

# Global Village Critical Incident and Crisis Management Policy

## What Is an Incident?

With respect to a student, staff member, host family, agent or visitor to the school, the following shall be considered an incident that must be reported to the senior administration of the school:

1. Medical emergencies
2. Accidents, injuries or death
3. Neglect or abuse (actual or apparent or threatened). "Abuse" means physical, sexual or emotional abuse or harm or the threat of such harm.
4. Illegal or violent behaviour
5. Psychiatric emergencies, including the disclosure of suicidal intentions
6. Loss of confidential information (ex. missing personnel file, client list, etc)
7. Release of confidential information without the person's consent (ex. misuse or release of staff contact info to non-staff member)
8. Disruption, disobedience, profanity
9. Cheating, plagiarism, dishonesty, forgery, alteration, or fraud
10. Failure to identify oneself or misrepresentation of oneself
11. Physical or verbal abuse or any threat of force/violence
12. Causing or attempting to cause damage or defacing school property
13. Unauthorized entry to the building
14. Stealing or attempting to steal
15. Use, sale, possession or being under the influence of any controlled substance
16. Smoking in unauthorized area
17. Possession, sale or use of weapons or dangerous objects
18. Solicitation or lewd, indecent or obscene behavior
19. Violation of law
20. Sexual harassment
21. Unlawful discriminatory behavior
22. Physical or verbal intimidation or stalking
23. Physical or verbal disruption of activities
24. Serious or gross misconduct
25. Obscene, libelous, slanderous expressions leading to substantial disruption of orderly operations at the school
26. Serious complaints lodged in person or in writing by a student, staff, host, agent or guest of school about a student, staff member, host family, agent or the school itself.

## Procedure for Incident Reporting

All GV employees must adhere to the following procedures when reporting incidents:

1. During regular office hours, employees must report incidents to:
  - a) GV Calgary - Their direct supervisor
  - b) GV Victoria – A member of the Critical Incident Response Team, in the following order:
    - a. The Director of Programs (if not available, then continue down the list)
    - b. Accommodations Manager
    - c. Head Instructor
    - d. Front Reception
2. If the incident is an **emergency**, the employee must submit a verbal report of the incident to the appropriate representative as indicated in #1 above **immediately**. In an emergency, the employee must also provide a completed incident report within 24 hours of the occurrence of the incident, hand-delivered in person or emailed to the appropriate representative. The Co-President of Finance & Operations must also be notified.

3. If the incident is not an emergency, but there is a belief on the part of the employee that **a person's health, safety or security is at risk, or that the security or reputation of the school is at risk**, then the employee shall provide a verbal report to their Direct Supervisor in Calgary or a member of the Critical Incident Team in Victoria (as above) **as soon as possible on the day of the incident**. In these situations, a written report of the incident shall be delivered within 24 hours of the occurrence of the incident. The Co-President of Finance & Operations must also be notified.
4. In **all other circumstances**, the employee shall provide a verbal report **on the day of the incident** and shall follow up with the delivery of a completed incident report within 48 hours of the occurrence of the incident.
5. After regular office hours, and on weekends and holidays, employees must report incidents as per #2 and #3 above directly to the Co-President of Finance & Operations – Lynn Wyton.
6. Should an incident occur outside of regular office hours as per #4 above, then the employee shall verbally report the incident as soon as possible on the next day that offices are open.

## Emergency Protocols

The following emergency protocols have been created for crisis situations that are more likely to occur in a private language school setting with international students from the ages of 14+.

By no means exhaustive, this list will undergo an evaluation process every 3 years and changes will be made to the list and the response protocols as necessary.

### 1. Missing Student

There is no waiting period to report someone missing with the RCMP and anyone can make a report. You do not need to be a member of the missing person's immediate family.

If you are concerned with the student's immediate safety, call 9-1-1.

In less urgent situations, contact the non-emergency number of the police agency where you think the missing student was last seen. The Victoria Police Department's non-emergency number is 250-995-7654. The Calgary Police Department's non-emergency number is 403-266-1234. Advise the call taker that the reason for the call is to report a missing person.

Be sure to have the following information ready:

- A physical description of the student you're reporting missing (clothing they were wearing at the time they went missing, hair and eye colour, height, weight, gender, ethnicity, any identifying features);
- When and where they were last seen;
- Where they live; and
- Any other information that might be needed to aid the officers

Typically, a photo will be requested of the missing person in order to disseminate as widely as possible. Ensure the photo of the student in the database is ready to be shared both by email and in-person.

