



THE SALISBURY DIOCESAN  
BOARD OF EDUCATION

**LIVING OUT GOD'S TRANSFORMING PRESENCE**



THE SALISBURY DIOCESAN  
BOARD OF EDUCATION

*'Working for children, young people, schools and parishes'*

**SDBE Advice:**

**What to do if you have a**

**Critical Incident**

**or Long term trauma**

**in your school**

Updated January 2020

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Whilst this document has been updated to reflect the Multi Academy Trust and Academy landscape, for the sake of 'easy reading' please note that where the word 'school' is written that it also represents 'academies'.

## 1. Introduction

*At the sight of her tears, and those of the Jews who followed her, Jesus said in great distress with a sigh that came straight from the heart, 'Where have you put him?' They said, 'Lord, come and see.' Jesus wept.* John 11.33-36

The Salisbury Diocesan Board of Education shares a duty of care for all school and trust leaders, staff, governors and pupils of our church schools and academies with Salisbury Diocesan colleagues. This document provides an outline of the support we can offer to your school in the case of any critical incident or ongoing trauma. As we cannot help if we do not know that help is needed, it also explains how to access that support.

### How to use this advice:

- a. You might find yourself using the advice booklet at the time of a critical or traumatic incident.

*Or preferably...*

- b. Complete the tables in Appendices 2 and 3 and use the advice to create your own policy and action plan for your school situation. Developing a Multi Academy Trust policy is also wise action.
- c. Although this can be done in a small working party of senior management and governors it will be most effective when as many staff as possible are included.

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## 2. Self Care

We cannot look after others if we do not look after ourselves. This applies to all people involved in the process: headteacher, senior staff, teachers, support staff, pupils, parents, the local parish and community. Do seek support from the local church and the SDBE.

Here is a prayer that many have found helpful...

*Oh Christ Jesus, when all is darkness and we feel our weakness and helplessness, give us the sense of your presence, your love, and your strength. Help us to have perfect trust in your protecting love and strengthening power, so that nothing may frighten or worry us, for, living close to you, we shall see your hand, your purpose, your will through all things. Amen.*  
St Ignatius of Loyola

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## 3. What is a Critical Incident?

A critical incident may be defined as **any sudden and unexpected incident or sequence of events which causes trauma within a school community and which overwhelms the normal coping mechanisms of that school.** Traumatic events cause intense fear and may involve a threat of physical harm or actual physical harm. A traumatic experience may have a profound effect on the physical health, mental health, and development of the student. How a school copes in the immediate aftermath of an incident, as well as ongoing support and a culture of building resilience may also affect how the school community and individuals cope and recover.

Examples of critical incident are: fatal or near fatal accident of any sort involving any member of the school, a child, a member of staff or relatives of any of the same that may affect the school; a sudden death through other causes; the receipt of news or experience of a serious or terminal illness of either a child or an adult linked to the school; an incident involving the physical building e.g. a fire, explosion or bomb alert; a criminal incident; professional misconduct; long term trauma caused as a result of on-going illness, unemployment, family breakdown or even major local, national or international tragedy. See Appendix 1 for a fuller list.

Experience has shown that schools, academies and multi academy trusts, which have thought about how they would cope, talked to their local church or have a **Critical Incident Management Plan** in place, will handle the situation better. They tend to provide the best support to pupils, staff and families and return to normality sooner while continuing to be alert to the vulnerability of all concerned.

Critical incidents happen when least expected. When a school is affected by a crisis all staff have an important role to play in supporting the emotional health and wellbeing of their school community and in maintaining control of the situation in the school. Do ask for support from your local church as it can make a significant difference and they have a lot of experience in this area.

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#### **4. How can the Diocese help?**

Although it is not possible to prepare in detail for every situation it is essential to have a general plan to hand which outlines the steps that need to be taken. The Board of Education will walk alongside you offering support and guidance. We will help you to think through some of the issues and signpost to other professionals for specialised support.

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#### **5. Internal procedures**

**In a real emergency, you can ring us any time day or night:**

**Office hours:** 01722 744 538

**Out of office hours:** 07788 289 843

**What steps do we take at the Board of Education once you contact us?**

The Board of Education receives a report of a critical incident from your school or someone connected to the school e.g. the MAT CEO, Local Authority or the local church.

- A) During office hours the call will be logged with the detail of the incident and the people involved and the Critical Incident Officer on duty will be contacted by the office.
- B) Out of office hours the call goes direct to the duty Critical Incident Officer. (Please leave your name, school, role and a message about the incident if the phone is not answered in person. We will call you back.)
- C) The Director of Education, Joy Tubbs, will be informed.
- D) An SDBE Critical Incident Officer will also make contact with the incumbent and the local Archdeacon.

