



Managing the Response to Critical Incidents in Schools

February 2003
(updated January 2007)

Foreword

I am pleased to introduce this important document on critical incidents.

Each year there are a small number of sad incidents that affect schools, their staff, pupils and parents. These are often referred to as 'critical incidents'. Although rare and therefore beyond the experiences that are usual in schools, they can occur in every school. For the schools concerned, people may have little experience of managing such events and each situation has to be managed as it unfolds. Feedback from those who have had to deal with difficult situations suggests that having taken the opportunity to 'rehearse' for a tragedy would have given them more confidence to cope with the reality.

Staff from the Educational Psychology Service often support schools at such difficult times. They have used their experiences in Kingston, consulted with other agencies and many LEAs who have also experienced critical incidents and they have worked with the Borough's Emergency Planning Officer and with the Learning and Children's Services Emergency Planning Co-ordinator to prepare these guidelines.

It is intended that this document will provide a useful resource for schools to prepare to meet the emotional and practical requirements of a critical incident, should it happen, drawing on outside support and expertise as appropriate. 'Forewarned is forearmed' and I recommend that each school examines this document, inserts the telephone numbers of individuals and agencies as appropriate to their locality and gives consideration as to how best to alert all members of the school staff to its content. Included in this document is a list of resources that may be of value in particular circumstances e.g. when dealing with grief and loss that may affect pupils and staff.

There are always lessons to be learned from our experiences of critical incidents and your views on the usefulness of the guidelines would be very helpful. You may also wish to access training or seek clarification about some of the issues raised in this document. Please contact Annie Yandell, Principal Educational Psychologist or Liz Howard, Educational Psychologist who will be pleased to hear from you and to help you as required.

Patrick Leeson
Director of Learning and Children's Services

January 2007

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This booklet has been produced for the use of schools within the Royal Borough of Kingston upon Thames. It has been adapted from the model produced by Cheshire County Council, which we gratefully acknowledge.

EMERGENCY CONTACTS

In the event of a critical incident, the following information needs to be readily available. It should be completed as soon as possible and updated regularly.

SCHOOL

Critical Incident Management Team	Phone 1	Phone 2
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Governors Contact Cascade Details
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Staff Contact Cascade Details
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Royal Borough - General

	Working hours Contact tel no	Out of Hours Contact tel no
RBK Emergency Planning Officer	020 8547 5400	
Major Incident Team		020 8547 5800
LEA Emergency Planning Co-ordinator	020 8547 5249	
Educational Psychology Service	020 8547 6699	
Press and Public Relations	020 8547 4614	

INTRODUCTION

Handling crisis is a normal part of school life. Some incidents, however, are of a more critical and overwhelming character in which staff, pupils and parents may experience acute, even prolonged, distress. In recent times schools have faced a wide range of crises including:

- **the murder of a pupil by a stranger**
- **the murder of a pupil by a parent**
- **fatal road traffic accidents both in the UK and abroad**
- **serious injuries on out of school trips/in term time**
- **student suicide**
- **the consequence of terrorist or criminal activity**
- **major arson attacks**
- **death from significant illness such as meningitis**

Section A of this booklet will help schools develop their own plans or arrangements to respond to the effects of a critical incident and will provide practical guidance for such an event. It uses the experience of schools which have been through a critical incident and it draws upon the book: 'Wise Before the Event' by W Yule and A Gold published by Gulbenkian Foundation and distributed free to all schools in 1993.

It is not intended that this booklet be prescriptive or to attempt to cover all possible events. A major fire at a weekend, a serious accident on a school trip or major community violence will require different types and scales of response, and will involve different agencies. The management arrangements for emergency response required for the latter are addressed in Section B.

