Initial contact with school following a significant event / critical incident

Support sheet for EPs

# Key resources to be aware of

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| **What is it?**  | **When would I use it?**  |
| [Whole school approach to loss, grief, and bereavement](https://blogs.glowscotland.org.uk/glowblogs/public/glasgowpsychologicalservice/uploads/sites/4587/2022/01/12122302/A-Whole-School-Approach-to-Loss-and-Bereavement-December-2021.pdf)  | Covers all circumstances involving loss and bereavement. Key areas to highlight include the developmental stages of understanding death; a section on Additional Support Needs, and a section on traumatic bereavement. Early Years Online Learning Modules - [Login Early Years Online Modules](https://blogs.glowscotland.org.uk/glowblogs/glasgowpsychologicalservice/school-staff/early-years-online-learning-modules/) Password: Early Years - View Early Years Online Learning Modules Map (pdf) – Look for modules on Coping with loss / change / bereavement and follow links |
| [Managing critical-incidents Guidance](https://blogs.glowscotland.org.uk/glowblogs/gepswi/critical-incidents/) | For any critical incident. Has checklists and appendixes for schools to use.  |
| Grab and go presentation for EPs | If delivering an input to the school in the first few days following a significant event.  |
| Social stories | To help explain what death and funerals are for young children, children with ASNs, and to help parents. There are culturally sensitive social stories available, and others can be made upon request.  |

# Potential inputs to be aware of before initial phone-call

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| **What is it?**  | **When to use it?**  | **Any other considerations** |
| **Information session on theories of grief** | In the days following an incident | Timing needs to be flexible dependent on when staff can be released |
| **Group crisis interventions**  | Crisis management briefing, critical incident stress debriefing, and defusing are available dependent upon circumstances | Must be discussed with either Danielle, David, Fran, or Lisa before offering to school and to assess suitability |
| **Drop-in session for parents**  | In the days following an incident  | Social stories can be a useful support here |
| **Support in writing scripts to explain what’s happened to children and staff**  | As required | Examples can be found on <https://blogs.glowscotland.org.uk/glowblogs/gepswi/><https://blogs.glowscotland.org.uk/glowblogs/gepswi/story-guidance-for-trauma-resolution/> Or Winston’s Wish  |
| **Scripts for assemblies**  | As required | Preference would be that schools lead on this and that the EP can support. Invitations to religious leaders should be extended as appropriate.  |

# Structure for initial phone-call to school

* Offer condolences and check-in with HT around well-being
* Gather information about incident
	+ What happened?
	+ Who was involved?
	+ Are there any restrictions from Police or Social Work on what information can be shared?
	+ What has been done so far?
	+ What input can Educational Psychology offer?