CRITICAL/TRAUMATIC INCIDENT MANAGEMENT POLICY

Updated 24 January 2013
CRITICAL/TRAUMATIC INCIDENT MANAGEMENT POLICY

DEFINITION

A critical incident is any situation faced by members of a school community causing them to experience unusually strong emotional reactions which have the potential to interfere with their ability to function either at the time the situation arises or later.

RATIONALE AND GUIDING PRINCIPLES

Emergencies and critical incidents in schools are not uncommon experiences. Such events may directly or indirectly affect a number of students, teachers or other members of the school community. How the school responds to a crisis will determine both the immediate and longer term impact on the school community. Appropriate management of critical incidents may minimise the disturbance to the school.

Preparation and training aim to improve the school’s ability to respond quickly and effectively to the needs of the school community.

The guiding principles of the Flagstone State Community College Critical Incident Management Plan will be:

- to maintain the physical and emotional safety of all members of the school community, and
- to assist in recovery and return to normal functioning.

The plan will be consistent with Flagstone State Community College’s emphasis on quality learning and caring and respect for individuals.

THE CRITICAL INCIDENTS MANAGEMENT TEAM

This team is made up of the Principal (Jude Fox), Deputy Principal (Greg Coleman), Business Services Manager (Anna MacDonald), Work Place Health and Safety Officers (Jeff Ludlow and Carrolyn Wells), administration officer (Irene Rowley) and staff members (Michael Odgers).

It is responsible for ensuring that our school has in place the plans, strategies and relationships required to effectively manage any critical incident affecting members of our community.

A process of on-going planning, training and 6 monthly reviews will operate in order to meet these objectives.

CRITICAL INCIDENT AND PLANNING RESPONSE TEAM ROLES

1. Meet, liaise and establish the facts
2. Decide level of response - either level one, level two or level three
3. Activate Management Plan
4. Oversee plan in action
5. Monitoring and support phase
6. Debrief
7. Follow-up and Review
<table>
<thead>
<tr>
<th>No.</th>
<th>Position</th>
<th>Executive function</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Principal</td>
<td>2.3, 2.4, 5, 6</td>
</tr>
<tr>
<td>2.</td>
<td>Deputy Principal</td>
<td>2.1</td>
</tr>
<tr>
<td>3.</td>
<td>Workplace Health and Safety Officer</td>
<td>2.5, 2.7</td>
</tr>
<tr>
<td>4.</td>
<td>Guidance Officer</td>
<td>3, 4</td>
</tr>
<tr>
<td>5.</td>
<td>Registrar</td>
<td>2.2, 2.6</td>
</tr>
</tbody>
</table>
CRITICAL INCIDENT AND PLANNING RESPONSE FLOW CHART

Critical Incident

Administration Notification Stand Alone Emergency Number Ext 308

PRINCIPAL

Critical Incident Team Meets

Level 1 Response
eg
• mass student altercation
• small fires
• minor incidents involving an outside agent
• minor incidents with intruders
• family trauma

Level 2 Response
eg
• major accident (on/off campus) involving Flagstone State Community College students / staff but not resulting in serious injury
• fire or other environmental impact causing significant damage or loss of property
• minor incidents involving police action
• death of student or staff member (off site/ outside school hours and not associated with school activity

Level 3 Response
eg
• death or serious injury to students on site or on school activity
• serious threats by intruders
• natural disasters
• serious chemical spill

As detailed on following sheets
As detailed on following sheets
As detailed on following sheets
TRAUMATIC EVENTS RESPONSE

Level 1 Response: to incidents such as:

- mass student altercation
- small fires
- minor incidents involving an outside agent
- minor incidents with intruders
- family trauma

Level 2 Response: to incidents such as:

- major accident (on/off campus) involving Flagstone State Community College students/ staff but not resulting in serious injury
- fire or other environmental impact causing significant damage or loss of property
- minor incidents involving police action
- death of student or staff member (off site/outside school hours and not associated with school activity)

