
GUIDE TO BEST PRACTICE
IN INTERNATIONAL
STUDENT SAFETY



ENGLISH AUSTRALIA



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FOREWORD

International students and safety are increasingly in the media spotlight. With research only just starting to highlight the issues that these students face, understanding student safety is increasingly critical for colleges.

This Best Practice Guide looks at these issues and offers up numerous case studies of how colleges successfully address international student safety.

The Guide shows how paramount creating a safe and supportive space is for our international students and that this leads to a rich and positive experience for those students.

It shows that creating this space depends on understanding who your students are, the safety issues they face and how you talk about those issues.

It offers ideas on creating a safety support network beyond your college, a network that helps your students build their own support network when they are so lacking in this powerful tool.

It explores the safety issues that most affect international students and showcases how colleges have successfully managed these.

It incorporates these elements into a practical approach that will help any college implement sound policies on student safety.

With every Best Practice Guide that we release, there are innumerable people who make it possible. I would like to thank: our Guide writer, Dr Paula Durance, the Guide's Steering Committee, the colleges who provided case studies, our English Australia members who participated in our survey, Study NSW, Bupa and Study Melbourne. Without their support, the Guide would not have been possible.

Our Best Practice Guide in International Student Safety highlights the incredible work that the ELICOS sector is doing. It shows that colleges are supporting their students to have an amazing experience while studying in Australia, and key to this is a safe and supportive environment.

A handwritten signature in black ink, appearing to read "B. Blacker", with a long horizontal flourish extending to the right.

Brett Blacker

CEO English Australia

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EXECUTIVE SUMMARY

1.0 Understanding safety in international education

By positioning international student safety within a broader safety context, we can better understand the student experience and successfully manage this. This means understanding the challenges that colleges face and the elements that impact on student safety. It also means understanding how student safety fits within risk assessment and management.

1.1 Challenges for colleges ensuring student safety

From cultural and social factors to safety beyond the college itself, the challenges that colleges face add layers of complexity that colleges must deal with.

Safety sometimes beyond colleges' control

Recognising what colleges can and cannot control is a critical part of a successful approach to student safety.

Balancing student anxiety while promoting safety

When English Australia surveyed colleges on frequently reported student safety concerns, some included:

- theft
- exploitation at work
- car accidents
- assault and safety on public transport.

Given this variety, striking the right balance between promoting safety and causing anxiety is often a college's most significant challenge

1.2 Elements of student safety

A successful approach to student safety addresses four key areas:

- environment
- perceptions
- circumstances
- confidence.

This Guide outlines different ways that colleges can address these elements through things like reporting trust and regular messaging.

1.3 Student safety within the context of risk assessment

This Guide focuses on the behavioural and situational factors that ELICOS colleges experience working with their international students. Using common risk management approaches such as:

- an assessment of seriousness
- frequency and probability of risks
- hazards and risky behaviour

can help when thinking about student safety.

Risk management processes need refining for international students

The institutional and community environment, cohorts such as younger students and the lived experiences of students without support systems need considering when developing safety policies and procedures.

Racism often an element in incidents

Racism is a key distinguishing difference between domestic and international students who experienced safety threats (Babacan, etc, 2010, p.51). This adds another element of complexity to the narrative of international student safety.

Adapting to a college's situation critical to success

How colleges prepare for routine safety matters and deal with critical incidents depends heavily on situational factors. This means colleges must constantly adapt to meet their students' safety concerns.

2.0 Creating a safe environment for students

While there are many factors that contribute to a safe environment, some to consider are:

- recognising your vulnerable student cohorts
- developing a safety plan
- developing and delivering targeted information.

Integration is critical to success

Integration here means both with students at their college and within the local community. It also means being proactive rather than reactive to safety issues.

Government resources give valuable insight into safety

The Fair Work Ombudsman (work rights), the Office of the eSafety Commissioner (cyber safety) and the Australian Human Rights Commissioner (bullying) all have useful resources. These can help a college build a safe environment for students.

2.1 Develop a safety plan

A safety plan should cover both on and off-campus safety and tell students where they need to go to seek help and how they are able to do this.

Frame your safety intentions in a plan

Framing your intentions in a safety plan has value by:

- encompassing information for students
- delivering Orientation and other support programs
- developing support networks for students and staff
- implementing a critical incident management plan
- engaging community services to enhance safety messages
- reinforcing the availability of support beyond the campus.

2.2 Recognise vulnerable student cohorts

Gender, nationality, ethnicity, religion and other multiple vulnerabilities make it difficult to customise safety information for international students. This section focuses on just some of the most vulnerable cohorts: younger students and LGBTQI+ students.

Crime generally consistent across nationalities

No one nationality is over-represented in crime statistics but International students in general are vulnerable targets for crime when they are in public spaces.

Critical to give students' confidence in reporting

The extent of safety issues may be larger than is reported because of students' inexperience and often a lack of confidence in reporting. Colleges should be explicit in their messages to students about the availability of help in an incident.

Customise safety information for your cohort

This allows creating strategies appropriate to language, culture, age, gender and location, including regional settings.

Students usually first seek help from their college

International students are more likely than domestic students to seek support from their institution. By understanding your cohort, you are far more likely to make students feel comfortable and report safety issues.

Younger students

Safety matters for younger students are addressed in the National Code 2018.

National principles govern colleges who work with children

The National Code reflects the National Principles for Child Safe Organisations developed by the Human Rights Commission.

These are some ways that colleges are meeting their obligations:

Monitoring and supervision

- Regular welfare checks and supervision meetings
- Applying rules and processes such as curfews and attendance records

Accommodation

- Ensuring homestay accommodation is regularly monitored
- Ensuring hosts have working with children registration

Other areas

- Engaging guardianship services
- Delivering targeted information and workshop sessions to students, for example on sexual health and safety
- Providing specialist staff such as advisors and Under 18 student coordinators with responsibility for welfare, supervision, parent liaison and homestay monitoring.

LGBTQI+ students

LGBTQI+ students in Australia may not be aware that their rights are protected in Australia or may not trust the social and political systems to comply with legal protections. It is important that colleges ensure LGBTQI+ students can express themselves and be comfortable in their study and social environment.

Create a welcoming environment with symbols like the rainbow flag

Displaying this powerful symbol of support shows a commitment that the college is free from discrimination and harassment based on gender and sexual identity.

Safe Space Posters are important for raising awareness

The presence of the Safe Space Posters raises awareness of the differences that exist in our community and sensitizes others.

2.3 Develop and deliver targeted information

Many messages about emergencies, health and critical incidents for early English language learners are difficult to understand. Messaging needs to be delivered in multiple formats including being embedded in curriculum.

Talk regularly and talk realistically

Information should be topical and relevant to the students' 'lifecycle'. These messages must be regularly delivered and reinforced.

Involve your students in your messages

Best practice involves students in safety messaging and student input is valuable in identifying safety threats and helps colleges respond to their perceptions.

3.0 Developing a safety support network

When arriving as an international student to a host country, most students have left behind all support systems. Developing a successful safety network is about not being isolated, feeling connected to your new environment and remaining connected to family and friends back home.

A successful orientation helps build strong support networks

A successful safety network should start with getting the student connected to their new environment and giving them a sense of belonging. In practice most of this will take place in the new student Orientation sessions.

3.1 Engage adequate and trained staff

While the National Code requires certain standards when it comes to staffing, some of these are not well defined, leaving institutions to develop their own staff development standards and practices.

Creating a safety network helps overcome challenges

The breadth of developing standards and practices for staff is challenging and resource intensive. Utilising third parties and building a safety network allows colleges to better support their students when it comes to safety.

Collective responsibility is critical in handling safety issues

As colleges are often the first point of contact for student safety issues, ensuring staff understand safety and referral processes builds student confidence.

Students may seek help from any staff members in a college

It is essential that staff understand when, where and how they refer students to other support people.

3.2 Work with stakeholders

The value of working with stakeholders – specialists, community agencies, emergency services, and other relevant organisations – cannot be overstated

Work with all affected parties when managing a safety incident

Sharing and involving actions, where appropriate, with the student's friends, families and other stakeholders can contain harm.

Manage, monitor and audit third parties that you utilise

While outsourcing can help institutions better manage resources, ensure any third parties are properly managed, monitored and audited.

4.0 Understanding the safety issues that students face

International student safety issues encompass on-campus and public safety, incidents where students are victims of crime (including in work and accommodation settings), and safety in relationships

4.1 Public safety

While Australia is considered to be a very safe country, it is important that students understand the unique risks that Australia has. From high UV exposure to riptides, dangers that students may not understand need highlighting, as well as low-level crimes that students might experience.

Public transport

Forty-three percent of surveyed colleges reported that safety on public transport was an issue for their students so it is important students understand the risks of public transport.

Public transport costs may impact on student safety

Approximately 14 percent of colleges reported that students experienced safety issues associated with living in 'affordable' accommodation, such as living in outer suburbs.

Create a safe reporting space to avoid victimisation

Victimisation and reporting rates are disparate so colleges should encourage reporting in a safe environment where students are respected and where appropriate action is taken.

Water safety

A small Queensland study (Ballantyne and others, 2005) found that "international [university] students are more likely to engage in 'risky' behaviour at the beach". It is vital that students understand the dangers that can stem from this behaviour.

Balancing messaging on beaches is challenging

Addressing the contradictory messages about beaches being fun and safe when at the same time there are often hazards will help students better understand water safety.

4.2 Personal safety

Law enforcement agencies and education providers support the principle that students have a right to feel safe from harm. This includes freedom from physical or psychological harm such as aggression.

Physical well-being

Personal safety includes physical well-being, safety in relationships, unwanted pregnancy and prevention of sexually transmitted infections (STIs).

Mental health

Personal safety and mental health are linked by the ways in which students and staff perceive the seriousness of situations, how situations are managed and what is done to mitigate ongoing risk.

Crime and wrongdoing

The vulnerability of students, cultural perceptions, levels of fear or uncertainty and degrees of capability in dealing with threats all impact upon students when considering crime. Managing these are essential in any college.

How a college responds to crime and wrongdoing depends heavily on its student cohort

Applications of safety procedures will vary according to student cohorts, their preparedness and resilience. Safety messaging and creating an environment for reporting crime/wrongdoing are important here.

Theft

Despite this being overwhelmingly the most frequently reported safety issue, details of incidences of theft are limited.

Posters and other reminders on theft are useful ways of raising awareness among students.

Cyber safety

Threats include scams, bullying and targeting by criminals to disclose identity and financial information.

With students spending much of their time online, interacting with strangers and websites, colleges need to be aware of online safety.

Scammers often target international students

International students have reported scams involving education agents, scammers recruiting other students into scamming activity, accommodation scams and blackmail.

Scams often originate from the student's home country

This poses an extra challenge, as little can be done by Australian police to recoup funds.

Systematic and well-informed management can reduce the instances of scams.

Students may not realise the seriousness of scams

Students need to know what scams exist, how to identify them, where to go for help and information, and what support is available to them from campus and community services.

Include cultural norms in any safety conversations

Include the norms of digital engagements in Australia in any safety conversation. This can help avoid a mis-reading of what is appropriate and what is not.

Bullying

Bullying is described as:

'...an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm.'

(<https://bullyingnoway.gov.au/>)

Ensure students understand what is culturally acceptable

Clearly explaining what is acceptable culturally, or how students should respond, report and articulate their concerns is part of best practice in cyber bullying.

Fear can stop a student from reporting bullying

Fear of not being believed or not having their concerns appropriately and thoughtfully addressed can reduce reporting. Creating the right environment for reporting is vital in managing this.

Some aspects of bullying may be considered as crimes

Bullying may be considered a crime if someone:

- means to cause physical or mental harm
- threatens to hurt or kill you
- stalks you
- damages your stuff on purpose or steals it.

Bullying as a crime is state dependent

In Victoria, for instance, Brodie's Law makes serious bullying a criminal offence but each state treats bullying differently.

Sexual assault and sexual harassment

The process of awareness-raising and empowerment is a responsibility that colleges should adopt.

International students often unaware of how to report sexual assault

The *Change the Course* report found international students in particular were not aware, or were less aware than domestic students, of the procedures that exist for formally reporting sexual assault or sexual harassment at their university.

International students far less likely to report sexual assaults

The Human Rights Commission found that international students were substantially less likely than domestic students to take action after witnessing sexual assault due to fears for their safety.

Connect sexual safety with health information and support

Surveyed colleges actively encourage students to report incidents and are recording these. Policies and procedures for reporting and responding to student sexual assault, harassment, bullying and discrimination are strategies that colleges use to address safety concerns.

Work safety and wage theft

International students continue to be vulnerable to unsafe work environments, non-compliant practices and the consequences of working in an unfamiliar workplace.

Colleges that include work safety messages in accessible visual form, and through Orientation and support information, contribute to students' preparedness for, and safety in, work environments.

Wage theft as a criminal matter

The Australian government drafted laws in 2019 to criminalise practices that include many aspects of wage theft, such as:

- cash in hand
- incorrect hourly rates
- unpaid trials.

Information sessions can help students speak about wage and working conditions

Preventative measures to address wage theft can include: information sessions, counselling and assisting students to speak up about wage and working conditions.

International students often accept less than the minimum wage

Despite evidence that students at English language colleges knew the minimum wage was higher than what they were earning, they continued to accept less than minimum wages.

Encouraging reporting increases reporting

The Fair Work Ombudsman (FWO) received double the usual volume of anonymous reports from international students after it sent students a letter explaining their work rights.

The FWO website has many useful resources

From how to access information to pay calculators, the site has many resources, which are often available in different languages.

5.0 Managing safety threats and your students

A safe experience often means a positive experience for students

Colleges agree that the safety of their students is critical to a positive experience and successful outcomes. Messages that protect and prepare students for unexpected or threatening events are a key part of this.

5.1 Critical incidents

Simple definitions (emergency, crisis, accident) do not always help in making a judgement about the seriousness of an incident. Defining what makes a critical incident in a policy can help guide staff during these incidents.

Critical incident policy and procedure should include the following:

- the purpose of the policy
- the definition of a critical incident
- examples of critical incidents
- the communication protocols to be followed
- the allocation of contact/management personnel
- procedures for responding to a critical incident
- advice for staff including follow-up and debriefing
- advice regarding dealing with the media
- a statement about evaluation and review of the policy and procedure.

Accidents, suicide, sexual assault and missing students typically make up critical incidents

Colleges reported a range of matters dealt with in their critical incident procedures in our survey.

Know your cohort to know their common threats

Consultation with students is valuable when identifying current issues, assessing effective means of communication and building relationships of trust.

5.2 Facilitate students' reporting

Recording safety issues systematically, through student management systems and on incident registers is a key part of best practice. Having separate databases and student profiles for case management and intervention are also essential. This helps identify safety trends and address these as needed.

Students may not report safety issues for multiple reasons

Safety issues are often unreported because of cultural issues around loss of face, fear of visa repercussions, lack of language skills, or even just a sense of powerlessness that comes with students being outside their usual support network.

