspected to be grooming behaviour;
- Any incident requiring school closure, lockdown, or a reduction in the number of students or staff attending.

A circumstance posing a “critical risk” for the purposes of this definition is one which would, if action had not been taken or the risk otherwise averted, have resulted in death, life-threatening illness or life-threatening injury to one or more students and/or staff.

Rationale

Living Waters Lutheran College endeavours to be a safe school at all times. This Critical and Emergency Incident Plan exists in part to ensure the well-being of everyone within the workplace and school environment during and after a critical and emergency incident. The intention is to minimise trauma and distress to students and staff and damage to property and to ensure the teaching and learning program is maintained or resumed.

Since every circumstance is different this management plan is seen as a guide only. Some points of the plan may not be appropriate in every circumstance.

Living Waters Lutheran College has developed a Critical and Emergency Incident Team (CIT) to coordinate actions should a critical and emergency incident arise. The members of the Spiritual and Pastoral Team (SAPT) are the CIT.

The team consists of the Principal, Deputy Principal, the College pastor and no more than three elected members from both the auxiliary and teaching staff.

Objectives

The Critical and Emergency incident Team will manage the critical and emergency incident in a calm and appropriate manner, which best meets the needs of staff and students through:

- Offering a healing process
- Keeping the lines of communication open with all concerned
- Contacting appropriate support personnel as necessary
- Helping the school to re-establish normal routines as soon as possible

Immediate response to a Critical and Emergency incident

The Principal will:

- Obtain first aid/emergency services if necessary
- Meet with executive staff to obtain information
- Meet with the rest of the Critical and Emergency incident Team to assess the incident and identify “at risk” staff/students. See appendix one for Suicide/Attempted Suicide, appendix two for terminally ill student.
- Notify the Director General of the Department of Education through the [Critical and Emergency Incident Report](#) within 48 hours of the incident. The Executive Director of LESNW and the Chair of the College Board will also be informed as a matter of urgency.
- Plan a course of action
- Locate areas that will be used for support centres
- Arrange release of personnel (on consultation with Head of School/s)
- Establish a daily plan to allow for normal routines as quickly as possible
- Organise defusing (debriefing where necessary) to ensure that the following are informed:
 - Heads of School who will then inform their staff.
 - Administration and supporting staff.
 - Students (depending on the incident, either at school assembly or in classes).
 - Absent staff.

Sample media statements, scripts to students and parent letter are set as appendices.

- Continue to monitor staff/students for signs of grief/stress
- In cases of death of a child the class teacher is to be informed first. A senior teacher will replace this teacher in the classroom if required.
- Complete the Critical and emergency incident report form and submit to DES within 48 hours.
- Contact appropriate network personnel

The Deputy will:

- Obtain facts regarding the incident
- Deal with media through the Promotions Officer, deal with other important phone calls, notify persons who need to be informed etc. See sample in appendices.
- Continue ongoing liaison with Principal and Critical and Emergency incident Team
- Devise a letter to parents outlining the situation. See sample in appendices.
- Organise necessary relief staff with Head of School/s and Daily Organiser

- Contact next of kin if required. Police will be responsible for this if incident is a death.

The Critical and emergency incident Team will:

- Assist Principal and Deputy with any of the above tasks as directed.
- Be productive in assisting teachers to allow discussion in class, accept students' responses and provide peer support.
- Make a list of those who need to be contacted other than previously listed (eg. staff on leave, past teachers) and organise the contacting of these people.
- Be available as a contact for parents, students and staff.

Tasks to be Completed Within 2-4 Days

The Principal will:

- Continue to liaise with the Critical and emergency incident Team to organise support for students/parents/target groups.
- Organise a full staff meeting at the end of each day (for as long as necessary to keep staff informed)
- Continue to monitor staff and students for signs of grief

The Critical and emergency incident Team will:

- Devise and implement a plan to ensure normal routines are followed
- Keep parents informed
- Initiate procedures for counselling staff and students
- Monitor "at risk" people and report to the coordinator
- Help with the debriefing of the students

Tasks to be Completed within One Month of Incident

The Critical and emergency incident Team will:

- Use Appendix 6 as a guide for tasks needing attention after a critical and emergency incident has occurred. Specifically to
 - Provide appropriate closure i.e. Memorial Service, plaque
 - Update information on injured persons and distribute to staff and students
 - Monitor staff and students for signs of grief/stress and liaise with the appropriate personnel within the community in regard to debriefing
- Organise a parent meeting if necessary
- Ensure the incident is recorded in College Board meeting minutes that month.