- E) An SDBE Critical Incident Officer will make contact as soon as possible with the Headteacher / Chair of Governors of the school/academy involved to ensure that they feel supported and know we are aware of the shared knowledge of the incident.
- F) We will discuss with you any visit requirements and support by Diocesan advisers and work towards sign posting or where possible sourcing those elements of support e.g. Bereavement guidance, literature, counselling support networks.
- G) It may be possible for the SDBE to provide short term emergency additional human resource at a time of crisis e.g. counselling for students, teaching support, admin support (manning the phones and office), spiritual support for staff and students. The SDBE will, of course, continue to walk alongside you in the long term.

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## 6. Schools and Academies

There are a number of people you will need to contact and actions to take. In [Appendix 2](#) you will find a **model** checklist of actions to consider in an emergency. **Do make use of this and adapt it to your own school before it is needed.** From our own considerable experiences we have tried to think of everything you might need and we hope that you will find this helpful. If you are in a multi academy trust (MAT) you may want to develop a MAT process.

As a general rule encourage people involved to talk. Allow children to discuss what has happened in lessons where they clearly wish to do this (see [Appendix 7](#) for examples).

Devise a plan for handling the reactions and feelings of people affected – the most common reactions will include denial, silence / quiet, withdrawal, guilt, anger, helplessness and distress.

Families and partners may wish to have a level of privacy or secrecy surrounding a critical incident or long term trauma as they try to cope in a very difficult situation. However school has a duty of care to all the children and staff in the school. It is important to gently explain this to families and work out an agreed way forward so that children, staff and parents don't hear on the playground, at the school gate, through social media. At all times aim to be as open as possible.

Consider using outside professionals to support and debrief staff and pupils affected. Endeavour to keep the school open and maintain normal school routines wherever possible.

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### a) Short Term Actions to consider

Continue to monitor staff as a priority and organise support, preferably within the school, using outside agencies if appropriate. If a crisis persists over many hours staff become tired, weary and upset and this affects their powers to make sensible decisions.

It may be appropriate to hold a debriefing opportunity for staff and parents to clarify what has happened and allow for sharing reactions. Reassure people that ranges of reactions are normal. You may choose for this meeting to be led by someone from outside the school community e.g. an Educational Psychologist, bereavement counsellor, the SDBE officer or the local incumbent. It can also be useful to have drafts of letters to be sent home to parents on file that can be amended with specific details as required.

It is important to remember to express sympathy to families of the hurt or bereaved both formally and informally. It may be appropriate to arrange for a card to be sent as quickly as possible. The

school may also need to consider attendance at funerals, and/ or the desirability of holding special assemblies or memorial services.

Every effort should be made to provide continuity for the children and their debriefing, if possible, should be done in class with support for their own teacher. If their teacher doesn't feel able to do this then it is best if it is someone else they already know. Do pray with the children and encourage them to pray for the person involved, their family, the school, each other and themselves.

You may pre-empt Press interest by contacting the Diocesan Press Officer (see [Appendix 3](#)).

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## **b) Medium Term Actions**

Depending upon circumstances there may be issues surrounding returning to school for staff or pupils after a long absence. In such cases reintegration will need to be planned carefully, and may involve home visits prior to return, part time attendance initially, reducing workloads, putting in place mentoring processes etc. Consult professionals such as the Educational Psychology Service for support and guidance, especially to help those showing unusual or prolonged reaction to the incident.

Keep parents informed. It may be appropriate to produce a leaflet for parents giving guidance on the possible delayed reactions of pupils to an incident and making suggestions to help them deal with these (see [Appendix 7](#)). Continue to monitor and support all staff and governors too.

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## **c) Long Term Actions**

The effects of a crisis can reverberate for years so it is especially important that new staff and pupils are briefed about the school's history to help them understand and deal with potential repercussions especially at anniversary times.

Marking anniversaries are difficult times that need to be treated with sensitivity. Some suggestions for schools to mark anniversaries are by annual concerts, memorial services, memorial prize giving ceremonies and so on. Alternatively you could have something that staff and children can access at any time that they need to, such as a memorial tree, garden or bench. Consider both a short-term and longer term/permanent memorial such as planting a tree, seeds or bulbs, buying a bench or creating a mosaic /mural.

In the event of the loss of staff or governors, there will be sensitive issues of succession planning to consider. Be aware of the possible need for long term support (spiritual, social and psychological) for children, especially class mates or siblings.

Where legal processes are involved the length of time that some of these take can prolong the recovery process following a critical incident. There may be a need to plan for this especially where staff may be involved attending legal processes, and facing extended emotional trauma.

