



## **International Education Unit**

### **Critical Incident Management Guidelines**

**September 2018**

## **1. Critical Incidents**

1.1 A critical incident may be described as any event that causes normally stable and healthy people to experience strong emotional or psychological distress, or threatens the safety of students and staff. It is an event which may be regarded as outside the normal range of experience of the people affected and has the potential to interfere with their ability to cope during the incident or at a later time.

1.2 A critical incident is often sudden, unexpected and may take many forms, including but not limited to: any fatality, near fatality or incident likely to seriously affect the international student; injury, illness or death of a student, staff or other school community member; serious traffic accidents; murder or suicide involving students/staff and their family member; disappearance; bomb threat; serious threat or act of violence; sexual assault; hold-up or attempted robbery; damage to property; natural disaster; fire or hazardous material incident (gas, chemical, fuel); threat of infectious disease such as the development of a Pandemic; major theft; student arrest; major incident in students' home country likely to seriously affect the international student.

1.3 It is very common and normal for people to experience a range of reactions to critical incidents which may be cognitive, physical, behavioural or emotional in nature. They need reassurance that these reactions are a normal part of dealing with shock, loss and grief.

1.4 It is important that the potential for such incidents to affect individuals and the school community is recognised, understood and managed. Critical incidents require immediate and planned responses.

1.5 When working with international students the likelihood of isolation from their own usual support systems must be taken into account. Religious, political and cultural issues may require specific cross cultural communication and sensitivity. Immigration matters may have legal implications, making it important that advice from the appropriate agencies relating to international students is sought.

## **2. Rationale**

2.1 The aim of the Critical Incident Management Guidelines, incorporating disaster/emergency plans, is to provide a framework within which the International Education Unit can best operate during and immediately after a critical incident. There are a number of vital phases in dealing with critical incidents – preparation and planning, response, management, recovery, review and evaluation.

2.2 These Critical Incident Management Guidelines should be read in conjunction with related policy documents including the ACT Government Education Directorate [Critical Incident Reporting Process](#). It provides the basis for the formulation of detailed strategies for responding to critical incidents in a manner that will:

- Deal effectively with the immediate and longer term health, welfare and safety of persons involved in, or affected by, a critical incident with sensitivity to cross cultural issues that may arise.
- Provide for the effective management of the schools' daily business in the immediate, short and longer term by collaborating with the school principal in compliance with the ACT Government Education Directorate [Critical/Non-Critical Incident Management and Reporting Policy and Procedures](#)
- Promote effective and appropriate communication to all persons affected.
- Promote collaborative working relationships within the school and with community agencies as necessary.
- Complement the schools' existing policies and procedures with respect to first aid, emergency evacuation and OH&S.
- Ensure a timely review of the critical incident and evaluation of the effectiveness of the guidelines for responding to the critical incident.

2.3 Procedures and guidelines will also be regularly reviewed and, where appropriate, updated and modified.

2.4 What follows are the broad guidelines that form the basis for critical incident management in conjunction with relevant safety and emergency plans.

### **3. Standing Critical Incident Management (CIM) Team**

3.1 The CIM Team is formed to effectively manage critical incidents. This team should communicate simply, take control and give clear and practical directions. The team should connect all stakeholders, reduce anxiety, restore calm and offer assistance. It is important that the CIM team members have their own supportive and debriefing networks each day.

3.2 The Manager and Assistant Manager of the International Education Unit (IEU) will be responsible for appointing the standing CIM team. To avoid phone congestion, clear lines of communication are essential. Each member of the team will be issued with a list of members and their mobile contact numbers. This list will be revised annually or more frequently as required in the event of staff movements. See Appendix.

3.3 There will be a standing CIM team with authority to co-opt other members of staff as required. The team must be sufficiently large to:

3.3.1 Allow for the fact that some incidents will occur outside normal school hours and that not all members will be contactable.

3.3.2 Reflect the diversity of programmes delivered by the International Education Unit.

3.4 The standing CIM team should therefore include representatives of all programmes while recognising that the composition of the team activated following any critical incident will vary according to the nature of the incident. For example, an incident involving a mainstream Year 11 student may require a different team to a student enrolled at the Secondary Introductory English Centre.

### **4. Initial Response Procedures**

4.1 The most senior available staff member will assess the situation and consider any apparent risks to his/her own safety and the safety of others, as well as the impact the incident will have on the community, and the media coverage the incident may generate.

4.2 Provided there is no threat to personal safety in doing so, the staff member will take steps to minimise further damage or injury. This may involve the support of willing bystanders.