Long Term Tasks

The Critical and emergency incident Team will:

- Evaluate Living Waters Lutheran College Critical and Emergency incident Plan
- Liaise with executive on any necessary stress leave

| • Policy Development, Review and Distribution | | |
|--|----------------------------------|----------------------|
| Version | Action | Date |
| V1 | <i>Ratified by College Board</i> | <i>1 Jan 2016</i> |
| V2 | <i>Minor review (KC)</i> | <i>1 Jan 2017</i> |
| V2 | <i>Minor Review (PM)</i> | <i>16 March 2018</i> |
| V2 | <i>Minor review (KC)</i> | <i>29 Nov 2018</i> |
| V3 | <i>Ratified by College Board</i> | <i>18 Feb 2019</i> |
| | <i>Review</i> | <i>Feb 2020</i> |

Appendices Relating to Suicide

Appendix 1

Suicide/Attempted Suicide Response

Immediate Response

Ensure the immediate safety of community members if an on-site event – e.g. providing first-aid, lock-down procedures, contacting ambulance and police, quarantining areas or substances.

Any adult who first receives information of the critical and emergency incident event immediately contacts the principal (or school nominee).

Ensure that affected students/staff/parents are not left alone.

Suicide/Attempted Suicide

- Call emergency services.
- Administer first-aid as necessary.
- If the student is physically unharmed contact the relevant Mental Health Service.
- Move witnesses to pre-established safe locations where they must be supported and supervised by staff/counsellors until police have taken statements or advised of other actions.
- Isolate the site from student and unauthorised staff access by using screens, blocking corridors, using lock-down procedures. Do everything possible to protect others from viewing the site without disturbing the area or removing items, as police will need to inspect.
- Begin to consider whether changes to the environment or access to materials are necessary.
- Staff and students exposed to the suicide (or attempt) should not be left alone but should be comforted and supported.

If it is not a School-Based Event

- Do not ignore rumours, suicide notes, emails, messages. Immediately investigate.
- Suicide reports made by other people should be verified with police, hospital staff or, with extreme sensitivity, the family.

First 24 Hours

In the case of an incident occurring at the school (or at a school activity), the principal (or nominee) contacts the relevant authorities and the family.

In the case of an incident occurring outside of school time, the principal verifies the accuracy of the information received with the family concerned and/or the relevant civil authorities - eg police, hospital. This information may need to be updated on subsequent occasions.

The principal also determines with the family concerned what information is to be shared with the school community. The Principal advises the chair of the school council and the regional director.

Critical and emergency incident Management Team Action

The Principal relays the information to the critical and emergency incident team who then contacts the Heads of School.

The critical and emergency incident team makes contact with the listed emergency support agencies.

The critical and emergency incident team composes a *memorandum* of the information to be given to staff and students. All information given by the school must be consistent, and as full and frank as possible, where certain details of information are not available or are to be withheld to protect the privacy of the family, it is important to state that those details are not available and that they should not become the subject of conjecture, rumour and fantasy (see Appendices for Sample Statements to Students).

The critical and emergency incident team also prepares a *statement* of the support facilities and persons and of the counselling/retreat areas which will be made available to staff and students. This information is updated each day for as long as deemed necessary.

The critical and emergency incident team investigates which *other schools* should be notified of the critical and emergency incident - schools attended by siblings or close friends, and, particularly in the case of adolescents, schools whose students are part of the adolescent network. Contact with other schools is made through the Principal (or designated person).

The Principal prepares for any enquires from the *media*, determining:

- What is best to say.
- How it will be reported.
- What positive and negative effects may result for the school and all those involved.

Advice may be sought from the Department of Education Services, LSA, AISWA or the College Board.

See Appendices for Appropriate Comments relating to a Suicide.

The Principal is given the specific task of handling any *enquiries* from parents of students at the school, and of writing a letter to the families of those students most closely connected, to inform them of:

- the critical and emergency incident event;
- the support and counselling facilities made available by the school;
- (subsequently) funeral and/or memorial service arrangements.

The locker or desk of a deceased student must be padlocked immediately with the contents left intact (particularly in the case of suicide). At an appropriate later time, after students have left school for the day, the contents should be removed by a staff member and kept in safe custody to pass on to the family by the Chaplain.