Level 3 Response: to incidents such as:

- death and/or serious injury to student/s/staff on site or on school activity
- threats of personal injury/death from armed intruders
- natural disasters
- chemical spill that physically impacts on school personnel
LEVEL 1 RESPONSE

1. Staff member determines emergency and immediately contacts 308

2. Assessment of necessary follow-up

   2.1 Reporting staff member provides details such as location, numbers affected, type of emergency, risks associated to office staff – report directly to Principal

   2.2 Principal activates appropriate procedures.

   2.3 Principal authorises administration staff to contact appropriate authorities eg

   - Police, Fire, Ambulance 000
   - Energex 136262
   - Q Build 34048499
   - Regional Facilities Manager (Peter Kingston) 5562 4821

   2.4 Principal to contact District Office 3804 9608

   2.5 Principal to manage information / media

   2.6 Workplace Health & Safety Officer to collect information on incident (witness, statements etc)

   2.7 Further first aid response if required

Establish debrief procedures

   3.1 identify individuals or groups of affected students/staff

   3.2 provide counselling / support

   3.3 Principal to communicate issues/outcomes to community

4. Establish follow-up and longer term monitoring of affected students and staff

5. Check all stakeholders have been informed of conclusion of incident

   5.1 report to Education Qld as required - District Office
6. *Determine if review of Critical Incident Plan is needed and set date.*

**LEVEL 2 RESPONSE**

1. Staff member determines emergency and immediately contacts 308

2. **Assessment of necessary follow-up**
   
   2.1 **Reporting staff member** provides details such as location, numbers affected, type of emergency, risks associated to **office staff** – report directly to **Principal**

   2.2 Principal activates appropriate procedures.

   2.3 **Principal** authorises **administration staff** to contact authorities eg
   - Police, Fire, Ambulance 000
   - Energex 136262
   - Q Build 34048499
   - Regional Facilities Manager (Peter Kingston) 5562 4821
   - District Office Trauma Response Team 38074943

   2.4 **Principal** contacts District Office 3804 9608

   2.5 **Principal** to manage information / media
   - facilitate appropriate dissemination of information
   - facilitate contact in and out records

   2.6 **Workplace Health & Safety Officer** to collect information on incident (witness, statements etc)

   2.7 Further first aid response if required

3. **Establish debrief procedures:**

   3.1 identify individuals or groups of affected students/staff

   3.2 provide counselling/support with appropriate specialist
support services if required

4. *Establish follow-up and longer term monitoring of affected students and staff*

5. *Check all stakeholders have been informed of conclusion of incident*

   5.1 **Principal** to report to Education Qld as required - District Office

6. *Determine if review of Critical incident Plan is needed and set date.*
LEVEL 3 RESPONSE

1. Staff member determines emergency and immediately contact 308

2. Assessment of necessary follow-up
   
   2.1 Reporting staff member provides details such as location, numbers affected, type of emergency and risks associated to office staff - reported to Principal
   
   2.2 Principal activates appropriate procedures
   
   2.3 Principal authorises administration staff contact appropriate authorities eg
       
       Police, Fire, Ambulance 000
       Energex 136262
       Q Build 34048499
       Regional Facilities Manager (Peter Kingston) 5562 4821
       District Office Trauma Response Team 38074943

   2.4 Principal to contact District Office 3804 9608
   
   2.5 Principal to manage information / media
       
       - facilitate appropriate dissemination of information
       - facilitate contact in and out records

   2.6 Workplace Health & Safety Officer to collect information on incident (witness, statements etc)

   2.7 Further first aid response if required

   2.8 Principal to notify Division of Workplace Health & Safety for injuries requiring hospital admission (submit FORM 3 [Appendix G] within 24 hours)

3. Establish debrief procedures

   3.1 identify individuals or groups of affected students and staff

   3.2 provide counselling/support with appropriate specialist support services if required/establish counselling centre
3.3 provide information and referrals to wider school community

3.4 ensure Critical Incident Planning and Response Team debrief

4. Establish follow-up and longer term monitoring of affected students and staff

4.1 wider school community liaison and referral

5 Check all stakeholders have been informed of conclusion of incident

5.1 Principal to report to Education Qld as required - District Office

6 Determine if review of Critical Incident Plan is needed and set date.
APPENDIX A

EVACUATION PROCEDURES

In the event of a fire or other emergency, the most important consideration is the safety of students and staff. This is most effectively accomplished by immediately evacuating buildings in an organised manner, and by then maintaining supervision of students outside the buildings.

