

Purpose:	The primary objectives of this plan are to provide: • helpful guidelines to enable staff of Jabiru Community College to enact their Duty of Care to students and each other, during critical incidents and emergencies. • clearly defined and documented instructions to support the immediate response and later follow up to a critical incident or emergency; This plan must be implemented when an event occurs or has the potential to occur at the college that could affect the safety of the college members and requires an immediate response from staff.	
Scope:	Parents/carers, students and employees, including full-time, part-time, permanent, fixed-term and casual employees, as well as contractors, volunteers and people undertaking work experience or vocational placements at Jabiru Community College.	
Status:	Approved	Supersedes: previous version
Authorised by:	CLL Board	Date of Authorisation: Oct 9, 2024
References:	• Risk Management Policy • Work Health and Safety Policy • Work Health and Safety Regulation (QLD), 2011, Section 43 • ISO Fact Sheet - Emergency Plans	
Review Date:	Annually	Next Review Date: Aug 2025
Policy Owner:	CLL Board	

Quick Links

[Responding to Emergencies and Critical Incidents - Simplified Flowchart](#)

[All Incidents - Steps to Follow](#)

[Lockdown Procedure](#)

[Evacuation Procedure](#)

[D R S A B C D Action Plan](#)

[Post Incident Process](#)

Key Definitions

- **Emergency or Critical Incident (ECI):** An emergency or critical incident (ECI) is any unpredicted adverse event, real or perceived, which threatens:
 - the safety of employees, students, families and/or visitors to the college;
 - the capacity of the College to operate through loss of facilities and or loss of access to vital resources, facilities, equipment, staff or accreditation.
- **Lead Worker:** A member of the Executive Leadership Team (ELT) who takes the lead role during an ECI.

The Lead Worker will be the first of these to respond to an ECI **and who IS NOT directly involved**¹ in it. The Lead Worker must be able to manage the process during an ECI from a safe distance.

- **Program Staff:** Any staff member of JCC that is facilitating, or helping to facilitate, an activity at the school, on a field trip, or on a camp.

- **On-Call Lead Worker and On-Call Number - 07 3111 6102**

If an ECI occurs during an offsite activity (field trip or camp) staff facilitating can call the On-Call Number for assistance. During normal school times, this number redirects to the College Business Manager who will locate a member of the ELT to act as Lead Worker and take the call.

The On-Call Number is stored on all staff phones under the contact JCC On-Call.

Prior to a school camp, one of the Co-Principals is to be nominated as the On-Call Lead Worker. The Admin team will redirect the On-Call Number to that Co-Principal's phone number for the duration of the camp.

Co-Principal's take turns acting as On-Call workers during offsite camps.

- **Onsite ECIs:** Any ECI that occurs at JCC's campus.
- **Offsite ECIs:** Any ECI that takes place away from JCC's campus, on a field trip, or on a camp.
- **#_urgent_channel:** All staff have mobile phones with slack installed. Slack is an internal, secure 1-1 and group messaging app. JCC uses the **#_urgent_** channel in slack to communicate to all staff about ECIs as they are occurring. All staff are trained in slack as part of their induction. For more details about slack, see the [ICT Manual here](#).

¹ A worker is directly involved if, for example, they are: injured themselves; are running the program in which the ECI occurred; assisting program staff to separate/de-escalate people in verbal or physical conflict etc.

Training and Awareness of this Plan

Awareness: This Emergency and Critical Incident Plan will be included as part of the induction pack for all new staff and volunteers. The plan will be available at all times on the [Staff portal - Policies and Procedures section](#).

Training: JCC will conduct training on this plan once per term. This training will include practicing the Lockdown and Evacuation procedures as follows:

- Early Term 1: Lockdown Practice
- Early Term 2: Evacuation Practice
- Early Term 3: Lockdown Practice
- Early Term 4: Evacuation Practice

Preventing Emergencies and Critical Incidents

The College's [Practice Framework](#) is a way of working with young people and colleagues that can help to reduce the chances of ECIs triggered by angry/aggressive students, families or colleagues.

Refer to the [Staff Support Resources Section on the College Portal has links to the practice framework, along with other resources](#). See also the [Appendix - Key De-escalation strategies](#).

Worker Responsibilities

The responsibility for managing the process during an ECI lies with the Lead worker and emergency services (as and when required).

Lead Worker Responsibilities

The key responsibilities of The Lead Worker are to:

- ☐ have knowledge and experience with the application of JCC practice frameworks.
- ☐ Respond within 20 mins (i.e. call back) all requests for help from off-site workers in the case a request should go to the On-Call message bank.
- ☐ Provide a 24hr a day practice and contingency support to Program Staff in the field. This can include but is not limited to:
 - emotional support i.e. reassurance, collaborative decision making, advice re sequencing of activities etc.
 - logistical contingency planning
 - physical logistical support if the program is within a reasonable geographic location to Lead Worker
 - emergency contingency planning
 - managing internal communication where required (informing other staff, Board Chair, etc.)
 - managing external communication where required (informing next of kin, agency contacts etc.)
 - Contacting Building Maintenance Contractors after hours to coordinate utility services if necessary;
 - Taking a message or redirecting clients to call in office hours
- ☐ To have easy access to:
 - appropriate communications (work phone and laptop)
 - Specific Information about any camps taking place at the time
 - Location
 - Key contact details
 - Names of staff and students on camp
 - Camp program

Program Staff Responsibilities

The key responsibilities of Program Staff are:

