

**ANNEXURE E: MANDATORY REPORTING PROFORMA - HARM TO STUDENTS IN EREA (Northern Region)**

**NOTE:** Information which is marked \* **MUST** be completed.

**STRICTLY CONFIDENTIAL**

<p>Allegation/ Concern reported by ("first person"):</p> <p>Name of Person reported to:</p> <p>_____</p>	<p>*Name: _____</p> <p>Contact No: _____</p> <p>School / Other: _____</p> <p>Position: _____</p> <p>Date: ___ / ___ / ___ Time: : am/pm</p>
<p>Allegation / Concern against:</p> <p>Staff member <input type="checkbox"/></p> <p>Other <input type="checkbox"/></p>	<p>Name: _____</p> <p>Contact No: _____</p> <p>School / Other: _____</p> <p>Position: _____</p>
<p>Allegation / Disclosure made by person other than student implicated or student themselves:</p> <p>Where allegation / disclosure was made:</p> <p>_____</p> <p>Who was present:</p> <p>_____</p>	<p>Name: _____ (other than student implicated)</p> <p>Address: _____</p> <p>_____</p> <p>Contact No: _____</p> <p>Relationship to Student: _____</p> <p>Date: ___ / ___ / ___ Time: : am/pm</p>
<p>Student Details:</p> <p>Parent / Guardian's name:</p> <p>_____</p> <p>Contact No: _____</p>	<p>*Student's Name: _____</p> <p>Address: _____</p> <p>_____</p> <p>*Sex: M <input type="checkbox"/> F <input type="checkbox"/> DOB: ___ / ___ / ___ Yr. Level _____</p> <p>Age: _____</p>

\*Brief details of awareness of or suspicion of harm: (provide extra details on separate sheet of paper if necessary))


In cases of suspected sexual abuse by an employee if you are aware of the identity of anyone else who may have information about the harm, you will be required to include this in the above details.

\*Details of abuse / suspected abuse (provide extra details on separate sheet of paper if necessary)

Name and age of student's siblings (if known).

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**TO BE COMPLETED BY THE PRINCIPAL**

Referred to Principal  Date: \_\_\_/\_\_\_/\_\_\_ Executive Director EREA advised   
 Date: \_\_\_/\_\_\_/\_\_\_

Action taken by \_\_\_\_\_ Position \_\_\_\_\_  
 Date: \_\_\_/\_\_\_/\_\_\_

**Type of action taken: (please tick)**

Advice given  By whom \_\_\_\_\_ Position \_\_\_\_\_  
 Date: \_\_\_/\_\_\_/\_\_\_

Counselling offered  Person/Agency \_\_\_\_\_  
 Date: \_\_\_/\_\_\_/\_\_\_

Referral to Dept. of Child Safety  Person spoken to \_\_\_\_\_  
 Date: \_\_\_/\_\_\_/\_\_\_

Referral to Police  Person spoken to \_\_\_\_\_  
 Date: \_\_\_/\_\_\_/\_\_\_

Referral to outside agency  Name of Agency \_\_\_\_\_  
 Date: \_\_\_/\_\_\_/\_\_\_

EREA (Q'ld) Lawyer advised  Date: \_\_\_/\_\_\_/\_\_\_ Person reporting advised of action taken  
 Date: \_\_\_/\_\_\_/\_\_\_

Other Comments (if applicable) \_\_\_\_\_  
 \_\_\_\_\_

Principal's Signature: \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_

**ANNEXURE F: PHONE RECORD FORM - TOWARDS HEALING MANDATORY FORM**

**ALLEGATIONS OF HISTORICAL CHILD HARM**

Original of this form is to be forwarded to the Director, Queensland Professional Standards Office and a copy forwarded to the Professional Standards Office, Oceania Province

Name of person making complaint (if available): \_\_\_\_\_

Contact phone number (if given): \_\_\_\_\_

Time of phone call: \_\_\_\_\_:\_\_\_\_\_ am/pm

Date of phone call: \_\_\_\_/\_\_\_\_/\_\_\_\_

Referral to: (please tick)