Inform the Staff

At the earliest opportunity the Principal convenes the staff of the (sub) school (including non-teaching staff) and informs them of the critical and emergency incident event and of the support facilities and arrangements made. The memorandum is distributed to the staff.

At this juncture, the staff should be given some time to express their own feelings of shock and grief.

The prepared statement of grief responses and distress signals is distributed to the staff and briefly reviewed by a member of the critical and emergency incident team.

School reception staff are given clear instructions on how to receive visitors and telephone calls, and to direct them to the appropriate persons.

A member of the critical and emergency incident team should be designated to pass on information to support and part-time staff who are unable to attend a general meeting or who may be absent on the day of the incident, and to volunteers, particularly those who have worked with a student who has died.

Inform the Students

Teachers inform the students in their various classes at a pre-determined time (preferably in the next lesson). This information is given uniformly, contemporaneously, sympathetically, and without romanticisation. Staff should allow some time for students to ask questions and should answer these frankly and openly. Alternatively, or in addition, an assembly for the whole-school or a year group may be appropriate.

Teachers make clear to students what support facilities and people are available and where to find them, and encourage students to use them if they feel the need. They also stress that a student must inform the teacher if at any time he/she absents himself/herself from the time-tabled class or activity. Teachers should then advise the school office who will keep a record of student absences.

A student showing some distress should not be allowed to leave the classroom alone but should be accompanied by another student. Neither is a student to leave the school until the parent(s) has agreed and arranged for the student to be accompanied.

Teachers check student attendance in each class/lesson, and follow up any unexplained absence immediately.

Staff should report to Year coordinators and/or pastoral care teachers any student whom they feel is showing particular signs of distress and to encourage such a student to avail himself/herself of the withdrawal and counselling area. The staff is also reminded to review student responses over the subsequent days.

Teachers are asked to take particular care in monitoring yard duty during school breaks.

During this time, restore the school to a regular routine.

During the second day, a member of the critical and emergency incident team visits each class or group closely connected with the loss or to which the deceased belonged. He/she

- further discusses and answers questions about the critical and emergency incident event;
- discusses the meaning of death or loss or suicide;
- outlines the variety of and individual differences in grief responses;
- stresses to the students the importance of sharing their feelings;
- explains the value of the support and counselling services.

A member of the critical and emergency incident team compiles a list of those students known to have been closely connected with the loss or the deceased, and arranges for these students to visit a member of the counselling team, either individually or in small groups.

Staff wellbeing is monitored.

Close contact is kept with the families of distressed students. Parents may be invited to avail themselves of the school's counselling services.

If necessary, the counselling area is kept open and staffed after school hours.

In the case of a death, the principal, leader of the counselling team or leader of the critical and emergency incident team makes contact with the bereaved family regarding funeral arrangements, their preferences for school involvement and seeks permission for closely connected students and staff to attend.

In the case of a death, the school flag is flown at half-mast.

Staff is kept informed of all action and their feedback sought during regular debriefings and parents are kept informed via notices.

All actions are documented.

Notes:

- *The parents should be given the option of only naming their son/daughter to their peer group and referring anonymously to the suicide (or attempt) with the rest of the school population.*
- *The school should also inform the director of the relevant Association of Independent Schools so that principals and other sectors can be informed. Youth suicide has a 'contagion' factor, and students are likely to have close contacts in other schools.*
- *Identify and plan support for students who may be at risk.*
- *Inform staff and provide script and advice documents that **do not describe the method of suicide.***

- *The closest friends of the students, and any others deemed to be at risk, are informed personally by appropriate staff and provided with immediate support and information about where they can receive continuing support in the school. Their co-operation is sought in not spreading sensitive information and in following protocols for leaving the school grounds. Direct contact is made with the families of these students so that support at home can be planned.*
- *Inform students via a prepared script, in small groups, **not at a whole-school assembly.***
- *Inform the whole community via a prepared letter.*
- *Staff should be told **not to ask students for information relating to a suicide** (attempted or completed) but encourage them to pass on what they are told or observe.*

Students who are immediately or already considered at risk, profoundly affected by the death should be identified and have support plans developed for them in collaboration with mental health professionals.

Only mental health professionals should assess students for suicide risk. School staff needs to be caring listeners and supporters. Their role is to refer rather than to treat.

