

CRISIS MANAGEMENT POLICY (30/07/2012)

Purpose

1. To ensure that WSC has in place a Crisis Management Response Plan (CMRP) which specifies the roles and responsibilities of staff when responding to a crisis. (A copy of the CMRP is attached.)
2. To provide CMRP guidelines which guarantee that staff will take appropriate steps to the extent that is reasonably practicable to ensure that people are safe, risk factors are assessed, steps are taken to deal with those factors, and people are protected from harm.

Guidelines

1. Senior staff and guidance staff will be made aware of the Crisis Management Policy, its contents, and the CMRP.
2. The aim of the Crisis Management Policy and the CMRP is to manage the consequences of any crisis so that to the extent that it is reasonably practicable people are made safe and the risk of harm is minimised.
3. All staff, inclusive of teaching and support staff, will be made aware of the Crisis Management Policy, its contents and the CMRP through a whole staff orientation meeting and regular, biennial refreshers.
4. Staff will also be made aware of the CMRP personnel, and the variations that can occur in different circumstances.
5. All staff will be required to be familiar with the CMRP, in particular the first step, in order to ensure effectiveness of the process.
6. When the first step, verification of the crisis has taken place, the CMRP personnel will ensure that the appropriate action is taken.
7. A copy of the CMRP shall be posted in appropriate areas of the school, for example, the school office, the staffroom, the counselling and nurse stations, the gymnasium and physical education offices, senior management offices, academic directors' and deans' offices, and the Rumaki office. The CMRP and its function will also be explained in the Staff Manual.

Definitions

- A crisis: an unexpected or unintended event or situation which causes or has the potential to cause harm.
- Risk. Risk can be thought of as:

Non-specific - linked to a variety of potential harms, for example, an armed intruder, escaped zoo animal, collusion around suicide plans leading to unsafe behaviour.

Specific - linked to specific outcomes, for example, the death of an individual, serious injury to an individual, alcohol or drug overdose or a student
"under the influence of alcohol" creating risk.

- Harm: death, physical injury, emotional distress and damage to property.
- Protection: characteristics or conditions that counteract the risk to which we are exposed. Protection can delay, suppress, or neutralize negative outcomes.

Ratified by the Board: 30/07/2012

Date for review: 30/07/2015

Signed for BOT:

Procedures:

Crisis Management Response Plan

This plan provides a prepared framework for responding to crisis situations, whilst acknowledging that each crisis is likely to be different and to require flexible professional judgment.

(1) Verification Of Crisis and Immediate Response

Whoever is first alerted to the crisis must make contact with the Principal or the Principal's delegated staff member.

The Principal will take responsibility for verifying the accuracy of the reported situation, and determine whether any immediate response is required either personally or through an appointed delegate with the family, police or hospital.

(2) Crisis Management Team mobilised after, as a result of step one, it is verified that there is indeed a crisis:

The Crisis team members consult as soon as possible. The Principal or her/his delegate acts as Team Leader until the crisis is assessed and one of the team takes up the responsibility of being Crisis Management Team Leader (CMTL) for this particular crisis. Here the relevant experience, skills and relationship to those affected by the situation are

important factors for choosing the particular staff member. It is not her/his job to do all the specific tasks, but to co-ordinate the team to deal with the particular crisis being dealt with.

Likely members of the crisis management team are:

Principal

Senior manager responsible for Guidance

Other relevant senior manager(s)

Principal's secretary

Teacher knowledgeable about student(s) involved (often the form teacher)

Dean

Depending on the nature of the crisis, other people may be called into the crisis management team:

School nurse

Counsellors(s)

Resource Teacher of Learning and Behaviour (RTL B)

Board of Trustees member(s)

Cultural adviser

Support agencies relevant to the crisis eg Public health nurse, "Traumatic Incident Team" of GSE (Group Special Education)

Key staff will need to be relieved from scheduled classes.

(3) Areas of responsibility assigned to Crisis Management Team

Crisis Management Team members are assigned areas of responsibility:

- consultation and communication with the family/families
- adapting school routines as necessary
- action plan for teachers
- pastoral support for students in the college and in the community
- information to be given to people ringing school reception
- information for parents
- staff phone tree information
- communication with the media

(4) Action Plan for Teachers

Teachers will be provided with an update of the situation, accurate information to give to students, signs of distress or risk to watch out for among students, and what steps to take with distressed student(s). It will be made clear which staff are assigned responsibility for staff consultation about questions needing answering, and who will need to know information about any concerning situations or likely areas where trouble might arise.

(5) Crisis Support area(s) of the college

For some time after the immediate crisis, areas of the college will be available throughout the day for students, teachers, parents to come to whenever they are distressed or need support or counselling. Criteria for being able to go to these areas will be established and assessment made of the best ways to both meet people's needs for security, support and reassurance and how best to keep the college's normal classroom schedules operating.

Staff and support people will be rostered to provide pastoral support, stress management, grief support, assessment of psychological risk, and development of safety action plans for individuals or groups affected.

Obvious areas that could be used are the Nurse's room, Counselling rooms and when relevant significant cultural areas such as the marae.

(6) Funeral/Tangihanga Arrangments

Depending on the wishes of the family, when there is a death, students, staff, and parents may wish to attend. In consultation with senior manager responsible for day relief, call a meeting of those who wish to do so and ascertain numbers and establish transport arrangements.

At a later date, particular times and forms of commemoration times may be held at the college for members of the college community eg a school assembly or house assembly/assemblies.

(7) Continuing Pastoral and Educational Support

Ongoing pastoral support will be made available at the college in the form best suited to the needs of college members. This may take the form of individual or group grief guidance or counselling, stress management, and adaption of student education schedules or programmes (eg extensions for assignments, extra tuition, catch up time in the Learning Centre, particular support from the RTLB).

Support may be sought from outside the college, for example, assessment of student psychological risk, counselling from Maori practitioners or other cultural advisors.