EVACUATION FROM BUILDINGS

1. ALARM

If any teacher discovers the outbreak of fire anywhere in a building, the Office must be notified immediately on extension 308. The office staff will notify the Deputies and the Principal if none available contact WHSO on 393 or 359. The Principal (or Deputies if Principal is unavailable) will order evacuation and direct office staff to contact emergency services.

Sound Alarm: The signal for a fire will be the continuous blast of the siren for approximately one minute.

The Administration/Office staff will phone the Fire Brigade and Police - 000.

2. EVACUATION

On hearing the fire alarm, teachers in charge of classes must:

• switch off all machines and gas supplies in use and ensure the safety of dangerous chemicals in use, if time permits,
• In rooms where Emergency Stop buttons are located, these must be pushed.
• direct students to stand, leave bags and equipment behind and exit the room,
• close all windows and doors.
• check that the room is clear and escort students in an orderly class group to the evacuation area, following evacuation paths.
• Staff with special duties should clear their class, pass the class onto the closest available colleague to escort to the evacuation area, then proceed to carry out their special duties (this includes Block Check people)

Under no circumstances will teachers or students delay this evacuation by “setting homework”, “finishing off a problem” or “packing books” etc. The teacher’s direction should instruct student to:

• Stand, the evacuation alarm is sounding and evacuate the building;
• Remain in this class group and move quickly and quietly to the evacuation assembly area, the Sports Oval unless otherwise specified;
• On arrival at the assembly area, move into your form groups and sit in alphabetical order as done on year parade.
All other school personnel must evacuate. This includes cleaners, teacher aides, and teachers on spares, volunteers and canteen helpers.

The Deputy Principal (Evacuation Supervisor) will collect UHF from the office to be able to report back to the office regarding the evacuation and all clear.

The Janitor and Groundsman will establish posts at the school gates, while the designated person will move to the roundabout adjacent to the school to guide emergency services to the location of the incident.

Office staff along with visitors to administration will evacuate and move to the oval where they will manage the reconciliation of rolls and absentee information. The administration officer will collect the master rolls, daily absence sheet, visitor and volunteer books from the office and take them with her to the oval to assist in locating missing persons.

The BSM will remain in the locked office to co-ordinate communications. Students in sick bay will remain with the BSM. The BSM will evacuate the building along with sick bay patients in the event of danger or threat and relocate to the Primary School.

3. EVACUATION ROUTES AND ASSEMBLY AREAS

- Check the Evacuation Procedures map for the various routes to be followed and the location of the oval at the rear of the school.
- Once they reach the assembly area, students are to line up in their form groups in alphabetical order.
- Forms must remain quiet and orderly under the supervision of their form teacher until the all clear is given.
- Staff are to actively supervise their form class.
- Year Co-ordinators are responsible for their year levels.

4. MARKING ROLLS

- TEACHERS MUST COLLECT A PAPER FORM ROLL FROM TANYA HIELSCHER
- Teachers are to mark form rolls immediately they arrive at the assembly area and report to Tanya with the completed roll
- Report any student who is missing to Jeff Ludlow (or Carrolyn Wells if Jeff is not present)
- No staff or students are to leave the grounds during this process, unless directed by the Evacuation Supervisor/Police.
### BLOCK CHECKS

Block Supervisors instructions:

1. Pass your class onto the closest available colleague to escort to the evacuation area.
2. Proceed to carry out your Block Check.
3. When your block is checked and secured (all rooms checked, windows and doors closed and emergency stops activated), report to the Evacuation Supervisor to indicate such.
4. Proceed to mark roll and report missing students to Jeff.