Depending upon the nature of the incident there could be implications for the school curriculum, for example, sensitivity at remembrance time. It may also be appropriate to schedule training for staff in loss counselling, bereavement, coping with long term illness etc.

## Useful helplines

### Confidential Care

Confidential care and help is available to clergy and their families who are experiencing difficulties which adversely affect their wellbeing. For advice, contact Robert Kelso:

01258 881 550; email [robert@kelso.org.uk](mailto:robert@kelso.org.uk)

Teacher helpline: <https://www.educationsupportpartnership.org.uk/helping-you/information-advice>

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## 7. Parish: Immediate actions for the church to take

Lead Roles	Person/s Responsible	Mobile Number
Visit the school and offer any support needed. For example, pray with staff, pupils, listen to people, be out on the playground and in the staffroom		
Set up prayer space / reflection area in the church and possibly in school too		
Offer support to school, e.g. collective worship or a service		
Send a card to the family		
Help plan a funeral or memorial service. We have advice and ideas from past experience that may help you if you need it		

Consider setting up a Christian listening project with volunteers from the local parish – this could be started in response to a critical incident or may already be in existence and be drawn on at this time. If children are already used to this and have built relationships with volunteers then the support that it will offer could be more effective. Advice and training about listening are available from the SDBE.

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## Appendix 1 – Planning ahead - Critical Incidents that can affect a school

These have already affected some schools. In your school, think about what factors you could bring in to reduce the likelihood of harm:

- Sudden death including suicide of pupil or member of staff, governor, regular visitor that the children know well e.g. governor, local vicar, Open the Book volunteer
- Death or serious injury of a pupil or staff member on a school trip
- Death or serious injury of a pupil, staff member or regular visitor during the school holidays
- Severe injury of a pupil or staff member as a result of road traffic accident
- Serious assault on pupil or staff member in school
- Disappearance of a pupil or member of staff
- Violent/disturbed intruder on school premises during school day
- Serious damage to school building or property through flood, fire or vandalism
- Civil disturbance in local community
- Pupil with contagious illness
- Epidemic in school or community
- Immediate evacuation of the school with no likelihood of return for a number of hours
- School used in an emergency / community disaster planning
- Pupils or staff witnessing an accident or violence
- A major local, national or international tragedy for example a terrorist attack, a natural disaster, a serious road traffic incident
- A bomb alert
- A criminal incident
- A professional misconduct / safeguarding issue
- A known paedophile in the area
- Domestic violence
- The death of a pupil, parent, member of staff or other close community member which has been anticipated following an illness or operation
- Ofsted – a school placed in special measures

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## Appendix 2 - School Model Checklist in an Emergency

The following is a basic checklist of actions to consider in an emergency:

Lead Roles	Person/s Responsible	Landline or Mobile Number
Trigger support from the SDBE, LA, MAT and other appropriate contacts on emergency list depending on the nature of the emergency for example the police (who may help with a presence to deter press etc.)	1. 2.	1. 2.
Establish central information point e.g. school office	1. 2.	
Brief person/persons taking calls on the phone line	1. 2.	
Brief person/persons to staff office reception desk in addition to person on the phone	1. 2.	
Arrange staff briefing and debriefing Allocate responsibilities e.g. class cover, informing remaining school staff	1. 2.	
Arrange governor briefing and debriefing	1. 2.	
Decide how you will inform children, parents and wider community	1. 2.	
Inform children	1. 2.	
Inform parents	1. 2.	
Inform neighbouring schools	1. 2.	
Inform local community including the local vicar or clergy member	1. 2.	
Manage Media (prepared statement – ask for advice from the SDBE & LA)	1. 2.	
Arrange staff support	1. 2.	
If the incident occurs during the school day decide how you will dismiss the children at the end of the day	1. 2.	

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## Appendix 3 – School Contacts Form

School phone number / dedicated line.....

List of Key Contacts (name):	Phone Number/s	Done
Head / Principal / Vice-Principal/ CEO		
Chair of Governors		
LA critical response team		
Salisbury Diocesan Board of Education	<b>Office hours:</b> 01722 744 538  <b>Out of office hours:</b> 07788 289 843	
Local Clergy		
Paid children’s, families or youth workers who work with the school regularly		
Director of Communications, Carole Peters-King	Office: 01722 438652  Mobile: 07799 900610	
LA Media / Press Officer		
Local Police		
Fire Brigade		
Hospital		
Designated Medical Officer		
Educational Psychologist		
School Nurse		
Education Welfare Officer		
Counselling Services		
HR Schools support		
LA Educational visits Adviser		
Key holders		

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## Appendix 4 – Useful contacts & further information

There is a useful first port of call on our website:

[www.salisbury.anglican.org/parishes/cypaf/bereavement](http://www.salisbury.anglican.org/parishes/cypaf/bereavement)

### Organisations and resources that may help:

**Child Bereavement UK** supports families and educates professionals both when a child dies and when a child is bereaved.