Appendix 2

Media Reporting

| Appropriate Media Reporting | Inappropriate Media Reporting |
|--|---|
| <ul style="list-style-type: none">● Works closely with mental health authorities in presenting facts● highlights alternatives to suicides using photographs or suicide notes● includes discussion of depression and mental illness suggesting simplistic explanations for the suicide● provides information on help lines and community resources● publicises risk factors and warning signs | <ul style="list-style-type: none">● giving details of the method of suicide● Using photographs or suicide notes● Suggesting simplistic explanations for the suicide● glorifying or sensationalising the person and their suicide |

Appendix 3

Scripts for students related to the death of another student by suicide.

Script for general student population

Today/yesterday the school was given the very sad news that on (date) one of our year (level) students died by suicide and all of us are thinking of his/her family and friends. Some students in our school, particularly his/her friends in year (level) will find this news very difficult to understand and accept. Other students - not just close friends - are also likely to be upset perhaps because it reminds them of another sad event in their own life. Because of this, a support room has been set up in (location) for any students to go to if they feel they can't be in the classroom over the next few days. Someone will be available in the room at all times. You need to get your teacher to fill out a (movement slip) if you wish to use the support room.

The (school counsellors) will be available in the normal way to see students and we may have some extra counsellors/social workers in the school for a while. A notice is going home today to inform your parents about the death so they will understand if you want to talk with them today or sometime in the future. Remember to use the normal signing out processes if you need to leave the school grounds and if you are approached by anyone asking for information about this death please tell them they should speak with (Ms/ Mr....)

Be sensitive to people's feelings about this death, look out for each other and let a teacher or your parents know if you are worried about anything or anyone.

Script for students in the same year level

Today/yesterday the school was given the very sad news that on (date, name of student) died by suicide. This happened (away from school, at his/her home). This will be a very difficult time for (name of student's) family and close friends and for all of us who knew (him/her) and for a while it will be difficult for some students to think about anything else. For this reason a support room has been set up in (location) for any students to go to if they feel they can't be in the classroom over the next few days. Someone will be available in the room at all times for you to talk with if you want to. Otherwise it is a quiet place for you to retreat to if you need to. You need to get your teacher to fill out a (movement slip) if you wish to use the support room.

The (school counsellors) will be available in the normal way to see students and we may have some extra counsellors in the school for a while. A notice is going home today to inform your parents about the death so they will understand if you want to talk with them today or sometime in the future. Remember to use the normal signing out processes if you need to leave the school grounds. If you are approached by anyone from outside the school asking for information about this death please tell them they should speak with (Ms/ Mr....)

We will keep you informed as much as possible over the next week. This is a time to be especially sensitive to each other's feelings and to look out for each other. Let a teacher or your parents know if you or your friends are worried about anything or anyone.

Script for students in the same year level - attempted suicide

Today/yesterday the school was involved in supporting (name of student) who attempted suicide. This will be a very difficult time for (name of student), his/her family and close friends. You are being informed so that you can be sensitive to all these people's needs. (Name of student) is being well cared for at present and if you want information about him/her please do so via (name of staff member), rather than approach any of the family members for information.

The (school counsellors) will be available in the normal way to see students and you are encouraged to talk with them if you have any concerns you want to share. You are asked to contribute to the wellbeing of everyone involved by restricting your discussions about (name of student) to your close friends, your parents, staff or counsellors. We all want to make (name of student's) return to school as supportive as possible and being sensitive about the way you discuss this incident is the best way to support him/her. A notice is going home today to inform your parents so they will understand if you want to talk with them about this information.

Remember to use the normal signing out processes if you need to leave the school grounds. We will keep you informed as much as possible over the next week. This is a time to be especially sensitive to other's feelings and to look out for each other. Let a teacher or your parents know if you or your friends are worried about anything or anyone.

Information to assist staff in talking with students following a suicide or attempted suicide.

Student reactions will range from confusion, anger, aggression, withdrawal, fear, guilt, denial, blame, betrayal, abandonment, hurt, sadness, curiosity and indifference. Teachers can expect tears or silence from some and excitement from others. Any students who appear to be in real distress should be accompanied to the support room or offered the opportunity to contact their parents to be collected.

Students must be allowed to talk about the incident.

