



**The Education Department**

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**Guidance to Critical Incident Management**

## **Foreword from the Chief Education Officer**

Critical incidents are, by their very nature, rare events, but when they occur it is essential that there is an appropriate response. This may prove difficult not only because of the stress and anxiety caused by the incident but also because experience in handling such situations may be limited.

It is not surprising that feedback from those who have dealt with incidents confirms that responses are much better when there was a clearly planned procedure in place which was understood and followed by all concerned.

This documentation brings together guidelines and procedures for the Service to help you in preparing your plans and procedures which take account of your particular circumstances.

I thank the Working Group who have been supported by both Educational and Clinical Psychology Services in preparing this guidance. I also acknowledge Stockport Metropolitan Borough Council and West Sussex County Council whose Critical Incident Procedures informed the production of these guidelines.

I commend the guidelines to you. If you require any further assistance, the Director of Policy and Planning (the Department's Critical Incident Management Team Coordinator), will offer his full support to you.

## **Acknowledgements**

This guidance is adapted from the Stockport Metropolitan Borough Council and West Sussex County Council Critical Incident Procedures.

We would also like to thank our Educational and Clinical Psychologist colleagues for their guidance in the production of these guidelines.

Finally, we would like to thank the two working groups from across the Education service who helped produce these guidelines.

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1.2	20 April 2009	Business Change Manager	Updated contact details Action points from the desk-top exercise (17/10/08)	SMT - 11/11/08
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## INTRODUCTION

Handling and managing incidents is a normal part of life. Some incidents, however, are of a more critical and overwhelming character in which staff, pupils and parents/carers may experience acute, even prolonged, distress.

In the past you may have faced traumatic events such as:

- the serious injury or death of a member of the school community;
- the serious injury to pupils on school trips;
- a fire in a school; and
- a community disaster (e.g. gas leak, pollution incident, etc.).

This guidance adheres to the recommendations of the National Institute of Clinical Excellence with regard to critical incident support and it also draws on the experience from Local Authorities (LAs). It uses the experience of schools that have been through a critical incident. It is not intended to be prescriptive or attempt to cover all possible events. A major fire at a weekend or a serious accident on a school trip or major community violence will require different types and scales of response, and will involve different agencies.

This guidance is designed to:

- help you develop plans to respond to a critical incident; and
- offer a framework in which to operate, rather than a 'must do' list.

The Education Department (ED) will provide you with support in any significant incident. You are not expected to cope alone with incidents involving for example, loss of life or anything that attracts intensive media interest. If concerned, contact the Department.

The work of the Educational Psychology Service and other support agencies/networks will be of benefit, particularly in relation to bereavement and emotional support both during and after an event. Contact the Principal Educational Psychologist, or any member of the Service.

Whilst reference is made to schools throughout this guidance it is relevant to all members of staff responsible for planning and managing Critical Incidents.

The Education Department is involved with other Agencies in developing and coordinating Emergency Planning in Jersey.

## SECTION 1 - IMMEDIATE ACTION

Co-ordinated support is available at three levels from Education:

- **Level 1** – Chief Education Officer / Directors / Departmental Critical Incident Coordinator
- **Level 2 & 3** - Departmental Critical Incident Coordinator

(see SECTION 7 for classification of Levels)

### ACTION WITHIN HOURS

<b>1. Gather information about what has happened</b>	See note 1
<b>2. Assess continuing risk</b>	See note 2
<b>3. Convene and brief the 'Education Critical Incident Management Team' and the 'School Critical Incident Management Team'</b>	See note 3
<b>4. Set the strategic priorities for the Critical Incident Management Team</b>	See note 4
<b>5. Plan to deal with the media</b>	See note 5
<b>6. Contact families/carers whose children are involved</b>	See note 6
<b>7. Make arrangements for informing other parents/carers</b>	See note 7
<b>8. Inform teaching and support staff</b>	See note 8
<b>9. Inform pupils</b>	See note 9
<b>10. Encourage people involved to talk</b>	See note 10

### NEXT ACTIONS

11. Develop a plan for managing the feelings and reactions of people (see section 8)
12. Possible further information to parents/carers not directly involved
13. Maintain contact with emergency services, professional agencies and other groups involved.