[www.childbereavementuk.org](http://www.childbereavementuk.org)



**Cruse** has information about coping with grief for all ages.

[www.cruse.org.uk](http://www.cruse.org.uk)



**Mosaic Family Support** (Dorset) offers support to bereaved children, young people, parents and carers. Also runs regular courses.

[www.mosaicfamilysupport.org.uk](http://www.mosaicfamilysupport.org.uk)



**Care for the Family** offers support by bereaved parents for bereaved parents and helps friends, relatives and churches to provide appropriate support.

[www.careforthefamily.org.uk/family-life/bereavement-support](http://www.careforthefamily.org.uk/family-life/bereavement-support)



**See Saw** (Oxfordshire) has many useful resources on their website, including ideas for schools and families.

[www.seesaw.org.uk](http://www.seesaw.org.uk)



**The Compassionate Friends** is an organisation of bereaved parents and their families, offering understanding, support and encouragement to others after the death of a child.

[www.tcf.org.uk](http://www.tcf.org.uk)



**The Prevention of Young Suicide** organisation exists to reduce the number of young people who take their own lives by shattering the stigma around suicide and equipping young people and their communities with the skills to recognize and respond to suicidal behaviour.

[www.papyrus-uk.org](http://www.papyrus-uk.org)



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**Listening and mentoring** courses and training are available from the SDBE.

Contact Lizzie Whitbread or Andy Malcolm for further details: [lizzie.whitbread@salisbury.anglican.org](mailto:lizzie.whitbread@salisbury.anglican.org)  
[andy.malcolm@salisbury.anglican.org](mailto:andy.malcolm@salisbury.anglican.org)

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**Other sites that can offer support and advice when facing a critical incident or longer term trauma**

Barnardos (counselling support for children): [www.barnardos.org.uk](http://www.barnardos.org.uk)

Childline: [www.childline.org.uk](http://www.childline.org.uk)

National Educational Psychological Service (Responding to Critical Incidents Resource Materials for Schools):  
[www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/NEPS-Home-Page.html](http://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/NEPS-Home-Page.html)

NSPCC (counselling support for children): [www.nspcc.org.uk](http://www.nspcc.org.uk)

The Children's Society (advice for professionals working with young carers): [www.youngcarer.com](http://www.youngcarer.com)

Samaritans: [www.samaritans.org.uk](http://www.samaritans.org.uk)

Resources supporting bereaved children and young people: [www.youngminds.org.uk](http://www.youngminds.org.uk)

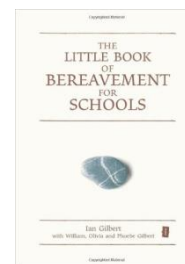
Dorset Mental Health Forum: [www.dorsetmentalhealthforum.org.uk/telephone.html](http://www.dorsetmentalhealthforum.org.uk/telephone.html)

Training support in schools can be booked from Trauma Informed Schools <https://traumainformedschools.co.uk>

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## Appendix 5 - Books and publications for adults

The Little Book of Bereavement for Schools (Independent Thinking Series), Crown House Publishing, 2010, ISBN 978-1845904647- a short, personal account of how various schools tried and succeeded, tried and failed and sometimes didn't try at all to help the author's children after the death of their mother.



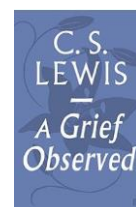
Grief Therapy (Caring Reflections), by Karen Katafiasz, Abbey Press (15 Oct 2010), ISBN 978-0870294458

'New Resources for Children's Funeral and Memorials – And How to Plan and Lead Them', Nick Ball, Red Balloon Resources (2014) ISBN 978-0-95776800-6-7

'Multifaith Care for Sick and Dying Children and their Families – A Multidisciplinary Guide', Paul Nash, Madeleine Parkes and Zamir Hussain. Jessica Kingsley Publishers (2015) ISBN 978-1-84905-606-9

'Journeying Through Bereavement in Schools' – eD 9, Ian Terry, Grove Books Limited, (2011) ISBN 978-1-85174-809-9

'A Grief Observed', C S Lewis, Faber & Faber, ISBN 978-0571290680



Bereavement Issues – Information for Schools, (Psychology Section, SEELB) [www.seelb.org.uk](http://www.seelb.org.uk)

'Children and Grief: When a Parent Dies', J. William Worden, Guildford Press. ISBN 1-57230-148-1

'Dealing with Traumatic Bereavement', OFMDFM; Belfast and South Eastern Health and Social Care Trusts (2012).