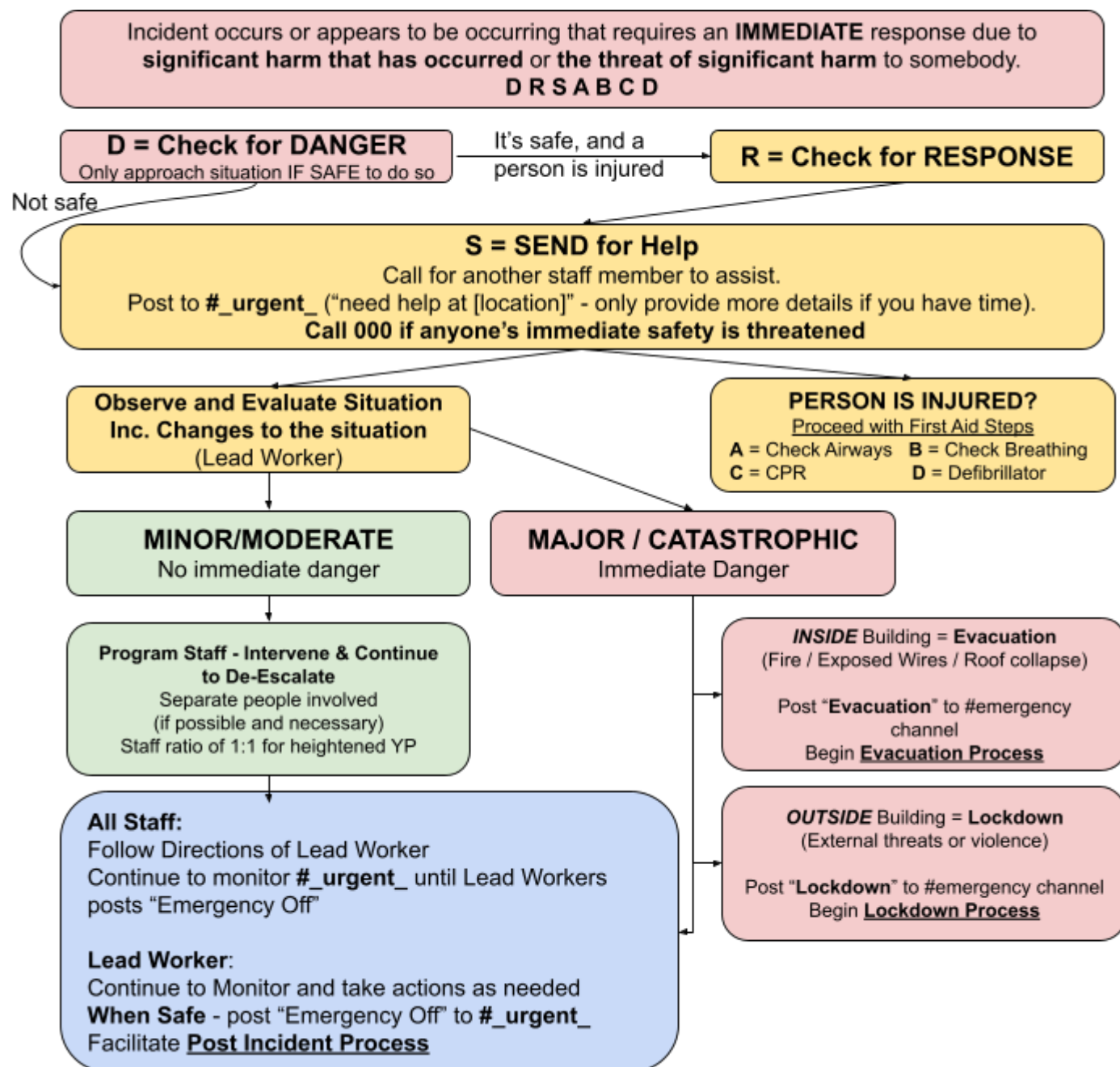
- ☐ To have knowledge and experience with the application of JCC practice frameworks.
 - ☐ **If running an offsite camp:**
 - To have briefed the the On-Call Lead Worker (nominated before the camp) about your plans, and provided them with:
 - The camp program (list of activities and when and where you plan to run them)
 - Location
 - Key contact details
 - Names of staff and students on camp
 - To have conducted a risk assessment of the activities and planned accordingly (as per JCC's [Risk Management Policy](#)).
 - To have for the duration of the program easy access to and comply with:
 - appropriate communications (work mobile phone)
 - Your program plan inc. risk management plans
 - participant register
 - medical and consent forms for all participants and staff)
 - venue proformas
 - weather forecast/tide information as required
 - Disclose any trauma that may affect their own or others' safety on program;
 - To report any change (participant, location etc.) to a program once it has commenced to the On-Call Lead Worker as soon as possible.
 - ☐ When contacting the Lead Worker:
 - should emergency services be required, 000/112 should be called in the first instance and then the Lead Worker as soon as reasonably practicable.
 - If the Lead Worker is un-contactable:
 - continue calling in five (5) to ten (10) minute intervals
 - leave a message with the office during office hours
- NB: It may take approx. 20min for your call to be responded to due to On-Call officer being out of range, stuck on other business etc.