A school's contingency plan will need to be flexible and particularly to address the possibility of the incident occurring during a holiday. 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.



## **NOTE 1 - GATHER INFORMATION**

### **Information required**

- What has happened?
- Where and when the incident occurred?
- Name and contact number of an adult at the incident site.
- Extent of injured, name(s) and contact number(s) of adult present.
- Current location of those injured. Name and contact number of an adult with them.
- Current location of those not injured. Name and contact number of an adult with them.
- Is help required from the school?

See Appendix C for an incident report form to record the above details.

### **School CIMT also needs to know**

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

**Important note:** If an incident involves the Emergency Services, management issues will need to be agreed with them. It is advised that the school/local CIMT appoint a link person for the emergency services.

## **NOTE 2 - ASSESS CONTINUING RISK**

- Is there still a continuing danger?
- Is it likely that further injuries or damage may occur?

If so, the school must immediately:

- safeguard the welfare of the children and adults present, as a priority;
- contact the appropriate emergency services; and
- ensure that any immediate action taken to protect people or property, does not give rise to further risk.

## **NOTE 3 - DECLARING A CRITICAL INCIDENT - CONVENE ED CIMT & SCHOOL CIMT**

### The Education Critical Incident Management Team (CIMT)

- The Education CIMT Lead Person is the Chief Education Officer. In the Chief Education Officer's absence, a nominated member of the Education CIMT will lead the team.
- The Education CIMT Lead Person should formally declare a critical incident.
- Members of the CIMT should immediately attend a critical incident meeting, to be chaired by the Education Lead Person. No other members of staff should attend this meeting unless requested to do so. The door of this meeting should be closed to enable the team to concentrate on managing the incident.
- The response to the incident will be managed from either the Education Committee room or the Education Board Room. If these rooms are unavailable, the Department's CIMT will operate from an alternative location (TBA).
- The Education CIMT will be supported by the Director – Policy and Planning (*CIMT Coordinator*) and the PA to the Chief Education Officer. Support will also be provided by the Policy and Planning team and the Head of Communications. If required, further staff will be asked to support the team.
- Once a critical incident has been declared by the Lead Person, a Loggist will be appointed to record all decisions made by the Lead Person and the CIMT (see SECTION 9 for further information on the role of the Loggist).
- If appropriate, the Lead Person will nominate a member of the Education CIMT to go to the incident site to report information to the team. On arrival at the site, the CIMT member will liaise directly with the Local Lead Person (*see Schools and Services section below*).

### *Informing key members of the States of Jersey*

- The Education Lead Person will inform the Minister of the incident immediately. If requested by the Minister, the Lead Person will also inform the other members of the Ministerial team.
- The Minister and his/her team will be asked to join a briefing session at the operations room at the earliest possible opportunity.
- The Education Lead Person will contact the Chief Minister and the Chief Executive of the States of Jersey at the earliest opportunity. Updates will then be provided to the Chief Minister and the Chief Executive at regular intervals.