SECTION A: School focused Critical Incidents

A1 Thinking Ahead: Being Prepared

It is self-evident that a school (or an LEA or a Council) which has anticipated a major critical incident and laid plans for managing a response, is likely to handle the actual event more effectively and confidently. If we know who will assume key roles, have checklists and procedures in place, up to date contact lists, a tested framework for communications and some practised skills to draw on, then our response to a crisis will be more assured than even the most intelligent improvisation. This booklet is designed to encourage and support pre-planning. Each critical incident is unique; the range and complexity of those faced across the United Kingdom are enormous. We cannot plan for every eventuality and we would be mistaken if we planned on the basis of the most recent or most publicised experiences. By their very nature and definition, critical incidents tend to disorientate and overwhelm those involved. Although the journey through this sort of crisis is always going to be difficult, planning ahead is a necessary precaution and can be crucial to the successful management of an incident.

What can schools do to prepare?

Following experience of a critical incident, some schools adopted or adapted the following process:

- Establish a group of staff to study this booklet (and other literature and experience) and formulate an action plan to follow it through
- Attend the training session offered by the EPS “Creating a School’s Critical Incident Action Plan“ (See note 2 xi)
- Identify a Critical Incident Management Team (CIMT) who, collectively or individually, would take a lead in an emergency and commission key roles. In a small primary school, these may be allocated to people other than teaching staff
- Ensure that basic information, contact lists, communication details, procedures, etc. are in place, known to all key staff and kept up to date
- Carry out a simulation exercise to explore how a critical incident might unravel. Identify and pursue, as part of staff development, additional needs for planning, training, skill development and awareness raising
- Ensure that governors, all key staff in the school and members of the community are aware of the plans being developed. The latter may include local residents, church or other charity organisations.
- Ensure time scales for review, updating, etc. are securely in place

The LEA and the Royal Borough's Emergency Planning Officer (EPO) have undertaken to maintain such a sequence for itself and will assist schools, where possible, in their planning. They will respond directly to requests for further training needs.

A2 Immediate Action

The staged action plan below takes, as an example, a serious incident involving a number of children off school premises but it can be adapted readily to other circumstances. It requires a Critical Incident Management Team (CIMT) based on the senior management team of the school.

Co-ordinated support is available from the Local Authority (LA):

The LA can be contacted via the Royal Borough's Emergency Planning Officer, and/or colleagues on the Major Incident Team who are available on a rota basis. They can activate the Royal Borough's Emergency Management Team (EMT) and call on specialist LEA officers who in turn can support the school.

It is advisable to contact both officers immediately by calling the given emergency number

Action within Hours	Refer to
1. Obtain and collate information about what has happened	Note A2 i
2. Gather and brief the Critical Incident Management team (CIMT)	Note A2 ii
3. Trigger LEA support network through the Emergency Planning Officer and/or the Major Incident Team	Note A2 iii
4. Put in place an incident management room and a dedicated telephone line	Note A2 iv
5. Contact families whose children are involved	Note A2 v
6. Make arrangements for informing other parents	Note A2 vi
7. Inform teaching and support staff	Note A2 vii
8. Inform pupils	Note A2 viii
9. Inform those in the community who need to be informed	Note A2 ix
10. Encourage people involved to talk	Note A2 x
11. Be ready to deal with the media	Note A2 xi

Next Actions

- Develop a plan for handling the feelings and reactions of people (see Section A3)
- Anticipate further media interest
- Possible further information to parents not directly involved

A school's critical incident contingency plan will need to be flexible and designed to address the possibility of an incident occurring during a holiday as well as during term time. A school party will have home contact numbers but if an incident involves children not on a school activity, e.g. the abduction of a child, information might come first from the media. Staff and governors need to be cautious in responding to 'on the record' questions from the media. It is essential both to avoid and discourage speculation.

Note A2 i Gather Information

(This uses a serious incident off school premises as an example)

Information required:

- what has happened and to whom?
- where and when?
- name and contact number of an adult at the incident site
- extent of injuries, numbers and names
- location of injured, name and contact number of adult present
- is immediate help required from the school – if so what?

CIMT also needs to know:

- Who has been informed?
- What has been said?

NB: Where an incident involves the Police they may take control of some management issues including the management of the media and provision of incident information.

