



# Managing Critical Incidents

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## Foreword

**L**IKE any other large city, Glasgow is no stranger to serious incidents affecting its people, services and daily life. When such incidents occur those involved look to people in authority to respond quickly, effectively and appropriately. Knowing what to do when a critical incident arises can mean the difference between calm and chaos, courage and fear, life and death.

Staff in Education Services manage a wide range of incidents on a daily basis. However, when a sudden or unexpected event occurs which threatens to seriously disrupt the school or individual's ability to function then additional planning is necessary

Critical incidents can vary widely in terms of nature, severity and effect. Circumstances around an event will affect the levels of distress and subsequent repercussions felt within a community.

Knowing how to respond appropriately to such events can significantly enhance the ability of those involved to cope both immediately and in the longer term.

Thankfully such serious incidents are rare. However those who have had to deal with such situations stress the importance of having a well thought through and rehearsed establishment plan.

Careful planning and preparation will, in times of crisis, lessen the impact in terms of the emotional consequences for adults and pupils alike.



Maureen McKenna  
Executive Director of Education

August 2011

## 1. Introduction

**T**HIS guidance aims to help schools<sup>1</sup> prepare their responses to a range of critical incidents in a way which takes account of their individual context.

Among such events that can happen are:

- Death of a child or young person due to an accident, serious illness, suicide or murder
- Death of a child or young person's sibling or parent due to an accident, serious illness, suicide or murder
- Other critical events such as physical assault, abduction of children and children witnessing attacks on or accidental deaths of others; violence, rape, bomb threat or serious injury to student or loved ones
- Death or serious injury to a member of staff
- Death or injuries during a school journey
- Natural or other disaster in or near the school
- Fire/explosion, destruction or vandalism at school
- Civil unrest, terrorism, hostage situation.

<sup>1</sup>*School' is used throughout the document and refers to early years' centres, primary, secondary and ASL schools, units and services.*

## 2. Preparation in advance

When critical incidents do occur they have the potential to affect every member of a school community. Careful planning can ensure a rapid, co-ordinated and effective response when they do happen.

### 2.1 Critical Incident Management Team

Schools should establish a Critical Incident Management Team, of a size and composition appropriate to the establishment. (Appendices 1, 2, 3 and 4)

#### Function of the team

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The functions of the team will include:

- Liaison with the Emergency Services and Education Services
- Logging all relevant calls (Appendix 4,5 and 6)
- Opening and maintaining a chronology (Appendix 7)
- Information gathering
- Communication links with authority press officer and education services
- Liaison with parents and chair of the Parent Council
- Care and welfare of children, staff and visitors.

This team should be co-ordinated by a member of the Senior Management Team. It will have responsibility for assisting in the development of a Critical Incident Management Plan, ensuring opportunities for disseminating information to all staff and for practice implementation of the plan. In the event of a critical incident arising they will have lead roles in implementing the plan.

The Head of Service, Education Officer, the link Quality Improvement Officer (QIO) and the link Educational Psychologist will provide support as appropriate.

## 2.2 Critical Incident Management Plan

This flow chart outlines practice in managing critical incidents in school. It is recommended that schools adapt it to meet their local circumstances and context.