'Developing a Whole School Response to Loss', Pupil Personal Development Services, SELB, WELB.

'Effective Grief and Bereavement Support', The role of family, friends, colleagues, schools and support professionals. Dyregrov, Atle and Dyregrov, Kari. (2008) Jessica Kingsley Publishers. ISBN 978-1-84310-667-8

'Grief in Children. A Handbook for Adults', 2nd edition. Dyregrov, Atle (2008). Jessica Kingsley Publishers. ISBN 978-1-84310-612-8

'Grief in Young Children. A Handbook for Adults', Dyregrov, Atle (2008) Jessica Kingsley Publishers. ISBN 978-1-84310-650-0

'Grief Matters – Managing bereavement and trauma in schools; a support pack', (Educational Psychology Service, WELB, 2000)

'LOSSS, Middlesbrough Psychological Team. Middlesbrough Teaching and Learning Centre, Tranmere Avenue, Middlesbrough TS3 8PB. Tel: 01642 201858

Meditec Medical. Very comprehensive bereavement booklist for children, parents and professionals [sales@meditec.co.uk](mailto:sales@meditec.co.uk)

'When Tragedy Strikes: Guidelines for Effective Critical Incident Management in Schools', INTO/UTU (2000)

'Insight into Bereavement', Wendy Bray and Diana Priest, CWR (2006) ISBN 1-85345-385-4

'A Way Through The Wilderness – Experiencing God's Help in Times of Crisis.' Pauline Gooder, Church House Publishing (2009) ISBN 978-0-7151-4188-5

'Working with bereaved children and young people.' Brenda Mallon, SAGE Publications (2011)  
ISBN 978-1-84920-371-5

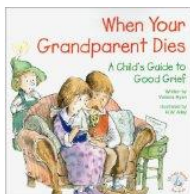
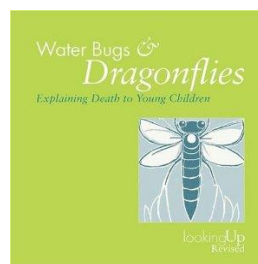
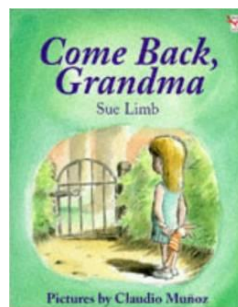
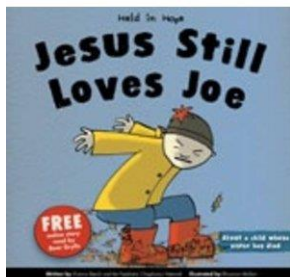
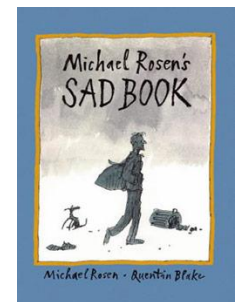
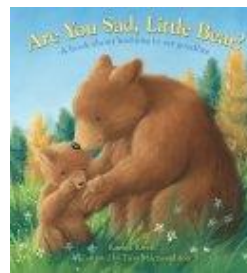
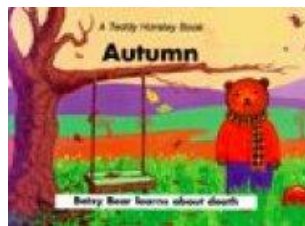
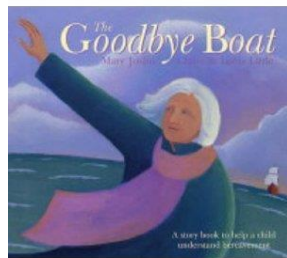
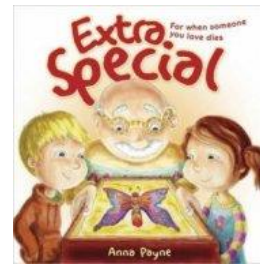
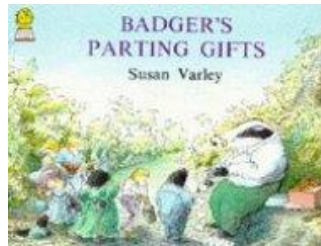
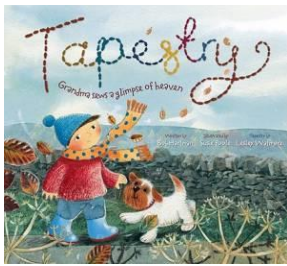
Barnardos Books for children, parents and professionals.