- ✓ *Towards Healing* Help Line Number 1800 337 928  Date: \_\_\_\_/\_\_\_\_/\_\_\_\_
- ✓ Director, Queensland Professional Standards Office  Date: \_\_\_\_/\_\_\_\_/\_\_\_\_
- ✓ Professional Standards Office, Oceania Province  Date: \_\_\_\_/\_\_\_\_/\_\_\_\_
- ✓ Director Edmund Rice Education Australia  Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_ Position: \_\_\_\_\_

\_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

There are at least three categories of 'self-harm':

- 1) Where the student inflicts 'self-harm' which is potentially life-threatening
- 2) Where the student inflicts 'self-harm' which is not potentially life-threatening; and
- 3) Where the student's action appears to relate to some form of disability or known mental condition.

#### 1. WHERE THE STUDENT INFLICTS 'SELF-HARM' WHICH IS POTENTIALLY LIFE-THREATENING

The Principal:

- obtains qualified first-aid support as quickly as possible, and arranges for an ambulance to be called to transport the student to hospital without delay;
- notifies the Police, and with the agreement of the Police, the parent or care-giver;
- arranges to call a Priest or relevant Minister if the student indicates they would like this to happen;
- arranges to call a Priest or relevant Minister if the parents or care-giver seek this advice or indicate they would like this to happen if the student is unconscious;
- arranges pastoral care for staff or students who may be traumatized by the situation;
- ensures that a written report of the incident is placed on file;
- consults the requirements of School's Critical Incident Management Plan, developed in accordance with the EREA Critical Incident Management Policy, and completes any outstanding action;
- takes advice then puts in place a programme to monitor the wellbeing of the student and provide support if he or she is to continue to attend the school.

#### 2. WHERE THE STUDENT INFLICTS 'SELF-HARM' WHICH IS NOT POTENTIALLY LIFE-THREATENING

The Principal:

- obtains qualified first-aid support if required;
- consults with the counselor and/or other relevant persons, and
  - a) if appropriate the Principal contacts the Department of Child Safety and/or Police; and
  - b) notifies the parent or care-giver and discusses with them a programme of professional counselling for the student and possibly for the family; where appropriate, this notification is done with Department of Child Safety or Police approval;

**NOTE:** The only occasion when the parents / caregivers would not be contacted would be when the primary duty of care would be to the student in case of disclosed or strongly suspected child abuse and/or domestic violence. The decision not to directly inform the parents/caregiver in this instance will be made in transparent consultation with the Department of Child Safety officers and/or Police.

- c) arranges pastoral care for the student, staff or other students who may be traumatized by the situation;
- d) takes advice then puts in place a programme to monitor the wellbeing of the student.

### **3. WHERE THE STUDENT'S ACTION APPEARS TO RELATE TO SOME FORM OF DISABILITY OR KNOWN MENTAL CONDITION**

The Principal:

- obtains qualified first-aid support if required and calls an ambulance if serious harm is sustained;
- notifies the parent or care-giver and discusses with them the most appropriate course of action to address the best interests of the student;
- arranges pastoral care for staff or students who may be traumatized by the situation;
- takes advice then puts in place a programme to monitor the wellbeing of the student.