Responding to Emergencies and Critical Incidents

Incident Response Table

Incident Examples	Program Staff to Contact	Incident Control	Actions
Level 1 - Catastrophic ECI			
Death	000 immediately and then Lead Worker ASAP	Program Staff until arrival of Emergency Services and then Lead Worker ASAP	Lead Worker: * Support Program staff * Manage Communications Program Staff: * Monitor/support group * Keep Lead Worker Informed Record using appropriate forms
Life threatening injury			
Attempted suicide (including self-harm assessed as attempted suicide)			
Abduction, bomb			
Serious injury requiring immediate medical attention (e.g. obvious broken limbs)			
Several or severe asthma attack or seizure			
Lost/missing group member while on remote field trip/camp			
Level 2 - Major ECI			
Self-harming episode requiring professional medical attention	As above	As above	As above
Injury requiring medical attention (serious sprains, possible broken bones)			
Serious Assault or physical fight			
Vehicle accident resulting in major damage (vehicle not driveable) or injury.			
Person continuing to be abusive and/or making serious and aggressive threats (not de-escalating)			
Level 3 - Moderate ECI			
Any incident you are unsure about	Lead Worker ASAP	Program Staff may transfer via discussion with Lead Worker	Lead Worker: * Support Program staff Program Staff: * Monitor/support group * Keep Lead Worker Informed as needed Record using appropriate forms
Minor fight or altercation			
Vehicle incident - minor damage, no injuries			
Any injury not requiring professional medical attention			
Asthma attack / seizure within normal range for the person			
Level 4 - Minor ECI			
Maintenance issues with equipment or facilities	N/A - use routine processes	Program Staff	Record using appropriate forms
Minor first aid matters - small cuts or abrasions			

Responding to Critical Incidents and Emergencies - Simplified Flowchart



For More Details, please see the following sections, starting with [ALL INCIDENTS - START HERE](#).

ALL INCIDENTS - START HERE

- ☐ ALWAYS start with **D R S A B C D** (as per First Aid / CPR Training)
 - D = Check for Danger - only approach an incident if safe to do so.
 - R = Check for response - if someone is hurt or injured, are they responding?
 - S = Send for Help
- ☐ Is an Injured person **NOT responding**? Follow rest of [D R S A B C D Action Plan](#)
- ☐ If calling **Emergency Services** or On-Call have the following information ready:
 - your location (venue proforma)
 - nature of the incident
 - student's medical information (if possible in the circumstances - can be located via Sentral using staff mobile phones).

Catastrophic or Major Incidents

(Life threatening, serious injuries, assaults etc - see [Incident Response Table](#))

- ☐ Call 000 if required
 - ☐ Post to Slack **#_urgent_** channel - "need help at [location]" - only provide more details if you have time.
- If offsite** - call **Urgent JCC On-Call Number** (07 3111 6102). The worker On-call will take on the role of Lead Worker remotely.
- ☐ Lead Worker:
 - is advised of a critical incident and confirms the level of the Incident as per the [Incident Response Table](#).
 - Not Catastrophic or Major - Lead worker advises on appropriate course of action
 - **Yes, Catastrophic/Major**, Lead Worker is now in charge of the incident and
 - will begin the process of supporting the Program Staff
 - Consider if a [Lockdown](#) or [Evacuation](#) is required. Inform staff via **#_urgent_** channel and take action as required.
 - will report to the appropriate internal/external stakeholders.
 - ☐ Program staff will:
 - maintain phone contact with emergency services (if required) and Lead Worker;
 - continue to monitor the group, patient/s and manage the area the incident occurred in;
 - decide with Lead Worker whether to continue/modify or stop the program that is taking place at the time including amended contingency plans;
 - ☐ Post Incident:
 - Lead Worker and Program Staff to complete the incident reports within 24hrs
 - All involved staff to Participate in [Debrief process](#).
 - Students to be offered Debrief processes also.
 - Consider [Employee Assistance Program \(EAP\)](#) support where required.
 - See [Post Incident Process](#) below for further actions.

Moderate ECIs

(Non-Life threatening, minor damage, minor fights or altercations etc - see [Incident Response Table](#))

- ☐ If offsite - call JCC On-Call Number (07 3111 6102).
- ☐ Seek assistance from a second worker and confirm the level of the Incident as per the [Incident Response Table](#).
 - Catastrophic or Major - Call 000 and follow steps above for such incidents;
 - Moderate or Minor - continue managed by Program Staff, supported by other staff as needed.
- ☐ Program staff will:
 - maintain phone/slack contact Lead Worker as necessary;
 - continue to monitor the group, patient/s (if any) and manage the area the incident occurred in;
 - continue with the program when safe/possible to do so.
- ☐ Post Incident:
 - Lead Worker and Program Staff to complete the incident reports within 24hrs
 - All involved staff to Participate in [Debrief process](#) where required (discuss with the Lead worker)
 - Students to be offered Debrief processes where required (discuss with the Lead worker)
 - Consider [Employee Assistance Program \(EAP\)](#) support where required.
 - See [Post Incident Process](#) below for further actions.