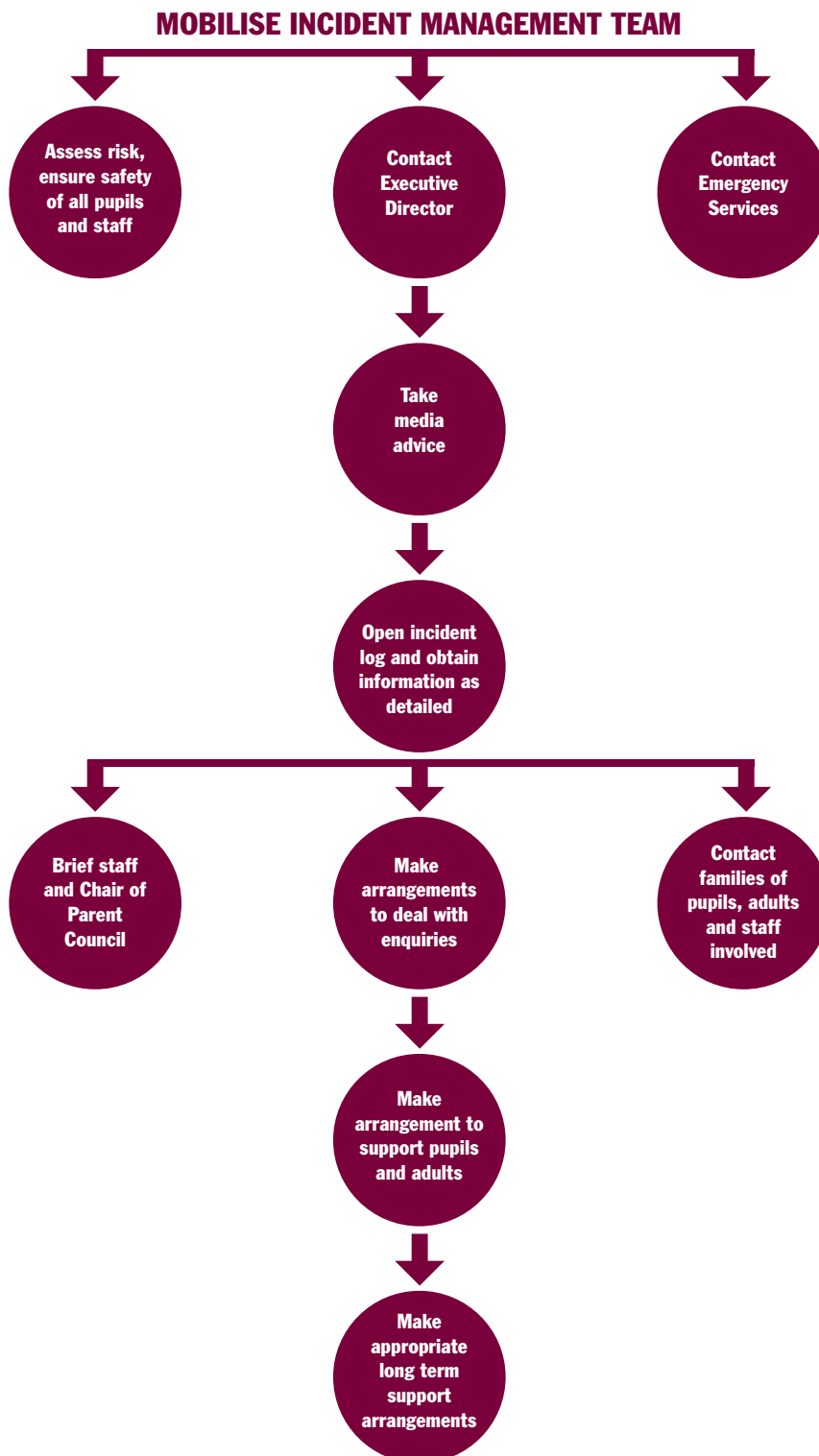


Figure 1

When preparing a Critical Incident Management Plan the following should be considered (*using Appendix 2, and Figure 1*)

- Assigning roles and responsibilities in times of crisis.
- Communicating with staff, children/young people and parents (Appendix 9,10a,10b). [Keep readily available useful telephone numbers (Appendix 3).]
- Communicating with the media as per advice from the Executive Director/City Council Press Office. Local media can be helpful if they understand school needs in times of crisis.
- Availability of up to date contact information for children/young people and staff.
- Procedures for evacuation, 'lockdown' (when pupils are secured within the school building), or reverse evacuation (when an incident occurs in school ground and pupils have to be returned to safety within the school building).
- Obtaining necessary equipment and supplies; are there enough master keys and who has them, where are phones/radios kept, are good first aid kits maintained, who has access to and responsibility for pupils' medication, for example inhalers, anaphylaxis kits?
- Consideration should be given to preparing response kits for:
  - *Clerical Staff* to include Critical Incident Management Plan, pupil information, pupil and staff registers, telephone logs, and so forth.
  - *Teaching staff* to include Critical Incident Management Plan, class registers, pupil information, and so forth.
  - *School Nurse/CHP Representative* to include Critical Incident Management Plan, pupil medications and first aid kit, and so forth.
  - Developing procedures to account for all pupils, staff and visitors. Emergency services will respond differently to a situation when people are missing. Develop procedures for pupil release and inform families of these before a crisis occurs. Pupils should only be released to authorised individuals.
  - Opportunities for practice including emergency drills for staff, pupils and emergency services.
  - Identifying staff training needs in relation to crisis management, emotional needs and responses, debriefing, and so forth.
  - Schools should consider liability issues before their Critical Incident Management Plan is complete. Schools should make every reasonable effort to intervene in and remediate situations which hold a foreseeable danger.
  - Awareness of associated City Council management circulars, for example early school closures, educational outings, child protection, exclusions and health and safety.
  - Availability of up-to-date site maps and utilities information to include information about classrooms, hallways, stairwells and utilities shut off points.