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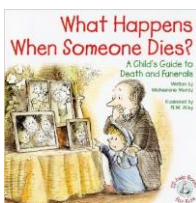
## Appendix 6 – Classroom books and publications for children

There are publishing details on our website:

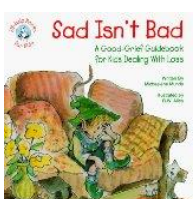
[www.salisbury.anglican.org/parishes/cypaf/bereavement](http://www.salisbury.anglican.org/parishes/cypaf/bereavement)



When Your Grandparent Dies: A Child's Guide to Good Grief (Elf-Help Books for Kids) by Victoria Ryan (Author), R. W. Alley (Illustrator), Abbey Press (Jun. 2002), ISBN 978-0870293641



What Happens When Someone Dies? A Child's Guide to Death and Funerals (Elf-Help Books for Kids) by Michaelene Mundy and R. W. Alley, Abbey Press (1 Oct. 2009), ISBN 978-0870294242



Sad Isn't Bad: A Good-grief Guidebook for Kids Dealing with Loss (Elf-Help Books for Kids) Paperback by Michaelene Mundy, Abbey Press; (1 Mar. 2004), ISBN 978-0870293214

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## Appendix 7 - Classroom activities for children

### Step 1: Giving the facts and dispelling rumours.

Tell the students in a calm, low key and factual voice

- *What has happened*
- *Who was involved*
- *When it happened*
- *The plan for the day*

### Step 2: Sharing stories

Take some time for discussion. Students may wish to tell their story of the event. As a result they will feel less alone because of their common shared experiences. Assisting them to verbalise their experiences helps their recovery. For those students who find it difficult to verbalise their experiences, or for students with learning difficulties, it may be helpful to allow them to express their feelings and recount their experiences in other ways. Writing stories or using art can be particularly helpful, especially for younger students. Allow the students a choice as to how they want to represent their experiences. Have a box of tissues at hand.

Sample script:

*To help us today, we are going to make a memory box for (name of deceased). You can draw a picture of a time you remember with (name of the deceased) or write a poem or a letter to him. If you like we can put these in a nice box and give it to (name of deceased) family sometime soon. This will help them to see how important (name of deceased) was.*

### Step 3: Normalising the reactions

Tell the children that they will all react differently to what has happened and that there is no right or wrong way. List some possible feelings and reactions. Explain that their reactions are normal responses to abnormal circumstances. Let the students know that the reactions or symptoms will go away in time. Tell them that if the symptoms haven't gone after a few weeks, they should let you or their parents know. They may need to talk to someone about how they are feeling.

### Below are examples of what many schools will offer a grieving child:

- To meet and talk to your child about how they would like their return to school managed and how best to break the news to their friends and classmates.
- To acknowledge what has happened but without making a fuss so that your child does not feel the spotlight is on them.
- Someone of your child's choice that they can talk to should they feel the need to do this.
- A member of staff who will keep a lookout for your child while they are at school, and be the person to contact if you have any queries or concerns. Learning Mentors often have this role or someone with pastoral care responsibilities.



- A “time out” system to enable your child to have some space away from the hustle and bustle if they feel overwhelmed by powerful emotions. Some schools can organise this as time away from class but still with an adult, others have a quiet corner in the classroom.
- A record of key dates, such as the anniversary of the death, which can often act as a trigger for children to revisit their grief.
- Some flexibility around deadlines for handing in work. Grieving is exhausting and a child or young person may struggle to concentrate on school work. ‘Everything seemed really trivial, and all of my work just didn’t really matter to me anymore’ a member of our Young People’s Advisory Group

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## Appendix 8 – Parents: ways to help your child through this difficult time

**Children 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. The following points may help to construct advice to give to parents.**

- 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
- Do not 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 e.g. 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 night light
- 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 your local church, school support services and other available services
- If your local church has set up a reflective area or prayer space take your child to visit it
- Light a candle and say a prayer or have a quiet time thinking about the person, situation or their own feelings
- Obtain any information / support leaflets from the Educational Psychologist
- Buy one of the suggested children's storybooks and share together

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## Appendix 9 - Dealing with Critical/Traumatic Incidents: some possible scenarios

**Scenario 1:** A female member of staff, year 3 teacher, who has taught in the school for 5 years, has died suddenly due to illness during the school holidays. Term starts after the weekend.