## RESOURCE

## DEPARTMENT OF CHILD SAFETY AREA OFFICE CONTACTS

REGION	AREA OFFICE	CONTACT NUMBER
Brisbane City	Chermside	(07) 3350 7300
	Fortitude Valley	(07) 3252 8760
	Inala	(07) 3372 0200
	Mt Gravatt	(07) 3343 4044
	Stones Corner	(07) 3397 6151
	Wynnum	(07) 3396 7055
Caboolture and Redcliffe Peninsula	Caboolture	(07) 5490 1000
	Pine Rivers	(07) 3881 7600
	Redcliffe	(07) 3284 1000
Central Queensland	Emerald	(07) 4982 2177
	Gladstone	(07) 4979 6514
	Longreach	(07) 4658 3012
	Rockhampton	(07) 4938 4765
Far North Queensland	Atherton	(07) 4091 1466
	Cairns	(07) 4052 9500
	Cape/Torres	(07) 4039 8953
	Innisfail	(07) 4061 3141
	Thursday Island	(07) 4090 3665
Gold Coast	Beenleigh	(07) 3287 4422
	Gold Coast	(07) 5595 7100
	Redlands	(07) 3286 4633
Ipswich and Logan	Browns Plains	(07) 3802 4400
	Goodna	(07) 3818 2166
	Ipswich	(07) 3280 1744
	Logan	(07) 3380 6200
Mackay and Whitsunday	Bowen	(07) 4786 2644
	Mackay	(07) 4951 5900
North Queensland	Mt Isa	(07) 4744 1600
	Thuringowa	(07) 4773 8222

	Townsville	(07) 4799 7900
Sunshine Coast	Gympie	(07) 5482 4177
	Sunshine Coast	(07) 5475 0000
Toowoomba and South West	Charleville	(07) 4654 2577
	Roma	(07) 4622 2811
	Toowoomba	(07) 4688 4000
Wide Bay and Burnett Areas	Bundaberg	(07) 4131 5517
	Maryborough	(07) 4131 5517
	South Burnett and Kingaroy	(07) 4162 5390
	South Burnett and Murgon	(07) 4168 1488

*Commission for Children Working with Children Kit 2003 - Dealing with Issues.*

There is no one set of rules to follow when a student tells you that harm has occurred to them, or another person discloses an incident of harm to a student.

However, when we are told information that is disturbing we can act in a shocked or critical way and/or want to ask questions to satisfy ourselves whether a student is telling the truth.

It is not up to you to judge whether a student or anyone else, is telling the truth. It is important to always act on the basis that you are being told the truth. It is not for you to decide if what you are being told did or did not happen.

### NEVER ASK LEADING QUESTIONS

Leading questions are those that tend to suggest an answer, for example:

- "Did 'X' touch you?"
- "Did you feel uncomfortable when they touched you?"
- "Did they touch you under your clothes?"
- "Did they ask you to touch them under their clothes?"

Don't put words in the person's mouth – let them tell you what happened. If you need to clarify anything, ask non-leading questions such as:

- "Tell me what happened"
- "What happened then?"
- "Can you tell me about that?"
- "Is there anything else you want to tell me?"

### IT IS NOT YOUR ROLE TO INVESTIGATE.

Only ask enough questions to confirm the need to report the matter to the Queensland Police Service or the Department of Child Safety. **The best interests of the student and their safety is paramount.**

Questions that are leading or unnecessary or interviews could cause the student distress, confusion and interfere with any subsequent investigation authorities undertake.

At the first opportunity after a disclosure has been made to you, make notes on the required form (Annexure 'E'). In the Brief Notes section of Report Form (Annexure 'E') include, "I said", "they said" statements; the questions you asked; any comments you made.

Edmund Rice Education Australia  
Northern Regional Office

Critical Incident in a College or Entity Management Plan

The following tables are modified from the WA Department of Education Critical Incidents Management Plan template

<b>A ASSESS THE SITUATION, CALL EMERGENCY SERVICES AND ASSIST THOSE IN DANGER</b>	
<b>ACTIONS</b>	<b>COORDINATED BY</b>
<input type="checkbox"/> Verify information.	
<input type="checkbox"/> Take appropriate safety precautions (e.g. turn off gas, water and/or electricity).	
<input type="checkbox"/> Administer First Aid where appropriate.	
<input type="checkbox"/> Contact emergency services as appropriate: Ambulance, WA Police, Fire Brigade, gas provider, water provider, electricity provider. Phone numbers for each of these are on the <i>Emergency Management Response</i> wallet card.	
<input type="checkbox"/> Ensure the incident site remains secure and undisturbed where WA Police or FESA are likely to be involved.	
<input type="checkbox"/> Remove people from the scene to an appropriate assembly area or classroom.	
<input type="checkbox"/> Account for everyone in the vicinity.	
<input type="checkbox"/> Activate an incident management team to plan further actions and enact the response plan. Allocate specific responsibilities.	
<input type="checkbox"/> Record details of event, including the source/s of information. Make notes as information is received. (See the Emergency and Critical Incident Diary in the Appendix).	
<input type="checkbox"/> Gain family/WA Police authority to release information.	