### 3. Immediate Tasks following a Critical Incident

The careful planning which has already taken place within a school community should enable people to move into action swiftly and appropriately if a critical incident does occur. Decisions can be taken efficiently and tasks carried out without waiting for clarification.

This is the time to follow the plan, not to make one up on the spot. During critical incidents it is worth remembering:

- Expect to be surprised, there will inevitably be a degree of confusion and shock.
- Carefully assess the situation and choose the appropriate response, for example, is this a critical incident? What type? Take basic protective steps.
- Evacuate or remain in the establishment as appropriate. This should be one of the first decisions made.
- Trust leadership, this will help maintain calm and minimise chaos. Calm, confident and serious leaders will convince others of the seriousness of the incident and the wisdom of the decisions being taken.
- Allow for flexibility in implementing the plan according to the needs of the situation.

**Critical Incident Logs** (Appendix 4, 5, 6, and 7) should be opened and maintained. This involves the logging of telephone calls in and out, the chronology of events and a note of all children and staff involved in the incident. Again, when this is planned for as part of the Critical Incident Plan before the event, staff are then familiar with what the expectations are and are therefore better able to cope in the event of an emergency.

The communication channels and gathering of information are of key importance at this point.

#### 3.1 Prioritising communication/contacting services

At the earliest opportunity the Headteacher or a senior member of staff should inform the Executive Director/Head of Service of the critical incident. Other services and agencies should be contacted as appropriate with emergency services taking precedence over all.

Disasters which occur away from the school will be unclear for many hours, but there is still a need to ensure that accurate information is relayed as soon as possible. Uncertainty breeds rumour, which adds to distress.

Mobile telephones or pagers should be considered for use to maintain contact with senior management at the school. This will enable the school to get on with the appropriate support and organisational responses while parents and press are trying to phone in.



### 3.2 Informing School Staff

As soon as the incident occurs, the senior management team of the school should meet.

The senior management team should mobilise their **Critical Incident Management Team** and brief them on the developing situation.

Because of pre planning, some of the tasks facing the team will already have been thought through. The nature of the incident and the availability of staff will be different in every situation.

If possible a staff meeting should be convened by the Head teacher or senior member of the management team, or if it is not possible to leave the children for any length of time, small groups of the staff should attend a series of meetings specially convened.

Teacher and support staff should attend the meetings to ensure that the same information is shared and that rumours do not circulate causing distress.

An operational debriefing of all staff and support staff should be organised as soon as is feasible.

The role of the school Chaplain/priest can be a very supportive one in times of crisis depending on his/her relationship with the school.

### 3.3 Contact with Parents and Carers

Level of contact with the parents will be determined by the nature of the incident and will vary from immediate direct contact where their child has been directly affected, to a standard letter informing them of the incident (Appendix 8) and information for parents (Appendix 9).

The families of young people affected directly or indirectly by a tragedy will need full and accurate information. They may need to come to the school to receive it. The police will have the responsibility of advising next of kin about accidents.

In the event of a tragedy, the school is likely to be inundated with telephone calls.

School staff who are answering the telephone should:

- Be supported in coping with the stressful situation.
- You may find it helpful to provide a script for those answering the phone or if they have to provide information to a range of people. This serves the purpose of consistency but also provides reassurance when under stress.
- Keep notes and have them checked against school records so that there is certainty about who has telephoned in and who should still be contacted.
- Ensure that the school records are kept up to date regarding pupils' next of kin and where to make contact with them.
- Explain how further information can be obtained.