Note A2 ii Brief CIMT

- Whilst it might seem dramatic to have a Critical Incident Management Team (CIMT) prepared, it does ensure that action is effective and efficient. Key people then know

what to do and can check that the necessary steps are taken. A major incident can be shocking and disorientating so prepared procedures are essential

- A school might use the senior management team, perhaps supported by a governor and other appropriate adults not necessarily from the teaching staff or school community. Competence, reliability and availability should determine membership of the CIMT rather more than school structure or status. Heads might wish to include a trusted colleague from another school who could be available at short notice to help. This might be a reciprocal arrangement
- Where there is need for continued supervision of children, adults other than teachers (e.g. governors, parents or trusted friends) are invaluable
- It is suggested that the head teacher call a meeting of the CIMT at least annually to update names, contact numbers checklist and procedures. They could occasionally involve local newspaper editors to generate goodwill and secure a supportive media involvement in the event of an incident

Note A2 iii **Contacts**

- The Emergency Planning Officer (EPO) and/or colleagues on the Major Incident Team are able to provide support to schools
- Help may be given with the provision of physical resources and Council officers can be alerted as appropriate, as well as the Chief Executive's office, Press and Public Relations Officer (for management of the media), occupational health, emergency planning, health and safety, personnel, etc. The school link EP should be among those seen as an immediate source of support after a critical incident has occurred
- Establish clearly who is being contacted and by whom and for what reason

Note A2 iv **Communications**

- There is the possibility of the school telephone line being inundated with incoming calls from anxious parents. The person or team dealing with incoming calls should provide an agreed factual statement along with reassurance of action being taken at the incident site. It is important to avoid speculation and not to make statements about further information or developments unless confident that it will be available. A separate dedicated line is needed for outgoing calls. This might be a mobile phone or a line that cannot take incoming calls. In an extended incident the EPO may be able to provide alternative communications facilities via British Telecom
- Governors can be kept informed through a previously agreed cascade initiated by the CIMT member

Note A2 v Contact families directly affected

- This has to be implemented quickly and with sensitivity. It points to the need for names and contacts of every pupil involved to be centrally available and regularly updated. Consistency of information is vital so it is best to avoid using a chain of communication. If a parent cannot be contacted by telephone it may be necessary to use either a reliable neighbour (or best another parent/grandparent/relation) or sending a note through the door asking them to telephone a given number. Any message should relay known information and assurances of appropriate action being taken and should indicate if further information will be available. Try to ensure that the parent has support immediately available before giving bad news
- It may be appropriate for parents of pupils directly and indirectly involved in the incident to come into school to be ready for further information. Some people may need immediate emotional support

Note A2 vi Information for parents

- If there is a possibility of legal liability, Police action, or a health issue, the Council's legal, insurance and safety sections, should be contacted before the school issues information to parents. Where health is potentially at risk, contact should be made via the EPO with the Health Authority
- It may be sufficient to inform parents of pupils not directly involved in the incident by sending a letter with children. In some cases it will be appropriate to call a meeting at the school, especially if the incident is one that will generate concern about some aspect the school's organisation (e.g. injury following violence at school). The Critical Incident Management Team can provide a leaflet for parents to accompany a letter home in some situations
- A prepared statement should give necessary facts, expression of sympathy/concern and possibly a message for the community. It is important to remember that a letter is likely to be accessible to the media therefore always seek guidance from the Council's Press and Public Relations Officer. It is sometimes better to delay this letter by 2 or 3 days until all information is available. In other circumstances, it will be important that the letter goes out immediately
- Heads should contact the Director of Learning and Children's Services and the Council's Press & PR Office to check the contents of any such letters or statements

Note A2 vii Information for teaching and support staff

- It is vital that all adults who are in contact with pupils are kept well informed and feel secure in handling questions and comments. A schedule for updating information and debriefing colleagues needs to be arranged, e.g. during breaks, at the end of the day or first thing next morning. Such meetings ensure that knowledge is shared and questions are answered in an informed manner. Staff should be cautioned not to talk to the media

or respond to questions from reporters but leave this task to the designated member of CIMT, usually the Head Teacher