<b>E EVACUATE (ON-SITE OR OFF-SITE) OR LOCKDOWN</b>	
<b>ACTIONS</b>	<b>COORDINATED BY</b>
<input type="checkbox"/> Consider the need to evacuate either on-site or off the school site.	
<input type="checkbox"/> Liaise with school staff, other agencies and the district education office in considering lockdown.	
<input type="checkbox"/> Communicate the evacuation or lockdown using predetermined activation signals.	
<input type="checkbox"/> Take the evacuation kit to the designated assembly area/administration area.	
<input type="checkbox"/> See checklist of specific lockdown actions. (See 6.7 Lockdown Procedures).	

<b>I INFORM DISTRICT AND CENTRAL OFFICE</b>	
<b>ACTIONS</b>	<b>COORDINATED BY</b>
<input type="checkbox"/> Contact Director Schools or delegate.	
<input type="checkbox"/> Report via <i>Online Incident Notification System</i> : <a href="http://apps.det.wa.edu.au/CriticalIncident/">http://apps.det.wa.edu.au/CriticalIncident/</a>	

## I INFORM DISTRICT AND CENTRAL OFFICE

ACTIONS	COORDINATED BY
<input type="checkbox"/> Seek assistance from your Director Schools, and the DET media unit (9264 5821) for all communications about the incident.	
<input type="checkbox"/> Consult with district Student Services personnel.	
<input type="checkbox"/> Instruct staff to direct media enquiries to the Department's media unit (9264 5821).	
<input type="checkbox"/> Contact school Occupational Safety and Health Representative.	

## O ORGANISE TO SUPPORT THOSE AFFECTED (as determined by the assessment of the situation)

ACTIONS	COORDINATED BY
<input type="checkbox"/> Offer immediate comfort and support to those most affected.	
<input type="checkbox"/> Make direct contact with affected staff or families. (In the case of a death, WA Police contact the family.)	
<input type="checkbox"/> Prepare a statement for informing students and determine method of delivery.	
<input type="checkbox"/> Brief all staff of known facts (see Appendix). Ensure everyone knows how to respond to media (i.e. direct all enquiries to the on-site incident manager) and understands support strategy for students and staff.	
<input type="checkbox"/> Inform students using a prepared statement and offer comfort and support. Consider siblings and close friends.	
<input type="checkbox"/> Set up a recovery room.	
<input type="checkbox"/> Send the inconsolable to recovery area and/or Student Services staff (school psychologist, nurse, chaplain, year coordinators). Make arrangements for students/siblings/parents to be re-united.	
<input type="checkbox"/> Prepare a written statement related to incoming enquiries and for students to take home to their parents. Liaise with Director Schools, Department's media unit (9264 5821) and other agencies before releasing information.	
<input type="checkbox"/> Consider staff and students absent or off-site today, relief staff, ex-students and ex-staff that need to be informed.	
<input type="checkbox"/> Identify and notify others who need early advice (e.g. P&C, key community agencies, other schools affected, other districts).	
<input type="checkbox"/> Consider the Employee Assistance Program for staff in need.	

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## UNDERTAKE RECOVERY OPERATIONS AT THE END OF THE DAY

ACTIONS	COORDINATED BY
<input type="checkbox"/> Debrief all staff as necessary. Review with the Emergency Management team and plan for the next day.	
<input type="checkbox"/> Organise necessary relief/additional staff to meet teaching, support, administration and front office needs.	
<input type="checkbox"/> Ensure support for the leaders of the school response and those who have been supporting others. This may involve support from the Employee Assistance Program for those in need.	
<input type="checkbox"/> Liaise with local agencies for possible after hours/weekend support.	