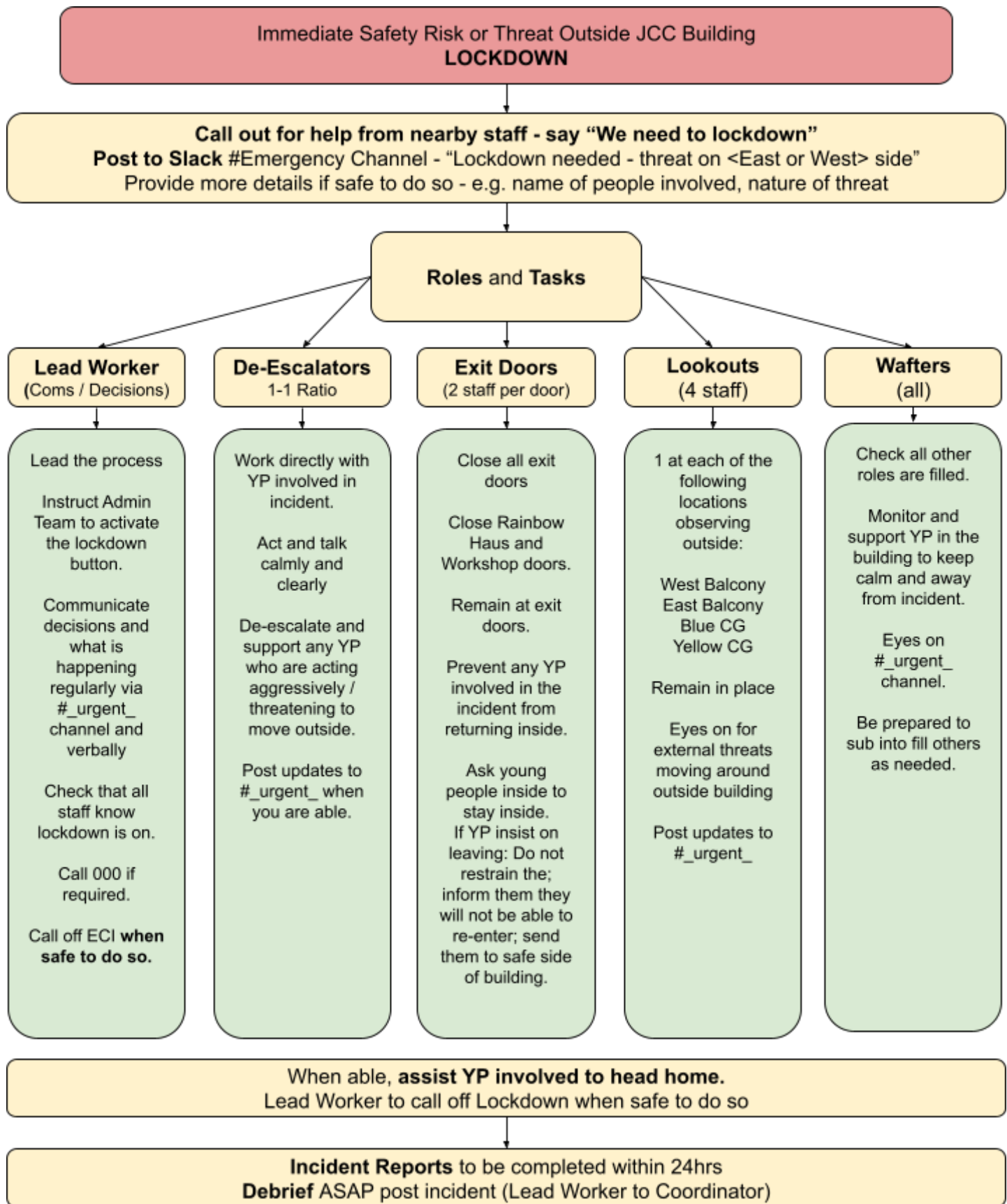
Minor Incidents (not ECIs)

- ☐ Program staff will manage the incident using routine procedures.
- ☐ Not required to seek assistance unless the incident escalates.
- ☐ Post Incident - Program Staff to complete the incident reports within 24hrs
See [Post Incident Process](#) below for further actions.

ALL INCIDENTS - FINISH HERE

- ☐ When it is safe to do so - Lead Worker will:
 - Post "Emergency Over" to [#_urgent_](#) channel.
 - All onsite programs to return to normal - unless instructed otherwise by the Lead Worker.
- ☐ Continue with the [Post Incident Process](#).

Lockdown - Procedure Roles and Tasks



Lockdown Steps

Once Lockdown has been called:

☐ Lead Worker will:

- Inform staff via #_urgent_ channel = "Lockdown now"
- Instruct the Admin Team to activate the lockdown button (locks all doors)
- Check all key roles have been filled, and ask staff to step in, if needed:
 - Exit Doors
 - Look outs
 - Wafters
 - De-Escalators
- Continue to monitor situation and update via #_urgent_ as needed.
- Call Emergency Services, if required.
- Call off the Lockdown ("Lockdown over" via #_urgent_) WHEN SAFE TO DO SO.

☐ Program Staff will:

Carry mobile phones with them at all times.

Respond to Lockdown message and fill the following key roles as required:

○ **De-Escalators:**

***See note below - fill this role with caution.**

If the cause of a lockdown is a person acting violently, or threatening violence, this role can help to de-escalate the situation.

Support any people involved in conflict to move outside the building.

Support those involved in violent conflict to de-escalate. Act and talk calmly and clearly as per [De-Escalation Strategies](#).

Post updates to #_urgent_ when you are able.

***NOTE: Staff are not expected to take on this role if their assessment is that engaging with a violent/angry person is unsafe.** Staff can use their judgement, knowledge of the people involved and knowledge of their own relationships with those involved to make that decision.

○ **Exit Doors:**

2 staff per exit door. Close doors and support young people to stay inside.

If young people insist on leaving despite your attempts to redirect/reassure them: Do not restrain them; direct them to a safe side of the building; inform them that they are leaving your care and may not be able to enter the building again. Before opening a door check that there is no immediate threat outside (use mirrors).

