

## Critical Incident Policy

### 1. Purpose

Envirotech Education undertakes and maintains compliance with the Standards for Registered Training Organisations 2015, The Commonwealth Register of International Courses for Overseas students and the English Language Intensive Courses for Overseas Students by ensuring all stakeholders are provided with the highest level of care and information when faced with a tragic or traumatic experience.

### 2. Scope

This policy is for all areas of the business, VET, ELICOS and CRICOS students and staff across all currently registered campuses with the national and state regulators.

#### Relevant Standards

- 2.1. Standards for Registered Training Organisation's 2015
- 2.2. The National Code 2018
- 2.3. Privacy Act

### 3. Relevant links:

- 3.1. Critical incident Register:  
<https://shellyenvirotech.sharepoint.com/EIE/Compliance/Incidents%20Report/Forms/AllItems.aspx>
- 3.2. Information Privacy Principles: <https://www.oaic.gov.au/privacy-law/privacy-archive/privacy-resources-archive/information-privacy-principles>

### 4. Associated policies and procedures

- 4.1. Workplace Health and Safety Policy
- 4.2. Student mental support and wellbeing
- 4.3. Quality Assurance Policy
- 4.4. Privacy Policy

### 5. Associated documents

- 5.1. Critical Incident Form

## 6. Procedures

### A Critical Incident may be defined as:

*'A tragic or traumatic event or situation affecting a student or staff member which has the potential to cause unusually strong emotional reactions in the school/campus community.'*

Examples of Critical Incidents in the Campus environment would include, but are not limited to:

#### 6.1. Death

(Including death of a dependant residing in or outside Australia)

- Accidental
- Suicide
- Result of an injury or terminal illness
- Murder

**6.2. Serious Illness** which causes the deterioration of the student/staff member's health over time.

**6.3. Serious Injury** which prevents or severely affects the student's ability to continue with or complete the course.

Serious illness or injury would probably not be considered a critical incident in the broader campus community.

However, considering the relatively 'close knit' nature of most international student communities, and their physical isolation from the familiar support networks they grew up with, critical incidents of this nature can have a wide reaching, sometimes devastating and usually long-lasting effect on a student's ability to cope with their studies.

(Source: ISANA: Critical Incident Kit)

#### 6.4. All staff should note the following contact detail for the critical incidents

<b>Contact</b>	<b>Name</b>	<b>Business hours</b>	<b>After hours</b>
<b>Emergency</b>	<b>Police, Fire, Ambulance</b>	<b>000</b>	<b>000</b>
<b>Student counsellor</b>	<b>Carla Camarero</b>	<b>07 55353766</b>	<b>0402750561</b>
<b>CEO</b>	<b>Shelly Bengiat</b>	<b>07 55353766</b>	<b>0409912297</b>

## 6.5. Initial Contact with the student counsellor

When first contacting the student counsellor of a serious incident include the following information:

- Name of victim
- Number of victims
- Suspected injuries
- When, What, Where did it happened.
- Current location of victim
- Victims present condition.
- What is happening now.
- Estimated time of next communication and method of communication.

## 7. CRITICAL INCIDENT PLAN

### 7.1. PROCEDURE

#### STEP 1:

- **Preserve Life:** Danger, Response, Airways, Breathing, Circulation.
- Ensure Safety.
- Tend to the injured.
- Account for everyone.

#### STEP 2:

- **Contact emergency services:** Ambulance, Fire Brigade and Police 000.

#### STEP 3:

- When a **Critical Incident has been identified:**  
The staff member receiving the news immediately contacts the Student counsellor, Carla Camarero or the CEO, Shelly Bengiat
- All incident details are to be provided to the responsible person.
- Responsible person must record the details of the incident in the register

#### STEP 4:

- The CEO calls an immediate meeting with the following staff to make decisions as to how to proceed:
  - Director
  - Office Manager
  - Compliance Manager
  - Others (if needed)

**This group becomes the Critical Incident team.**

## STEP 5: Planning

### 7.2. THE CRITICAL INCIDENT TEAM

At the initial meeting, the task of the team is:

To create for themselves a clear understanding of the known facts

To plan an immediate response

To plan ongoing strategies

To allocate individual roles/responsibilities for ongoing tasks.

### 7.3. IMMEDIATE RESPONSE

Issues to be considered:

- 7.3.1. Organise one member of the team to scribe for the meeting and keep records of content and decisions.
- 7.3.2. Gather information on the student  
Include the following information:
  - Coloured Photograph
  - Copy of Passport, including number, photo page, and visa page
  - Student's homestay parents address and telephone number – or parents/next of kin
  - Student's religion
  - Emergency contact telephone, with next of kin details, agent or sponsor (if applicable)
  - Any other identification details - student ID, course details, medical conditions, allergy information etc.
- 7.3.3. Inform other stakeholders in line with CIP, including consulate as required
- 7.3.4. Arrangements for informing staff and students.
- 7.3.5. Guidelines to staff about what information to give students.
- 7.3.6. A written bulletin to staff if the matter is complex.
- 7.3.7. Briefing Reception and delegating a staff member to deal with telephone/counter inquiries.
- 7.3.8. Managing media/publicity
- 7.3.9. Identification of those students and staff members most closely involved and therefore most at risk.
  - Those directly involved
  - Personal friends/family of those involved
  - Others who have experienced a similar past trauma
  - Other students, staff, supervisors etc.
- 7.3.10. Arrange a time and place for an initial group/individual debriefing session with Counsellor/s. In this session, an opportunity is given to share the impact of the event, discuss various interpretations of the event in cultural/ethnic terms, the resulting sense of vulnerability, the experience of painful emotions and the normalization of reactions.
- 7.3.11. Organise a tasks timetable for the next hour/s, day/s etc.
- 7.3.12. Plan ongoing feedback and regular meetings so that the team is continually in touch and working together.
- 7.3.13. (In the case of death) Contact enrolments to put a stop on the student's record.
- 7.3.14. Prepare report for filing

#### **7.4. ONGOING and FOLLOW UP RESPONSE**

These issues may need to be discussed at subsequent meetings.

- WHO is the DECISION MAKER?
- WHO will FOLLOW UP?
- Availability of mobile phone/s
- Notification of and liaison with Sponsor/Agent if applicable
- Arrangements for visits to/from Family
- Liaison with Police, Doctors, Hospital Staff
- Hiring Independent Interpreters
- Death Notices
- Funeral/Memorial Service Arrangements
- Refund of student's fees to pay repatriation or associated expenses
- Copy of Death Certificate
- Consideration of personal items and affairs (household and academic)
- Insurance Matters, OSHC Coverage, Ambulance Cover
- Formal Stress Management interventions required for students and/or staff (release from classes, leave, rescheduled assessments or exams)
- Liaison with Academic Staff or Supervisors
- Arrangements for further debriefing sessions for groups/individuals as required
- Liaison with Immigration if studies will be interrupted
- Fees issue to be resolved if student cannot continue with their studies
- Legal Issues: helping students get access to legal assistance, right to sue etc.
- Arrangements for further debriefing sessions for groups/individuals as required
- Follow up condolence letters to Family
- Roster of students for hospital visits

#### **8. RECORD KEEPING**

**8.1.** Staff must keep all records and evidence collected during the incident and post incident on the Critical Incident Register