## FURTHER CONSIDERATIONS IN THE FOLLOWING DAYS TO SUPPORT RECOVERY

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. Enlist the help of the Department's media unit (9264 5821). 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 district Student Services personnel	
<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	

**FURTHER CONSIDERATIONS IN THE FOLLOWING DAYS TO SUPPORT RECOVERY**

<b>ACTIONS</b>	<b>COORDINATED BY</b>
<input type="checkbox"/> Review school records/mailling lists and amend as appropriate	
<input type="checkbox"/> Operational debrief (see Appendix)	
<input type="checkbox"/> Inquest/court date(s) (arrange support for staff involved)	
<input type="checkbox"/> Review & modify <i>Emergency and Critical Incident Management Plan</i>	
<input type="checkbox"/> Anniversary dates	
<input type="checkbox"/> Update incident report via <i>Online Incident Notification System</i> if appropriate.	

**[INSERT YOUR SCHOOL OR COLLEGE NAME HERE]  
DUTIES FOR EVACUATION PERSONNEL**

<b>ROLE</b>	<b>DUTY</b>
<b>PRINCIPAL or SITE MANAGER  (INCIDENT CONTROLLER)</b>	<p>Assess situation.</p> <p>Raise alarm throughout school and complete final sweep of buildings.</p> <p>Proceed to designated assembly area.</p> <p>Check for damage, gas leaks, power failure and any other hazard.</p> <p>Monitor situation and ensure that no-one returns to any building unless authorised to do so after consultation with emergency services.</p> <p>Advise Director Schools.</p>
<b>DEPUTY</b>	<p>Checkpoint officer - proceed directly to designated assembly area.</p>
<b>REGISTRAR ADMINISTRATION STAFF</b>	<p>Complete sweep of administration block, lock administration block, and collect back up data.</p> <p>Assist principal or site manager with sweep of school.</p> <p>Call 000, upon instructions from on-site incident controller.</p> <p>Notify administration upon instruction from on-site incident controller.</p> <p>Notify preschool.</p> <p>Collect the evacuation kit.</p> <p>Proceed to designated assembly area.</p> <p>Advise checkpoint officer which staff members are absent and their replacement, if applicable, and any visitors on site.</p> <p>Maintain Emergency and Critical Incident Diary (see Appendix).</p> <p>Sound <b>stand down</b> signal when instructed.</p>
<b>FIRST AID OFFICERS</b>	<p>Collect a first aid kit and escort any sick students.</p> <p>Proceed to designated assembly area.</p> <p>Report to checkpoint officer.</p>
<b>TEACHERS</b>	<p>Collect class list then escort students, volunteers and any other persons in their charge to the designated assembly area.</p> <p>Check class list.</p> <p>Send runner to checkpoint officer and volunteers to administration officer.</p>

[INSERT YOUR SCHOOL OR COLLEGE NAME HERE] DUTIES FOR EVACUATION PERSONNEL	
ROLE	DUTY
<b>NON-TEACHING STAFF</b>	Assist teachers to assemble students as quickly as possible. Check buildings are empty and proceed to the designated assembly area.
<b>SPECIALIST</b>	Check buildings are empty and proceed to designated assembly area.
<b>STAFF</b>	Stay with any persons in your charge. Students must be escorted to their class teacher.
<b>CANTEEN</b>	Turn off any cooking apparatus and proceed to designated assembly area. Report to checkpoint officer.
<b>OCCUPATIONAL HEALTH AND SAFETY REPRESENTATIVE</b>	Ensure students are evacuated to the designated assembly area as per the evacuation plan.
<b>DENTAL STAFF</b>	Make way, with all persons in their charge, to the designated assembly area as per the evacuation plan. Students must be escorted to their class teacher.
<b>VISITORS</b>	All visitors must report to the administration officer, near the checkpoint officer, so they can be marked as present in Visitors' Book.