4.3 Where the most senior available staff member considers a critical incident to be apparent or likely, he/she must alert the Manager of the IEU, and/or a member of the Critical Incident Management Team.

4.4 The [Media and Communications Unit](#) should also be informed as soon as possible, in order to address any media issues that may arise.

4.5 Communication is to be undertaken quickly and efficiently. Leaving a message on a mobile phone or answering machine, or emailing the relevant parties does not constitute making contact for these purposes.

4.6 The Critical Incident is to be reported to the Director of Student Engagement via phone conversation on the day of the incident, or as soon as practical.

### **5. Management of Incident Procedures**

5.1 The CIM team will then assume responsibility for re-assessing the incident and deal with matters of immediate urgency e.g. establishing clear lines of communication with emergency services, media and communications, briefing IEU staff, informing the school principal and parents and homestay families where applicable.

5.2 As soon as practical, the CIM team will prepare a Critical Incident Initial Report outlining details re: the type of incident, the exact location and details of any person or persons who might be injured, in distress, or at risk. This responsibility may be tasked to a nominated delegate.

5.3 A [Critical Incident Report form](#), located on the Maze database, must be completed by the IEU Manager or nominated delegate within 24 hours.

5.4 The CIM team will review the situation, set priorities, allocate tasks/responsibilities and coordinate an immediate response including communications (to staff, students, families of those involved and the media).

The management of incident may include, but is not limited to:

- Contact with next of kin/significant others – A clear understanding of the facts using the Critical Incident Initial Report must be established prior to contact. Also to be considered is: What is the most appropriate manner of contact? How can support be offered?
- Contact an OSHC Worldcare representative. A preferred provider agreement gives the International Education Unit access to Traumatic Event and Accident Management (TEAM) services. If assessed as a traumatic event by Worldcare a management plan for the incident will be put in place by the insurance company which will be important throughout all phases of responding to the critical incident.
- Managing media/publicity.
- Guidelines to staff about what information to give students, including their rights and responsibilities with regards to the media.
- Arrangements for informing staff, students and homestay families (where applicable).
- A written bulletin to staff if the matter is complex.
- Briefing staff and delegating a staff member to deal with telephone/counter enquiries.
- Identification of those students and staff members, homestay families (where applicable), most clearly involved and therefore most at risk or likely to be affected.
- Liaison with other schools as appropriate.
- Notification of and liaison with Parent/Agent/Guardian if applicable.
- Notification of and liaison with international student Embassy/Consulate.

5.4 A file will be created for all record keeping during the response period. One team member should scribe for all meetings to keep records of meeting content and action plans/decisions made.

## **6. Recovery Procedures**

6.1 Review and refine as necessary any plans made in the Management of Incident phase, and put in place a Critical Incident Recovery Strategy.

6.2 The Critical Incident Recovery Strategy, with assistance from others as required, will outline how the CIM team will provide ongoing support to persons affected and seek to restore school and workplace routines.

6.3 This process may include the following:

- ☐ Providing accurate and up to date information to the College/School community, homestay (where applicable), agents and families overseas.
- ☐ Providing ongoing support for students and staff members as required and continue to monitor their needs working with the school on all postvention strategies.
- ☐ Funeral/memorial service arrangements. OSHC Worldcare will assist with repatriation of the mortal remains of an international student.

- ☐ Attending the funeral or memorial service if a death has occurred, in accordance with the family's wishes.
- ☐ Attending to any administrative, legal or associated issues arising from the incident.
- ☐ Arrangements for visits to/from family, including visas, accommodation, travel, crisis support and referral to appropriate services, (OSHC Worldcare will assist if assessed as a traumatic event).
- ☐ Liaison with police, doctors, hospital staff and other professionals.
- ☐ Hiring independent interpreters when required.
- ☐ Death notices.
- ☐ Refund of student's fees where studies are unable to be continued as a direct result of the incident.
- ☐ Obtain a copy of the death certificate and/or any official reports relating to the incident.
- ☐ Consideration of personal items and affairs (household and academic).
- ☐ Continue to liaise with OSHC worldcare (and student's insurance company if not OSHC worldcare) for insurance purposes.
- ☐ Arrange for the return of the student's possessions in consultation with next of kin.
- ☐ Assist family with finalisation of outstanding debts and accounts.
- ☐ Arrange condolence letters to family from staff directly involved and senior management.
- ☐ Formal stress management interventions required for students and/or staff (release from classes, leave, rescheduled assessments or exams).
- ☐ Liaison with teaching staff and principal.
- ☐ Arrangements for further debriefing sessions for groups/individuals as required, including students and staff.
- ☐ Liaison with the Department of Immigration and Border Protection (DIBP) if studies will be interrupted or ceased. This will include a PRISM's notification.
- ☐ Roster of students for hospital visits.
- ☐ Arrange thank you letters to all who contributed to responding to the incident.