Note A2 viii Information for pupils

- This is best done in classes or small groups with particular care being taken to protect and support children close to someone involved with the incident and as well as any staff who are unable to handle the emotions or distress confidently. Children should receive a consistent account of the incident while allowing for differences in their ability to understand

Note A2 ix Information for those in the community who are likely to be affected by the critical incident

- It may in some cases be necessary to alert local residents to what has occurred in the 'immediate' period, especially in circumstances where vehicle access to school is difficult as well as parking. This will need local residents' co-operation. Neighbouring organisations and buildings should also be contacted in the event or danger of fires, explosion, flood or other risks. Neighbourhood schools may be affected and will need to be informed if siblings are affected

Note A2 x Encourage people to talk

- People involved (both children and staff) should be offered opportunities to talk about the incident and its effects before going home

Note A2 xi Dealing with the media

- Schools are urged to seek advice from the Council Press & Public Relations Officer about handling the incident and particularly before agreeing to be interviewed or releasing names of children and staff involved in the incident
- School communities may still have a need to deal themselves with the attentions of the media. Pupils, parents, governors, teaching and support staff may be approached directly by press, radio or television reporters during the earliest stages of an incident. This can be very intrusive at a time when people are feeling less than able to deal with this pressure. In an out-of-school incident, the media might learn of it before the school and therefore have information which is different to that of the school. In the most difficult circumstances, the Police could be asked to provide some protection against media intrusion
- In some instances media interest might persist over a period of days and be re-triggered by a funeral, court action or anniversary
- Prepare (with RBK's Press & PR help if possible) an agreed text for release to the media and/or as a script from which anyone confronted by the media can speak. If possible ensure that a designated spokesperson, briefed and prepared, makes the direct response for the school

- An established, sympathetic, well-developed link with local press or radio can be a major asset, however, it is not a possibility in all local circumstances and in a major incident may be insufficient as a line of communication
- A dedicated outgoing phone line from school or nearby is important both for obtaining and communicating essential information

“Do’s” in facing the news media:

- Do respond to ‘what’ and ‘when’ questions
- Do tell your story quickly, accurately and get your key messages(s) across
- Do consider, when possible, the needs of your audience
- Do choose your own time when to report to the media
- Do prepare and rehearse so that everybody has the same story

“Don’ts” in facing the news media:

- Don’t reply to ‘why’ and ‘how’ questions
- Don’t speculate
- Don’t bluff or lie
- Don’t make ‘off the record’ comments
- Don’t make promises you cannot keep
- Don’t make excuses or blame others
- Don’t respond to ‘blind quotes’ (e.g. “one of your staff tells me that - do you agree?”)
- Don’t say “no comment” - explain why you cannot comment
- Don’t allow words to be put in your mouth - e.g. “would you agree that ?

How you present and respond is as crucial as what you say. It requires training, practice to ensure confidence, credibility and a natural but prepared style.

- Effective, direct communication within the school community can limit the impact of sensational media coverage. Pupils, teaching and non-teaching staff, governors and parents need appropriate, accurate, up to date release of information and encouragement not to speculate or to give currency to rumour

A3 Handling the reactions of people affected

Experience from affected schools and from research provides a wealth of evidence about the range of reactions and needs generated by critical incidents. People can react very differently. Some will readily give vent to their feelings whilst others find it more difficult. Pupils' ages and development will of course affect their understanding and feelings. The nature of the incident itself has a major bearing on the feelings generated. The most common reactions include denial, distress, guilt, anger and helplessness.