### **3.4 Informing Children and Young People**

It is important that all children and young people are informed, even those who are out of school on a school trip. They should be told simply, clearly and honestly what has happened. It is probably best if this is done in the smallest groups possible, for example their class, year group, tutor group. Their questions should be answered in as straightforward a manner as possible (Appendix 10). Staff doing this should be told to pass on facts only and never speculate on the causes of the crisis or its consequences. Where questions cannot be answered at the time, this should be acknowledged.

As far as possible the school's normal routine should be followed. This is to ensure some security in the lives of the children at a time of crisis.

Closure should, on the whole, be avoided because school is a supportive environment. It should be a place where children can express their thoughts and feelings through various channels, and where they can confront painful issues in a caring environment.

If, in extreme circumstances a school is to close, children should be told at the end of the school day, preferably at the same time as the parents are told about the incident.

### **3.5 Informing associated schools**

Siblings of children affected may attend other schools, for example local secondary or primary school.

It is important that accurate information is conveyed to associated schools at the earliest possible opportunity.

### **3.6 Other agencies**

Civil emergency planning is in place across the City and involves all the major services, Social Work Services, Education, Health and the Police.

In any specific incident, the extent of involvement of other agencies will vary depending upon the nature of the incident.

Up-to-date contact details should be held by all agencies.

### **3.7 Advising the media**

Advice will be given by a Press Officer from the Council's Communications Unit.

The school must protect children, parents and staff from publicity, particularly in the early aftermath of an incident.

A senior named member of school staff should be named to liaise with the Council's Press Officer who will deal with all media enquiries. This named

member of staff should take advice from the Council's Press Officer as to any contact with the press.

Press and television journalists should not have access to staff or children.

Staff should be advised not to discuss the incident with the media or with people outwith the school setting.

The Council's Press Officer will arrange a briefing session with the press if necessary. Unless this is arranged, journalists may be inclined to approach children, staff and parents at the school gates.

The Council's Press Office will make arrangements for a press conference if this is deemed to be necessary.

## 4. Follow-up over the next few days

In most instances, following usual routines will be beneficial for all pupils. However staff will require to review the events surrounding the critical incident.

Regular meetings of the Critical Incident Management Team is essential to ingather information and to plan next steps.

Start the following day with an assessment of the first day and go through the plans for the day with the staff.

Hold a staff meeting at the end of the first day to:

- Provide update on facts and plans.
- Help staff express their own thoughts and reactions.
- Inform follow-up resources and support which will be made available
- Contact families to express the school's sympathy and offer support, the Headteacher or key person to visit family.
- Carry out school and classroom rituals; school life should be as normal as possible.
- Help siblings and close friends to settle into routines.
- You may wish to consider organising classroom meetings to talk through the event and/or small group meetings for especially involved children.

### 4.1 Support from Psychological Service

Depending upon the nature and extent of the incident, the Psychological Service will provide a proportionate response which may include:

- Operational debriefing with groups of children and groups of staff.
- Advice regarding expected reactions, rituals, adverse effects on learning, curricular adjustments, how to answer children's questions and so forth.
- Critical incident debriefing of children, staff, parents.
- Screening and monitoring arrangements and data collection.
- Longer term support for affected children.
- Support for children and parents following a critical incident.

Further information and advice will be provided in a Critical Incidents Information Pack.

## **4.2 Support from Social Work Services**

Social Work Services will be working in partnership with Education Services, the police and others to support the families where appropriate.

## **4.3 Support from the Police**

The police will be involved in the crisis situations involving serious injury or death. They will also be involved if there has been a criminal offence committed. If they are on site they will work with the school to ensure that arrangements are made to inform parents and liaise with Social Work Services and other agencies appropriately.

## **4.4 Support from Health Services**

The school nurse, school doctor and local health centre will work closely with the school to provide support as appropriate.

## 5.1 Reflection and Evaluation

Evaluating response and recovery efforts will allow staff to modify plans in preparation for another critical incident. A variety of methods can be used in evaluation, for example brief telephone interviews with emergency responders, families, staff and children/young people, focus groups and so forth (Appendix 11).

Useful questions may include:

- Which class based interventions were most successful and why?
- Which assessment and referral strategies were most successful? Why?
- Which strategies would you change? Why?
- Do other professionals need to be contacted in the future? Which? Why?
- What additional training/resources are required?
- What other actions are required for future efforts?