6.4 A follow up Brief should be completed 5 days after the Critical Incident. The Executive Officer will contact the IEU Manager to seek additional/ clarifying information and any follow up the school has undertaken regarding the incident, for inclusion in the brief.

## **7. Review and Evaluation Procedures**

7.1 The CIM team will meet to review and evaluate critical incident response procedures. A report will be compiled regarding the effectiveness of the response and make recommendations for handling future critical incidents, including how the guidelines should be modified or changed. It should also identify professional development and training needs which may need to be addressed as a result of the incident.

7.2 A written report, or follow up brief, will be compiled for every critical student incident.

7.2.1 The Manager of the IEU, or delegate, will be responsible for compiling incident reports

7.2.2 Critical incident reports will include the following information as a minimum:

- The date of the critical incident, the source and content of notification of the incident
- The student/s name/s and student ID number/s
- Any investigation undertaken
- Any action taken
- Who else was subsequently notified (eg. emergency services, parents, agents, embassy)

- Copy of Critical Incident Report form
- Notes from any meetings of the CIM team
- Copy of action plan formulated by CIM team
- Copy of any other documents generated in connection to the incident

## **8. Media Contact**

8.1 In the event of a critical incident, the Manager of the Media and Communications Unit in conjunction with the Manager of the IEU will determine who the most appropriate media spokesperson is. Prior permission for an interview is unlikely to be sought, so only the appointed person should communicate with the media.

8.2 Staff should be aware that media comment might have significant legal implications. In particular, staff should be wary of questions relating to how the incident occurred. Speculation on issues of negligence or blame can affect any inquiry claim following a critical incident.

8.3 Public comment made without authorisation may also be in breach of Section 9 of the ACT Public Sector Management Act.

8.4 In some critical incidents it may be appropriate to issue a media release after the event in order to avoid unnecessary media attention (eg. at student funeral). The Media and Communications Unit will provide help and advice on how to best handle media inquiries.

### **8.5 Media Contact in Schools**

8.5.1 In the event of a critical incident, principals should refuse permission for the media to enter the grounds so that the focus can be on managing the incident and protect the safety and privacy of students.

8.5.2 If an interview is to occur, the approved spokesperson should follow the following guidelines:

- Comments should only be made after all parents whose children have been affected have been fully informed. This may require seeking permission from parents off shore.
- Responses should be restricted to facts that are clearly known to be true.
- Not be drawn into making comment on government or Departmental policy.
- Note any exemplary behaviour by students or staff.
- Describe how the IEU is dealing with the incident e.g. counselling being provided.
- Provide information such as all students are safe, where parents can pick up their children or whether the school will be closed.
- Principals should not allow the media to elicit detail of which they are unsure.

### **8.6 Media Access to Children**

8.6.1 The principal should protect students from unwanted interviews from the media. This may be difficult, particularly in secondary school where students make themselves available to the media. A school principal may consider counselling students on their responsibilities and rights in this matter.

8.6.2 Students, like any citizen, have the right to talk to the media if they so wish. They also have a responsibility to speak truthfully and not spread rumours or speculation about matters as they may not know all the facts.

8.6.3 As above, Principals should be aware that even if access to students or school premises is denied, the potential exists for the media to make contact with students as they leave school or before they enter the school property on the following day.

8.6.4 In the same way that teachers and principals must obtain the permission of students' parents or guardian before promotional photographs or videotapes can be used, media organisations should obtain permission to photograph or film students if they are likely to be clearly identified. One reason for this requirement is to protect the identity and location of certain students due to custody or other legal issues.