Students may only think of safety threats as those involving physical force

These circumstances are common across all international student groups. Students may also perceive the seriousness of threats to their safety differently and to various degrees.

Encourage reporting of threats like unsafe situations or risky behaviour

Measures should be put in place to facilitate reporting of unsafe situations or risky behaviour.

These measures include:

- engaging dedicated and well-prepared staff
- student peer mentors
- Orientation and ongoing information sessions
- assurances of privacy and confidentiality
- ongoing review and assessment of safety and risk management plans.

Allow students to report directly or anonymously through online reports

Colleges should maintain open lines of communication and ensure staff availability to assist when needed. A positive atmosphere for students contributes to both students' awareness and their confidence to report.

5.3 Collect and use data

Collecting data on the frequency, seriousness and nature of incidents experienced by students can help inform messaging, future planning and the effective deployment of resources.

The National Code sets out minimum documentation requirements

This particularly applies to students under 18, but ultimately documentation requirements that record institutional activity and processes guide and enhance standards.

5.4 Review your practices

A review:

- reinforces the reason and method to collect data
- provides a means to use collected data through analysis, internal and external reporting, and actions
- assists a provider to demonstrate evidence-based good practice
- guides the improvement process.

Use your reported data to evaluate your safety procedures

The data can indicate how effectively and consistently a colleges responds to safety issues and helps ensure a safe environment.

Use third parties to evaluate your practices

This can help to:

- consider the reasons for gathering certain types of data
- evaluate the processes and methods used to gather data
- examine whether the data gathered helps to improve safety practices
- inform colleges of the possible gaps in evidence that support their safety plan.

CHAPTER 1

UNDERSTANDING SAFETY IN INTERNATIONAL EDUCATION

Safety increasingly a focus of media and research

A number of international student safety issues have emerged through media sources and academic research as well as through the recent English Australia Student Safety survey. Many issues were reported by ELICOS colleges but are less well-documented in the public domain. Conversely, some issues that have significant exposure in the media are not necessarily those most concerning for ELICOS colleges.

English Australia surveyed colleges on safety

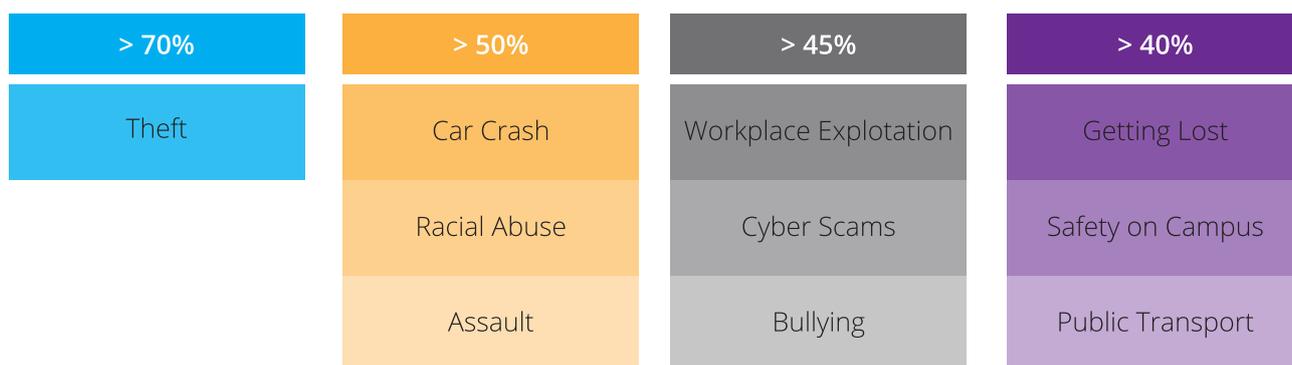
A survey undertaken by English Australia looked to understand the extent and frequency of safety issues as they presented to international students in the ELICOS sector. Of the surveyed

safety issues beyond the campus, such as keeping money out of sight, watching personal belongings, awareness of accommodation and other scams, and obeying road rules, laws and policies.

Safety sometimes beyond colleges' control

Some challenges remain largely beyond colleges' control. Forty percent of surveyed colleges reported accommodation scams as a challenging safety issue. A University of NSW report, *No Place like Home* (2019) found many students experiencing poor conditions caused by overcrowding, where accommodation had been illegally modified, contained fire risks and where fear existed caused by accommodation deception.

Figure 1: Top 10 Responses for Extent & Frequency of Safety Concerns



Source: English Australia Student Safety Survey (2019)

responses, 31 safety events were identified with four eliciting responses of over 50%.

Appendix 1 shows the full range of responses from the English Australia Student Safety Survey to this question: in the past two years, which safety issues have students at your institution experienced?

1.1 Challenges for colleges ensuring student safety

Despite high quality service delivery and safety planning, colleges face ongoing challenges. Cultural and social factors and the mobility of transient students make this inevitable. Typically, challenges relate to raising students' awareness of safety and security matters. Colleges strive to ensure students are aware of personal

Balancing student anxiety while promoting safety often challenging

Other challenges include limited staff and time resources to manage situations that affect the safety of students off-campus. Among the most frequently reported external safety concerns were theft, exploitation at work, car accidents, assault and safety on public transport. These situations continuously challenge colleges to 'strike a balance between promoting safety and causing anxiety' (college respondent).

Generally, colleges aim to continually improve safety for their students, from awareness of safety, to safety solutions at school and at home.

1.2 Elements of student safety

Understanding the elements that impact student safety provides a useful breakdown for seeing how international students view safety and the levers that can change how they feel, act or react.

Not all students will view safety in the same terms or level of perceived threat. They are influenced by the environment around them, the circumstances presented and the level of confidence they hold.

The ability of colleges to address each of these elements effectively contributes to the success of building awareness and providing adequate structures of support for students in their care.

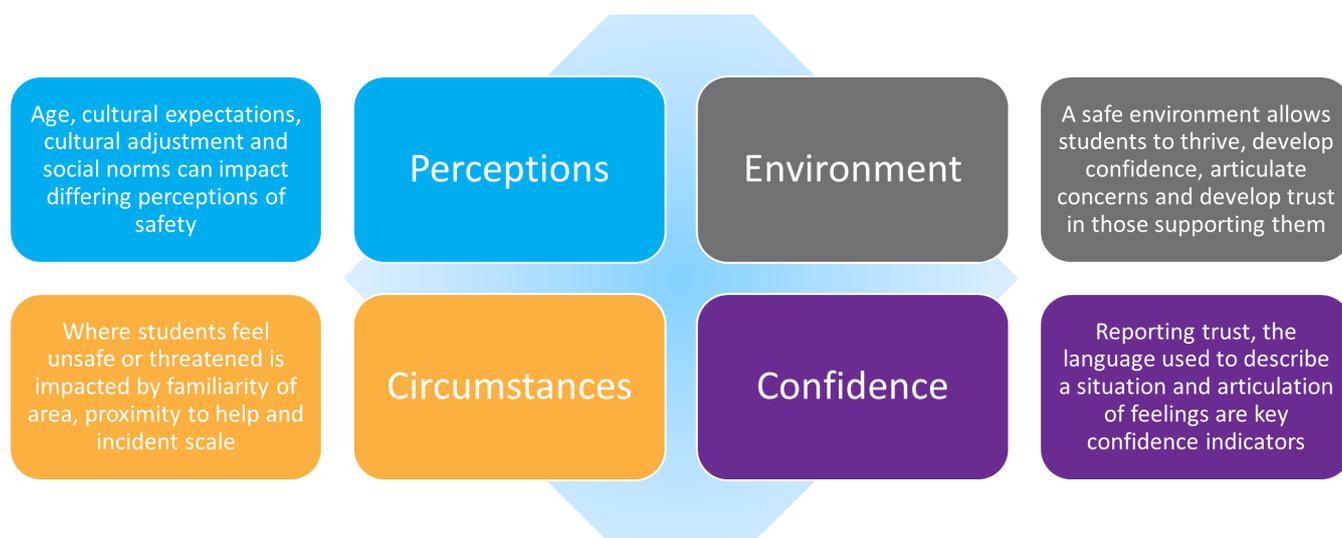
will be impacted by familiarity with the environment, proximity of help, and seriousness of the incident. The circumstances of support structures and services for students (availability, location etc.) will make a difference to provider response times and collaboration between services.

Confidence: Colleges can make a significant difference to their students' confidence in reporting, the language they employ to describe a situation, and how they articulate their feelings.

1.3 Student safety within the context of risk assessment and management

Organisations are required to manage risk. This involves providing safe workplaces,

Figure 2: Elements of Student Safety



Perceptions: International students may perceive safety issues differently from local residents. The reasons for this include age, cultural expectations, cultural adjustment and social norms.

Environment: A safe environment is essential for students to thrive, develop confidence, articulate concerns and develop trust in those supporting them. Students living away from home benefit from access to services on campus, in supervised accommodation or through community agencies recommended by their colleges.

Circumstances: The circumstances in which students feel unsafe or experience threats to their safety make a difference. Their responses

managing the occupational health of workers and risk mitigation processes to deal with critical incidents. Common risk management approaches involve an assessment of seriousness, frequency and probability of risks, hazards and risky behaviours. Principles of risk management are familiar to staff in ELICOS colleges in relation to quality and compliance. Steps to mitigate risk in the college environment include: identifying hazards, and assessing, controlling and reviewing risks. This Guide focusses on the behavioural and situational factors that ELICOS colleges experience working with their international students on a daily basis.

Risk management processes need refining for international students

Providers enrolling international students face specific conditions that require them to refine common risk management processes. They need to be aware of cultural norms, the institutional and community environment, particular student cohorts such as younger students, and the lived experiences of students who may not have accessible support systems such as families and communities.

Racism often an element in incidents

This is illustrated in a 2010 study of safety threats to international and domestic students that found that: "The major difference between domestic and international student respondents was in relation to comments about experiences of racism and the threat of being a target due to nationality and/or appearance...almost one half (49.9%) of international students [surveyed] said that there was a racial, religious or cultural element to the incidents that they experienced (Babacan, etc, 2010, p.51).



CHAPTER 2

CREATING A SAFE ENVIRONMENT FOR STUDENTS

Adapting to a college's situation critical to success

Situational factors, the perceptions and the expectations students have of their personal safety will influence how colleges prepare for routine safety matters and deal with critical incidents.

Helping students to succeed

A safe environment is essential for students to exercise freedom in living and studying, to be protected from harm and from aggressive or threatening behaviour. Students should be able to confidently report situations where they feel unsafe, knowing they will be respected, taken seriously and have their issues resolved.

Integration is critical to success

ICEF asserts that "The key to making [international students] feel secure is integration – both with students at the institution where they are studying and within the local community. Providing a safe environment for international students requires institutions and national organisations to be proactive rather than reactive to safety issues" (ICEF, 2012).

Government resources give valuable insight into safety

At a government level, a number of online initiatives exist that provide practical resources for education providers to enhance safe environments. These include the Fair Work Ombudsman (work rights), the Office of the eSafety Commissioner (cyber safety) and the Australian Human Rights Commissioner



Good practice examples – a safe environment

- **College A** commented that: “being able to give students a comfortable environment at school allows us to help them with other issues they are experiencing because they feel it is a safe and caring place. At orientation, all students are spoken to about keeping themselves safe. Sometimes safety sessions are run by external companies, such as beach safety and sexual safety.”
- A number of ELICOS institutions collaborate on information delivery and support services with groups such as community-based health and counselling services, Headspace, translation services, OSHC student helplines, Beyond Blue and local government agencies such as Study Melbourne and Study NSW.
- **College B** invites their campus Security Services and NSW Police to present at their Orientation Information Sessions. They also play the video developed by NSW Police and CISA, which has positive and relevant information for international students and is available in 9 languages (<https://www.study.sydney/live/safety>). (Other states also have safety videos such as the Stay Safe in South Australia video: https://www.youtube.com/watch?v=K_hFUWWxrZ0)
- **College C** pre-registers staff and students to the SafeZone mobile app. Once downloaded, the app can be used on campus to call campus security services, request first aid or raise the alarm for emergency help. If the app is used off campus it will redirect the user to Emergency Services (triple zero). The app is monitored 24/7.
- **Bupa** provides assistance with a range of emergency situations such as personal safety, drug, and alcohol issues, trauma counseling.
- **College D** says that they often take students to their medical appointments to help them communicate with a doctor. They have a strong partnership with the medical clinic near the school. They also seek student permission to speak with their medical professional about their case if necessary.
- **College E** offers a security service to any student who does not feel safe walking to their car or public transport alone after dark. Students can call security on the red phones located in all buildings and around the campus grounds that connect directly with the campus security staff and ask for them to walk with them. A night bus service is also available that picks students up from the library and drops off around on campus and off campus car parks.
- **College F** believes student safety is everyone’s responsibility. Staff maintain close relationships with the students, the classes have set teachers for each teaching block who get to know the students during the face to face classes from Monday to Friday each week. The teachers are aware of who to contact if they are concerned about a student’s well-being. Staff are aware that they need to pass on any concerns they have about the students to the Student Advisers (SA), they can do this via the confidential email address, drop in to the office or call on the 24-hour mobile number. The SA follows up on any concerns by calling and meeting with the students.

(bullying). In addition, the Australian government through The Minister for Education Dan Tehan has made a commitment “to ensure all students who come to Australia are living in a safe, supportive environment” (Minister for Education, media release, 4 June 2019).

Institutions are doing more to address safety

There has been increasing awareness and actions around safe environments since the publication of the Senate Inquiry into the Welfare of International Students Report in 2009 (Australian Government, 2009). This includes greater commitment by institutions to safety messaging and responsibilities for third parties such as such as homestay providers.

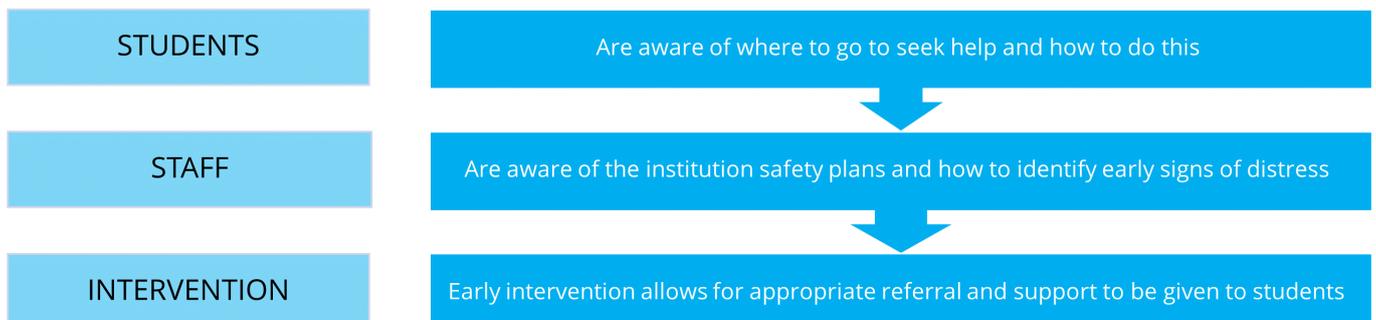
2.1 Develop a safety plan

The Council of Australian Governments’ (COAG) International Students Strategy for Australia (2010) resolved that providers would develop a safety plan and describe their processes for increasing student awareness of safety and how to minimise safety risks (COAG, p.10). This includes both on and off campus student safety. Safety plans should acknowledge the National Principles for Child Safe Organisations as well as a range of other risk management processes.