Evaluation and reflection also assist the Critical Incident Management Team satisfy themselves that the approach they took was appropriate but will also allow lessons to be learned as no two incidents are the same.

There are significant strengths to be gained from taking a team approach both during and after a critical incident.

# **Managing Critical Incidents**

## **Appendices and Pro Formae**



# Planning Critical Incident Management Team

PLEASE USE BLACK INK AND BLOCK LETTERS

<b>1</b>	Name of Establishment
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<b>2</b>	PERSONNEL	NAME	CONTACT NUMBER	SUBSTITUTE
	Co-ordinator			
	Team Member			
	Administration Support			
	First Aiders			
	Educational Psychologist			
	Quality Improvement Officer			

<b>3</b>	ADDITIONAL CONTACTS			
	Janitor			
	Key holder(s)			
	Location of site plans			

**Three school representatives, including a member of the senior management team and substitutes are recommended as any member of staff may be directly involved in or affected by the incident.**





# Allocating Roles and Responsibilities within the Establishment

PLEASE USE BLACK INK AND BLOCK LETTERS

Prior allocation of roles and responsibilities helps to ensure swift and effective responses. The following tasks should be assigned and carried out within the suggested time frames. Time frames are provided for **guidance only**.

1	PHASE I	TIME FRAME	PERSONNEL
	Assess risk, apply first aid, ensure safety of children/young people and staff	As soon as possible	
	Contact emergency services as appropriate	As soon as possible	
	Obtain factual information and start incident log (Appendix 5)	As soon as possible	
	Inform Executive Director – who will inform Area Education Manager	As soon as possible	
	Senior management team meet with support personnel	Within hours	
	Establish Critical Incident Management Group	Within hours	
	Establish communication channels	Within hours	
	Contact press office – use 24 hour press number if out of hours who will contact Executive Director	As soon as possible	
	Log all incoming and outgoing calls. Maintain log of all significant events	Within hours	
	Inform Chair of Parent Council	Before Phase II	
2	PHASE II	TIME FRAME	PERSONNEL
	Contact families	As soon as possible and continue until complete	
	Brief children/young people and staff through staff meetings, class/register/year groups	Same day if possible	
	Plan to return to normal schooling	As soon as possible	
	Arrange for debriefing of those closely involved	As soon as possible allowing for health and safety	
3	PHASE III	TIME FRAME	PERSONNEL
	Identify high risk children/young people	Next few days	
	Promote discussion in class	Next few days	
	Identify those who need further support and organise as required	Next few days	
	Plan for expressions of sympathy/acknowledgements/ Attendance at services etc.	Next few days	
	Plan for return of those involved in incident	As appropriate	
	Plan for acts of memorial/commemoration in consultation with families	As appropriate	
	Plan for anniversaries/birthdays etc.	As appropriate	



# Useful Contacts

**PLEASE USE BLACK INK AND BLOCK LETTERS**

A list of contacts should be obtained as part of the preparation phase of Critical Incident planning. Home phone numbers are confidential and permission should be sought for these where appropriate. This list will require to be regularly updated.

1	CONTACT	NAME	WORK/MAIN NUMBER	OUT OF HOURS NUMBER
	Head of Establishment			
	Crisis management group co-ordinator			
	Crisis management group members			
	Executive Director of Education			
	Janitor			
	Press Office (Public Relations and Marketing)			
	Area Principal Educational Psychologist			
	QIO (Link)			
	QIO (Pastoral Care)			
	Chair of Parent Council			
	Emergency Services			
	Local Health Centre/General Practitioner			
	CHCP Head			
	Accident & Emergency (local hospital)			
	Social Work Services Manager			
	School Chaplain/Priest			
	Cordia (Services) LLP			
	City Building (Glasgow) LLP			
	Press and Media contacts			
	Voluntary agencies			
	Unions			
	Other schools			
	EAR Staff			
	Counselling Service			
	Other			



# Critical Incident Log

PLEASE USE BLACK INK AND BLOCK LETTERS

<b>1</b>	Nature of Incident
	Name of Establishment
	Date of Incident
	Brief description of incident