- **Look outs:**

1 at each of the following locations observing outside: West Balcony; East Balcony; Blue CG; and Yellow CG.

Remain in place and (if safe) observe for external threats outside the building.

Post updates to #_urgent_.

- **Wafters:**

Check all other roles are filled. Monitor and support YP in the building to keep calm and away from incident. Close blinds in classrooms.

Facilitate activities/quiet games (cards for e.g.) if needed to help refocus/redirect anxiety.

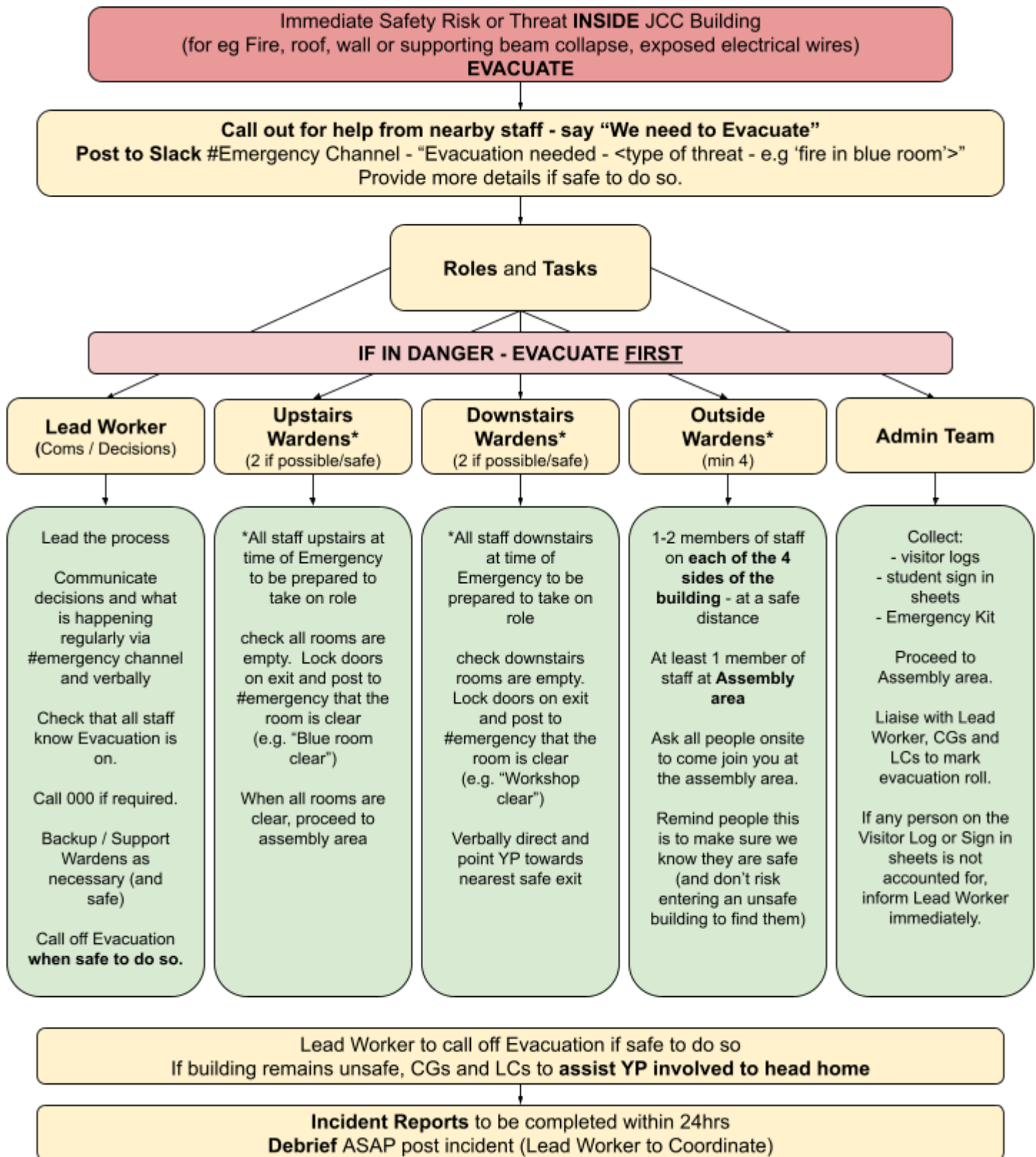
Monitor #_urgent_ channel for updates.

Be prepared to sub into fill other roles as needed.

- **All Staff:**

Continue to monitor the situation and remain on alert until “Lockdown Over” is announced via the #_urgent_ channel.

Evacuation - Procedures, Roles and Tasks



Evacuation Steps

Once Lockdown has been called:

☐ **Lead Worker will:**

- Inform staff via #_urgent_ channel = "Evacuation now"
- Coordinate a colleague (or themselves) to call 000.
- Communicate decisions and what is happening regularly via #emergency channel and verbally
- Check that all staff know Evacuation is on.
- Backup and support Wardens as necessary (and safe)
- Call off Evacuation when safe to do so.

☐ **Program Staff:**

Carry mobile phones with them at all times.

Respond to Evacuation message and fill the following key roles as required and safe

NB: IF IN DANGER - EVACUATE FIRST

○ **Upstairs Wardens:**

2 staff who are working upstairs at the time the evacuation is called.

Post to #_urgent_ "Checking upstairs"

Check upstairs rooms and toilets - call loudly - "Is anyone here, evacuate now please"

When a room is clear: close and lock door and post to #_urgent_ - e.g. "Blue room clear"

Proceed to assembly area when all upstairs rooms are clear.