Seow (2010) suggests that:

‘A critical factor is ensuring that students are aware of where they need to go to seek help and how they are able to do this. Staff within an institution should also be aware of the institution safety plans and how to identify early signs of distress in their student population. Early intervention is important so that appropriate referral and support can be given to the students’.

Figure 3: Critical Factors in a Safety Plan



What should be included in a safety plan?

A suggested safety plan template is included as **Appendix 2**.

Safety plans should contain guidance for staff and students on:

1. How to identify and manage safety issues such as:
 - physical safety (transport, accommodation, going out, domestic violence)
 - personal safety (in relationships, discrimination, racially based abuse, bullying, assault)
 - cyber safety (scams, sexual harassment, bullying, extortion)
 - sexual safety (STDs, unplanned pregnancies, sexual assault and harassment)
 - workplace safety
 - water safety.
2. Develop and deliver relevant and accessible information that is appropriate to particular student cohorts.
3. Describe the process of student reporting of safety issues.
4. Outline the steps the institution will take to respond to issues.
 - describe the process and procedures the institution will adopt to manage critical incidents
 - indicate the scope and level of responsibility the institution has in managing safety issues.
5. Set protocols for documentation and data collection
6. Provide guidance for the institution to engage and collaborate with third parties and stakeholders
 - indicate the processes the institution has to consult and share information with third parties and to monitor third party relationships.
7. Clarify the roles and responsibilities of institutional staff dealing with student safety
8. Meet ESOS compliance obligations and relevant state and territory legislation such as child protection and consumer law, privacy and professional codes of conduct

Frame your safety intentions in a plan

Surveyed colleges were consistently positive in their attempts to manage student safety systematically, and were overwhelmingly focused on awareness raising, particularly in situations where students are in public places. Framing these intentions in safety plans has value by:

- encompassing information for students
- delivering orientation and other support programs
- developing support networks for students and staff
- implementing a critical incident management plan
- engaging community services to enhance safety messages
- reinforcing the availability of support beyond the campus.

2.2 Recognise vulnerable student cohorts

International students have 'multiple vulnerabilities' (gender, nationality, ethnicity, religion, age and various degrees of social support) which can challenge colleges trying to customise information, safety messaging and response strategies for their students. Recent research has focused on the safety of specific cohorts, highlighted most dramatically in 2009-2010 on attacks on Indian students in public, and harassment on public transport.

Crime generally consistent across nationalities

A 2011 report by the Australian Institute of Criminology found that physical crimes such as assault and theft against international students were generally consistent across students of different nationalities and Australian populations. Some cohorts, from China, Malaysia and the United States and India were, on average, younger than their counterparts from other source countries, contributing an additional 'at risk' factor across nationality and age groups.

Critical to give students' confidence in reporting

International students in general are 'vulnerable targets for crime when they are in public spaces' (Marginson, 2010, cited in University of Technology Sydney, p.16). This is because of students' inexperience and often a lack of confidence in reporting. Colleges should be explicit in the messages to students about the availability of help in an incident. These messages

'The information could be taken in different ways, it could scare people or make them think about their safety.'

(ELICOS student)

Case Study: Amy, an ELICOS student

The Student Advisor (SA) met with Amy* as she was flagged as being at risk of failing to meet the minimum attendance due to a number of consecutive absences. The SA met with Amy and asked her if everything was okay and if there was anything that was effecting her ability to attend class. During the meeting Amy disclosed that she had been feeling unwell and recently had found out that she was pregnant.

Amy said that she did not know the father of the child and that she had been out with friends one night and was drinking alcohol and after some point in the night the events of what happened were not clear but she is sure that the pregnancy is a result of that evening. Amy did not wish to seek out the man involved and did not want to make any formal report on that incident. The SA allowed Amy to guide the conversation and let her cry, acknowledged her feelings and full attention was given free of interruptions. Amy told the SA that she could not speak about this to her family and she felt lost at what to do, but she was sure that she did not want the pregnancy. The SA listened to Amy and used supportive language, acknowledged her courage at speaking about the situation and reassuring her that she was not alone.

Amy was upset that on top of what she was dealing with she also was worried about her attendance. The SA assured her that she could have compassionate leave and assisted her in applying for the leave maintaining confidentiality as to the reason for the leave. The SA assisted the student to make an appointment with the doctor to confidentially discuss the situation and to get a medical certificate to support the application.

The SA was able to refer Amy to Marie Stopes Australia a caring non-judgemental organisation which includes support services such as abortion counselling with translating and interpreter services, STI testing, surgical and medical abortions which are a safe private way to terminate early pregnancy at home, 24/7 aftercare service and advice on contraception.

The SA maintained regular meetings in person and by phone with Amy to offer support and to let her know she was there to talk if needed.

*Pseudonym used

should be informed by an understanding of how students operate, including the influence of gender, nationality, ethnicity, religion, age and various degrees of social support that students can, and do, access.

Customise safety information for your cohort

Surveyed colleges were asked about incidents their students experienced. While national, cultural, gender and age factors were not differentiated in the survey data, the reported incidence of theft, assault and threats to personal safety on public transport were common enough to be of concern. Colleges should identify safety issues relevant to their own student cohorts and customise safety information and strategies appropriate to language, culture, age, gender and location, including regional settings (Le and others, 2013).

Students usually first seek help from their college

Evidence indicates that student safety in public spaces should be a routine concern for institutions. This is because international students were more likely than domestic students to seek support from their institution, particularly through campus security services, if these were available, as distinct from faculty /schools (HRC, p.122). Further, international students often do not know if the nature of the incident or the behaviours they experience are a normal part of Australian culture (HRC p.146), or to whom they should report incidents.

On campus safety is managed in different ways by ELICOS colleges depending on their size, location and facilities. For colleges that are part of a larger institution such as a university, campus security services can be shared. Where after-hours classes are conducted, students generally have access to either teaching or security staff.

The National Principles for Child Safe Organisations

1. Child safety and well-being is embedded in organisational leadership, governance and culture.
2. Children and young people are informed about their rights, participate in decisions affecting them and are taken seriously.
3. Families and communities are informed and involved in promoting child safety and well-being.
4. Equity is upheld and diverse needs respected in policy and practice.
5. People working with children and young people are suitable and supported to reflect child safety and well-being values in practice.
6. Processes to respond to complaints and concerns are child focused.
7. Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.
8. Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.
9. Implementation of the National Principles for Child Safe Organisations is regularly reviewed and improved.

Source: <https://childsafe.humanrights.gov.au/national-principles>



Younger students

Safety matters for younger students are addressed in the National Code 2108 which requires education providers to:

- take all reasonable steps to provide a safe environment on campus and advise overseas students and staff on actions they can take to enhance their personal security and safety
- provide information to overseas students about how to seek assistance for and report an incident that significantly impacts on their wellbeing, including critical incidents
- provide overseas students with or refer them to (including electronically) general information on safety and awareness relevant to life in Australia.(National Code 2018, Standard 6)

National Principles govern colleges who work with children

The National Code reflects the National Principles for Child Safe Organisations developed by the Human Rights Commission following sector-wide consultation in 2017-2018. The Principles were a key national reform and have been endorsed by all Commonwealth, state and territory governments. The Principles apply to colleges that enroll younger students. They provide a nationally consistent approach to embedding child safe cultures within organisations that engage with children, and act as a vehicle to give effect to all Royal Commission recommendations related to child safe standards. (See: <https://www.humanrights.gov.au/our-work/childrens-rights/projects/child-safe-organisations>)

Good practice examples - safety for younger students

- **College A** has procedures in place to make sure under 18 students are checked on a weekly basis. Questions are asked about their current accommodation, food provided, how safe they feel in their home environment, at school and during any activities held out of school hours. The college provides an emergency contact number for after hours and weekends.
- **College B** ensures students under the age of 18 are placed in extra care accommodation, which means that they are dropped off and picked up each day. They also need parental/guardian permission in order to take part in any tours or activities at the college. They are highlighted as being U18 on attendance rolls so that teachers can alert staff if they miss any class. Absences are followed up with their homestay families and/or agents.
- One college has a college-owned and operated under-18 guardian service. They conduct Child Safe Standards training for all staff and have a requirement of a Working with Children Check. They have a process / policy for visa compliance for living arrangements, under 18 accommodation and welfare policy in relation to requirements of Under 18's studying at the College.
- At **College C** all students under the age of 18 are required to stay in college approved Homestay or the under-18 Student Residence . There are under-18 guidelines for both Homestay and the Student Residence, which students are required to adhere to. All under 18 students are monitored on a regular basis via follow up meetings in relation to their accommodation, welfare, study etc.
- Under 18 students from **College D** are picked up at the airport and taken to pre-arranged homestay. The homestay is inspected before a student's arrival and every 6 months thereafter. Students report to the college within 5 days of arrival. There are fortnightly meetings. A homestay review is carried out with the student. There are curfews in homestay. Reports are sent to parents (per favor agents). An 18th birthday party is held to inform students "how to be adults in Victoria, Australia". Domestic 18 year-old students discuss this with overseas students.
- **College E** says that any staff member who has contact with an under 18 student has to have Working with Children Check clearance. With few under 18 students they ensure they have at least one teacher whose class the students will be placed in, as well as the Education Advisor who meets with the students regularly on a one-to-one basis.
- **College F** reported their provisions for under 18 students, who are: "separated at all times from the adult department. We are on a different floor with different start and finish times and different break times. Students are not allowed to enter adult areas without a teacher."

Younger students - Under 18 student management

Almost 84 percent of surveyed colleges have responsibility for students under 18 years of age. Most of these enroll less than 10 percent of younger students, and only 4 colleges reported enrolling over 50 percent of students under 18. This means that each college responds to safety and welfare needs according to its own situation. Colleges described services that recognise the specific needs of younger students as well as how ESOS obligations are met. These include:

Monitoring and supervision

- regular welfare checks and supervision meetings
- applying rules and processes such as curfews and attendance records

Accommodation

- Ensuring homestay accommodation is regularly monitored
- Ensuring hosts have working with children registration

Engaging guardianship services

Delivering targeted information and workshop sessions to students, for example on sexual health and safety

Providing specialist staff such as advisors and Under 18 student coordinators with responsibility for welfare, supervision, parent liaison and homestay monitoring.

Good practice examples - supporting international LGBTQI+ students

- **College A** reports that the presence of Safe Space Posters raises awareness of the differences that exist in the community and sensitizes others to both subtle and overt forms of heterosexism, homophobia and transphobia. The posters symbolise acceptance of and commitment to diversity.
- One ELICOS college, which is located within a university, has 'Allies'. Allies are staff who are knowledgeable in, receptive to and understanding of LGBTQI* issues staff (training provided free to any interested staff by the wider university). The Ally Network is a visible network (lanyards/postcards on office doors) of staff who support the University's commitment to providing an inclusive and respectful university environment for people who identify as being lesbian, gay, bisexual, transgender, intersex and queer (LGBTQI*).
- The Rainbow Hub is a Brisbane-based group, which supports and empowers International LGBTQI students by raising awareness, promoting and facilitating a supportive environment for international LGBTQI+ people in the wider Brisbane community. The group provides workshops and activities, discussion groups, LGBTQI+ resources and educational materials for well-being, and support. The Rainbow Hub is also highly active and visible in local LGBTQI+ events.

The Rainbow Hub is supported by Study Queensland, English Australia, Navitas, Open Doors Youth Service and Study Brisbane.

LGBTQI+ students

A 2017 study discussing the attitudes and legal issues around LGBT people in South East Asia found that ‘recognition of LGBT people’s human rights is uneven, incomplete and frequently contradictory and arbitrary, reflecting national, regional and international politics, as well as multiple intersecting dynamics of privilege and marginalisation’ (Wilkinson, Gerber, Offord & Langlois, 2017, p.7). This creates possible insecurity amongst young international students in Australia whose rights are protected by law but who may either not be aware of this or may not trust the social and political systems to comply with legal protections. It is therefore important that colleges ensure LGBTQI+ students can express themselves and be comfortable in their study and social environment. When discrimination occurs, reporting should be encouraged, and rights discussed.

of support is the rainbow flag. Incorporating the rainbow flag into Safe Space Posters shows a commitment that the space is free from discrimination and harassment based on gender and sexual identity. No homophobic and heterosexist comments will be tolerated in the classroom, and if happen they will be addressed in an educational and informative manner.

Safe Space Posters are important for raising awareness

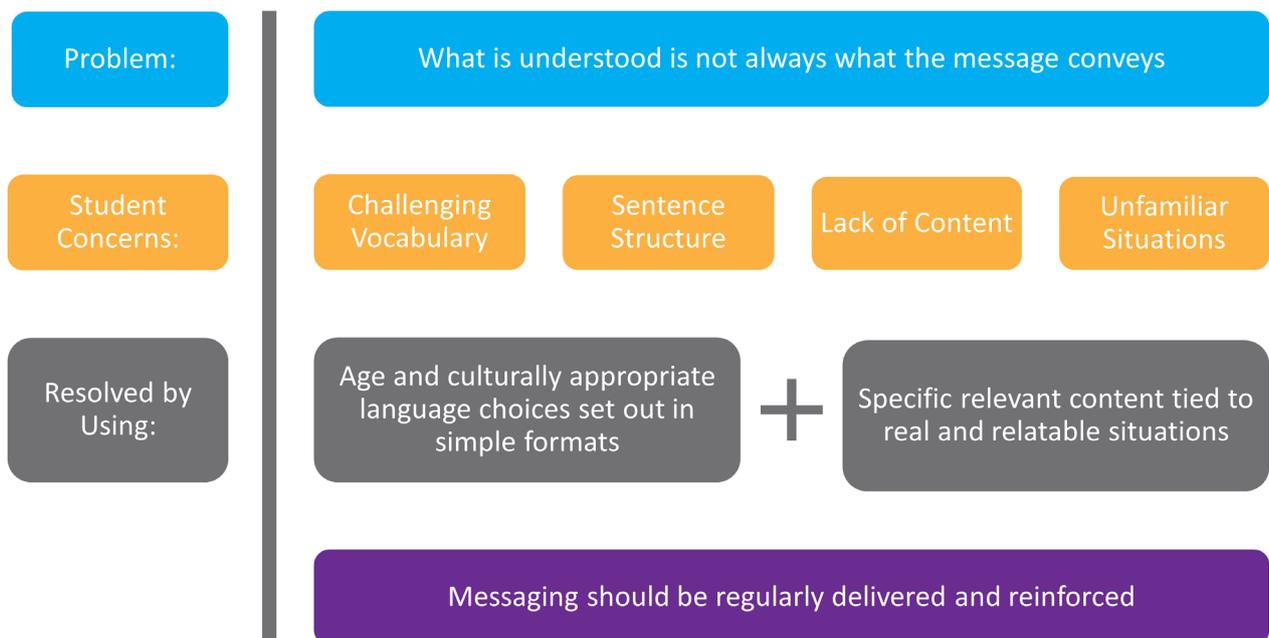
The presence of the Safe Space Posters raises awareness of the differences that exist in our community and sensitises others to both subtle and overt forms of heterosexism, homophobia and transphobia. The posters symbolise acceptance of and commitment to diversity.