The first classes following the news should be conducted flexibly. Wherever possible be guided by the students' need to talk, particularly if they are in the year level of the student concerned. The best way to do this is to set work for those who wish to resume normal lessons but allow others to speak quietly with each other or write in a journal, or simply sit and think. Where appropriate provide students with the following ideas during any discussions in the days that follow. there are always solutions to problems and there are always people to help

- suicide takes away your chance to find solutions to problems • problems are temporary, death is permanent
- people will help for as long as it takes to feel better • no one is ever to blame when people attempt or complete suicide
- suicide is never about just one thing
- tell an adult if you're worried about yourself or a friend

These messages are important to get out as early as possible as some students are likely to feel inappropriately guilty or responsible for their friend's actions.

What if they want to talk about the method of suicide?

It is natural for this area of interest to be in students' minds and it is highly likely the information will eventually get out via young people's networks. However, always gently stop discussion about this when it occurs. If students find this difficult to accept, try to help them understand through the following ideas:

- discussing this very personal and upsetting aspect of a death is disrespectful to the feelings of the family and close friends
- discussion is likely to spread inaccuracies that may be harmful to others
- relatives and friends will want people to remember the good things about a young person's life
- discussing these details can be very distressing and harmful to other young people even if they do not know the student

Remind students that counsellors are available to talk with them in more detail and that some discussions are better held in a more private environment.

Don't be judgmental, criticise, blame, do most of the talking, make promises or deviate from facts.

Do allow and accept expression of feeling, including your own.

Appendix 4

Information to help staff identify students for referral

The following checklist is to remind staff of the kinds of behaviours that should result in a referral to the counsellor/mental health professional. It is important to remember that this work is about getting professional support to the small minority of students in the school who need it.

“Referral” means a staff member talking with the counsellor or mental health professional about their concerns -it does not mean telling or sending a student to see a counsellor without prior discussion.

| | |
|---|--|
| • Changes in academic performance | Unexplained significant drop in subject performance, unexplained absences, loss of interest and commitment |
| • Changes in relationships with others | Friendships are lost or broken, sport or other extra curricular commitments are dropped, chooses to be alone, engages in high risk behaviours with cars, drugs, alcohol, weapons, misconduct. |
| • Changes in mood | Demonstrates intense unhappiness, hopelessness, increased anger, irritability, tearfulness, emotional instability |
| • Grieving a significant loss | Death of a significant person through illness, accident or suicide, family break up, relationship break up. |
| • Expressing ideas of suicide/depression | Novel/ film/video choice, personal writing, art work, conversation has a focus on suicide, death and depression. Makes statements suggesting they have imagined being dead and the impact this will have on others |
| • Physical changes | Headaches, extreme weight gain or loss, fatigue/exhaustion, sleeplessness, changes to hygiene and self care standards |

Up to date fact sheets on suicide related grief and loss can be downloaded from:

www.grieflink.asn.au

Appendix 5

Terminally ill student

The management of a terminally ill student will be primarily the concern of the Head of sub-school through the student's class teacher or pastoral carer, with assistance from special resource people - eg pastor or school counsellor.

It must be borne in mind that a student will often make his/her own choice of the adult in whom he/she wishes to confide. This choice must be respected and the chosen adult will have a pivotal role to play in being available to the student, in maintaining the student's confidence and confidentiality and, if other than one of the staff persons referred to above, in relating to the latter in the management of the student.

The student should be encouraged to continue to participate in as many activities as possible for as long as possible. When active participation is no longer possible, involvement in student activities - eg scoring, timing, recording in physical activities, should be maintained wherever practicable.

Though the level of participation and performance by the terminally ill student will change, the behavioural expectations should remain consistent with those imposed on his/her peers.

The terminally ill student and his/her family should be consulted frequently to maintain up-to-date information, and to discuss with them which of the following information may be shared with the student's immediate peers:

- particular aspects of the illness;
- periods of absence from school;
- limited participation in activities;
- changes in physical appearance;
- particular needs of the student versus the student's desire to maintain independence.

Particular attention must be paid to discuss with the student's peers and their teachers their own feelings of comfort and discomfort, stress and distress and patterns of caring behaviour.

All staff members who teach the terminally ill student must be regularly kept informed of the student's current condition, and clearly versed in emergency procedures.