<table>
<thead>
<tr>
<th>BLOCK CHECK SUPERVISOR (Orange vest)</th>
<th>BLOCK SUPERVISOR</th>
<th>BACK-UP DURING ABSENCE</th>
<th>CHECKED</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>Anna MacDonald</td>
<td>Irene Rowley/Eli Barrenechea</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ed Services</td>
<td>Narelle McDonald</td>
<td>Tanya Hielscher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POD 1</td>
<td>Shirley Van Zyl</td>
<td>Kathy Brown/Champa Rubasingha</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POD 2</td>
<td>Sam Hall</td>
<td>Nad Pillay</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POD 3</td>
<td>Sharon Schiewe</td>
<td>Suzanne Klatt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior Learning Centre</td>
<td>Tercia Harrison</td>
<td>Kane Corby</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior Laboratories</td>
<td>Robert Wonson</td>
<td>Don Kay</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amenities 1 (blue)</td>
<td>Michaela Simmonds</td>
<td>Kyle Bateson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amenities 2 (red)</td>
<td>Michael Smit</td>
<td>Michael Odgers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amenities 3 (white)</td>
<td>Alese Woods</td>
<td>Jacqui Youngman</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resource Centre</td>
<td>Emma Drover</td>
<td>Deb Lorenti</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Canteen</td>
<td>Kathy Rixon</td>
<td>Jan Sergeant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science Tech – Man Arts</td>
<td>Jeff Ludlow</td>
<td>Tim Chappell</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science Tech – Arts</td>
<td>Sally Jones</td>
<td>Jody Swader</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science Tech – Science</td>
<td>Carrolyn Wells</td>
<td>Kerenza Ortlipp</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science Tech – Home Ec</td>
<td>Sharon Kruger</td>
<td>Alyssa Norman</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff Centre One</td>
<td>Maree Robinson</td>
<td>Ludmila Golis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff Centre Two</td>
<td>Kula Bhullar</td>
<td>Melissa Billing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sports Centre</td>
<td>Bryce Lalor</td>
<td>Luke Nicholas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performing Arts</td>
<td>Kristy-Lee Shepherd</td>
<td>Enessa Phillips</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music/Multimedia</td>
<td>Justin Tan</td>
<td>Kylie DeCalmer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ancillary Services (proceed to back gate)</td>
<td>Mark Henry</td>
<td>Pat Mackle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grounds Shed (proceed to front gate – admin)</td>
<td>John Leech</td>
<td>Robert Flood</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Roundabout (to guide emergency services)</td>
<td>Nathan MacKenzie</td>
<td>Josh Sealey</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
• **ALL CLEAR**

The Evacuation Supervisor will report (via the UHF) to the BSM in the Administration office to sound the “All clear”. This will be indicated via the PA with the sound of the normal school bell. Staff and students will be notified of arrangements for the next lesson. Students then return in an orderly fashion to the classroom previously evacuated and then move on to the lesson as notified.

5. **EVACUATION DURING RECESS**

Students move immediately to the evacuation assembly area staying well clear of buildings. Teachers on Play Ground Duty will direct students away from buildings to the evacuation assembly area. There they should form into orderly class groups. All staff and school personnel will move quickly to the evacuation assembly area. Form teachers are to mark rolls. Roll reconciliation and block checks are to be carried out as per normal procedure. When the “all clear” is given, students move on to the next lesson as notified.
APPENDIX B

FIRE PRECAUTIONS

1. Electrical Equipment - General

The following rules should be followed throughout all sections of the school where they apply:

- Electrical installations should not be interfered with in any way.
- Electrical urns should be switched off when not in use.
- A-V Equipment (e.g. OHPs) should be switched off when not in use.
- **Master Switches.** In sections where this is practicable, Master Switches should be thrown off before closing for the weekend.
- In all sections Master Switches should be thrown off before closing for the Christmas vacations.
- Computers should be switched off at end of day. At weekends (or when a storm is threatening), power cords should be detached from power points.