○ **Downstairs Wardens:**

2 staff who are working upstairs at the time the evacuation is called.

Post to #_urgnet_ "Checking downstairs"

Check upstairs rooms and toilets - call loudly - "Is anyone here, evacuate now please"

When a room is clear: close and lock door and post to #_urgent_ - e.g. "Music room clear"

Proceed to assembly area when all downstairs rooms are clear.

○ **Outside Wardens:**

1 Staff member to walk directly to the [Emergency Assembly Area](#).

1 - 2 members of staff to position themselves on each side of the building, at a safe distance.

Direct all people exiting the building to the Emergency Assembly Area.

If young people ask to leave, redirect them and explain we need to know where they are so that no-one re-enters the building, and puts themselves in danger, to go looking for them.

If the young person insists on leaving, and you are unable to redirect them: Do not restrain them; post to #_urgency_ "<name of young person> has left and headed towards <direction headed>.

❑ **Administration Team:**

- Collect:
 - visitor logs
 - student sign in sheets
 - Emergency Kit (includes spare vehicle keys and first aid kit).
- Proceed to the Emergency Assembly Area.
- Liaise with Lead Worker, CGs and LCs (using sign in sheets) to mark evacuation roll.
- If any person on the Visitor Log or Sign in sheets is not accounted for, inform Lead Worker immediately.

❑ **At the Emergency Assembly Area:**

Community Group Coordinators to gather their group together and mark the roll.
If any young person present on the day is not accounted for, inform the Lead Worker Immediately.

❑ **Returning to the building:**

No-one is to return to the building until the Lead Worker has announced it is safe to do so.

If building remains unsafe, CGs and LCs to assist YP involved to head home. Lead worker and Administration Staff to assist with logistics.

Emergency Assembly Area



D R S A B C D Action Plan



First aid fact sheet

DRSABCD action plan



Danger Check for danger and ensure the area is safe for yourself, bystanders and the patient.



Response Check for a response: ask name and squeeze shoulders. **NO RESPONSE?** Send for help. **RESPONSE?** Make comfortable; monitor breathing and response; manage severe bleeding and then other injuries.



Send for help Call **Triple Zero (000)** for an ambulance or ask a bystander to make the call. Stay on the line. [If you are alone with the patient and you have to leave to call for help, first turn the patient into the recovery position before leaving.]



Airway Open the patient's mouth and check for foreign material. **FOREIGN MATERIAL?** Roll the patient onto their side and clear the airway. **NO FOREIGN MATERIAL?** Leave the patient in the position found, and open the airway by tilting the head back with a chin lift.



Breathing Check for breathing Look, listen and feel for 10 seconds. **NOT NORMAL BREATHING?** Ensure an ambulance has been called and start CPR. **NORMAL BREATHING?** Place in the recovery position and monitor breathing.



CPR Start CPR: 30 chest compressions followed by 2 breaths. Continue CPR until help arrives, the patient starts breathing, or you are physically unable to continue.

Defibrillate Apply a defibrillator as soon as possible and follow the voice prompts.

In a medical emergency call Triple Zero (000)

DRSABCD Danger ► Response ► Send for help ► Airway ► Breathing ► CPR ► Defibrillation

Post Incident Process

At the conclusion of an ECI The Lead Worker should take the following steps:

- ☐ Seeks assistance from a fellow member of the ELT team or the College Business Manager. This second person is there to offer support and feedback while the lead worker considers the next steps of action.
- ☐ Reviews the [Incident Response Table](#) and determines who needs to be informed about the incident.
 - For Catastrophic and Major incidents - contact the Board Chair ASAP. Depending on the nature of the incident, The Board Chair may need to work alongside the Lead Worker through the Post Incident Process.
 - Consider who would be helpful to advise further on next steps.
See [Useful Numbers and Contacts](#) below - for example:
 - Independent Schools Queensland - School Advice Service
 - External Practice Support Consultants
 - Hundt Law (JCC's solicitors)
 - Consider whether the school needs to be closed. If yes - see the Appendix [Emergency Closure Process](#) below.
- ☐ Coordinate a [Debrief Process](#) for staff and students (separately).
- ☐ Within 24 hours - Complete an Incident report, and remind all staff involved to submit incident reports.
- ☐ **If any person was harmed during the incident, or the incident gives rise to concerns that somebody could be harmed**, consider who should be informed. Consider especially the following:
 - [Child Protection Policy](#)
 - [Child Risk Management Strategy](#)
- ☐ Determine who will be responsible for answering any media queries (if any). See Appendix below - [Responding to media questions](#).
- ☐ Establish and maintain an **Incident Management File** that records the actions taken in response to an incident. Depending on the nature of the incident, the file should be stored as follows:
 - Highly sensitive incidents: [Co-Principals Shared Drive Highly Sensitive Incidents](#)
 - Sensitive Incidents requiring ELT, but not all staff, access: [ELT Shared Drive - Sensitive Incidents](#)
 - All other Incidents where all staff access will not jeopardise confidentiality: [JCC Staff Share - Incident Reports - Critical Incident Management Files](#)

There is an [Incident Management Template available here](#) (make a copy before editing).

Useful Numbers & Contacts

Police, Fire or Ambulance 000 (112 will also work from a mobile phone)

Police Link 131 444

JCC On-Call Number 07 3111 6102

State Emergency Service 132 500

Poisons Information Hotline 131 1265

ISQ - School Advice Service 3228 1515

Explain you are calling to get support around a Critical Incident and the nature of the incident. An appropriate ISQ team member will call back.