An example of a Safe Space Poster is included as **Appendix 3**.

Create a welcoming environment with symbols like the rainbow flag

On an organisational level, creating a welcoming and inclusive environment is imperative for LGBTQI+ community. The most visible symbol

Figure 6: Effective Student Safety Messaging



Source: Gomes, Chang, Guy, Patrao & He, 2019

Aside from investing in diversity training by educating staff to create and maintain an inclusive environment, organizations can:

- provide accessible leaflets about LGBTQI+ groups
- celebrate International Day Against Homophobia, Transphobia and Biphobia (IDAHOBIT)
- celebrate Pride
- celebrate National Coming Out Day
- consider whether the teaching material is inclusive of the LGBTQI+ community.

LGBTQI+ student voices

The comments below are from students detailing how a positive environment can be fostered.

“In 2015 I asked to prepare a presentation for my speaking test. I was interested to make a presentation about the LGBT community in Brazil, but I was afraid to “disrespect” the Saudi Arabian Students. So I asked my teacher what should I do. I remember that day as today Kate said to me that the subject was very interesting and I shouldn’t be afraid of. Not only because Australia is a multicultural and diverse country where people must to respect every kind of differences, but also LGBT issued must to be discuss. I was not disrespecting anybody, because speaking about LOVE is always necessary” – Claudio, Brazil.

“I think that when we move to a different country we are not sure how the LGBTQI+ life is. We are not sure how to behave, if it is socially acceptable. So I think that if the schools had a little flag, or messages on the board, something just to show that the queer community is safe in the environment. That is ok to say they are gay.” – Nina, Brazil

2.3 Develop and deliver targeted information

Effective communication with students in ELICOS colleges requires appropriately targeted language and delivery for age, culture and social context. Recently published research, *Contact Points: Enabling international students during critical incidents* (Gomes, Chang, Guy, Patrao & He, 2019) found that many messages about emergencies, health and critical incidents for early English language learners were difficult to understand. These included “challenges with vocabulary, sentence structures, contexts and situations which they might not be familiar with. What some participants understood was not what the messages were meant to convey.” (p.34). The researchers recommended that messaging needs to be delivered in multiple formats including being embedded in curriculum.

Talk regularly and talk realistically

Orientation programs should present safety messages in an accessible format. To be most effective, information should be topical and relevant to the students’ ‘lifecycle’. Language used in student information should be age and culturally appropriate. Content should address the reality of situations newly-arrived students might encounter (accommodation scams, work rights, public safety, etc). These messages must be regularly delivered and reinforced, as students settle in, explore more widely and form relationships. Information targeting specific cohorts or at particular times of the year is also essential. For example, beach and sun safety in summer, fire safety in winter (outdoors in summer, indoors when using heaters in winter), bush walking in poor weather, etc.

Involve your students in your messages

Best practice involves students in safety messaging and student input is valuable in identifying safety threats and helps colleges respond to their perceptions. This can also balance media reports of safety issues that are selective and don’t necessarily reflect students’ lived experiences.

Good practice examples – targeted information

- Safety promotion can be particularly targeted and effective when students themselves are involved in safety messaging. For example, at **College A**, “English for High School students have made posters on road safety. They also cover bullying and its affects – often with posters, written articles or even poems.”
- **College B** reports that: safety information is provided to students at Orientation with further information available to students throughout their enrolment through the College’s Learning Management System (LMS) called StudySmart. Students are asked to download and use the college OK App that contains further safety information.
- **College C** gives students a safety card during Orientation. The back of this card also includes some safety tips on how to be street smart. It includes tips like cross roads at the lights or at crossings, wear a helmet when riding a bike or scooter, and try not to carry more than \$100 cash on you. Students are also given a map of Brisbane when they start. This includes all ferry, bus and train lines available. See **Appendix 4**.
- At **College D**, safety lessons are built into the curriculum in the first ten weeks of students’ courses when they study 2 hours of safety lessons called ‘Risky Situations’. Situations include beach safety, ‘a night out’ and ‘personal belongings.’ In the lessons, students are given scenarios to role-play and hypothetical situations whereby they have to discuss what they would do should particular issues arise. An example safety lesson is included as **Appendix 5**.
- **College E** sends emails to students directly regarding scams and other safety issues as they arise. They also include articles in the Homestay Host newsletter.
- **College F** has updated their student safety booklet to include the Respect Now Always campaign initiated for education about sexual assault and sexual harassment and supports available. They also run a Respect Now Always Week once a year to highlight the issue among staff and students.
- **College G** displays posters which detail typical scam situations international students might find themselves in when looking for rental accommodation. An example of a rental scam poster is included as **Appendix 6**.

CHAPTER 3

DEVELOPING A SAFETY SUPPORT NETWORK

Helping a student build their support networks is critical

When arriving as an international student to a host country most students have left behind all support systems such as family and friends, community, familiar medical and emergency services. There is no amount of preparation that can be done pre-arrival that will prepare the international student for the unfamiliarity of the new location. Developing a successful safety network is about not being isolated, feeling connected to your new environment and remaining connected to family and friends back home. Connectedness or the connection and feeling of belonging the international students have with space, family, friendship networks and communities plays an

essential part of the student's well-being and successful transition into the host country (Tran & Gomes, 2016, p. 4).

A successful Orientation helps build strong support networks

A successful safety network should start with getting the student connected to their new environment and giving them a sense of belonging. In practice most of this will take place in the new student Orientation sessions. Introducing students to key staff, giving specific contact numbers of who to call for help, introducing them to other students, assisting them with obtaining travel

Case Study: Griffith English Language Institute (GELI)

GELI is an English Language centre based in Griffith University across three campuses in Brisbane and the Gold Coast.

The first contact with students is the week before they begin classes at Orientation.

Orientation includes a range of clear, straightforward safety information from personal safety to beach safety but most importantly what to do in an emergency and who to contact when help is needed. Orientation has a clear message: GELI staff are available to help whenever needed. During Orientation students are provided with a printed handbook with all the information that has been presented, the contact details and availability of the designated student counsellor, the GELI Student Advisor (SA). The students are also given advice and details of the 24 hour helpline and a wallet sized card is provided with the emergency number for them to keep on them at all times. The helpline is for any help they need from health, transport, accommodation, safety and security.

At GELI student safety is everyone's responsibility. Staff maintain close relationships with the students, the classes have set teachers for each teaching block who get to know the students during the face to face classes from Monday to Friday each week. The teachers are aware of who to contact if they are concerned about a student's well-being. Staff are aware that need to pass on any concerns they have about the students to the SA, they can do this via the confidential email address, drop in to the office or call on the 24 hour mobile number. The SA follows up on any concerns by calling and meeting with the students.

Teaching and professional staff are given access to training on how to respond effectively to disclosures of any kind that impact negatively on the student. The First Responder Training not only provides guidance on how to actively listen and respond effectively but to whom to refer.

A clear message on who to call when help is needed is essential.

cards, providing information on how to open a bank account and where to find essential services like the local post office and medical centres will help them feel settled and begin to build a strong support network.

3.1 Engage adequate and trained staff

Colleges must engage staff that meet a number of National Code requirements. Specifically, these requirements include:

- having a contact person for younger students in emergency situations (Standard 5.2.1)
- designating staff as the official point of contact for students (Standard 6.5)
- engaging staff who are familiar with the institution's support services (Standard 6.5) and with the ESOS framework (Standard 6.7)
- maintaining 'adequate staff and education resources' (Standard 11.2.5)
- ensuring that staff, resources and facilities are appropriate for the delivery of the course (Standard 11.2.6).

Developing well-prepared staff is particularly challenging

While these are minimum standards, it is essential for a safe environment for students to have adequate and well-prepared staff, with attention paid to specific cohorts and student needs. Being 'prepared' is not well defined either the National Code nor across the international education industry generally. This leaves institutions to develop their own staff development standards and practices. One institution's example illustrates the breadth of this task:

At one ELICOS college located in a university setting, Student Advisers (SAs) come from variety of backgrounds such as social work, education or psychology. Student Advisers undergo training in areas of responding to reports of sexual assaults, Mental health first aid and domestic violence. Student Advisers are normally the first point of contact for students. Students who experience serious safety issues are referred to the main university's counselling service or other specialised services within the community.

Creating a safety network helps overcome these challenges

Many colleges employ specialist staff and are committed to collaborative staff networks. Typically, they also develop effective referral processes when specialist staff are required. Membership of relevant professional associations should be encouraged, as this provides knowledge-sharing, productive networks and professional development programs. Almost 30 percent of colleges surveyed in the English Australia Student Safety Survey reported professional association membership and almost 80 percent reported that external professional development supported their student support work.

Designated staff often require complex skills to deal with safety issues. One college responds to students who have experienced sexual assault through:

- consultation with a senior teacher or director of studies
- counselling sessions with psychologists
- help with dealing with police and attending court sessions.

Another college reports that their staff roles include:

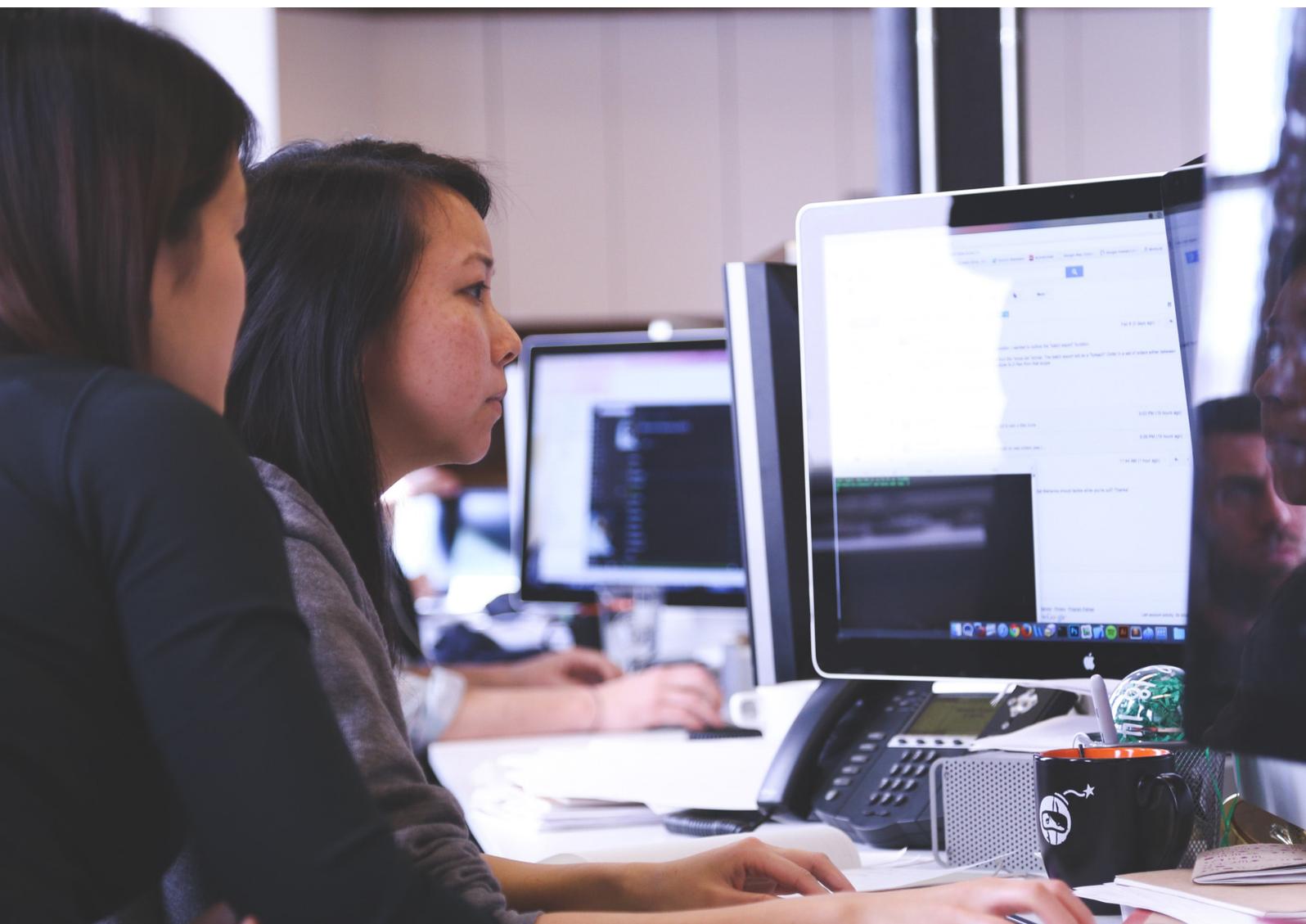
- assisting students in reporting to authorities
- taking students to support services
- assisting students with organising ongoing care
- providing necessary special consideration for study or enrolment
- ongoing student monitoring and case management.

Collective responsibility is critical in handling safety issues

In these examples, knowing what to do and how, dealing with the process of connecting services, applying sensitivity and appropriate communication with students and external stakeholders are vital. Further, it is essential, as one college commented: "Whoever the matter is reported to can refer to a student safety manager, counsellors, security," thus ensuring that there is collective responsibility for safety matters. This also means that there can be flexibility in staff roles.

Good practice examples - staff

- Staff at **College A** are required to complete online induction modules on Consent Matters, a module about sex & relationships, focused on boundaries, respect & positive interaction. They are also required to complete a Mental Health Awareness - Responding to Students induction course. This course is designed to help staff understand how best to respond to students with mental health concerns and manage emergency situations.
- At **College B**, teaching and professional staff are given access to training on how to respond effectively to disclosures of any kind that impact negatively on the student. The First Responder Training provides guidance on how to actively listen and respond effectively as well as to whom to refer students.
- One College has a dedicated Student Safety Manager to assist students with all police matters. They deliver Orientation presentations about student safety and assist students with police matters. They also attend teacher meetings to introduce the role and familiarise staff with safety issues.