Short-term	Long-term
<ul style="list-style-type: none"> <li>• Headteacher/ All staff meeting – Staffing</li> <li>• Contact local clergy</li> <li>• Personal impact</li> <li>• Grief</li> <li>• Practical issues – staffing</li> <li>• Show compassion</li> <li>• Give some space</li> <li>• Give some normality</li> <li>• Build supportive relationships</li> <li>• Children</li> <li>• Grief</li> <li>• Fear – Vulnerability</li> <li>• What happened to that class? – teaching &amp; support</li> <li>• Children’s first experience of death – explaining – practical details – fear of illness &amp; death</li> <li>• Parents</li> <li>• Shock – needing to support children</li> <li>• Different responses according to empathy/ priorities</li> <li>• Dealing with well-meaning but thoughtless words or actions</li> <li>• Someone other than HT to co-ordinate offers of help, cards, flowers – a governor, LPA</li> <li>• Attendance at funeral? School closure or not?</li> <li>• Family of the deceased</li> <li>• Flowers &amp; gifts of remembrance -what to do with them?</li> <li>• Parish</li> <li>• Diocese</li> <li>• Vicar – come in to take an collective worship/ lead some prayers</li> <li>• Create a short term focal point – candle, book of condolence or to write their own prayers in school and/ or in church</li> <li>• Opportunity for children to talk about their thoughts, worries, feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunity for bereavement counselling</li> <li>• Opportunity to remember and reflect – plant tree?</li> <li>• Governors – support community, including staff, children and parents.</li> <li>• Multi Academy Trust CEO/lead – support the Headteacher and school staff with a card, personal visit.</li> <li>• Organise for class cover sensitively</li> <li>• Governors – recruit sensitively, continued support, staff need time off?</li> <li>• Support their child</li> <li>• Communication with school</li> <li>• Dealing with well-meaning but thoughtless words or actions</li> <li>• Who helps the HT? Pastoral support? Family link worker? Chair of governors? Clergy? Multi academy Trust</li> <li>• Strengthen community by creating support network</li> <li>• Governors</li> <li>• Appointing new member of staff – sensitivity</li> <li>• Ongoing contact with the deceased’s family as employer and ‘friend’</li> <li>• Opportunity to build relationships with parish</li> </ul>

**Scenario 2:** A parent in the Military has returned from active service and is seriously ill with severe life threatening injuries. There are two children currently in school.

Short-term	Long-term
<ul style="list-style-type: none"> <li>• Church to pray</li> <li>• Adapt curriculum provision for the children</li> <li>• Support for staff – access to listening/ counselling if necessary</li> <li>• Communicate with military and military charities</li> <li>• Permission from the family about what can be said/ shared. Encourage them to come to the church to reflect and pray</li> <li>• Opportunity to build relationships</li> <li>• Partners of staff/ parents</li> <li>• Honesty</li> <li>• Classmates</li> <li>• Fear</li> <li>• Nurture area/safe space if needed</li> <li>• Anxiety</li> <li>• Listening support</li> <li>• Opportunity to work with the Military Padre to support family &amp; school (and local Vicar &amp; LPA)</li> <li>• Family/ staff</li> <li>• Anger</li> <li>• Worries of other children about their own military parents</li> </ul>	<ul style="list-style-type: none"> <li>• Hub in school to connect support – social worker, family link worker</li> <li>• Building good links with disability services providers</li> <li>• Good teaching to the nature of range of grief &amp; responses to difficulties</li> <li>• Have a trusted person on staff – TA/ELSA (emotional learning support assistant) who the children can talk to as they need to e.g. first thing in the morning, everyday especially to begin with</li> <li>• Educational impact (results!)</li> <li>• For staff/ ministers balancing ‘gossip’/ confidentiality/ explanation to children</li> <li>• Counselling</li> <li>• Support required</li> <li>• Are parents getting help?</li> <li>• Transport to school/ moving house?</li> <li>• Adaption to disability/ possible bereavement/ divorce</li> <li>• Opportunity to work with the Military Padre to support family &amp; school (local Vicar &amp; LPA)</li> <li>• Worries of other children about their own military parents</li> </ul>

**Scenario 3:** *There has been a terrorist attack in Salisbury at the railway station; we don't know if people are hurt or fatally injured but we know there are a large number affected, some may be parents. It is already all over the news and people have started ringing the school*