Solicitor (Richard Hundt) (07) 3741 6905

Board of Directors

[The CLL Directors Register here](#) contains up to date contact details.

Building Maintenance 0478 110 083

First Response Maintenance Solutions - Chris Constable

Practice Support (e.g. Debriefing or Decision Making Support for Key Leaders)

The Head of Organisational Development maintains a contact list of key external consultants that have supported JCC in the past in this regard. Examples include: The Seedlings Group; Unique Outcomes (pAul Montgomery in particular), Chris Pye (from a Single Step Consulting)

Appendix 1 - Emergency Closure Notification Process

Src: [ISO Sharepoint](#)

If you close your school or Early Childhood Education and Care Centre (ECEC), or you are directed to close as a result of a major weather event, emergency or public health crisis, your school and ECEC are encouraged to follow the following notification processes.

Closure process

The following email is required by the Department of Education.

To: qed-emergency@qld-doe.nogginapp.io

CC: emergency@isq.qld.edu.au

Subject: CLOSING, Date, School Name

Body of email:

1. School name
2. School address
3. School closure date
4. Reason for closure
5. Name of authorised person at your school.

Communicate the school closure via Sentral (communication module) and JCC's Social Media Pages. If possible, provide a date for when the school will be re-opened.

Reopening process

Advise the Department of Education and ISQ when your school has re-opened. All school closures will be displayed on the [Department's website](#). The following is required by the Department of Education.

Email: qed-emergency@qld-doe.nogginapp.io

CC: emergency@isq.qld.edu.au

Subject: OPENING, Date, School Name

Body of email:

1. School name
2. School address
3. School opening date
4. Reason for opening
5. Name of authorised person at your school

Communicate the school's re-opening via Sentral (communication module) and JCC's Social Media Pages.

Appendix 2 - Debrief Process

Following an ECI, and depending on the severity level, all staff and students involved should be given the opportunity to participate in an incident debrief.

The purpose of the debrief is to help reduce the traumatic impact of an event by fostering a connection between those who experienced it, to support their capacity to cope with it and provide education about the potential impacts (trauma).

Staff and Student Debriefs need to be facilitated separately. This ensures staff are able to talk freely - for example, it mitigates the risk of a staff member accidentally disclosing sensitive student information to other students that are present.

Following an incident, a member of the Executive Leadership Team (ELT) takes responsibility for

1. Determining if a debrief is required (one MUST be offered for catastrophic or major events);
2. Deciding if a debrief can be facilitated by themselves, or delegating this to another, suitably qualified and experienced member of staff, or an external facilitator.
3. Coordinating the debrief session (if one is required), including:
 - a. Time
 - b. Location
 - c. Who will facilitate the debrief - a debrief can be facilitated by a member of the ELT elves, or delegating this to another, suitably qualified and experienced member of staff, or an external facilitator.
4. Communicating details of the debrief session to all staff.

Resources to support a debrief process are available [in this folder on the JCC Staff Share](#).

Appendix 3 - Responding to Media Questions

On receipt of a request from the media for comment, all staff (including Lead Workers) take the following steps:

1. Respond courteously and professionally to media and ask for:
 - their contact details
 - who they work for
 - details of the information being sought
 - a return contact number.
2. Advise the journalist that a media officer will return their call as soon as possible.
3. If pressed for comment, advise:
 - that you “can neither confirm nor deny any statements”
 - that you are not the appropriate person to respond to questions.
4. Advise the Lead Worker, or another a member of the ELT team ASAP and provide the details collected in step 1.
5. Before responding, the Lead Worker will liaise with the Board Chair to determine who should act as media officer/liaison.

Appendix 4 - De-Escalation Strategies

Adapted from [Education Queensland Fact Sheet: Prevention and De-escalation of Risk Behaviour](#)

De-escalation is a skill that can be learnt, but it is important to use the right strategy, at the right time, for the right student. What works for one student may not work for another. Understanding what works and why is important if the de-escalation strategy is going to be successful. Strategies you might employ include:

- **Acknowledging the student:** validate the student's emotions, confirm to them that it is legitimate to feel upset, angry, exhausted or betrayed. Respond to the emotion they are expressing and not the emotional intensity.
- **Agree with the student:** if it is possible to do so. Find some truth in what is being said or expressed by the student. This reduces the conflict and can assist in being solution focused, preventing escalation. This doesn't mean giving in, or accepting that everything they say is valid, it is about finding some truth in what they are expressing; it is simply a way to move towards resolution and avoid conflict in the short term. Once the conflict is over and the immediate risk has been managed, it is possible to find time to explore the situation as a whole.
- **Use clarification:** if a student is very upset it can be difficult for them to express what they are saying meaningfully. Using statements to help clarify meaning, rather than assume what the student means can be helpful in de-escalating. For e.g.:
'Are you saying that you feel angry towards Billy?'
'Do you mean you feel like you want to hurt yourself?'
'Are you telling me you feel lonely?'

By ensuring you understand what the student is expressing, you will be better able to provide an appropriate response and de-escalate the situation.