Students may seek help from any staff members in a college

Colleges described the staff roles responsible for counselling students experiencing safety issues. It is evident that these vary across colleges. For the most part, student advisors and counsellors undertook this responsibility, but Directors of Studies, student services staff, teachers, homestay officers and coordinator and Principals also played a role.

3.2 Work with stakeholders

The value of working with stakeholders – specialists, community agencies, emergency services, and other relevant organisations – cannot be overstated. Public awareness of international education, peer networks and policy change can be enhanced by collaboration and shared experiences across institutions, professional networks, and community groups. State government agencies promote the value of international education as well as providing and promoting community-based services.¹

1 For example, see the work of Study Melbourne, StudyNSW and Study Queensland

Work with all affected parties when managing a safety incident

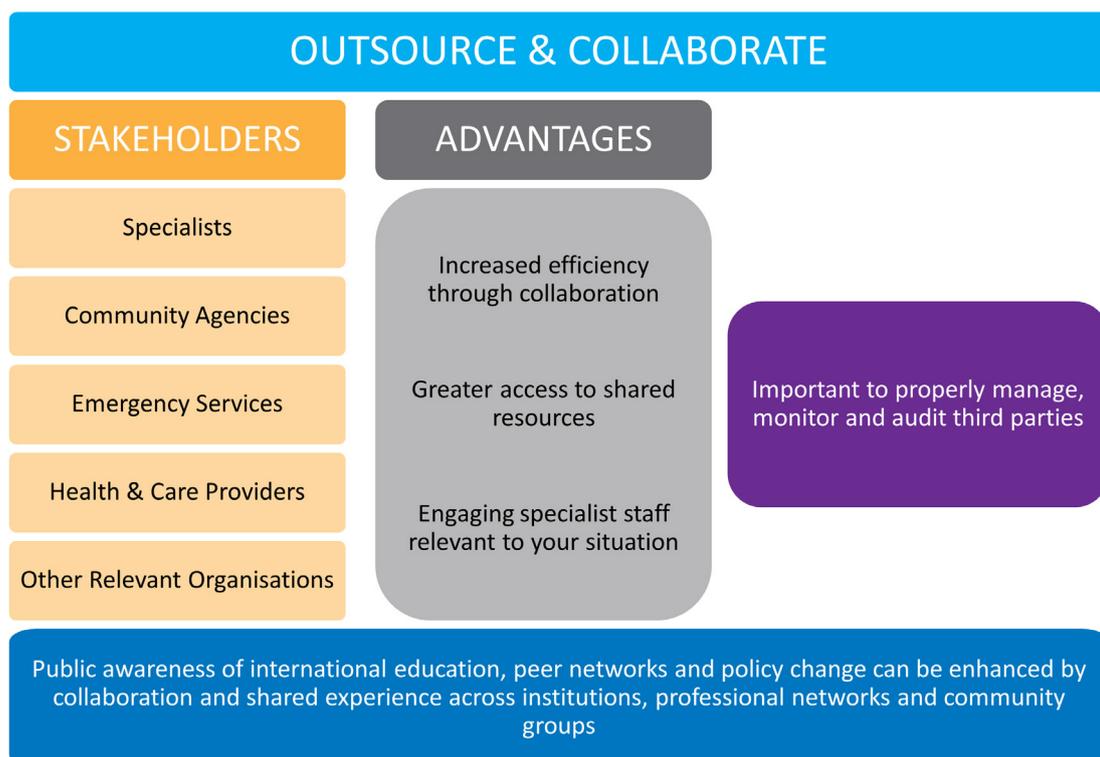
Seow (2010) describes the value of working with stakeholders in the context of critical incident management to ensure that:

“prompt support is given to the student and other stakeholders and that the various necessary actions are shared. An important principle for managing an incident involving international students is to take into consideration all affected parties (students, families, friends, staff, community, media, etc)...Each stakeholder has different needs and expectations and they must be carefully managed. An organisation’s response to a critical incident can either prolong (or even increase) harm, or act to minimize and contain harm to its community and business operations.”

Manage, monitor and audit third parties that you utilise

ELICOS colleges typically collaborate to some degree with external stakeholders both for efficiency and to engage the most appropriate specialists for particular situations. More than half the surveyed colleges outsource services to other stakeholders. Outsourcing has advantages for small institutions that do not have resources

Figure 7: Outsource & Collaborate



to engage specialist staff, or who have partners whose expert services they can access. It is an important responsibility to properly manage, monitor and audit third parties, especially if this is an ESOS requirement (See National Code 2018 Standard 4 – agents and Standard 5 - younger students).

Good practice examples – working with stakeholders

- One college Student Support Officer observes: “The number one important factor in relationships with third parties is communication. It’s important to establish reliable access to communication channels and to create strong working relationships. This is how our college effectively monitors the safety and well-being of all our students, including the Under 18s.”
- **College A** reports a situation where “an under 18 student spoke to the Welfare Team and informed them they were going to stay on their own in their accommodation when their Homestay parents went away for the weekend. This was against the under-18 guidelines. Their Welfare Officer then called the Homestay provider directly and spoke to their management team about the scenario. The issue was resolved within minutes due to the ease and easy access to communication channels with the 3rd party provider.”
- In partnership with **Bupa, College B** conducts workshops and seminars on safety, welfare and wellbeing programs such as healthy relationships, gambling addictions, healthy eating, sexual assault and harassment.
- **College C** notes that their referral service to the local medical centre is very effective in protecting students’ health safety. This involves obtaining a priority appointment for the student and accompanying them to the centre to assist with communication in the first appointment. Counselling services provided to students onsite is also very effective at providing support to students who have been unsafe or who are at risk of suicide or self-harm. Communication between the counsellor and the Student Services team is critical in case management. Supporting documentation to manage the sharing of information has been developed.
- **College D** has partnered with a university health promotion unit to run workshops for under 18 students on sexual health. They have also run an HIV testing week event at their campus which aimed at raising awareness among students about HIV and treatment options as well as reinforced the importance of testing.
- **College E** has the local Women’s Health Centre run extra-curricular workshops for female students around sexual safety and staying safe in Perth. They report strong attendance and positive student feedback.
- Many colleges form working relationships with specialised community counselling and support services, for example local domestic violence services or problem gambling services. After the initial assistance is given to the student, if they require long term and consistent/ specialised support, services will be outsourced. However, best practice is for the institution to keep in touch with the student to check in on their progress and satisfaction with the support service.

CHAPTER 4

UNDERSTANDING THE SAFETY ISSUES THAT STUDENTS FACE

International student safety issues encompass on-campus and public safety, incidents where students are victims of crime (including in work and accommodation settings), and safety in relationships.

4.1 Public safety

The Cambridge Dictionary defines safety as “a state in which or a place where you are safe and not in danger or at risk”. Daily activities such as walking across the street, riding a bicycle or driving a car include some risk to personal safety. For the international student everyday activities have an additional level of risk due to their unfamiliarity with the location and local rules and regulations. It is essential for international students to get to know their local area, be familiar with road rules and be aware of any potential dangers before going out.

Australia is considered to be a very safe country with low levels of crimes such as mugging, pick-pocketing and kidnapping. However, Australia does have its own unique risks such as high UV-exposure index, natural hazards such as strong rip-tides and dangerous animals that international students need to be made aware of (SafeAround).

Public transport

Forty-three percent of surveyed colleges reported that safety on public transport was an issue for their students. This is consistent with findings from a recent University of Melbourne study which gathered data on the public transport experiences of tertiary students in Melbourne where: “A little less than half (45.1 percent) of female students report feeling ‘rarely’ or ‘never’ safe on public transport after dark, as compared to 11.3 percent of men” (Whitzman, C., Marathe R. & Thompson, J. (2019), p.2). In addition, the study found that 79.4 percent of female students and 51.7 percent of men reported being victims of sexual harassment or assault on public transport, yet only 5.7 percent of those who had been victimised reported this to anyone in authority.

Public transport costs may impact on student safety

While the above study did not systematically differentiate international and domestic students, a high proportion of international students using public transport live and study in major cities. There are additional safety issues in states where public transport concessions for international students are limited (Victoria) or not available (NSW and QLD), and where the financial benefit of accommodation further from campus “compromises the physical safety of those who choose to walk home at night to avoid public transport costs” (University of NSW, p.7). Approximately 14 percent of colleges reported that students experienced safety issues associated with living in ‘affordable’ accommodation, such as living in outer suburbs.

Create a safe reporting space to avoid victimisation

Institutions enrolling international students should be aware that victimisation and reporting rates are disparate. In their safety messaging, colleges should encourage reporting in a safe environment where students are respected and where appropriate action is taken. The University of Melbourne report recommends that employing consistent messaging on organisations’ websites should “put the onus for safety where it belongs: on offenders not to offend...” (University of Melbourne, p.33).

Water safety

A small Queensland study (Ballantyne and others, 2005) found that “international [university] students are more likely to engage in ‘risky’ behaviour at the beach and be less aware of beach safety practices than their domestic counterparts” although domestic students were also prone to risky behaviour. Both groups showed an unfamiliarity with the nature and location of rips.

Balancing messaging on beaches is challenging

It is important to address contradictory messages about beaches being fun and safe, when at the same time there are often hazards. Ten percent of colleges surveyed reported their students had been involved in a water/beach rescue, and almost 17 percent reported students affected by sun exposure.

Good practice examples - water safety

- A number of surveyed colleges bring presenters from Surf Life Saving to orientation sessions or to run workshops for students during normal study periods.
- Some institutions have embedded water safety into their curricula with lessons covering areas such as signage, swimming between the flags and when not to swim.
- Students at one institution indicated that good practice would include early delivery of information about water safety:
 - 'I didn't know about beach safety, but then (after the course) I did because I have two children.'
 - 'Beach safety should be mentioned in the email and information before we arrive because its culturally different.'

4.2 Personal safety

Law enforcement agencies and education providers support the principle that students have a right to feel safe from harm. This includes freedom from physical or psychological harm such as aggression. Many organisations produce information to raise awareness of safety risks to particular age groups, and practical strategies to stay safe and respond effectively in the event of a safety threat.

Physical well-being

Personal safety includes physical well-being, safety in relationships, unwanted pregnancy and prevention of sexually transmitted infections (STIs). Thirty-two percent of surveyed colleges reported unplanned pregnancy as a safety issue for international students. The Multicultural Centre for Women's Health highlights the heightened risk of unprotected sex and unwanted pregnancy to international students in their first twelve months in Australia when they are adjusting to life in a new country without familiar social supports. Standard Overseas Student Health Cover (OSHC) has a 12-month waiting period for any pregnancy-related services, however, no waiting period options are available and some colleges now only offer their students these policies to ensure they are covered.

Mental health

Personal safety and mental health are linked by the ways in which students and staff perceive the seriousness of situations, how situations are managed and what is done to mitigate ongoing risk. For example, surveyed colleges reported high incidences of students feeling unsafe when going out, getting lost, and safety concerns on public transport. Each of these situations is common and expected for international students. However, international students are vulnerable to stressors that impact on their sense of safety, wellbeing and mental health. In the absence of support from family and other trusted sources of support, newly arrived students can be unsure of and anxious about the norms or expectations of the host environment. They may also have limited capacity to find information, or to interpret and respond to safety threats. [The English Australia Guide to Best Practice in International Student Mental Health \(2018\)](#) is a valuable source of information about student experiences of stress and culture shock as well as more debilitating mental health conditions.

Comments from students from one ELICOS institution illustrate their perceptions of safety in public. These include: 'At night I don't always feel safe', 'It is very scary at night', 'At night, the streets are very dark in my suburbs' and 'There are often strangers on the bus'.

Good practice examples - personal safety

Colleges need to be sensitive to a student's heightened sense of anxiety and the potential for common safety issues (incidences of theft and getting lost, for example) to escalate. Surveyed colleges described their student-focused interventions to support students that included:

- taking a student to an appointment to help them communicate with a doctor or emergency service
- utilising available staff who speak a student's first language to act as a translator
- accompanying and supporting a student to give a statement to police or at court if required.

Crime and wrongdoing

In law, there is a distinction between criminal activity (acts of law breaking) and wrongdoing (breaches of moral/ethical codes or offensive behaviour). When viewed in the context of ELICOS colleges, student safety issues can be just as serious if inappropriate behaviour or minor crime. This is because of the vulnerability of students, cultural perceptions, levels of fear or uncertainty and degrees of capability in dealing with threats.

How a college responds to crime/wrongdoing depends heavily on its student cohort

A college's responses to these different degrees of crime/wrongdoing will differ according to their procedures. Police, security personnel or senior staff will have different roles in their responses. It is important to recognise that applications of safety procedures will vary according to student cohorts, their preparedness and resilience. Safety messaging and creating an environment for reporting crime/wrongdoing are important here. Colleges might also recognise that media-driven safety reportage may not reflect the most prevalent or serious issues for colleges or their students.

Theft

Details of incidences of theft are limited in the survey, despite this being overwhelmingly the most frequently reported safety issue. The issue was perceived as a campus safety matter as well as a responsibility for colleges in their information to students. At Orientation and throughout study periods colleges remind students about the importance of keeping personal belongings secure. If there are multiple tenants in a building where ELICOS providers are operating, there are additional risks if 'outsiders'

approach students inappropriately or commit crimes such as theft.

Cyber safety

Young people are particularly vulnerable to threats to their safety while online. Threats include scams, bullying and targeting by criminals to disclose identity and financial information. Shanton Chang, Associate Dean International School of Computing and Information Systems from the University of Melbourne says that: "International students have a diversity of experience in being exposed to cyber security issues and education on cybersecurity prior to arriving in Australia." With students spending much of their time online, interacting with strangers and websites, colleges need to be aware of online safety.

Cyber scams are: "any type of fraud scheme that uses email, web sites, chat rooms or message boards to present fraudulent solicitations to prospective victims, to conduct fraudulent transactions or to transmit the proceeds of fraud to financial institutions or to others connected with the scheme" (Australian Federal Police website).

Scammers often target international students

Most scams are delivered by phone, email and through internet and social media sites. Online scams and malicious software are designed to deceive and can be highly sophisticated. Scammers often use trusted brands and logos to make their messages look like the real thing. International students have reported scams involving education agents, scammers recruiting other students into scamming activity, accommodation scams and blackmail (Insider Guides [website](#)).

Scams often originate from the student's home country

Surveyed colleges reported a high frequency of scamming incidents. This data reinforces the measures governments and other agencies are taking to increase safety messaging. Colleges were asked how they raise student awareness about cyber safety or tell students about particular scams. Most respondents (63.8%) deal with this issue case by case. Systematic and well-informed management of cyber safety is needed as this is an increasingly serious issue. Cyber offences becoming more sophisticated and targeted. Colleges have noted that many scams involving international students are executed

out of the students' home countries; this poses an extra challenge, as little can be done by Australian police to recoup funds.

Students may not realise the seriousness of scams

Institutions should face the reality of scams as a serious, often hidden, issue. Students need to know what scams exist, how to identify them, where to go for help and information, and what support they can access from campus and community services.