**2 CHILDREN/YOUNG PEOPLE AND STAFF INVOLVED**

Name	Nature of involvement	Comments



# Record of Calls Made

PLEASE USE BLACK INK AND BLOCK LETTERS

<b>1</b>	Date of Incident
----------	------------------

**2 PEOPLE AND SERVICES CONTACTED**

Date/Time	Phone Number	To Whom	Called by
Purpose			
Follow-up			

Date/Time	Phone Number	To Whom	Called by
Purpose			
Follow-up			

Date/Time	Phone Number	To Whom	Called by
Purpose			
Follow-up			



# Record of Calls Received

PLEASE USE BLACK INK AND BLOCK LETTERS

<b>1</b>	Date of Incident
----------	------------------

**2 DETAILS OF CALLS RECEIVED**

Date/Time	Phone Number	Name of Caller	Taken by
Message and Outcome			

Date/Time	Phone Number	Name of Caller	Taken by
Message and Outcome			

Date/Time	Phone Number	Name of Caller	Taken by
Message and Outcome			

Date/Time	Phone Number	Name of Caller	Taken by
Message and Outcome			



# Chronology of Events

PLEASE USE BLACK INK AND BLOCK LETTERS

<b>1</b>	Name of Establishment
	Date of Incident

**2 DETAILS OF EVENTS - Phone calls may be included where relevant**

Date/Time	Event	ACTION by whom	Outcome

Date/Time	Event	ACTION by whom	Outcome

Date/Time	Event	ACTION by whom	Outcome



Executive Director of Education  
Maureen McKenna

**Name of Educational Establishment**  
Address of Educational Establishment  
Continuation Line  
Glasgow G0 0AA  
**Phone 0141 000 0000**  
Fax 0141 000 0000  
Email [headteacher@establishment.glasgow.sch.uk](mailto:headteacher@establishment.glasgow.sch.uk)  
Web [www.establishment.glasgow.sch.uk](http://www.establishment.glasgow.sch.uk)

**Head of Establishment**  
**Name of Head of Establishment**

Name of Addressee  
Address  
Continuation Line  
GLASGOW  
G0 0AA

Our ref  
Date

Your ref

Dear Parent/Carer

The school has experienced (the sudden death, accidental injury, etc.) of *Name of child/young person*.

We are deeply saddened by the deaths/events. *(Brief details of the incident, and in the event of a death, perhaps some positive remembrances of the person lost)*. Our thoughts are with *(family name)*.

We have support structures in place to help your child cope with this tragedy. *(Elaborate)*. It is possible that your child may have some feelings and questions that he/she may like to discuss with you. It is important to give factual information that is appropriate to their age. You can help your child by taking time to listen and by encouraging them to express their feelings. All children are different and will express their feelings in different ways. It is not uncommon for children to have difficulty concentrating or to be fearful, anxious, or irritable. They may become withdrawn, cry, complain of physical aches and pains, have difficulty sleeping or have nightmares. Some may not want to eat. These are generally short term reactions. Over the course of the days to come, please keep an eye on your child and allow him/her to express their feelings without criticism.

Although classes will continue as usual, I anticipate that the next few days will be difficult for everyone. *(Optional)*  
An information night for parents/carers is planned for (date, time and place). At that time, further information about how to help children in grief will be given.

We have enclosed some information which you may find useful in helping your child through this difficult time.

If you would like advice you may contact the following people at the school *(details)*.

Yours sincerely

Head of Establishment's signature

Name  
Job Title



Executive Director of Education  
Maureen McKenna

**Name of Educational Establishment**  
Address of Educational Establishment  
Continuation Line  
Glasgow G0 0AA  
**Phone 0141 000 0000**  
Fax 0141 000 0000  
Email [headteacher@establishment.glasgow.sch.uk](mailto:headteacher@establishment.glasgow.sch.uk)  
Web [www.establishment.glasgow.sch.uk](http://www.establishment.glasgow.sch.uk)

**Head of Establishment**  
**Name of Head of Establishment**

Name of Addressee  
Address  
Continuation Line  
GLASGOW  
G0 0AA

Our ref  
Date

Your ref

Dear Parent/Carer

With great sadness I write to inform you of the sudden death, as a result of an accident, of (*name of child/young person*).

(*Name of child/young person*) was a much loved member of class (*detail of stage/year group*) and our school community.

Quite appropriately children react to loss and bereavement in different ways and their understanding of loss and bereavement grows as they grow.