There are, however, some common needs that should be recognised and immediately addressed:

	<i>Refer to</i>
· information about the incident	Note 3 i
· explicit acknowledgement of the incident	Note 3 ii
· opportunity to talk through or otherwise express personal reactions through suitable activities for younger pupils	Note 3 iii
· support for those providing support	Note 3 iv
· formal and informal recognition and rituals	Note 3 v
· continuing or quickly re-establishing usual routines	Note 3 vi
· return to school by pupils or staff directly affected	Note 3 vii
· awareness of sensitive areas of the curriculum	Note 3 viii

Note A3 i Information about the incident

- Inform all staff and give guidance on how to support and talk to the children affected. Confront the 'truth' and take care with the form of words used in announcements
- Outline the measures or arrangements in place that will provide further help for distressed children
- Provide information to families on the types of help and support available to them and their children e.g. a leaflet for parents such as the one produced by the EPS

Note A3 ii Explicit acknowledgement of the incident

- The management of a critical incident can result in high levels of stress for those involved. Some staff may not wish or be able to be directly involved in supporting children, therefore the burden of support may fall disproportionately on a small number of staff
- Acknowledge the emotional state of staff and children and allow time and space when needed
- Establish boundaries. Avoid 'milling about'. Designate specific areas for pupils, parents, supporters, the press etc.
- Acknowledge that the incident may act as a trigger to children who are emotionally vulnerable, even if they are not directly involved. This may result in difficulties in behaviour and relationships
- Be sensitive to the effects on staff or children's concentration and performance. Upset pupils are unlikely to be effective learners and upset staff unlikely to be effective teachers. Diminish demands on everyone by relying on unchallenging curricular tasks
- Be sensitive to the effect on home and social life for families and peers
- Resist expectations of immediate counselling

Note A3 iii Opportunity to talk through or otherwise express personal reactions

- While attempting to ensure continuity and normality, staff should encourage children to talk about their feelings and be prepared to listen to them for example in class assemblies, PHSE or circle time sessions or reflective drama, art or writing activities
- Groups of children may be offered support from external professional organisations or individuals who can 'debrief' them, to help them understand their reactions and develop coping strategies. Parental permission should be sought in this instance (See Section A4 for available support)
- Staff closely associated with children involved should be offered opportunities for debriefing and counselling (See Section A4 for available support)
- Exceptionally, some children may need therapeutic help for a considerable time, or at some time following the event

Note A3 iv Support for those providing support

- Be aware of possible delayed reactions from those actively involved in responding to a critical incident. Staff who are co-ordinating the school's response should be supported and properly scheduled for relief periods
- Teachers are vital in supporting pupils through a critical incident, but teachers involved in delivering this need and deserve informed guidance and emotional support themselves
- The needs of Head Teachers and senior staff have not always been fully acknowledged. The strain of leading a school through a critical incident can obscure the Head Teachers personal feelings. Be aware of your own welfare needs. The EPS can provide an advice leaflet

Note A3 v Formal and informal recognition and rituals

- Arrangements may be made to express sympathy to the families directly affected by the incident
- Injured children can be visited in hospital
- Children can be encouraged to send cards and letters which can be prepared in school
- Plan to attend a funeral, if welcome. School closure is possible at the discretion of governors but the rationale for this would need to be carefully thought through
- Discuss the desirability of holding special assemblies and memorial services and the timing of these
- Anniversaries are key times and the school should ensure such occasions are planned for and handled with sensitivity and support

Note A3 vi Continuing or quickly re-establishing normal routines

- Every attempt should be made to provide as much continuity as possible for children
- Maintain the normal school day so children will be less likely to feel unsettled
- Parents can be invaluable (e.g. as classroom assistants) in enabling the school day to run as smoothly and 'normally' as possible

Note A3 vii Return to school by pupils or staff directly affected

- Some staff or pupils may not return to school immediately after an incident and will therefore need special assistance when they do return
- Some staff or pupils may have been injured or distressed and will need significant support to reintegrate back into school life so that partial timetables or a buddy system may be helpful