## 2. Student Injury

In the event of an accident involving injury or illness:

- If life threatening, call 911.
- Be prepared to give as much information as possible, such as location, nature of injury, and cause of injury.
- Notify an on-site manager as quickly as possible. If it is not a life-threatening injury, a manager should be notified before medical treatment is administered. If no one is available, seek a staff member who is a First Aid Attendant.
- Provide medical attention as appropriate.
- Depending on the nature of the injury, determine if the student is able to return home. If they are upset, do not send them home alone. If a friend is not available to accompany them, call a taxi to take them home. If necessary, a staff member should also go with them.
- After the emergency has ended, fill out an Accident Report form which are available from the front desk. Submit to your immediate supervisor.

The following simple step-by-step guide has been adapted from the Canadian Red Cross. It aims to help someone administer immediate care during an emergency, while waiting for the paramedics to arrive.

### Checking an Injured or Ill Person

Step 1	Check the scene for safety, form an initial impression, and obtain consent if able to do so.
Step 2	If the student appears unresponsive, check for responsiveness, breathing, life-threatening bleeding or other life-threatening conditions  Note: Check for no more than 10 seconds.
Step 3	If the student does not respond, responds but is not fully awake, is not breathing or is only gasping, or has life-threatening bleeding or another obvious life-threatening condition, <b>call 9-1-1</b> and get equipment, or tell someone to do so. Then, give care based on the condition found and your level of training and continue your check to determine if additional care is needed.

	Note: For a person who is unresponsive and not breathing, <b>start CPR immediately.</b>
Step 4	<p>If the student is responsive or responds to stimulation and is fully awake and does not appear to have a life-threatening condition:</p> <ul style="list-style-type: none"> <li>- Interview the student (or bystanders, if necessary), ask questions about signs and symptoms, allergies, and medications and medical conditions</li> <li>- Do a focused check based on what the person told you, how the person is acting and what you see</li> </ul> <p>Note: Do not ask the student to move if you suspect a head, neck or spinal injury. Do not ask the student to move any area of the body that causes discomfort or pain</p>
Step 5	After completing the check step, <b>call 9-1-1</b> and get equipment, or tell someone to do so (if needed). Then, give care based on the condition found and your level of training.

### 3. Suspected Contagious Illness

- ☐ Contact Health Link BC/AB (811) to speak with a registered nurse about any suspected or confirmed contagious illness of a student such as measles, mumps or chicken pox. Follow their guidance.
- ☐ If the student has been to a walk-in clinic or urgent care centre of their own accord and has been officially diagnosed, then they will need to self-isolate at their own expense in a local hotel if they are in a GV Homestay and the family is uncomfortable hosting them during the illness. We can assist them with making the booking online.
- ☐ Ensure at least one staff member checks in with the student on a daily basis and provides them with simple refreshments/assists with providing food.

### 4. Altercation between two students

- ☐ Contact a manager if possible.
- ☐ Separate the students in question. Direct each student to an empty office or classroom.
- ☐ Ensure a staff member talks to each student separately to hear their version of events. Take as detailed notes as possible.
- ☐ Never let a student go home if they are still visibly upset or shaken by the incident. Ensure a manager or senior staff member has tried to calm them down.
- ☐ Attempt to facilitate a discussion between the students involved. Make every attempt to resolve the conflict that day.
- ☐ If students are not ready for this, ensure a follow-up meeting is planned for the next day.

- ☐ Document details of the incident.
- ☐ If continued escalation, call 911.

## 5. Intruder

INTRUDERS ARE INDIVIDUALS WHO MAY PRESENT A THREAT TO THE SCHOOL ENVIRONMENT.

- ☐ Contact a manager to report the intruder's location and description.
- ☐ Never compromise your own safety. Maintain a safe distance from the intruder.
- ☐ Whenever possible approach in pairs.
- ☐ Walk to the location, never run.
- ☐ Ensure students' safety; request students to leave the area, if necessary.
- ☐ Ask the intruder to leave the school using a calm, clear voice.
- ☐ Withdraw immediately if you sense the potential for violence.
- ☐ **Call 911 if the intruder(s) does not leave immediately.**
- ☐ **If intruder poses a serious threat, direct all students/teachers to remain in classrooms and have staff lock classroom doors.**
- ☐ Document details of the incident.