2. Home Economics

Please ensure that stoves, irons, sewing machines and other electrical appliances are switched off both at the machine and at the wall when not in use. Students should be warned of the danger of leaving equipment switched on. Faulty appliances, cords, etc. must not be used. Such faults should be reported to the Registrar so that the equipment may be repaired.

3. Industrial Technology

The proper safety precautions should be observed when using any power equipment. This equipment should be turned off at the machine and at the wall when not in use. All equipment must be maintained according to standard operating procedures, and operators trained in correct use.

4. Laboratory

All safety precautions for the storage and use of chemicals etc., as per “Science Safety Manual” should be observed. In particular, Bunsen burners are to be turned off when not in use. There must be no interference with them. All students should be warned of the dangers of negligent behaviour. Damage to installations must be reported promptly to the BSM so that repairs can be effected.

5. Art

Paints, linseed oil and any other inflammable materials should be carefully stored away. Education Department regulations concerning the use of naked flames, melting wax when making batik, and the use of kilns and other specialised equipment must be strictly observed. In particular, kilns must only be used overnight.
APPENDIX C

“LOCK IN” PROCEDURES

This is used when there is critical danger to students and staff in school grounds.

The warning is a continuous ringing of the normal school bell for one minute.

PROCEDURE

1. Students in Classroom
   - Sitting on the floor away from windows.
   - Close and LOCK all windows and doors (including access doors).
   - If possible move students away from windows and doors.
   - If danger is in near proximity, sit students on floor out of sight.

2. Students in ST02
   - Moved into corridor outside of Manual Arts Classrooms
   - All procedures above as relevant

3. Students outside of classroom and on ovals during sport or recess
   - Students need to go straight to the nearest building by the shortest possible route.
   - Staff on playground duty are to unlock buildings in their area and escort students inside.
   - Once students are in the building they need to sit down immediately on the floor away from windows and doors.
   - After students have entered the buildings all the doors and windows will be locked.

4. Staff and Volunteers
   - Staff already in rooms are to remain inside and close and lock all windows and doors.
   - Staff already in buildings need to allow other staff and students to access the building where necessary.
   - Staff outside rooms are go to nearest block and direct any student in the grounds to go with you.
   - This includes teacher aides and ancillary staff as well as tuckshop volunteers and visitors.

4 The all clear will be the same continuous ringing of the school bell and the all clear message over the PA system.
APPENDIX D

A Sample letter to Parents from the Principal

School Letterhead

Date

Dear Parents,

Yesterday two of our Year nine students were tragically killed and two others were injured during a sudden storm at the Year nine camp at Laky Jerrybone. The students were struck by a sheet of roofing iron from an abandoned farmhouse as they sheltered in their tent.

__________ and * ______________ were killed instantly. # ____________ and # ____________ received a broken arm and broken ribs respectively and were discharged from hospital after an overnight stay.

I have visited the parents of * ____________ and * ____________ and offered them the condolences of our whole school community together with any support or help we are able to give.

Your sons and daughters may be affected by the deaths of our students and we have made some plans to provide support for them at school if needed. I will advise you further of these shortly.

It would be best school routine to continue as normally as possible and students should attend school regularly. Reactions of students will vary and may include crying, not wanting to talk, or wanting to talk, wanting to be alone, anger, lack of concentration, sleeping or eating problems. Should you or your child feel the need for professional help or counselling, please contact me or the Guidance Officer, ________________, who will be able to advise on procedures.

Yours sincerely,

Principal

This letter has 5 functions. It tells parents:

• the facts
• what the school had done
• the school’s plan
• how students may react
• how to get help
APPENDIX E

TELEPHONE THREAT (RESPONSE CHECK LIST)

A. RESPONSE BY RECEIVER OF CALL

- Record the exact wording and nature of the threat.
- Note the time, date and if possible phone number on phone display panel.
- Ask the following questions and record the answers.