The following may be helpful:

- The child needs to talk to an adult about fears and questions - yet is naturally protective of the parent and often avoids these subjects to spare the parent. It is sometimes a teacher who becomes the listening person for a dying child. If you can do no more than actively listen, you very probably will have done the thing that matters most.
- Talking is the second thing we can do for the dying. Terminally ill people can fear increasing isolation almost as much as they fear increasing pain. So it is important to feel comfortable talking about things that interest them, answering questions directly, but being careful about offering more information than is requested.
- Continuing to do routine activities as long as possible, or being invited to come along with other students, helps the terminally ill student feel part of the peer group and know that he/she is wanted.
- Touching tells the dying person that he/she is not frightening and is valuable.
- When the terminally ill student is absent for a period of time - eg through hospitalization for treatment or is no longer able to attend school, regular contact should be maintained. This can take the form of a teacher visiting and continuing to do a modified amount of school work with the student. It certainly should take the form of regular visits to home or hospital by small groups of peers on a rotational basis, and the sharing of class experiences for as long as possible.

In the case of the death of a student who has been terminally ill, particular attention should be paid to two factors:

- the terminally ill student's peers may have become strongly and personally identified with his/her fight for survival;
- the family of the deceased student may have become strongly and personally identified with their child's class or close peer group. Contact between the family and the class or peer group should be carefully maintained and shared during the grieving period following the death.

Appendix 6

Checklist for ensuring actions are covered.

| | ACTIONS | COORDINATED BY |
|--------------------------|---|----------------|
| <input type="checkbox"/> | Identify and offer more specialised personal support to vulnerable and/or most affected staff and students. | |
| <input type="checkbox"/> | Provide recovery support and advice for students/staff/parents about the normal cycle of recovery and indicators that extra support may be required. | |
| <input type="checkbox"/> | Follow up contact with family/families involved to express sympathy, arrange retrieval of personal items of student/staff member as appropriate and discuss school role in ongoing support. | |
| <input type="checkbox"/> | Update information to staff, parents, and students, as appropriate. Rumour control. | |
| <input type="checkbox"/> | Special considerations for suicide, including contagion effect. | |
| <input type="checkbox"/> | Cultural considerations | |
| <input type="checkbox"/> | Death notice | |
| <input type="checkbox"/> | Memorial service | |
| <input type="checkbox"/> | Funeral attendance, with attention to the wishes of the family | |
| <input type="checkbox"/> | Continuing support for students and staff | |
| <input type="checkbox"/> | Notifying staff who are not at school | |
| <input type="checkbox"/> | Alert teachers to be sensitive to curriculum content | |
| <input type="checkbox"/> | Maintaining documentation | |
| <input type="checkbox"/> | Ongoing liaison with other affected or vulnerable schools | |
| <input type="checkbox"/> | Consider ex-students | |
| <input type="checkbox"/> | Process for meeting visitors (e.g. community people most affected) | |
| <input type="checkbox"/> | Interagency liaison | |
| <input type="checkbox"/> | Links with neighbouring schools | |
| <input type="checkbox"/> | Instruct receptionist as to what information is to be told to parents and others | |
| <input type="checkbox"/> | Review responses and continuing needs | |
| <input type="checkbox"/> | Acknowledge people who have supported the school | |
| <input type="checkbox"/> | Review school records/ mailing lists and amend as appropriate | |
| <input type="checkbox"/> | Operational debrief | |

Appendix 7

Emergency Contact Numbers

| | |
|---|--------------|
| Ambulance/Fire/Police | 000 |
| Local Police Station | 131444 |
| Crisis Care | 92231111 |
| Dept Child Protection | 95270100 |
| Health Direct (24hr medical advice) | 1800 022 222 |
| Kidshelpline | 1800 55 1800 |
| Lifeline | 131114 |
| Mental Health Emergency Response Line (MHERL) | 1300 555 788 |
| Poisons Info Centre | 131126 |
| Peel Health Campus | 9531 8000 |
| R'Ham Voluntary Emergency Services | 95248217 |
| Mandurah Water Rescue | 9535 4789 |
| Telstra Directory Assistance | 1223 |