## 6. Active Intruder (adapted from [ready.ubc.ca](https://ready.ubc.ca))

- ☐ If you see or hear an **armed** intruder and if you believe it is possible to safely exit the area – RUN.
  - ☐ Leave belongings behind.
  - ☐ Advise others to leave.
  - ☐ Assist others if you can.
  - ☐ Warn others of the threat.
  - ☐ Call 911, as soon as it is safe to do so.
  - ☐ If you are trapped in a classroom with an external window, it is important to see this window as a run-point too. Break through the window by any means necessary.
- ☐ If you don't know exactly where the shooting is happening or it is not possible to escape safely – HIDE.

- Take shelter if you are inside a classroom or office, stay there and lock the door. Use desks and/or chairs to block the door. If you are in the hallway or a lounge, go to the closest room that's not already locked.
- Close the blinds and turn off the lights.
- Keep quiet. Put your cell phone on silent mode – including the vibrate feature.
- Hide behind large objects if possible.
- Stay low and keep away from windows and doors.
- Remain calm and await further instructions from emergency personnel.
- Call 911 if safe to do so.
- If the fire alarm is activated, remain where you are and await further instructions from emergency personnel.
- Do not open the door for anyone unless they validate their identity as an emergency personnel.
- As an absolute last resort and if you cannot run or hide, and if you feel your life is in imminent danger – FIGHT.
  - Commit to your actions with the goal being to delay, block or overcome the threat.
  - Work with the people around you.
  - Do what you need to stay alive, including using force to protect yourself.
  - Look for objects that could be used as tools for self-defence.
- When police arrive:
  - Remain calm and follow instructions.
  - Avoid quick movements toward officers, such as holding on to them for safety.
  - Avoid pointing, screaming or yelling.
  - Do not ask questions when evacuating.
- Once you have reached a safe location, you will likely be held in that area by police until the situation is under control and all witnesses have been identified and questioned. Do not leave the area until police have instructed you to do so.

## 7. Massive Earthquake

### During the shaking

- DROP, COVER, and HOLD ON.
- Stay inside until after the shaking stops.
- Stay away from windows, shelves and heavy objects that may fall.
- DROP under heavy furniture such as a table, desk or any solid furniture.
- COVER your head, neck and torso to protect against falling objects.

- ❑ HOLD ON to the object that you are under so that you remain covered. Be prepared to move with the object until the shaking has finished.
- ❑ If you can't get under something strong, or if you are in the hallway, crouch against an interior wall and protect your head and neck with your arms.
- ❑ Stay away from an exterior wall, as it is more likely to sustain damage during an earthquake.

#### After the shaking stops

- ❑ Count to 60 to allow debris to finish falling.
- ❑ Assess your immediate surroundings for dangers.
- ❑ Proceed with evacuating the building.
  - Remain calm, and evacuate quickly and in an orderly manner. WALK, DO NOT RUN.
  - Do NOT use the elevator.
  - Upon exiting the building, proceed directly to the designated Muster Point, which is Centennial Square for Victoria and wait for further instructions from emergency personnel.
  - Admin member will give you a printed attendance list. Ensure all students are accounted for. Relay info to the Director of Programs.
  - If evacuation occurs during a break or lunchtime, help to gather your *morning* students with you.
- ❑ DO NOT RE-ENTER THE BUILDING until emergency personnel have notified you that it is safe to do so.
- ❑ If an aftershock occurs during evacuation and you are still inside the building, repeat DROP, COVER, and HOLD ON procedure before resuming evacuation.
- ❑ Know that students have been informed during their first-day orientation that in the event of a catastrophic emergency, if they have been separated from the school community, they can email [victoria@gvenglish.com](mailto:victoria@gvenglish.com) (when telecommunications systems have been restored) to seek help, advice and/or check-in that they are safe.

#### For Victoria:

- ❑ Critical Incident Response Team: Director of Programs (DOP), Homestay Manager (HM), Head Instructor (HT), Front Reception.
- ❑ While exiting the building, Front Reception and HM take attendance sheets and emergency blankets.

- ☐ DOP - Contact Co-President and Calgary Senior Manager as soon as possible.
- ☐ HT to hand out attendance sheets. Ensure all staff and students are accounted for.
- ☐ If evacuation is necessary during a break or lunch time, quickly enlist staff to guide students to Centennial Square. Get students to gather with their morning teacher.
- ☐ Depending on extent of damage, either shelter in place and wait for further instructions from emergency personnel or allow students to return home.
- ☐ The following website is for contact information: <https://www.emergencyinfobc.gov.bc.ca/>

## **Mental Health First Aid (MHFA)**

This section was taken from the following source: Mental Health First Aid – Reference Guide, by Mental Health First Aid Canada. More detailed information on the following concerns and others (such as MHFA for depression, substance use problems and eating disorders) can be found in this guide, located in the Director of Program’s office.