<table>
<thead>
<tr>
<th>IDENTIFYING/LOCATING THE CALLER</th>
</tr>
</thead>
</table>

(Tick the appropriate box)

**Caller's Voice / Locating**

- Male
- Female
- Old
- Young
- Slow
- Rapid
- Soft
- Loud
- Laughing
- Emotional
- Well Spoken
- Foul
- Slurred
- Nasal
- Stuttering
- Lisping
- Rasp
- Abusive
- Incoherent
- Recorded
- Deep breathing
- Cracking voice
- Disguised
- Accented
- Familiar
- Inconsistent
- Irrational
- Message read by caller

**Background Noises**

- Stress noises
- Crockery
- Voices
- PA System
- Music
- Animal Noises
- House noises
- Motor
- Aircraft
- Office Machinery
- Long Distance
- Local
- Clear
- Muffled
- Static
- Fading
- Factory Machinery

- Other Details

---

Date: __________________
Time: __________________
Phone No: __________________
Receiver of Call: __________________
Duration: __________________
Signature: __________________
Follow pre-arranged telephone or switchboard procedures to assist in tracing the call. (eg leave phone off the hook, notify police using another telephone)

B. RESPONSE BY PRINCIPAL

1. Notify police (Request trace of call)
2. Assess seriousness of threat
3. If evacuation is necessary, check exit route for suspicious objects, then follow the agreed evacuation plan.
APPENDIX F

OFFICE RECORD OF CALLS (INCOMING /OUTGOING)

Date: _________________ Time:___________ Incident: _________________

Callers Name: _____________________________________________________

Student’s Name: ____________________ Class: ________

Message: _________________________________________________________

_________________________________________________________________

Response Given: ___________________________________________________

_________________________________________________________________

_________________________________________________________________

Taken By: _________________________________________________________

……………………………………………………………………………………………….

Date: _________________ Time:___________ Incident: _________________

Callers Name: ______________________________________________________

Student’s Name: ____________________ Class: ________

Message: _________________________________________________________

_________________________________________________________________

Response Given: ___________________________________________________

_________________________________________________________________

_________________________________________________________________

Taken By: _________________________________________________________
HOW DO I USE THIS FORM? ⇒ USER GUIDE on last page.

OFFLINE HEALTH AND SAFETY INCIDENT REPORT FORM
(V9A MyHR WH&S AUTOMATED Form 29.7.2011)

This form should be used in accordance with DET policy:
HLS-PR-005: Health and Safety Incident Recording, Notification and Management

Privacy: The Department of Education and Training (Qld) is collecting personal health and safety incident information on this form in accordance with the Workplace Health and Safety Act 1995 (Qld), Workplace Health and Safety Regulation 2008, Electrical Safety Act 2002 (Qld), and/or Electrical Safety Regulation 2002. The information collected may be disclosed to third parties, including the Government Superannuation Office, Australian Tax Office, Workplace Health and Safety Queensland, Electrical Safety Office (Qld), WorkCover Queensland, Industrial Organisations, or other entities in accordance with, or where requested by law or industrial instrument. The information collected on this form will be manually entered into the MyHR Workplace Health and Safety Solution for review by a supervisor. A copy of the original form will be stored securely as an attachment to the electronic version of the incident record.

* Denotes Mandatory Fields that must be completed.

REPORTING DETAILS

* Date reported: Reported time (24 hour HH:mm):

* Reported by: (NOTE: at least one 'reported by' field must be populated)

☐ Staff name:
☐ Student name:
☐ Other person name:

Reported to:

INCIDENT DETAILS

* Date of incident: Time incident occurred: (24 hour hh:mm)

If the Incident occurred at a Departmental location, select this location as the Departmental Incident Location below.

If the Incident occurred at a Non-Departmental location select your Base Location and complete the Non-Departmental Incident Location field.