[INSERT YOUR SCHOOL OR COLLEGE NAME HERE] DUTIES FOR EVACUATION PERSONNEL	
ROLE	DUTY
<b>PRINCIPAL or SITE MANAGER (INCIDENT CONTROLLER)</b>	Assess situation. Raise alarm throughout school and complete final sweep of buildings. Proceed to designated assembly area. Check for damage, gas leaks, power failure and any other hazard. Monitor situation and ensure that no-one returns to any building unless authorised to do so after consultation with emergency services. Advise Director Schools.
<b>DEPUTY</b>	Checkpoint officer - proceed directly to designated assembly area.
<b>REGISTRAR ADMINISTRATION STAFF</b>	Complete sweep of administration block, lock administration block, and collect back up data. Assist principal or site manager with sweep of school. Call 000, upon instructions from on-site incident controller. Notify administration upon instruction from on-site incident controller. Notify preschool. Collect the evacuation kit. Proceed to designated assembly area. Advise checkpoint officer which staff members are absent and their replacement, if applicable, and any visitors on site. Maintain Emergency and Critical Incident Diary (see Appendix). Sound <b>stand down</b> signal when instructed.

<b>[INSERT YOUR SCHOOL OR COLLEGE NAME HERE] DUTIES FOR EVACUATION PERSONNEL</b>	
<b>ROLE</b>	<b>DUTY</b>
<b>FIRST AID OFFICERS</b>	Collect a first aid kit and escort any sick students. Proceed to designated assembly area. Report to checkpoint officer.
<b>TEACHERS</b>	Collect class list then escort students, volunteers and any other persons in their charge to the designated assembly area. Check class list. Send runner to checkpoint officer and volunteers to administration officer.
<b>NON-TEACHING STAFF</b>	Assist teachers to assemble students as quickly as possible. Check buildings are empty and proceed to the designated assembly area.
<b>SPECIALIST</b>	Check buildings are empty and proceed to designated assembly area.
<b>STAFF</b>	Stay with any persons in your charge. Students must be escorted to their class teacher.
<b>CANTEEN</b>	Turn off any cooking apparatus and proceed to designated assembly area. Report to checkpoint officer.
<b>OCCUPATIONAL HEALTH AND SAFETY REPRESENTATIVE</b>	Ensure students are evacuated to the designated assembly area as per the evacuation plan.
<b>DENTAL STAFF</b>	Make way, with all persons in their charge, to the designated assembly area as per the evacuation plan. Students must be escorted to their class teacher.
<b>VISITORS</b>	All visitors must report to the administration officer, near the checkpoint officer, so they can be marked as present in 'Visitors' Book.

<b>PRINCIPAL OR SITE MANAGER (INCIDENT CONTROLLER)</b>	
<b>Actions (to de-activate, and immediately following, a lockdown)</b>	<b>Completed</b>
Confirm with emergency service personnel that it is safe to de-activate lockdown	
Determine whether to activate the school parent re-unification process	
Determine if there is any specific information staff, students and visitors need to know (e.g. areas of the school to avoid or parent re-unification process)	
De-activate lockdown using the predetermined de-activation signal	
Advise staff, students and visitors of any specific information they need to know	
Ensure any students, staff or visitors with medical or other needs are supported	
Provide appropriate information on the lockdown to staff and students	
Print and issue pre-prepared parent letters and give these to students for them to take home	
Advise the district education office that the lockdown is over and the outcomes	

PRINCIPAL OR SITE MANAGER (INCIDENT CONTROLLER)	
Actions (to de-activate, and immediately following, a lockdown)	Completed
Seek support from the Director Schools, Student Services or Manager Operations, as required	
Brief staff on the incident	
Ensure all personnel are made aware of Employee Assistance Programme contact details	