Several student-focussed resources that address cyber safety appear in the **Resource list**.

Cyber safety (Associate Professor Shanton Chang, School of Computing and Information Systems at the University of Melbourne)

Some key issues for international students to consider in relation to cybersecurity include the following; 1) digital footprint (the trail of data and information one leaves behind online), 2) privacy of the student, 3) pressure from friends and/or strangers, 4) online scams, 5) isolation led issues, and 6) not accessing the relevant information in Australia.

1. International students should be alerted to the fact that their digital reputation can impact on their well-being now and in the future. Digital reputation can have an impact on how students are perceived and their current interactions. In addition, many employers now refer to the digital footprint of potential employees prior to job interviews.
2. Many international students do not protect their privacy enough and this could make them vulnerable in the future. Students should be advised not to share passwords, details about their personal relationship, their address and location with people they do not know online. Students need to protect their own identity in the online space.
3. Pressure can come from both friends and strangers. In a new culture and country, sometimes, students want to be polite and avoid saying no, making them possibly more susceptible to peer pressure. Students need to be equipped with the skills to say no both online and face to face to anything they are not comfortable with.
4. There are also online scams that international students should be alert to (eg. <https://www.scamwatch.gov.au/>). Sometimes, scammers target international students specifically by indicating they are in trouble unless they comply. It's important to have key strategies to communicate with students about this.
5. International students who are more isolated are also more likely to access social media and websites where they will seek out companionship with strangers. Under normal circumstances, it is perfectly fine to interact with strangers online. However, online scammers are constantly on the look-out for more vulnerable populations who are isolated from their peers.
6. The work of Chang and Gomes (2017), and Gomes, Chang, Guy, Patrao and He (2019) points out that many international students might not access the relevant critical incident information while in Australia. In the digital space, students might over rely on home sources of information which may not be relevant for their everyday life in Australia. Therefore, some key information needs to be highlighted for student safety.

Include cultural norms in any safety conversations

When international students travel to a new country, there are cultural norms that they might not be familiar with. These could lead to a mis-reading of what is appropriate and what is not. Part of the conversations with international students about safety have to include the digital engagements in the country.

Good practice in addressing cyber safety

More focused information could be considered pre-departure, as well as explicitly telling students what to do when experiencing scams. Student consultation and accurate data gathered

from conversations with students is invaluable.

Colleges advocate for the promotion of student safety messaging, for example, 'throughout the student lifecycle, not just an Orientation or as a follow up to a safety incident.' This involves 'providing students with more information regarding online scams...as we see a rising number of incidents.'

Appendix 7 shows an example of a poster displayed at an ELICOS institution which warns students about online scams.

Good practice examples - cyber safety

- If a student is a victim of a scam, **College A** arranges to meet with the student. They assist them to report the crime on scamwatch, and encourage them to report it to the police, especially if they have significant loss through the scam. They then provide information about counselling support and offer to make the appointment with the student. The staff member tries to explain to the student about the realistic ramifications of the scam and to come to terms with the fact that there may be very little that can be done to recoup their money if they have already been scammed.
- **College B** speaks to each class individually and lets them know about the scam, with a Mandarin speaking staff member who has spoken to Chinese students in their own language. Although not all students are Chinese there was a series of scams targeting Chinese international students. The college helps students by explaining how the scams work and reassuring them they should not pay any money (if they have not already).
- **College C** says they sought advice from the organisation IDCARE who advised any students who have given passport or bank account information to report the incidents to credit agencies telling them not to approve any credit and request credit reports to check to see if lines of credit have been given.
- Many institutions encourage students to register with scamwatch to be more informed about scams. In addition, many institutions email students directly with information about specific scams.

Bullying

In the education context, bullying is described as:

...an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records). <https://bullyingnoway.gov.au/>

Ensure students understand what is culturally acceptable

Online bullying can also be anonymous, it can reach a wide audience, and sent or uploaded material can be difficult to remove. Most people who cyberbully also bully off-line (Human Rights Commission website). ELICOS colleges reported that students may not understand what is acceptable culturally, or how students should respond, report and articulate their concerns.

Fear can stop a student from reporting bullying

Many students often do not report bullying because they fear not being believed or not having their concerns appropriately and thoughtfully addressed by relevant adults. Some colleges report that students fear that reporting will impact on their student visa. Bullying threats can verbalise this consequence, which is difficult to challenge if victims are fearful.

Is bullying a crime?

The Legal Services Commission of South Australia says that in the most severe cases, bullying behaviours can now be treated as a crime. This can include bullying that happens via the internet, social media, or mobile phones. Bullying may be considered a crime if someone:

- causes you physical or mental harm and means to do it
- threatens to hurt or kill you
- stalks you (stalking is when someone follows, watches, or contacts you repeatedly in a way that scares you and they are intentionally meaning to make you afraid)
- damages your things on purpose or steals from you.

Good practice examples – bullying

- **College A** includes curriculum-embedded lessons around bullying and cyber-bullying to normalise discussion about bullying.
- The Office of the eSafety Commissioner has developed classroom resources to address cyberbullying and image-based abuse. The YeS project is student focused, encouraging conversations between young people about their digital lives and practices, ultimately improving on them. The Project activities empower and 'skill-up students to lead, influence, mentor and support peers' (Office of the eSafety Commissioner [website](#)).

Some aspects of bullying may be considered as crimes

It can also be a crime to use a mobile phone or the internet to threaten, harass or seriously offend somebody, or to send out (or threaten to send out) sexually explicit images or films of someone without their consent (Legal Services Commission of South Australia website).

Bullying as a crime is state dependent

In Victoria, Brodie's Law was introduced after the tragic suicide of a young woman, Brodie Panlock. Brodie's Law makes serious bullying a criminal offence by extending the application of the stalking provisions in the Crimes Act 1958 to include behaviour that involves serious bullying. The offence of stalking, and therefore conduct that amounts to serious bullying, carries a maximum penalty of 10 years imprisonment in Victoria.

Sexual assault and sexual harassment

In 2017 the Human Rights Commission (HRC) released *Change the Course*, a report on the prevalence and reporting of sexual assault and sexual harassment at Australian universities. While international students were less likely to have been sexually harassed or assaulted in a university setting than domestic students, 27% of international students who were sexually assaulted in 2015 or 2016 said that the most recent incident occurred on public transport, a higher percentage than domestic students (HRC, p.64).

International students often unaware of how to report sexual assault

Students are vulnerable in relation to sexual health and safety. The Change the Course report found international students in particular were not aware, or were less aware than domestic students, of the procedures that exist for formally reporting sexual assault or sexual harassment at their university (University of NSW, p. 145). The process of awareness-raising and empowerment is therefore a responsibility that colleges should adopt when delivering information and services.

Good practice example 1 - Sexual assault and sexual harassment

At the University of Adelaide (UoA) English Language Centre, the Education Advisor and the Operations Manager are members of the University SASHIN (Sexual Assault & Sexual Harassment information Network). This is made up of UoA staff who are committed to ensuring the University is a safe and respectful environment. Members who receive training can provide students with information about their options relating to support services and reporting purposes. SASHIN members are trained to:

- Listen without judgement.
- Refer students to relevant support services.
- Provide information about reporting processes.
- Respect the student's right to make their own decisions.
- Complete de-identified reporting via Safer Campus Community website.

Case study: Sexual health and Safety Workshops

The University of Adelaide College runs a 2-hour Sexual Health & Safety workshop for new students within the first few weeks of commencement. The aim of the workshop is to address poor sexual health literacy in international students and provide meaningful education around respectful relationships and consent. A key outcome is also to ensure students know where to go for support.

The workshop is run by an external facilitator who is experienced in delivering sexual health and safety education to CALD groups. Being a non-staff member, they have enough distance from the organisation to be able to deliver the delicate content to the student group. They create a safe, engaging space for students to feel confident to participate.

Each new student cohort is divided into male and female groups. The workshops are run as a discussion with staff and students sitting in a circle. Props (e.g. condoms), games and take-away information sheets are used. The direction of each session is guided by the group, with some being more Q&A, and other sessions more a sharing of information and resources. The School Counsellor (Mandarin speaking) is present at each workshop to assist with translation and support students in case the topic raises issues for them.

Students stated that they learned the following in the workshop:

- New knowledge about STIs and how to get check-ups
- What is a healthy relationship?
- Different contraception
- The importance of consent (including sexting)
- Where to go to get resources and information for sexual safety
- Getting familiar with the laws in Australia.

Student feedback about the sessions has been positive and comments include:

- 'We really appreciate this workshop.'
- 'We wouldn't get this information anywhere else.'
- 'We do not get this information in our home country.'
- 'Non-judgemental atmosphere.'

College staff members also attended the workshops with the requirement that they too participate in the group discussions. This works well and has contributed further to the positive, inclusive nature of the sessions.



Good practice example 2 - Sexual assault and sexual harassment

In February 2019 the Sex Discrimination Commissioner requested updates on the actions universities had taken to respond to the Change the Course report. This is available at: <https://www.humanrights.gov.au/our-work/sex-discrimination/audit-2017>, is often practical and can provide guidance across all sectors. For example, these initiatives from the updates are relevant to ELICOS colleges:

- Introduce consent training as part of the induction program for new staff and make available for all new students targeted training and awareness programs about respectful communications and consent.
- Encourage staff at [providers] to complete first responder training developed by Universities Australia, when it becomes available, and continue promoting the resources related to Respect Now Always.
- Undertake an ongoing campaign to raise awareness of the unacceptable and avoidable harm that is caused by sexual harassment and sexual assault in our community.
- Provide practical and readily available information and advice to students on how to act, respond and seek assistance when confronted by sexual harassment, assault, discrimination or threatening behaviour.

International students are far less likely to report sexual assaults

Surveyed colleges reported relatively high incidences among their students of sexual assault (41.54% of responses), sexual assault of a minor (6.15% of responses) and unsafe dating situations (20% of responses). Another important finding of the Human Rights Commission was that international students were substantially less likely than domestic students to take action after witnessing sexual assault due to fears for their safety (HRC, p.112) or perceived impact on their student visa (HRC, p.146).

Connect sexual safety with health information and support

Surveyed colleges actively encourage students to report incidents and are recording these. A number of strategies exist to address safety concerns, such as policies and procedures for reporting and responding to student sexual assault, harassment, bullying and discrimination. As one surveyed college observed, it is important to help students “understand what is illegal in Australia with regard to sexual assault and what is consent (cultural differences exist).” Unplanned pregnancies, reported by over 32 percent of colleges, connects sexual safety with the importance of health information and support.

Work safety and wage theft

Work safety is generally dealt with in an organisation’s Occupational Health and Safety policy, but international students continue to be vulnerable to unsafe work environments, non-compliant practices and the consequences of working in an unfamiliar workplace. Colleges that include work safety messages in accessible visual form, and through Orientation and support information, contribute to students’ preparedness for, and safety in, work environments.

Wage theft as a criminal matter

The issue of wage theft has been debated across state governments as a criminal matter, with the Australian government drafting laws in 2019 to criminalise practices that include:

- deliberately paying an incorrect hourly rate
- ‘sham’ contracting (making employees work as contractors on ABNs)
- not paying penalty rates for overtime hours and weekend or public holiday work
- paying cash in hand
- payment ‘in kind’ (e.g. meals, retail discounts)
- requiring prospective employees to work unpaid trial or ‘test’ shifts
- requiring employees to work through their breaks or to turn up to work early or stay after closing time to close up
- requiring employees to spend their own money on costs that are the cost of running a business (equipment, training, insurance excesses, etc).

(Source: Queensland Government office of Industrial Relations)

Information sessions can help students speak about wage and working conditions

Under the National Code, institutions have an obligation to include information about work rights in student Orientation programs. This includes information on their employment rights and conditions, and how to resolve workplace issues, such as through the Fair Work Ombudsman (Standard 6.1.9). Many ELICOS institutions have adopted preventative measures to address wage theft through information sessions, counselling and assisting students to speak up about wage and working conditions.

International students often accept less than the minimum wage

Work exploitation and wage theft are serious issues for international students. A 2017 study by Berg and Farbenblum, Wage theft in Australia, revealed that despite evidence that students at English language colleges knew the minimum wage was higher than what they were earning, they continued to accept less than minimum wages.

Encouraging reporting increases reporting

The Australian government's Fair Work Ombudsman (FWO) implemented its International Students' Strategy in 2017. This involved an open letter to international students that urged international students to be informed about their workplace rights and seek help from the FWO where required. In the subsequent weeks, the agency received double the usual volume of anonymous reports from international students and its online in-language resources had increased visits.

The FWO website has many useful resources

ELICOS colleges and other institutions will find extensive resources and teaching tools on the FWO website that are specifically designed for international students. Many colleges use FWO materials and information on its services. This includes:

- information for international students and how to access information/assistance in other languages
- the PayCalculator online tool that calculates base pay rates, allowances and penalty rates (including overtime)
- assisting students to contact Fair Work Australia to help report any incidents
- supporting students who may have unwillingly breached visa conditions by working more than allowable hours.

Good practice examples – work

- **College A** provides students with information on the Fair Work Australia Ombudsman during Orientation.
- Many colleges display posters around campus to inform students about the Fair Work Ombudsman and how to seek advice/information about or report exploitative practices.
- **College B** organises weekly job support classes where students will talk about work opportunities, interviews and work practices in Australia.
- **College C** is embedded within a university. Their students are encouraged to use the University Career and Employment Service, which provides appointments with careers practitioners for information around the Australian recruitment cycle, preparing for work in Australia, Australian working rights returning home and working overseas.
- The Student Services and Welfare Manager at **College D** runs a workshop on part-time job assistance every 5-weeks, as part of their Orientation Program and it is also offered to all current students. During the session, awareness is raised about exploitative work practices. Students are also directed to Fair Work and associated resources online for International Students, PayCalculator and information about minimum wages.
- **College E** holds a session twice a year with the ATO Community Liaison Officer, which includes information about pay slips and exploitative practices and gives students an opportunity to ask questions.
- **College F** says that their student advisor is aware of workplace exploitation issues particularly when counselling students about low attendance. They make a point to include work as part of the conversation during attendance meetings and work hours and conditions are discussed.

CHAPTER 5

MANAGING SAFETY THREATS INVOLVING YOUR STUDENTS

A safe experience often means a positive experience for students

Colleges agree that the safety of their students is critical to a positive experience and successful outcomes. Approaches to safety threats can be both pro-active and responsive. All surveyed colleges deliver messages to protect and prepare their students for unexpected or threatening events.

5.1 Critical incidents

A critical incident is one where:

- the usual balance between thinking and emotions is disturbed
- the usual coping mechanisms fail
- there is evidence of impairment in the individual or group involved in the crisis
- groups of people and organisations are significantly affected.