Emergency Contact Numbers of Staff

| Role | | Name | Phone Numbers | | |
|----------------------------------|-----|--------------------------------------|---------------|------------------------------|------------------------|
| | | | Daytime | Mobile | Out of Hours |
| Principal | | Francois Pienaar | 504 | 0433 583 114 | 0433 583 114 |
| Deputy Principal | | Ronnie Cooper | 575 | 0419 762 110 | 0419 762 110 |
| College Chaplain | | | | | |
| Business Manager | | Wayne Burman | 507 | 0407 823 071 | 0407 823 071 |
| Head of Secondary | | Deborah Kluczniak | 527 | 0422 428 899 | 0422 428 899 |
| Head of Primary | | Johan Davies | 561 | 0452 160 174 | 0452 160 174 |
| School Student Family Counsellor | | Vernishia Wheatley | 536 | 0466 369 269 | 95923217 |
| Coordinator | K-6 | Megan Couzens | 103 | 0487 487 678 | 0487 487 678 |
| Coordinator | 7 | Sarash Chetty | 213 | 0451 155 626 | 0451 155 626 |
| Coordinator | 8 | Lynne Rouda | 215 | 0450 245 723 | 0450 245 723 |
| Coordinator | 9 | Nicole Secker | 204 | 0403 254 864 | 0403 254 864 |
| Coordinator | 10 | Peter Worth | 541 | 0411 962 962 | 0411 962 962 |
| Coordinator | 11 | Rob Millard | 541 | 0422 316 996 | 0422 316 996 |
| Coordinator | 12 | Jacinta Seager | 541 | 0431 245 596 | 0431 245 596 |
| Nurse | | Debbie Cooke MTW Fien Hebbard ThF | 573 | 0420 615 750 0416 231 878 | 9529 3835 9594 1720 |
| Church Pastor | | Ps Steve Liersch | 545 | 0408 827 808 | 0408 827 808 |
| P&C President | | May-Lisa Baldwin | - | 0448 899 596 | 0448 899 596 |

Useful Contacts

| Contact | | Phone Numbers | | |
|---|----------------|----------------|--------------|--------------|
| | | Daytime | Mobile | Out of Hours |
| Warnbro Community High School – Kya Graves, Principal | | 9553 0100 | | |
| Warnbro Primary School – Gordon Murdoch, Principal | | 9593 2363 | | |
| South Coast Baptist College – Des Mitchell, Principal | | 9528 2838 | | |
| | | | | |
| LSA District Office – John Proeve | | (08) 8267 8401 | 0427 591 859 | |
| WA District Bishop – Mike Fulwood | | (08) 9227 8072 | 0417 179 093 | |
| Phone Provider(s) | Telstra Faults | 132 999 | | |
| | | | | |
| Translation and Interpreting Services (24 hrs) | | 131 450 | | |
| Local Government – | | | | |
| Bus Contractors | | | | |
| Martin Boondy (Boondy Buses) | | 9581 9929 | 0419 881 329 | |
| Anne Emslie (Bus Right) | | 9537 1080 | 0438 531 811 | |

Spiritual and Pastoral Team and Critical and emergency incident Team

| Name | Phone Numbers | | |
|--------------------|---------------|--------------|--------------|
| | Daytime | Mobile | Out of Hours |
| Francois Pienaar | 504 | 0433 583 114 | 0433 583 114 |
| Ronnie Cooper | 575 | 0419 762 110 | 0419 762 110 |
| Vernishia Wheatley | 536 | 0466 369 269 | 95923217 |
| Kelly Liley | 535 | 0423 245 344 | 0423 245 344 |
| Lynne Hart | 522 | 0414 862 056 | 0414 862 056 |
| Craig Gough | 509 | 0414 835 579 | 0414 835 579 |

Younger children may display the following reactions:

Emotional: Crying, sadness, clinging/separation anxiety, irritability, confusion, fear of sleeping alone, the dark, animals, people.

Regressive/Behavioural:

Bed-wetting, regression in language and speech skills, thumb-sucking, disobedience and aggression, lying and exaggeration.

Children may display greater anxiety when being left at school by parents or relatives. They may also giggle and laugh inappropriately when they feel anxious.

Physiological: Changes with eating, complaining of pain, vomiting and bowel or bladder disorders. Some might have disturbed sleep or bad dreams.

Parents can help by reassuring children that they are safe and will be cared for, and by listening and talking to them about the experience.

Children react in different ways, within different timeframes, so providing a warm, secure and accepting environment will help with grieving.

Most children's reactions diminish over time.

If you have ongoing concerns talk to the classroom teacher, Deputy Principal or Principal, so that further support can be discussed.