## **9. Critical Incident Management Guidelines Revision**

9.1 These guidelines may be revised from time to time without notice. The current version is always available in electronic form from

[http://www.det.act.gov.au/school\\_education/international\\_students/policies\\_and\\_guidelines](http://www.det.act.gov.au/school_education/international_students/policies_and_guidelines)

## Appendix A: Critical Incident Management (CIM) Team, 2018

Membership at January 2018			
Name	Title	Work phone	Mobile phone
Jason Borton	Director, International Education Unit	6205 1099	0411770612
Carolyn Lovgren	Assistant Manager, International Education Unit	6205 5293	0411 475 740
Yani Tian	Welfare Manager, International Education Unit	6207 6624	0428 357 200
Heather Paterson	Principal, Gungahlin College	6142 1000	0478 409 668
Billieann Bambrick	Manager Student Wellbeing, ACT Government Education Directorate	62076986	0419 399 413  0410552656 (personal)
Shirley Hardjadinata	Deputy Director International, University of Canberra	6201 5828	0407 413 038
Steve Lindner	International Private Students Coordinator, Campbell High School	6142 3172	0409 800 513
Lynne Latta	Senior Manager, International Services Unit, Canberra Institute of Technology	6207 4665	0419 288 075

The Critical Incident Management Guidelines covers international students and staff members working and studying in ACT public schools. It is available in electronic format at [http://www.det.act.gov.au/school\\_education/international\\_students/policies\\_and\\_guidelines](http://www.det.act.gov.au/school_education/international_students/policies_and_guidelines). Members of the CIM Team should be familiar with this document.

The CIM Team may involve other people to offer assistance as necessary in any given situation eg. Emergency services personnel, hospital staff, Department of Immigration and Border Protection.

CIM Team membership will be updated each January or as staff movements make it necessary to do so.

Emergency Numbers	
Fire, Police and Ambulance	000
Police Headquarters (24 hours)	131 444
Chubb Security	6280 4343
Lifeline (24 hours)	13 11 14
Crime Stoppers ACT	1800 333 000
Domestic Violence Crisis Service	6280 0900
Alcohol & Drug Information Service	6207 9977
The Canberra Hospital	6244 2222
Calvary Hospital	6201 6111



## Appendix B: Suicide Response Checklist

### Information – information dispersal across the following groups:

	✓
▪ Critical Incident Management Team – allocation of roles about lines of contact to school, family, homestay and other relevant parties	
▪ Deputy Director General of Educational Strategy and Student Wellbeing	
▪ Parents and family of affected student	
▪ Homestay of affected student and any other students living in that homestay	
▪ Principal of the school and IPS Coordinator	
▪ Relevant authorities, embassies, emergency services	
- Police	
- Hospital	
- Embassy	
- Coroner	
- Overseas Health Cover (OSHC)	
- Agent	
- Homestay	
- Religious organisation	
- Standby/Beyond Blue	
▪ Written notification dispersed to relevant parties	
▪ Script for any enquiries regarding suicide	
- Media	
- Homestay	
- Students	
- Other schools	

### School liaison and support

	✓
▪ Ascertain that the school has a Suicide Postvention plan and is liaising with : <ul style="list-style-type: none"> <li>○ Standby/support link</li> <li>○ Headspace School Support</li> </ul>	
▪ Ensure school is adequately supported in postvention plan	
▪ Close contact with and support of the IPS Coordinator at the affected school	
▪ International students at affected school <ul style="list-style-type: none"> <li>○ Determine appropriate School Psychologists / external support who are able to communicate effectively with students are available</li> </ul>	
▪ Support of directorate staff and IPS Coordinators involved	
▪ Support of International students at other schools and within International Community	

▪ Ongoing support of International Staff, Coordinators and relevant ACT Education Directorate staff	
▪ Cultural liaison with school, students and families as required	

**Logistics – within the International Education Unit to ensure:**

	✓
▪ Transport - Parents organised to get to Canberra	
▪ Airlines contacted to assist family	
▪ Accommodation for parents in Australia	
▪ Means of contact for parents in Australia	
▪ Cultural liaison for parents in Canberra	
▪ Relevant arrangements made with embassies and visits to relevant authorities	
▪ Contact with Coroner	
▪ Relevant arrangements made for funeral or memorial service repatriation, burial or cremation	
▪ Arrangements for funeral and or memorial ceremony or liaison with relevant people	
▪ Transport – arrangements for the parents to return to home country	
▪ Assistance gathering student's belongings, bank accounts and affairs	
▪ Finalisation of Death Certificate	
▪ Death notices	
▪ An Critical Incident Report form to be submitted	

**Follow up:**

	✓
▪ Condolence letters to family	
▪ Thank you letters to all involved	
▪ Critical Incident Brief	
▪ Liaison for finalisation of arrangements with PRISMS, Department of Immigration and Border Protection and Department of Foreign Affairs and Trade	
▪ Debriefing for all staff and students involved	
▪ Refunding of student fees	