Good practice examples - manage threats and events

- **College A** describes the complexity of managing a situation where a threat to a student's safety involves working with a number of key stakeholders:

We had a stalker who lived in the local area and followed young Asian female students home and propositioned them. We gathered evidence and worked with another college in order to successfully identify the man. We produced some safety messages and debriefed the students affected. We worked with police who very clearly told the man to desist and confiscated his mobile phone to check his past activity. We spoke to agents and hosts of students who had been affected. We provided clear information about how to despatch sexual predators/pests; 'No means no' and not having to provide personal details were key messages. We had staff patrolling the local parkland areas keeping an eye on students until we had the situation under control. We circulated an image of the man caught on CCTV so key people would recognise him if he came onto campus.

- **College B** describes the personnel utilized in addition to its Critical Incidents Policy and Procedure. These included "a group of Fire Wardens and First Aid officers who are trained on a regular basis on safety and security matters involving students, staff and visitors. The College also has a Building Security and Access Policy that is provided to staff at their induction to ensure the shared understanding about safety and security matters."

Simple definitions (emergency, crisis, accident) do not always help in making a judgement about the seriousness of an incident and whether it is critical. Situational and cultural factors influence the way an incident develops and the way people respond to it.

Obviously, events that involve death are critical by their very nature. However, there is a range of perceptions and conditions that might determine if a situation involving a crime becomes critical.

Critical incident policies

Critical incident policies are mandatory for CRICOS registers education providers (National Code 2018 Standard 5.3.4, 6.8). Emergency procedures and critical incident management are therefore commonly found on institutional websites. These are aligned to the documented preventative approach that ensure student safety.

An effective critical incident policy and procedure should include the following:

- A. The purpose of the policy
- B. The definition of a critical incident
- C. Examples of critical incidents
- D. The communication protocols to be followed
- E. The allocation of contact/management personnel
- F. Procedures for responding to a critical incident
- G. Advice for staff including follow-up and debriefing
- H. Advice regarding dealing with the media
- I. A statement about evaluation and review of the policy and procedure (PIERonline, 2010).

Accidents, suicide, sexual assault and missing students typically make up critical incidents

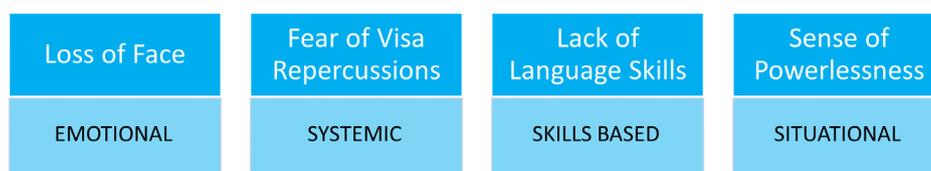
Colleges reported a range of matters dealt with in their critical incident procedures. Most specified accidents, suicide, sexual assault and missing students as common issues for critical incident management processes.

Know your cohort to know their common threats

It is important to identify common threats and communicate for particular cohorts and settings.

Consultation with students is valuable when identifying current issues, assessing effective means of communication and building relationships of trust.

Figure 8: Barriers to Reporting



In the Managing a Critical Incident material produced by PIERonline in 2005, this reflection from an international student professional provides support for those managing an incident:

'It's important that the staff working with international students know about the support services available to them, it's very important [to know] that you're not able to solve all the problems, you're not the fixer of everything...what you can do is get other people involved who have the right skills and expertise who are going to be able to help that student'.

5.2 Facilitate students' reporting

Most surveyed colleges recorded safety issues systematically, through student management systems and on incident registers. In addition, colleges have devised separate databases and student profiles for case management and intervention purposes that continuously record reported issues and safety trends. They use a number of communication approaches for students to report issues, noting that friends, homestay hosts, agents and external agencies such as police might report issues to college staff.

Students may be reluctant to report sensitive issues. They may not be confident there will be a resolution or may not know how to seek trusted help. Most survey respondents (81.25 %) believed that some student safety issues are unreported.

Good practice examples - reporting

- At **College A**, students who experience sexual misconduct can make a report via the Sexual Misconduct Portal. Students can provide their personal details and provide information about the type of support service they require or they can complete the report without disclosing their personal details.
- **College B** says: "From the day students arrive, the Student Services team are promoted as the people to come and speak to and teachers have long-held this approach. This year we distributed an 'Assisting Students in Distress' flowchart with contact information to help staff direct students who require support. Posters also encourage reporting."
- **College C** displays security phone numbers on all student noticeboards. Public phones in the building directly link students to the Security First Aid Officer List and Building Warden Lists and these phone extensions are on every noticeboard. They also display a Grievance/ Complaints flowchart in every classroom.
- Students at **College D** are periodically emailed by the Student Welfare Manager with information about what to do in an emergency and inviting them to discuss any concerns about welfare they may have. The Welfare Manager also has a physical presence in student common areas during some lunch periods to strengthen relationships between staff and students so that students feel comfortable to discuss or seek advice on personal issues including safety.
- **College E** has volunteer Student Welfare Mentors, students who have been studying at the college for some time and who represent a variety of language backgrounds. These students assist with Orientation and the initial campus tour and are then available every Friday in a specific room to speak to their peers who have questions or would like to discuss any welfare issues. Their emails are also available to other students so that people can email them with issues if they prefer. Student Welfare Mentors are trained in responding to typical scenarios and trained to know when they need to refer matters to Student Services staff.

Good practice examples - responding to reports

- **College A** engages after hours counselling, security staff on site, an after hours assistance line and referrals to appropriate services if an incident requires it. Staff such as their Homestay Manager and Student Safety Manager, as well as services like Student Engagement and their Under-18 guardian service are available if the matter warrants.
- **College B** reports on its 24-hour access to Student Advisors via mobile phone, 24-hour access to a Student Welfare Manager, their OSHC provider's 24-hour help line, 24 hour sexual assault counselling and well-being counselling.
- **College C** has its own 1-800 student helpline which operates 24/7 with a senior member of staff on call for (medium to high level) situations of urgency, every day, all year round.

Students may not report safety issues for multiple reasons

Safety issues are often unreported because of cultural issues around loss of face, fear of visa repercussions, lack of language skills, or even just a sense of powerlessness that comes with students being outside their usual support network. As one college said: "This is difficult as students have to consent and allow staff to report this further and if students are not adversely at 'risk' and do not want the organisation to take it further, then we have to abide by that otherwise the student will not 'trust' the organisation. They don't want their parents / agents / friends back home to know ... but want to be 'heard' and be supported here. It's a tricky one."

Students may only think of safety threats as those involving physical force

These circumstances are common across all international student groups, especially where students are newly arrived in Australia and are minors. Students may also perceive the seriousness of threats to their safety differently and to various degrees, as "...exploitation and harassment do not necessarily involve physical force, though the element of abuse of power involved in these incidents warrants the term violence" (Forbes-Mewett & McCulloch, 2016, p.345).

Encourage reporting of threats like unsafe situations or risky behaviour

The COAG International Student Strategy (2010) asserts it is critical to ensure that students are aware of where they need to go to seek help and how they are able to do this (p. 10-12). It follows that measures should be put in place to facilitate reporting of unsafe situations or risky behavior. These measures include:

- engaging dedicated and well-prepared staff
- student peer mentors
- orientation and ongoing information sessions
- assurances of privacy and confidentiality
- ongoing review and assessment of safety and risk management plans.

Allow students to report directly or anonymously through online reports

Key to the effectiveness of these measures is students' ability to report issues directly to staff or through online reports. Colleges should maintain open lines of communication and ensure staff availability to assist when needed. A positive atmosphere for students contributes to both students' awareness and their confidence to report.

5.3 Collect and use data

Documentation is an essential component of safety plans and for continuous service improvement. Collecting data on incidents can be enhanced if colleges include “questions about student safety and incidents in our surveys to understand a bit more about our student needs and give them support as required” (College respondent). Colleges should apply collected information to improving safety procedures and plans. For example, the frequency, seriousness and nature of incidents experienced by their students will inform messaging, future planning and effective deployment of resources.

The National Code sets out minimum documentation requirements

Colleges must comply with minimum documentation requirements that record the institutional activity and processes that guide and enhance standards. The National Code 2018 requires that education providers maintain documents on a range of matters, to ensure student protection and maintain quality processes. Among these records, colleges must:

- have and implement documented processes for verifying that the student’s accommodation is appropriate to the student’s age and needs for students under 18 (Standard 5.3.3)
- have documented policies and processes for selecting, screening and monitoring any third parties engaged by the registered provider to organise and assess welfare and accommodation arrangements for students under 18, (Standard 5.3.7)
- have and implement a documented policy and process for managing critical incidents (Standard 6.8).

5.4 Review your practices

The process of review serves several purposes. It:

- reinforces the reason and method to collect data
- provides a means to use collected data through analysis, internal and external reporting, and actions
- assists a provider to demonstrate evidence-based good practice
- guides the improvement process.

Good practice examples – documentation

- **College A** keeps records of conversations on the student management system if they provide assistance. They have reported or assisted students to report issues such as theft and scams to outside agencies such as police.
- **College B** maintains a welfare tracking sheet, Critical Incident Register, First Aid Register and records e-mail communication.

Use your reported data to evaluate your safety procedures

Most surveyed colleges reported gathering data relating to student incidents and interventions. This included using incident registers, consultation notes and electronic reporting methods. This bank of data can tell a college about the frequency, seriousness and behavioural/situational factors of safety issues and about their students' experience. The data will also indicate to a college how effective and consistent their responses are in ensuring a safe environment. Gathering data is not only required by the National Code and other regulations, used effectively it will help a college improve its practices. A review process should therefore be integral to the reason for, and use of, documentation.

Use third parties to evaluate your practices

Many colleges engage external consultants to review their practices. This can be an efficient approach, as it allows for independent observation and analysis of documentation, as well as minimising interruptions to the daily operations of a college or its staff. The purpose of the review should be clear from the outset. The review should be promoted as a means to support staff practice, not as a way to monitor or control.

Some desired objectives might include to:

- consider the reasons for gathering certain types of data
- evaluate the processes and methods used to gather data
- examine whether the data gathered helps to improve safety practices
- inform colleges of the possible gaps in evidence that support their safety plan.

Case study: Review of data

A college regularly records all reports from students and staff that relate to safety on campus. Records are kept of incidents, events and situations where students are deemed to be unsafe or in actual danger. The college Director initiates a review each year. In the current review, she wants to find out what the most frequently reported issues are, and the possible trends across a 12 month period. The collated data reveals a peak in students' reporting of cyber scams during the the student intake period. The data does not differentiate age, gender or nationality, despite staff often commenting that the younger students appear to be most affected. Following the recommendations of the review, the Director implements a revision of the college safety plan to include more detailed reporting, and a more efficient, less onerous electronic reporting system. Other improvements such as more targeted and timely information for students soon leads to a set of data the Director is able to share across the college and with her professional association with a view to industry-wide improvements in student safety strategies.

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APPENDICES

APPENDIX 1

ENGLISH AUSTRALIA
STUDENT SAFETY SURVEY
RESPONSES – SAFETY ISSUES
EXPERIENCED BY STUDENTS

In the past 2 years, which safety issues have students at your institution experienced?

	Safety issue	College responses
ON-CAMPUS AND PUBLIC SAFETY	Car crash (as a driver or passenger)	58.46%
	Getting lost	44.62%
	Safety issues at school or on campus	43.08%
	Personal safety on public transport	43.08%
	Feeling unsafe when going out	40.00%
	Car crash (as a pedestrian)	24.62%
	Safety issues associated with financial hardship	23.08%
	Excessive exposure to the sun	16.92%
	Beach or waterway rescue	10.77%
	Drink spiking	4.62%
Drug overdose	4.62%	
VICTIM OF CRIMES/ WRONGDOING	Theft	70.77%
	Discrimination or verbal abuse related to race/nationality	53.85%
	Assault	50.77%
	Cyber scams	47.69%
	Bullying	47.69%
	Sexual assault	41.54%
	Cyber bullying	24.62%
	Identity theft	16.92%
	Discrimination or verbal abuse related to sexual orientation	10.77%
	Sexual assault of a minor	6.15%
a. Work safety	Workplace exploitation (including under payment)	49.23%
	Wage theft	6.15%
b. Accommodation safety	Accommodation scams	40.00%
	Unsafe accommodation	32.31%
	Home invasion	15.38%
	Safety issues associated with living in affordable accommodation (e.g. living in outer suburbs)	13.85%
SAFETY IN RELATIONSHIPS	Unplanned pregnancy	32.31%
	Family/interpersonal violence	30.77%
	Unsafe dating situations	20.00%
	Contracting an STI	4.62%

APPENDIX 2

SUGGESTED SAFETY PLAN TEMPLATE

EXAMPLE STUDENT SAFETY PLAN TEMPLATE

Safety Plan [title]				
Contact person/s for this plan				
Key stakeholders/contact details				
Related legislation	<i>Examples: National Code 2018, Occupational Health and Safety, Child Protection, etc.</i>			
Related policies/procedures	<i>Examples: critical incident management plan, emergency procedures, etc</i>			
Date/review schedule				
Background material				
Elements	Notes	Current practice	Objectives /Principles - What are the student safety outcomes the college aims to achieve?	Desirable practice - What does the college want to achieve in short/medium/longer term?
Student cohort management	<i>Aspects of student management that are relevant to safety: key issues, challenges for management, staff roles (existing and desirable), use of third parties (extent, benefits, challenges).</i>	<i>Example: Organisation chart specifies the roles and responsibilities of staff in relation to student safety. Reporting lines for issues and critical incidents are included. Relevant relationships with third parties are included in the structure.</i>	<i>Example: The college will ensure all staff working directly with its students are aware of safety procedures and the location of documents relating to safety.</i>	<i>Example: The college will develop and implement a comprehensive safety plan by June 2020.</i>
Diversity	<i>Source countries, national diversity. What are the cultural/national/gender factors that are specific to the college and student cohort? Cohorts: consider the mix of age, culture, gender, country, enrolment numbers per</i>	<i>Example: The most vulnerable groups of students are identified in relation to safety. Under 18, women, LGBTQI+, those with very limited English, etc. Consider: What are the particular safety issues that might affect these groups? What data is collected and used to ensure the</i>	<i>Examples: The college will recognise, encourage and respect diversity as it is defined in our diversity and inclusion policy. All students will feel welcome and comfortable at our college.</i>	<i>Example: The college will review its definition of diversity as it applies to students and staff at the college. The college will ensure that inclusive practices are incorporated into its safety plan and daily practices. These practices will be internally audited.</i>