TELEPHONE BOMB THREATS (Response Checklist)
<b>1. General Questions to Ask</b>
<ul style="list-style-type: none"> <li>• What is it? .....</li> <li>• When was it set to explode OR When will the substance be released? .....</li> <li>• Where did you place it? .....</li> <li>• What does it look like? .....</li> <li>• When did you put it there? .....</li> <li>• How will the bomb explode OR How will the substance be released? .....</li> <li>• Did you put it there? .....</li> <li>• Why did you put it there? .....</li> </ul>
<b>2. Bomb Threat Questions</b>
<ul style="list-style-type: none"> <li>• What type of bomb is it? .....</li> <li>• What is the bomb? .....</li> <li>• What will make the bomb explode? .....</li> <li>• When is it set to explode? .....</li> </ul>
<b>3. Chemical/Biological Threat Questions</b>
<ul style="list-style-type: none"> <li>• What kind of substance is it? .....</li> <li>• How much of the substance is there? .....</li> <li>• How will the substance be released? .....</li> <li>• Is the substance a liquid, powder or gas? .....</li> </ul>
<b>4. Other Questions to Ask</b>
<ul style="list-style-type: none"> <li>• What is your name? .....</li> <li>• Where are you? .....</li> <li>• What is your address? .....</li> </ul>
<b>5. Observations from the voice</b>
<p><b>Speaker was:</b>    <input type="checkbox"/> Male            <input type="checkbox"/> Female            <input type="checkbox"/> Child</p> <p><b>Age:</b>            <input type="checkbox"/> Very Young    <input type="checkbox"/> Adolescent    <input type="checkbox"/> Adult            <input type="checkbox"/> Old</p> <p><b>Sobriety:</b>      <input type="checkbox"/> Normal            <input type="checkbox"/> Intoxicated    <input type="checkbox"/> Drugged</p> <p><b>Speech:</b>       <input type="checkbox"/> Normal            <input type="checkbox"/> Stammer       <input type="checkbox"/> Slurred        <input type="checkbox"/> Lisp</p> <p>                      <input type="checkbox"/> Incoherent    <input type="checkbox"/> Well spoken    <input type="checkbox"/> Abusive       <input type="checkbox"/> Irrational</p> <p><b>Accent was:</b>   <input type="checkbox"/> Message sounded like it was being read by caller</p> <p>                      <input type="checkbox"/> Message was taped</p> <p>Other: .....</p>
<b>6. Observations about the call</b>
<p><b>Source:</b> Did it sound as if a public telephone was used?    <input type="checkbox"/> Yes    <input type="checkbox"/> No</p>

**TELEPHONE BOMB THREATS (Response Checklist)**

**Background Noises:**  Music     Children     Talking     Typing     Traffic  
 Machinery     Aircraft     Harbour     Other

**Call received by:** .....At.....am/pm  
Line No: .....Ext No:.....

**Duration of Call:** Time:.....

**Origin of Call:**  Bomber     Police     Fire Brigade     Other

**7. Other information you are able to add**

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.....  
.....

## Informing Parents of an Emergency or Critical Incident

The following is a sample of a letter that could be used to inform parents of an emergency or critical incident.

	Your School Letterhead
Date	
Dear Parents	
<b>The facts</b>	Provide accurate information, in line with family and police wishes, and known facts including: a) the event; b) the child/children/staff – death/injuries.
<b>What has been done</b>	I have spoken with/visited the parents/families of . . . ., and on behalf of our staff and the school community I have expressed our deepest sympathy and caring. Classroom teachers have told their students, and have provided an opportunity for talking and sharing.
<b>How students may react</b>	It would be best for the children's school routine to continue as normally as possible, and they should attend school as usual. Children's reactions will vary and may include crying, not wanting to talk or wanting to talk, wanting to be alone, anger, lack of concentration and sleeping or eating problems.
<b>Support available</b>	Should you or your children feel the need for professional help or counselling please contact me. District education office school psychologist or social worker support can also be made available.
Yours sincerely	
PRINCIPAL	



*Liaise with your Manager Student Services regarding specific references to district education office support services you may wish to make available.*