Implications for the wider curriculum

- Consider the inclusion of training for staff in areas such as loss, change or bereavement as part of the school's development plan. The EPS could offer such training for school staff and governors and can suggest suitable resources
- Consider the provision of relevant fiction and non-fiction books in the school library. The EPS can also suggest a range of books for staff and older pupils and can advise on suitable fiction material from the publishers Abbey Books
- Consider discussions with pupils about what are normal reactions to stress or crises and give them guidance about practical measures to alleviate the stress responses, e.g. relaxation techniques or positive imagery. The school's link EP can help to advise on suitable activities according to the age of the pupils
- Consider the inclusion of teaching facts about the cycle of life and death and offering pupils the opportunity to undertake learning activities as part of the normal curriculum

Arson Attacks

- It is rare for personal injury to occur in arson attacks on schools but the sense of loss, distress and anger can be severe. The dislocation for teachers especially can be prolonged. They are forced to revisit their distress day by day as the loss of their investment in place, planning, resources, records and teaching patterns bears down
- Be aware that the worst effects on teachers' morale and emotional well being can occur some time - often months - after a serious fire
- The pressure on staff to restore normal routines quickly on a new or restricted site often leaves too little room for grieving, for ritual endings and for reflection

A4 Support available to schools

Critical incidents test the spirit, organisation and leadership of schools and their communities in extreme ways. Invariably a whole school community - teachers, support staff, governors, parents, other agencies - will rally to support each other through the difficulties. In some circumstances however, either because of the incident itself or through

tensions already affecting the school, an emergency can produce or worsen conflict. For many people, critical incidents will provoke spiritual issues beyond their ordinary experience. These need to be acknowledged within school. Individual reactions to acutely abnormal circumstances cannot be predicted. Some understanding and expectation of disturbed responses needs to be developed.

What additional help is available to schools?

Depending on the scale and severity of the critical incident experienced, the school involved will usually need external support from the LEA and/or other agencies (e.g. social services, local churches, health services, voluntary organisations). The EPS can advise and make available appropriate support to schools in the first hours and days of a critical incident. It is best if the school itself seeks and manages the external support it requires, but this may not always be possible. In the aftermath of an incident, a school can be inundated with well-meaning offers of help and advice and also face intense media interest. The priority objective, shared between the school and the LEA must be to serve the best interests of pupils and staff in coping with the incident both individually and collectively.

Debriefing and support for teachers and other staff

It is likely that schools who have set up a CIMT will have learnt that support for teachers will have the automatic effect of helping pupils. The CIMT can arrange specialist support to help a group of staff come to terms with a critical incident and this will also help the school to plan their response with pupils, colleagues and parents. Holding a meeting where staff could talk over individual reactions in a structured process assists this. Some follow-up support could be agreed either for the whole group or part of it. During evaluation of interviews conducted recently, it has become clear that this follow-up support may need to continue over a period, particularly in the period preceding the anniversary of the critical incident. However if it becomes clear that individual staff need more substantial support or counselling, the EPS can help with appropriate referrals. The Occupational Health Unit provides valuable expertise and guidance in helping individual staff facing prolonged stress in these circumstances.

It is very important that natural priority concern for the well-being and emotional recovery of pupils does not lead to an assumption that teachers and Head Teachers will somehow cope unaided. Many, perhaps all, will need support.

Debriefing sessions for pupils

All available evidence suggests that when pupils have been directly involved as witnesses to a traumatic incident they will benefit from properly structured debriefing sessions. These "debriefing" sessions can also be beneficial to pupils otherwise affected and enables them to express what they saw or heard, how it affected them and how they feel about it in retrospect. In some situations, schools may be able to operate such a process for themselves and may use the staff debriefing meeting outlined above to plan this process.

However for more demanding and emotive situations, specialist support is particularly important. The EPS could advise on or arrange access to a response team able to conduct

such sessions with pupils. Such an intervention needs careful negotiation. It is likely to be held between 1 and 4 weeks after an incident and will vary according to the needs of the situation. Parental consent for involvement is essential. Such support could include the combined services of a Clinical Psychologist and the school's link EP.