### **MHFA for Non-Suicidal Self-Injury**

- ☐ If you suspect a student is deliberately injuring themselves, you need to discuss it with them. If you feel you are unable to talk to the person who is self-injuring, find a manager who can talk to them.
- ☐ Choose a private place for the conversation. Directly express your concerns that the person may be injuring themselves. Ask about self-injury in a way that makes it clear to the person that you have some understanding of self-injury, e.g., “Sometimes, when people are in a lot of emotional pain, they injure themselves on purpose. Is that how your injury happened?”
- ☐ Self-injury is a very private thing and is hard to talk about. Do not demand to talk about things the person is not ready to discuss. You should avoid expressing a strong emotional response of anger, fear, revulsion or frustration.
- ☐ Avoid overreacting; medical attention is only required if the injury is severe.
- ☐ Keep in mind that “stopping self-injury” should not be the focus of the conversation. Instead, look at what can be done to make the person’s life more manageable or their environment less distressing. Understand that self-injury cannot be stopped overnight, and people will need time to recover and learn healthy coping mechanisms.
- ☐ Ask the person questions about their self-injury, but avoid pressuring them to talk about it. Reflect what the person is saying by acknowledging their experience as they are describing it.
- ☐ Express empathy for how the person is feeling. Validate the person’s emotions by explaining that these emotions are appropriate and valid.
- ☐ Let them know that they are not alone and that you are there to support them. Work collaboratively with the person in finding solutions, i.e., by finding out what they want to happen and discussing any possible actions with them.
- ☐ Reassure the person that there are sources of help and support available. Suggest and discuss options for getting help rather than directing that person on what to do. Help the person map out a plan of action for seeking help.
- ☐ Respect the person’s right to not talk about their self-injuring behaviour. If the person doesn’t want to talk right away, let them know that you want to listen to them when they are ready.



## MHFA for Suicidal Thoughts and Behaviours

- ☐ Act promptly if you think someone is considering suicide. If you feel you are unable to talk to the person, find a manager who can talk to them.
- ☐ If you think someone might be having suicidal thoughts, you should ask that person directly. Tell the person your concerns. Describe behaviours that have caused you to be concerned about suicide. However, understand that the person may not want to talk with you. In this instance, you should offer to help them find someone else to talk to.
- ☐ Sometimes people are reluctant to ask directly about suicide because they think they will put the idea in the person's head. This is not true. Asking the person about suicidal thoughts will allow them the chance to talk about their problems and show them that somebody cares.
- ☐ Although it is common to feel panic or shock when someone discloses thoughts of suicide, it is important to avoid expressing negative reactions. Do your best to remain calm, confident and empathic in the face of the suicide crisis, as this may have a reassuring effect for the person.
- ☐ It is more important to be genuinely caring than to say "all the right things."
- ☐ Enquire about issues that affect their immediate safety by asking the person:
  - ☐ Whether they have a plan for suicide
  - ☐ Direct questions about how and where they intend to suicide
  - ☐ Whether they have decided when they will carry out their plan
  - ☐ Whether they have already taken steps to secure the means to end their life
  - ☐ Whether they have ever attempted or planned suicide in the past
- ☐ Once you have established that a suicide risk is present, you need to take action to keep the person safe. A person who is suicidal should not be left on their own. Work collaboratively with the person to ensure their safety.
- ☐ Remind the person that suicidal thoughts need not be acted on. Reassure the person that there are solutions to problems or ways of coping other than suicide.
- ☐ When talking to the person, focus on the things that will keep them safe for now, rather than the things that will put them at risk. To help keep the person safe, develop a safety plan with them. Engage the person to the fullest extent possible in decisions about a safety plan.
- ☐ Although you can offer support, you are not responsible for the actions or behaviours of someone else and cannot control what they might decide to do.
- ☐ Encourage the person to reach out to appropriate professional help as soon as possible.
- ☐ You must never agree to keep a plan for suicide or risk of suicide a secret. If a person doesn't want you to tell anyone about their suicidal thoughts, you should not agree. Offer an explanation like this, "I care about you too much to keep a secret like this. You need help and I am here to help you get it."

### **3 key actions for helping a person with suicidal thoughts or behaviours:**

1. If you think someone is having thoughts of suicide, ask them directly.
2. Work together to keep them safe for now.
3. Connect them to professional help.