*Living Waters Lutheran
College
PO Box 997
Rockingham WA 6968
Phone 9593 1211*



**Living Waters
Lutheran College**

**Helping your child
when someone dies**

**General Guidelines
for
Parents
and Caregivers**

- Communicate in an open honest way while giving age appropriate explanations.
- Children frequently become unnecessarily upset by misunderstanding.
- Try to use concrete language and terms, so as to reduce confusion.
- Use terms dead, death, died, or culturally or religion-appropriate language. Saying that someone has gone on a journey, or is asleep, may be taken literally.
- Allow time for understanding, short conversations, repeated questions and mulling over.
- Do not hide your own feelings. However, seeing extremely distressed parents or teachers can further upset children.
- Don't brush aside feelings of guilt. Talking through is more reassuring.
- Avoid unnecessary separations.
- Be ready to talk about children's anxiety with regard to something happening to their parents or themselves.
- Say goodbye in your own way. Viewing the body, attending the funeral, visiting the grave, a prayer or memorial service, or lighting a candle may help. Families should make whichever decision is comfortable and appropriate to them.
- Accept children's regression, moods, tears, clinginess and changes in play willingly.
- Look at albums and photographs and keep reminders of the dead person present.
- Remember the deceased on birthdays and holidays.
- Strive for continuity in home, school and sporting activities.

Young people react in different ways, within different timeframes, so providing a warm, secure and accepting environment will help with grieving.

The following reactions may occur:

Emotional/ Behavioural: Crying and sadness, hopelessness or inadequacy feelings, attention-seeking behaviour, rebellion and disobedience at school and at home, decreased school performance and school work, avoidance of school or sport or social activities, increased stress, tension or depression, anti-social and risk-taking behaviour, or even lack of emotion or any unusual behaviour.

Regressive: Young people may display behaviours more in keeping with younger age groups, such as wanting to be around parents more or checking where you are, less interest in socialising or wanting to spend more time with friends, and sometimes they may seem less responsible or sure of themselves.

Physiological: Nausea/ tummy upsets, headaches, vomiting, eating changes, disturbed sleep or nightmares, skin disorders.

Parents can help by:

Reassuring student that these overwhelming feelings are normal in the circumstances and will pass with time.

Listening and talking to them about what has happened.

Recognising that there is no one standard way to deal with a loss. Some people react immediately with obvious signs of grief. Others take longer to come to terms with the reality and may react later, but with much less outwards emotion. Some prefer to grieve privately.

Trying to keep continuity in home, school and sporting activities.

If you have ongoing concerns please talk to a Deputy Principal or Principal, or one of the Year Co-ordinators, and further support can be arranged.

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**Living Waters
Lutheran College**

**Helping your
Adolescent
when someone dies**

**General Guidelines
for
Parents
and
Caregivers**

- Adolescents have a need to have their feelings accepted by their peers and they tend to seek their comfort and support, spending hours going over the events of the incident together.
- Parents should not feel excluded. Young people feel more secure because they know you are in the background.
- It's OK to use the terms dead, death, died, or culturally or religion-appropriate language.
- Feel free to express your emotions, within your own level of comfort. However, seeing extremely distressed parents or teachers can unsettle adolescents.
- Say goodbye in your own way. Viewing the body, attending the funeral, visiting the grave, a prayer or memorial service, or lighting a candle may help. Families should make whichever decision is comfortable and appropriate for them.
- Unjustified feelings of guilt may surface. Don't brush these aside. Talking this through helps to reassure the young person.
- Be alert for anger outbursts and aggression, particularly with young men. This can be their way of unloading and resolving pent up emotions. Involvement in football or a hard run is a tried and true solution. Others get their relief from a punching bag. Pulling a pillow apart has been known to allow physical exertion, laughter and a covert tear or two.
- Keep a check on rash decision-making. Decisions about leaving school, changing goals or giving up social or sporting activities should be delayed.
- Be ready to talk about the young person's fears and anxieties if they have concerns about something happening to loved ones or themselves.
- For some adolescents the experience may have challenged their sense of security and they can become overcautious and reluctant to take risks. Others may become involved in reckless or dangerous behaviour.
- If your adolescent displays strong emotional reactions though having had little or no contact with the deceased, do not be overly concerned. Some young people use these times to dwell on the complexities of life or to grieve about another loss.