The CIMT is not a team of 'counsellors'. Its role is short term and intended to enable teachers, parents and children to express their feelings about the critical incident. By doing so, what they feel may become clearer and can be understood better by their families and their schools. It may also help them to operate as normally as possible in an abnormal situation.

Longer term support

Some individuals or groups may find it very difficult to shed the distress, anxiety, guilt, and depression that an incident can provoke. Others may suffer a delayed, or not obviously related, effect. The EPS can advise you in such circumstances. The EP for the school is able to respond to requests for help with individual children showing unusual or prolonged reaction to a critical incident and can advise more generally on the most appropriate form of support required. Where the EPS response team has been involved with a school in dealing with a critical incident, a follow up visit will be offered after an appropriate interval to review continuing needs and to reflect on the process at the time of crisis.

Information for Parents

A tri-fold A4 leaflet should be available for circulation among parents and other adults involved in supporting pupils. This leaflet should alert parents and others to the possible reactions of their child(ren) to an incident and make suggestions about helping them through it. The EPS has a prepared leaflet that could be made available on request.

Support for Headteachers and Deputy Heads

The strains of leading a school through a critical incident can be profoundly disturbing but may not be identified or acknowledged after the crisis has subsided. The support of family, senior colleagues, governors, other Heads and close friends needs to be engaged. The EPS can be available to support as required.

Experience so far suggests that Heads/deputies too often under estimate the impact on themselves of such an ordeal and may be reluctant to seek out support. Caring for the carers is sound management.

A5 Training Opportunities and Further Information

Training Opportunities

The EPS can assist school representatives in exploring the issues raised in this document, preparing and implementing a School Critical Incident Action Plan and identifying training needs for staff. Please refer to the LEA's Training and Development Programme document for details of training opportunities or contact the EPS directly (020 8547 6699).

Suggested Reading and Other Resources

Yule, W and Gold A '**Wise Before the Event**', Pub. Gulbenkian.

A more detailed review and planning guide for schools working to anticipate critical incidents. A copy of this book should be available in all schools in the borough.

Dyregrov A. '**Grief in Children**', Pub. 1990 Jessica Kingsley* £12.95

A handbook for children, death in playgroup and at school.

Hindmarch C. '**On the Death of a Child**', Pub. 1993 Radcliffe Med Press*. £12.50

Guidelines for the support for both adults and children affected by a child's death.

Pennells, M & Smith, S '**The Forgotten Mourners**' Pub. 1995 Jessica Kingsley*. £6.95.

Concise guidelines for supporting bereaved children, including section on 'what teachers can do' and useful resource section.

Grollman, EA '**Talking About Death**' Pub. 1990 Beacon.

A guide for adults about how to talk to children about death, with a read together section for adult and child (under 9's).

Jewett, C '**Helping Children Cope with Separation and Loss**'. Batford

Leaman, O '**Death and Loss - compassionate approaches in the classroom**' Pub. 1995, Cassell, £12.99.

Practical guide for teachers concerned with pastoral care.

Pennells, M & Smith S (Ed) '**Interventions with Bereaved Children**' Pubs. 1995, Jessica Kingsley. £16.95.

Covers different approaches, and includes a chapter on managing tragedy in a secondary school.

Ward, B and Associates '**Good Grief 1: exploring feelings, loss and death for under 11's**' and '**Good grief 2 exploring feelings, loss and death for over 11's**', Pub. 1993, Jessica Kingsley.

Wide range of resource materials and ideas for the curriculum.

Wells, R. '**Helping children cope with grief**' Sheldon Pub. 1988.

Includes suggestions for primary school teachers.

Worden, J W '**Grief counselling and grief therapy**' Tavistock Pub. 1983.

Good general textbook.

Video: '**That morning I went to school**' (12 mins) Sue Smith, Social Work Department, Northampton General Hospital NNI 5BD

Includes children of different ages talking about their own experiences of bereavement, their reactions and needs.

Board Came: '**All About Me**' produced by Peta Hemmings for Barnardo's.

Useful for work with primary age children.