	<i>year/term and possible pathway intentions in the college. Each of these factors affects the form and effectiveness of management approaches.</i>	<i>information above remains current?</i>		
Physical environment	<i>Describe the physical location, facilities and the physical context (city office building/ university campus?)</i>	<i>Consider: What aspects of the physical environment impact safety issues and management? Does your safety plan extend to off-campus settings, such as homestay?</i>	<i>Example: All students will be provided with a safe campus environment.</i>	<i>Examples: Upgrade security doors. Structure timetable and staff deployment to maximise student supervision on campus.</i>
Types of programs	<i>What programs are offered that address safety issues?</i>	<i>Examples: Structured information delivered during Orientation, including presentations by emergency services personnel. Safety lessons embedded in curriculum content. Regular safety workshops/training.</i>	<i>Examples: All students will receive safety messages during Orientation, during class time and on message-boards. Safety messaging will be age, gender and culturally appropriate.</i>	<i>Examples: Safety messaging to be developed for social media delivery. Initiatives to be developed for identifying, reporting and monitoring safety breaches/scams.</i>
Safety management				
Threats to safety: issues	<i>Use data from own college or other sources to identify the safety issues relevant to your college cohort.</i>	<i>Example: Your college's prioritised concerns and student safety issues on and off-campus. These might include: physical safety (transport, accommodation, going out, domestic violence, disability/health issues); personal safety (in relationships, discrimination, racially based abuse, bullying, assault);</i>	<i>Example: All reports of safety breaches will be taken seriously and acted upon.</i>	<i>Example: Principles to be reviewed every 2 years.</i>

		<p>cyber safety (scams, sexual harassment, bullying, extortion); sexual safety (STDs, unplanned pregnancies, sexual assault and harassment); workplace safety; and water safety.</p>		
Safety measures	<p>Measures include: a safe physical environment, effective and targeted communication, staff resources, identifying personal and public safety issues.</p>	<p>Examples:</p> <p>Security staff on campus.</p> <p>Referral to third parties.</p> <p>Safety issues are addressed with a preventative approach.</p> <p>Documentation about issues and incidents could be better maintained.</p>	<p>Examples:</p> <p>All staff will have appropriate safety training/ professional development.</p> <p>All staff will be equipped to encourage student reporting and deal with issues and incidents, including referral to specialists.</p>	<p>Example:</p> <p>Better preventative measures will be implemented by end of 2019.</p>
Safety messaging	<p>Types of messages, style of delivery, review processes.</p>	<p>Delegated responsibility for generating and vetting safety messages. Agreed criteria for these messages in relation to clarity, meaningfulness and appropriateness.</p>	<p>Example:</p> <p>All students will receive safety messages in language that is clear, meaningful and that are culturally and age appropriate.</p>	<p>Example:</p> <p>Review safety messages annually.</p>
Third parties:	<p>Contacts, type of collaboration and frequency of contact.</p>	<p>Example:</p> <p>List third-party agencies and partners – contact details and delegated responsibility for updating. Indicative frequency and type of contact.</p>	<p>Example:</p> <p>Objectives for good relationship management in dealing with third parties, and protocols for engaging third party providers.</p>	<p>Example:</p> <p>Arrangements with third-party agencies and partners to be reviewed every 12 months. [also see homestay/guardianship policy]</p>
Resources for students	<p>Information and support</p>	<p>Type and location of information currently provided to students and delegated responsibility for updating.</p>	<p>Example:</p> <p>Information generated and delivered through: posters, wallet cards, classroom resources, social media staff contacts, etc.</p>	<p>A resources bank for students will be collated and maintained. This will be the responsibility of a designated staff member.</p>
Resources for staff	<p>Human resources, access to research, training, etc</p>	<p>Type and location of information currently available to staff (including professional development) and delegated responsibility for updating.</p> <p>Do you record the professional development activities of</p>	<p>Staff resources to include professional development, relevant reports on safety issues, opportunities to discuss issues with management and, if appropriate, with third parties.</p>	<p>Examples:</p> <p>All staff will have opportunities annually to undertake professional develop in specific areas of student safety.</p> <p>Staff to maintain a record of their professional development objectives and events.</p>
		<p>your staff, to use as a resource, eg. conference proceedings, workshop resources?</p>		

APPENDIX 3

NAVITAS ENGLISH SAFE SPACE POSTER



SAFE SPACE

This is a safe and inclusive space for students regardless of their sexuality, gender, nationality or cultural background.

APPENDIX 4

SHAFSTON INTERNATIONAL
COLLEGE STUDENT SAFETY
WALLET CARD

SHAFSTON SAFETY CARD

 **EMERGENCY** **000**

 **Shafston KP**
(Office Hours) **3249 4111**

 **Shafston (24/7)** **0402 221 913**

 **Shafston GC**
(Office Hours) **5665 3888**

 **Friend:**

 "Hello, my name is, I can only speak a little English."

 "Excuse me, can you please help me."

Speak to a Shafston staff member if you have any questions / need help.

KANGAROO POINT CAMPUS

46 Thorn Street, Kangaroo Point
Brisbane QLD 4169

GOLD COAST CAMPUS

13 Nerang Street, Southport
QLD 4215

BE STREET SMART

- Cross the road at traffic lights and at crossings
- Walk on the footpath – not on the road!
- Wear a safety helmet (bikes / scooter) It's the law!
- Be careful when you're out. Stranger-danger.
- Look out for your mate! Hang out with a friend or go out in a group.
- Avoid dark areas and isolated spots.
- Always know where you're going / where you are.
- Try not to carry more than \$100 cash on you.



SHAFSTON

www.shafston.edu

Friendship & Learning

APPENDIX 5

CURTIN ENGLISH EXAMPLE SAFETY LESSON CONTENT



ELB Preparation 1 Week Wednesday PM

Perth, like most cities in the world, does experience crime, although this can largely be avoided by not taking unnecessary risks. With a partner, discuss the following situations. What would you do? Could such a situation be prevented? Make sure that you give reasons for choices.

1. You are alone in a city and it is late. You need to get home. Would you ...
 - a take the bus or train, even if you have to wait a long time?
 - b walk home quickly but without being very concerned?
 - c decide not to go home, but to stay with some friends nearby?

2. If a stranger approached you, would you ...
 - a act calmly and talk to the stranger?
 - b run away as fast as you could?
 - c ignore the person and keep on walking?

3. If someone told you to hand over your money, would you ...
 - a agree to give the person your money?
 - b say nothing and pretend not to hear?
 - c refuse to give them the money?

4. If a person stole a small amount of money from you, would you ...
 - a be very hurt and afraid?
 - b feel sorry for the criminal?
 - c feel angry about what happened?

5. If your apartment were broken into, would you ...
 - a expect the police to help?
 - b expect the police to do nothing?
 - c feel very violated?

(Adapted from Academic Listening Encounters: Life in Society, Cambridge University Press)

APPENDIX 6

UNSW GLOBAL RENTAL SCAM POSTER



UNSW Global

Be aware and take care

Don't let this happen to you

THE OWNER IS 'OVERSEAS'

RENTAL SCAM

Scammers will use fake postings on real property websites (gumtree, domain, flatmate.com.au). The ads will look genuine (photos and descriptions are taken from other sites) but the address will either not exist, or is not available for rent.

YOU find a property to rent. It looks good and not expensive.

OWNER SAYS: "I am currently overseas and want to rent my home to a good person."

YOU feel you can trust this owner after exchanging a few more emails.

OWNER asks you to transfer money (via Western Union) as security/deposit. In return they will mail the key and lease agreement.

OWNER SAYS: "You will love the house, but if not you can send the key back and get a refund."

YOU transfer money but the keys never arrive and you find out that the property is not even for rent.

OWNER mysteriously disappeared...with your money...

Scammers try to earn your confidence; when you believe that they trust you, you forget to question whether you should trust them.

If you are ever unsure, please ask an Accommodation Officer. We are here to support you and are always available to answer any questions. To speak to an Accommodation Officer please email: accommodation@unswglobal.unsw.edu.au



APPENDIX 7

UNIVERSITY OF ADELAIDE
COLLEGE SCAMS POSTER

DONT GET SCAMMED!

International students are being targeted by online and phone scams



WATCH OUT FOR PEOPLE:

pretending to be
from the police,
Australian Taxation
Office, Department of
Home Affairs

threatening
you into paying
money or sharing
personal details

offering a cheaper
way to pay tuition
fees

Any time that you are asked to transfer money or provide personal information, ask yourself: **DOES THIS SEEM RIGHT?**

Learn how to recognise common scams at
scamwatch.gov.au/types-of-scams



SEE COLLEGE STUDENT SERVICES
FOR ADVICE



THE UNIVERSITY
of ADELAIDE
COLLEGE

RESOURCES

- A suite of video resources and training materials to help combat sexual harassment, gender bias and discrimination in research training programs. The videos illustrate situations where unconscious bias, unprofessional behaviour and abuse of power challenge this culture. See: <https://www.acgr.edu.au/about/key-initiatives/respectful-research-training/>
- Australian Council of Graduate Research (2019). Respectful Research Training Resources Materials.
- Australian Cyber Security Directorate (Australian government). The Directorate provides advice and information about how people can protect themselves and their businesses. See: <https://www.cyber.gov.au/>
- The Australian Fair Work Ombudsman is an independent statutory office with a range of roles including educating people working in Australia about fair work practices, rights and obligations and assessing complaints or suspected breaches of workplace laws. The FWO produces resources to support international students and their education providers. See: <https://www.fairwork.gov.au/>
- Australian Government, Federal Register of Legislation. National Code of Practice for Providers of Education and Training to Overseas Students 2018. See: <https://www.legislation.gov.au/Details/F2017L01182>
- Australian Government. (2009). Welfare of international students. Canberra: Report of the Senate, Education, Employment and Workplace Relations References Committee
- Berg and Farbenblum (2017), *Wage Theft in Australia: Findings of the National Temporary Migrant Work Survey*.
- Beyond Blue. Resources and tips for students on bullying, accessible content. <https://www.youthbeyondblue.com/understand-what's-going-on/bullying-and-cyberbullying>
- Bullying, No Way, Safe and Supportive School Communities Working Group [website](#). Bullying. No Way! and the National Day of Action against Bullying and Violence are managed by the Safe and Supportive School Communities (SSSC) Working Group. The SSSC includes representatives from the Commonwealth and all states and territories, as well as national Catholic and independent schooling representatives. The website contains extensive information, research and practical teaching strategies around bullying in schools. See: <https://bullyingnoway.gov.au/> Bullying prevention is everyone's responsibility: a guide to engaging students and families is a resource that includes guidance for education institutions wishing to address bullying behaviour by developing age and culturally appropriate materials, engaging students in the process, thus, "empowering them to become change partners and co-researchers, so that adults can learn directly from young people's lived experiences and gain insight into how best to support them" PDF available through <https://bullyingnoway.gov.au/>
- Gomes, Chang, Guy Patrao & He 2019, *Contact Points: Enabling international students during critical incidents* [August 2019 release] Project report (funded by Study Melbourne as part of ISWP grants, round June 2108)
- *Guide to Best Practice in International Student Mental Health*, English Australia, www.EnglishAustralia.com.au/professional-development/best-practice-guides. (2018)
- IDCARE is Australia and New Zealand's national identity & cyber support service. The service helps Australian and New Zealand individuals and organisations reduce the harm they experience from the compromise and misuse of their identity information by providing effective response and mitigation. See: <https://www.idcare.org/>
- ISANA: International Education Association Critical Incident Kit (2006). Practical Guide and templates for managing critical incidents. Contact ISANA for details at: isana.org.au

- NSW Government in conjunction with NSW police. Protect yourself online. Cyber security fact sheets. See: https://www.police.nsw.gov.au/safety_and_prevention/safe_and_secure/resources_-_fact_sheets_and_videos/protect_yourself_online
- Minister for Education, The Hon. Dan Tehan, Media release, (4 June 2019). *Ensuring the safety of international students*. See: <https://ministers.education.gov.au/tehan/ensuring-safety-international-students>
- The Office of the eSafety Commissioner is responsible for promoting online safety for young people, women, teachers, parents, seniors and community groups. The Office co-ordinates and leads the online safety efforts of government, industry and the not-for profit community. It provides: a complaints service for young Australians who experience serious cyberbullying, identifying and removing illegal online content and tackling image-based abuse. The Office also provides audience-specific content, including classroom resources. See: <https://www.esafety.gov.au/>
- PIERonline (2005). Managing Critical Incidents. Material prepared for the Diploma of International Services, delivered online 2005-2012. International Education Services Ltd, Brisbane. [See PD for content]
- SafeAround: <https://safearound.com/>
- Safety Apps. A number of personal safety app exist for students. Some of these are described on the Study Melbourne website. See: Study Melbourne Must Have Apps for Student Safety. <https://www.studymelbourne.vic.gov.au/study-melbourne-news-updates/must-have-apps-for-student-safety>.
- Scamwatch is run by the Australian Competition and Consumer Commission (ACCC). It provides information to consumers and small businesses about how to recognise, avoid and report scams. Its website contains an extensive repository of publications, videos, and other online resources to assist people to understand and prevent harm from scams. See: <https://www.scamwatch.gov.au/>
- Stay Smart Online is managed by the Australian Government as part of the Australian Cyber Security Centre. Established in 2006, the program involves a community of more than 80,000 individuals and organisations committed to sharing online safety information. The website provides information on how people can protect themselves from, and reduce the risk of, cyber security threats such as software vulnerabilities, online scams, malicious activities and risky online behaviours. See: <https://www.staysmartonline.gov.au/protect-yourself/recover-when-things-go-wrong/scams>
- Study in Australia website (Australian Government). Safety tips for students: <https://www.studyinaustralia.gov.au/english/live-in-australia/health-and-safety/personal>
- Study Melbourne provides dedicated initiatives and programs for international students, including the Study Melbourne Student Centre, that complement students' on-campus experiences and maximises their personal and professional outcomes. Support services including the International Student Work Rights Legal Service, International Student Accommodation Legal Service, student welfare and wellbeing services, and job readiness programs, are free and confidential, complementing the support provided by institutions: <https://www.studymelbourne.vic.gov.au/>
- Stymie is a web-app that prompts students to write a short description of an incident involving bullying or harm. They can also upload supportive evidence using screenshots of aggressive, threatening or harassing social media content or messages. Stymie is a web application, meaning that students can access Stymie via any internet browser. See: <https://about.stymie.com.au/>

- Think Before. A safety campaign for international students supported by the Victoria Police, ISANA and the Australia Network, along with governments, and stakeholders across all states and territories. Think Before is a digital approach on safety to international students. Most material is now not available, but the original video can be found on YouTube at: <https://www.youtube.com/watch?v=JaKOZvEH1tU>
 - Tran, L., & Gomes, C. (2016). Student mobility, connectedness and identity. In Tran, Ly Thi and Gomes, Catherine (ed). Springer, Singapore, pp.1-11.
 - Universities Australia (2011). Good practice guidelines for enhancing student safety. The Guidelines aim to assist universities to enhance the safety of international students on and off campus, to inform students of the initiatives in place to address their needs and expectations, and to demonstrate the importance which Australia's universities attach to the safety of international students.
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English Australia is the national peak body for the English language sector of international education in Australia.

englishaustralia.com.au