* Departmental Incident Location or Base location:

Non-Departmental Incident Location:

*Actual incident address 1: (Actual address of DET or non-DET incident location)

Actual incident address 2:

*Suburb: *State (eg. QLD): Post Code:

* Summary/Description of incident:

Immediate Action Taken: (eg: administered first aid, ambulance called, doctor/out patients or hospitalisation)

Was a hazard identified as a result of the incident? ☐ Yes (detail below) ☐ No
(New hazards can be entered into MyHR WHS Solution)

Hazard Details:

*Supervising officer:
(The Supervising officer is a DET employee assigned to review the details of this incident eg: Principal, Deputy, Team leader or Director)
(In the MyHR WHS Solution the supervising officer can review the incident details)

Elected Workplace Health & Safety Representative (if applicable):

**EVACUATION DETAILS**

Did an evacuation occur?  Yes  No
Did a lockdown occur?  Yes  No
Location/s involved:

**INCIDENT TYPES** – Each incident type selected will display a corresponding ‘sub-form’ to be completed.

INSTRUCTIONS: Select one or more Incident Types – however if the incident is considered a ‘Near Miss’ no other selection can be made. If ‘Property/Plant/Equipment’ or ‘Fire’ or ‘Environmental’ or ‘Electrical’ are selected as the incident type, the question ‘Was this a Dangerous Event as defined under legislation’ will appear and must be answered either ‘Yes’ or ‘No’.

Incident Types

- Injury/Illness
- Electrical
- Security Threat
- Motor Vehicle
- Fire
- Environmental
- Property/Plant/Equipment
- Near Miss

Did this incident occur during a journey to or from work or during an ordinary recess break at work?  YES  NO
USER GUIDE:

This is a fully automated version of the Offline Health and Safety Incident Record Form. If you selected to print the form out first, all pages (including every optional sub-form) will be printed. If you selected no to print, the form will remain as a fully automated version. Incident information can be entered directly onto the form and any incident sub-forms selected (ie: injury/illness or motor vehicle) will appear as you scroll down. Please enter all known data to enable the full picture of the incident to be recorded. When complete, review the information and confirm **ALL** mandatory fields (*) are completed. The information recorded in the Offline Health and Safety Incident Report Form **must** be reviewed by the supervisor or officer-in-charge at the relevant work location eg: Principal, Deputy Principal, BSM, Human Resource Manager or Director.

There are two options to submit this form for review:-

**Option 1)** Print the form. The incident details and any selected sub-form should print. Provide a copy of form to the officer-in-charge at your work location, to review the details. The officer-in-charge should review the content and action as required, any external notifications to Workplace Health and Safety Queensland (WHSQ) and delegate data entry of the offline incident form, into the MyHR WH&S solution within 3 days of the incident date. In the event the MyHR WH&S Solution is not available, data entry of the manual form should occur as soon as the MyHR WH&S Solution is restored. **In all cases, a copy of the original Offline Health and Safety Incident Report Form must be scanned and attached to the corresponding electronic incident record in MyHR WH&S Solution.**

**Option 2)** Attach a copy of the completed Offline Health and Safety Incident Report Form and any other supporting information in an email to the officer-in-charge requesting they review the details of your incident. It is recommended you confirm with nominated reviewer that they have received the email and attached incident report form for review. The person responsible for reviewing the incident should arrange any external notifications if required, to Workplace Health and Safety Queensland (WHSQ) and delegate data entry of the Offline form into the MyHR WH&S Solution, within 3 days of the incident date. In the event the MyHR WH&S solution is not available, data entry of the manual form should occur as soon as the solution becomes available. **In all cases, a copy of the original Offline Health and Safety Incident Report Form must be attached to the corresponding electronic incident record in MyHR WH&S Solution.**

If you require any assistance about completing, reviewing, printing or attaching this form, please contact the MyHR Help Desk - (07) 3404 8258. Email: MyHRHelpDesk@deta.qld.gov.au