Organisations offering support for parents and children

Helplines

BARNARDO'S Tel: 020 8551 0011 (London /SE Regional Office)

www.barnardos.org.uk

CHILD DEATH HELPLINE Tel: 0800 282986

www.childdeathhelpline.org.uk

Freephone helpline for anyone affected by the death of a child, evening 7-10 pm and Wednesday 10 am- 1pm.

CRUSE Tel: 0870 1671677

www.crusebereavementcare.org.uk

National organisation for the widowed and their children Cruse House, 126 Sheen Road, Richmond, Surrey TW9 1UR

JIGSAW Tel: 020 8687 1384

www.jigsawforyou.org.uk

Family based bereavement counselling. 40 Mill Green Road, Mitcham, Surrey CR4 4HY

World Wide Web.

There are large number of useful contacts and information relating to coping with bereavement for both adults and children e.g. The Health Education Board for Scotland (www.hebs.scot.nhs.uk) has responsibility for ensuring that there is appropriate health promotion at local levels in the fifteen Scottish health boards. They provide a wide range of information on subjects including stress and in particular bereavement. The information is copyrighted but HEBS have no objection to the information leaflets being used in the event of an incident. Printed copies of the leaflets can be purchased through HEBS Marketing Manager.

SECTION B : Royal Borough of Kingston upon Thames Emergency Response and Management Arrangements

Introduction

The Council's Major Emergency Plan is written to ensure that all the Council's resources (with assistance from neighbouring Boroughs and voluntary organisations, if required) are directed towards the fulfilment of the emergency roles of the Council:

- to provide support to the emergency services and help people in distress, whilst maintaining Council services
- to co-ordinate the actions of the various organisations called upon by the Council to give assistance.

The Plan covers only **major incidents** or the escalation of routine emergencies into a major incident and is designed to provide a flexible, needs based response to an incident based on the effects arising from the incident rather than the cause. The Plan recognises that the Council regularly provides a response to routine or minor emergencies or incidents and these are dealt with by each Directorate who have their own arrangements.

B1 Definition of a Major Emergency

For the purposes of the Plan a Major Emergency is defined as:

'Any event (happening with or without warning) causing or threatening death or injury, damage to property or the environment or disruption to the community which, because of the scale of its effects cannot be dealt with by the emergency services and local authority as part of their day to day activities'.

Examples include extremes of weather, structural collapse, epidemics, aircraft accidents and a terrorist act.

B2 Emergency Response and Management Arrangements

The Royal Borough provides a 24/7 response with at least one Officer from the Major Incident Team available to react immediately. The Royal Borough's Emergency Planning Officer would normally be the first point of contact during working hours. In his absence, or outside of working hours, the initial response to a major emergency would be dealt with by the Duty Officer on the Major Incident Team. The Emergency Planning Officer and Officers on the Major Incident Team are authorised to initiate any of the Council's major

emergency response and management arrangements and commit Council resources during the incident.

The Emergency Planning Officer and members of the Major Incident Team have a range of services that they can call upon, including the following:

- ◆ Activation, setting up and running of Rest Centres for use by friends and relatives
- ◆ Emergency feeding arrangements
- ◆ Counselling services
- ◆ Management of the media
- ◆ Provision of transport
- ◆ Provision of additional communications via liaison with BT and other telecommunications providers
- ◆ Liaison with the voluntary sector

This list is not exhaustive and it should be noted that it might take time to activate all services required.

Where management of the media is involved the skills and expertise of the Councils Press and Public Relations Officer should be called upon who, in turn, can call upon services from other local authorities and the Government News Network to assist in the management of the media - the level of national and international interest should not be under-estimated.

In the event of a major incident in the Royal Borough, the LEA's Emergency Planning Co-ordinator will notify all Education Officers and will liaise with the Borough Emergency Planning Officer as appropriate. Please see the following flow chart which illustrates how information will be disseminated.

**RBK Learning and Children's Services
MAJOR EMERGENCY PLANNING**