- **Offering choices, options and boundaries:** this means defining what the options are and identifying the possible natural consequences for the student, dependent on the decisions they make. This is not the same as using a threat and should not be presented as a threat. Do not use statements that include potential or known triggers for the student. As a situation escalates it can be very effective to offer options, for example:
'Stay here and we can try and work something out together. I want you to be safe.'
'I understand that you have left your phone at home. Please don't yell at me. When you stop yelling we can work it out together.'
- **Distract the student:** Very early in a situation, **before a student is upset**, but as soon as you realise this is likely to happen, it might be helpful to use distraction. For example change the topic, ask a question about something you know is of interest to the student, ask the student to help you with something away from the situation you are worried about. Use a strategy that interrupts the situation and diverts attention of the student to something else. Distraction can be a very effective short term solution for preventing **escalation** of a situation

In terms of using de-escalation strategies effectively, it is important to consider your communication style. This includes not just what you say, but how you say it and your accompanying body language.

If you notice that you find it difficult to help students de-escalate, this is an excellent thing to reflect on and get support with. As stated above - De-escalation is a skill that can be learnt and improved over time.

Additional Resources about De-Escalation Strategies

- Reachout: [How to calm down an angry teenager](#)
- NSW Health: [How can I de-escalate a situation when someone is angry or agitated?](#)
- Tas Health: [10 Things to Do | 10 Things to Avoid](#)
- QCOSS (free) Online Training: [Facilitate Responsible Behaviour](#)

Isolating and Separating Students in Conflict

Sometimes students escalate conflicts amongst themselves quickly, before it is possible to prevent. In such situations, separating and/or isolating the students in conflict can help to de-escalate a situation.

Emergency response	Procedure	Follow-up
Isolate To separate person or incident from the school community	1. Ask the person or people involved to go with you to a specific spot- this spot needs to be open and visible by other staff where possible. 2. If an open space isn't appropriate, find a room that can be closed if required. 3. If the person/ people involved will not move away, get other people who are nearby to leave and go to another part of the school. Ask other staff to support this. 4. Be clear that other school community members need to stay away from the situation. 5. We may need to ask someone to collect the young person or drive them home.	Be clear about the follow-up with person: When can they come back to school? Do they need a meeting time or do they need to call the office and make a time?
Separate To keep particular individuals apart.	1. Ask other staff members for assistance. 2. Identify where each person will go. Try to create a large space between these locations. ie. upstairs and downstairs or inside and outside. In some cases we may need to utilize lockable spaces for people's safety. 3. We may also need to drive people home if they are agitated or upset. 4. Communicate what is happening with all staff asap.	Be clear about the follow-up with each person: When can they come back to school? Do they need a meeting time or do they need to call the office and make a time?

Worker Self Assessment Before Entering into a Difficult Situation

Assessment before responding to a young person who appears to be heightened or is behaving in a way that is outside the College Principles.

Self assessment	Check in with yourself, how are you feeling? Do you have any other things going on that could be adding tension to your response? What assumptions or feelings are you having and how are they impacting on your response to the situation? Can you activate your vagus nerve to calm down your fight/ flight/ freeze response? Can you stay calm and curious?
Situational assessment	What is actually happening? Why do you believe it requires a response? Does this issue need to be dealt with immediately or is it something that can be followed up later?
Assessment of the young person/ or individual you are responding to	What is going on for the young person- Are they highly stressed/ Do they look like they are having a difficult time/ What has been going on for them over the past few days?
Relationship assessment	Think about your relationship with the young person. How can your approach help to develop a relationship? Is there someone who has a stronger relationship with this young person who can help with our response?
Power assessment	Consider the kind of power you are thinking of using and why you are using this type of power. (Power over, power with)

Existing Prevention Strategies used at JCC

Area	Action	Intention
Staff	Always working in a calm and intentional way is critical to containing and de-escalating emergencies and helps ensure that we do our best work. Self-awareness is a critical component to staying calm. A commitment to growing our own self awareness underpins this. Staff to do a self assessment” Can I do my work today”. Co-workers to check in with other staff “are you ok? Can you do your work today?” Self- reflection as a part of staff development. Getting to know ourselves and how we think/respond/work. Staff to utilize professional supervision to help mitigate the impact of aspects of the work on their wellbeing. grounding and connecting check-ins at the beginning of each day with the whole staff team.	It is important that workers are calm and intentional as the work is complex and multi-dimensional. There are times when it is OK to leave work or not come to work if you are not able to be calm and intentional. This must be communicated with Co-principals.
Students	All young people agree to working within the 5 R’s on enrolment. Young people experience an orientation process to help them understand how the college works and to help build relationships with others from the beginning of their enrollment. Staff work with young people to identify any known conflicts. Community Group Coordinators check in with young people in the morning and can identify if anyone is not in a good frame of mind. Offsite activities are staffed according to the support needs of young people attending. Young people have access to “Alternative to Violence” Camp program. (AVP) and conflict resolution processes.	We start from a relational basis with young people. We use conflict resolution techniques to model how to address issues in non-violent ways. All young people have the capacity to find non-violent ways to resolve issues.
Visitors	Check in about conflict of interest or potential conflicts when inviting non-students to the college. Visitors must arrange ahead of time to be able to come onsite. Visitor Identification processes in place- sign in at the office and wear a Visitor sticker.	We know who is coming to visit. We are prepared for any potential conflicts.
Communication	All staff carry work mobiles. We use the #on-site and #_urgent_ channels as needed. We communicate calmly and intentionally We regularly review our incident management processes and debrief and learn from incidents. An Incident is still happening until it has been called off by a staff member.	A calm and clear mode of communication can help contain and de-escalate situations. A culture of continuous learning and improvement is fostered.