Ms/Mr (*name of class teacher*) has spoken sensitively to your child's class group but there may be feelings and questions around this that you will be best placed to discuss with your own child. I am sure you will join us in passing on our sincerest condolences to (*name of child's/young person's*) family and friends.

At a later time the school community will commemorate (*name of child's/young person's*) life and we will inform you of this.

Yours sincerely

Name

Job Title





# Information for Parents/Carers

PLEASE READ CAREFULLY

Children/Young people do not need to be taught how to grieve. They will do it naturally and in healthy ways if we allow them and if we provide a safe atmosphere, permission and example to do so.

- Listen carefully. Let them tell their story. Tell them that the reactions they are having are normal.
- Pay extra attention, spend extra time with them, be more nurturing and comforting.
- Reassure them that they are safe.
- Don't tell them that they are "*lucky it wasn't worse*". People are not consoled by such statements. Instead, tell them that you are sorry such an event has occurred and you want to understand and help them.
- Don't be surprised by changes in behaviour or personality. They will return to their usual selves in time.
- Don't take their anger or other feelings personally. Help them to understand the relationship between anger and trauma. Help them find safe ways to express their feelings, for example by drawing, exercise, or talking.
- Help them to understand that defiance, aggression and risk behaviour is a way to avoid feeling the pain, hurt and or fear they are feeling.
- When going out, let them know where you are going and when you will be back.
- If you are out for a long time telephone and reassure them.
- Tolerate regressive behaviour such as nail biting, thumb sucking, or the need for a nightlight.
- Share your own experience of being frightened of something and getting through it.
- If they are feeling guilt or shame, emphasise that they did not choose for this to happen and that they are not to blame. Even if they were angry with the person who died, or had been mean to them, this did not make it happen.
- Work with the school support services and other available services.



# A Guide to Informing Children/ Young People

PLEASE READ CAREFULLY

Information given to children/young people about an incident affecting school life should be simple and truthful. If possible children/young people should be told in small groups e.g. class or tutor groups. If children/young people are gathered together as a whole school remember to give time for questions and to talk through in smaller groups with teachers afterwards. Take into account the childrens'/young peoples' additional support needs and backgrounds and give factual information using age appropriate language and concepts.

- Open by preparing children/young people for some sad/difficult news.
- Pass on facts only; avoid speculation about causes or consequences.
- Avoid euphemisms; instead use words like “dead” or “died”.
- If you cannot answer questions acknowledge this.
- Address and deal with rumours.
- Don't be afraid to refer to the deceased by name and try to highlight some of the positives in their lives.
- Try to express some of the emotions that may be experienced (e.g. shock, anger, disbelief) and explain that strong and difficult feelings are a normal part of the process of coming to terms with the incident.
- Explain what arrangements the school has made for coming to terms with what has happened.

## For example

*“I've got some sad news for you today that might be upsetting. Some of you will know Paul Smith in fourth year. Yesterday after school he was involved in a road traffic accident near his home. He was taken to hospital but died later last night.*

*Like me, many of you will find it hard to believe that this has happened and it is a big shock for us all. Paul was a popular boy and many of you will have known him through the Pupil Council.*

*We will talk to Paul's family about funeral arrangements and keep you informed about how the school might remember him. A memorial book will be available in the hall for you to write down some thoughts or messages for Paul's family.*

*Strong and difficult feelings are part of the normal process of coping with this sort of situation. It will help to talk about what has happened and about your own thoughts and feelings. Please talk to your family and friends, teachers and other adults in the school. This is likely to be a difficult time for us all and we should try our best to support each other. Please come and talk to me if you have any questions you want to ask or if you just want to talk”.*



# Reflection on Events

PLEASE USE BLACK INK AND BLOCK LETTERS

<b>1</b>	Name of Establishment
	Date of Incident

**2 DETAILS OF EVENTS**

Brief description of incident

Head of Service contacted?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Incident deemed critical?	<input type="checkbox"/> YES <input type="checkbox"/> NO
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Name of Head of Service

Action taken by educational establishment

Description of external supports accessed

What worked well

What worked less well

How could things have been done better

Comments

Signature \_\_\_\_\_ Date \_\_\_\_\_

Name (PRINT) \_\_\_\_\_