Short-term	Long-term
<ul style="list-style-type: none"> <li>• Clear message out to parents reassuring that children are safe and will be looked after. School will contact people if necessary</li> <li>• Other parents, receptionists, staff at school, whole community</li> <li>• Worried about family members affected/ Have terrorists moved on – coming our way?</li> <li>• Attendance at school</li> <li>• Disruption to timetable</li> <li>• Children may not be collected on time</li> <li>• Space to listen to children</li> <li>• Safe place in playground where children can talk to an adult</li> <li>• Very local schools may need to be prepared for incident to spread beyond railway station</li> <li>• After school activities - can people running them get to you?</li> <li>• Police order agency advice – school might end up a centre for disaster response</li> <li>• Open church/ school room – someone in attendance/ tea lights</li> <li>• Visit by LPA, vicar to school for staff</li> <li>• A child might be left for hours after school if a parent has been killed – no one to collect them, arrange which combination of staff can stay</li> </ul>	<ul style="list-style-type: none"> <li>• Deaths of parents/ close friends</li> <li>• Children worrying if they are safe at school</li> <li>• Are their parents safe?</li> <li>• Memorial service/ Memorial book</li> <li>• Vicar/ LPAs – being there to support, at church/ school</li> <li>• Social media</li> </ul>

**Scenario 4:** You have a call that there is a severe fire at school with extensive damage to classrooms and hall. It is a school day tomorrow.

Short-term	Long-term
<ul style="list-style-type: none"> <li>• Parents – inconvenient, upset, uncertainty</li> <li>• Pupils need to stay at home</li> <li>• Shock</li> <li>• Uncertainty</li> <li>• Upset</li> <li>• Trauma – loss of a special shared space</li> <li>• Residents – inconvenience, upset, uncertainty</li> <li>• Caterers – school meals cancelled, loss of income</li> <li>• Other visitors to school – inconvenience</li> <li>• Governors to help with immediacy of H&amp;S issues (Buildings/ funding/ reallocation of resources)</li> <li>• School transport – cancelled</li> <li>• Governors – meet to discuss plan and inform, assess safety</li> <li>• Loss of centre of communication</li> <li>• Need to open alternative centre for communication e.g. village hall or church</li> <li>• Staff – upset, uncertainty, loss of work</li> <li>• Children worried about loss of special ‘things’ e.g. project work, GCSE coursework, resources</li> <li>• Regular webpage updates of information</li> <li>• Local radio to pass on information about closure &amp; other issues families need to know</li> <li>• Local Authority – plans to refurbish/ rebuild/ re-open</li> <li>• Diocese – plans to refurbish/ rebuild/ re-open</li> <li>• Immediate childcare issues – church could help</li> <li>• Open church to offer tea/ coffee/ chat/ TLC/ prayer space/ discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Parents – need certainty, need to be involved, fundraise?</li> <li>• Residents – fundraising, inconvenience of building site, ownership of new plans</li> <li>• Dealing with the consequences if this is arson!</li> <li>• Grief/ anger in the community</li> <li>• Repurposing of building space for the better with possible improvements or refurbishment</li> <li>• Reorganise for temporary school</li> <li>• Staff – safety issues, timetabling, pupil reaction</li> <li>• Arrange temporary area for school, policies etc. to go with this</li> <li>• Make building safe</li> <li>• Let all know</li> <li>• Community fundraising – pencils, paper, books etc.</li> <li>• Governors – plans for safety &amp; rebuilding</li> <li>• Workload</li> <li>• Assessment achievement</li> <li>• Children – long term emotional effect e.g. fear of fire</li> <li>• A chance to rest</li> <li>• Kindness</li> </ul>

**Scenario 5:** A child is suffering from a long term illness. He/she alternates between spells in hospital, at home and, when well enough, in school.

Short-term	Long-term
<ul style="list-style-type: none"> <li>• Lack of choice/ control</li> <li>• Impact on close friends, adults &amp; children</li> <li>• Parish support</li> <li>• Risk of infection when child is in school if immune levels low</li> <li>• Whole school effect &amp; community (clubs e.g. cubs)</li> <li>• Disruption to behaviour, education &amp; to class</li> <li>• Lack of self-confidence &amp; self esteem</li> <li>• Other children’s fear</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of choice/ control</li> <li>• Lack of self-confidence &amp; self esteem</li> <li>• Impact on close friends, adults &amp; children</li> <li>• Disruption to behaviour, education &amp; to class</li> <li>• Whole school effect &amp; community (clubs e.g. cubs)</li> <li>• Economic impact on school, adaptations, staffing</li> <li>• Symptoms and response e.g. hair loss, a space to rest</li> <li>• Parental support &amp; function</li> <li>• Impact on parents relationship</li> <li>• Open communication needed to ensure people don’t panic every time the child is absent</li> <li>• Economic impact on family</li> <li>• Punctuality/ attendance data for pupil, class and school</li> <li>• Parental protectiveness – anxiety vs. child’s need for normality</li> <li>• Health medical administration of drugs</li> <li>• School holding events to fundraise for associated charities</li> <li>• Risk assessment – trips/ carer/ playground/ cross infection</li> <li>• Reintegration to full time education – impact on friendships &amp; learning</li> </ul>

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