## The School/Local Critical Incident Management Team (CIMT)

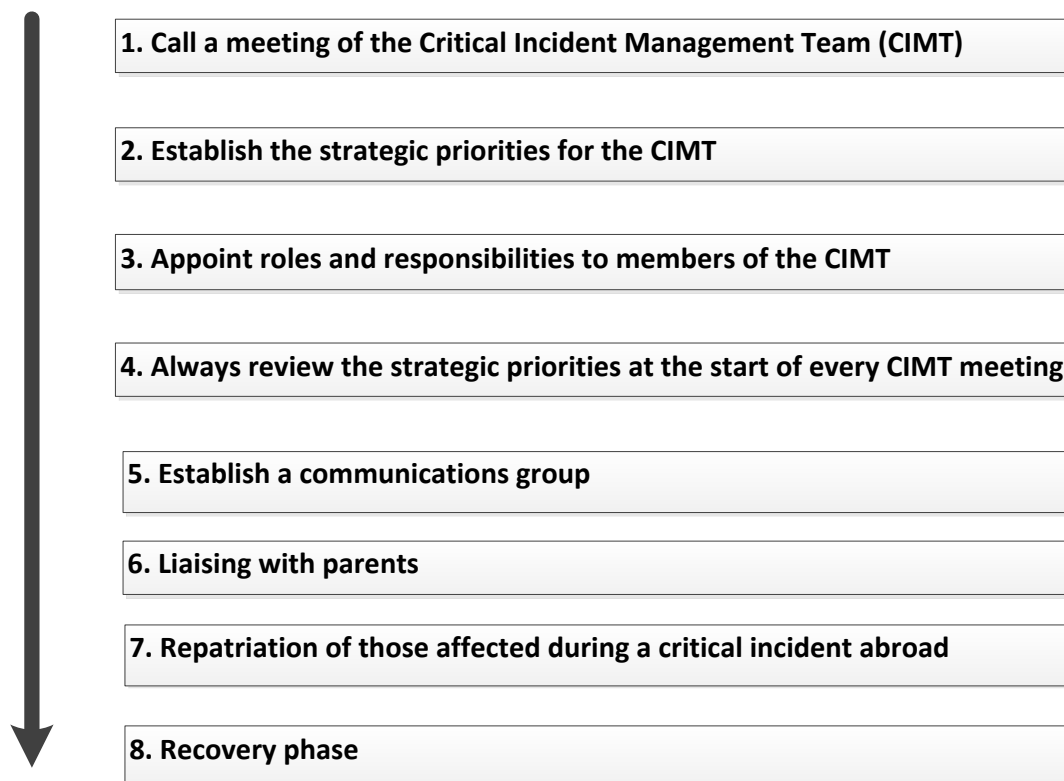
As soon as practically possible the School/Local CIMT should be gathered and briefed on the incident. It is vital that this team coordinate their activities and ensure that the appropriate steps are taken.

- Each school and service are to identify members of their critical incident management team (Local CIMT) team and include these names within their critical incident management plan.
- The Local CIMT will appoint a lead person, who will liaise with emergency services on their arrival (*This will be the Head teacher within a school environment and a Centre Manager within a sports centre/youth service setting*). The local critical incident management plan will identify an alternative Lead Person, should the appointed person be unavailable to fulfil this role.
- When an incident occurs and following the necessary contacts to the emergency services, the school / service will report the incident to the Education CIMT Lead Person. If this person is unavailable, the school / service will then contact another member of the Education CIMT. An up-to-date Education CIMT contact list will be held in each school's/service's local critical incident management plan.
- The local Lead Person will then liaise directly with the Education lead person, or if available at the incident scene, the onsite member of the Education CIMT.
- Once a critical incident has been declared by the Lead Person, a Local Loggist will be appointed to record all decisions made by the Local Lead Person and the Local CIMT (see SECTION 9 for further information on the role of the Loggist).
- The main telephone number of the school / service will be used during the incident as the public information contact number. If appropriate, a recorded message will be used to provide information to the public. The development of content for all messages to the public is the responsibility of the Education CIMT.

## NOTE 4 - APPROACHING A CRITICAL INCIDENT

*“Bring in the structures to manage the chaos. In the first four hours it will be chaos”.*

*(Michael Long, Emergency Planning Officer, States of Jersey).*



### **1. Call a meeting of the Critical Incident Management Team (CIMT)**

The Critical Incident Management Team (CIMT) will set the strategy and priorities for the management of the incident. It is the responsibility of this team to direct others to carry out necessary tasks. It is important to have the right people at the table at the beginning of a critical incident.

<b>CRITICAL INCIDENT MANAGEMENT TEAM</b>
<b>Chief Education Officer – CIMT Lead Person</b>
<b>PA to Chief Education Officer</b>
<b>Director – Policy and Planning (Department CIMT Coordinator)</b>
<b>Director – Resources and School Support</b>
<b>Director – Inclusion and Family Support</b>
<b>Director – Standards and Achievement</b>
<b>Senior Human Resources Manager</b>
<b>Head of Communications</b>
<b>Principal Youth Officer</b>
<b>Principal Educational Psychologist</b>
<b>Head of Facilities Management</b>

NB: up to date contact details for CIMT will be provided directly to schools/services.

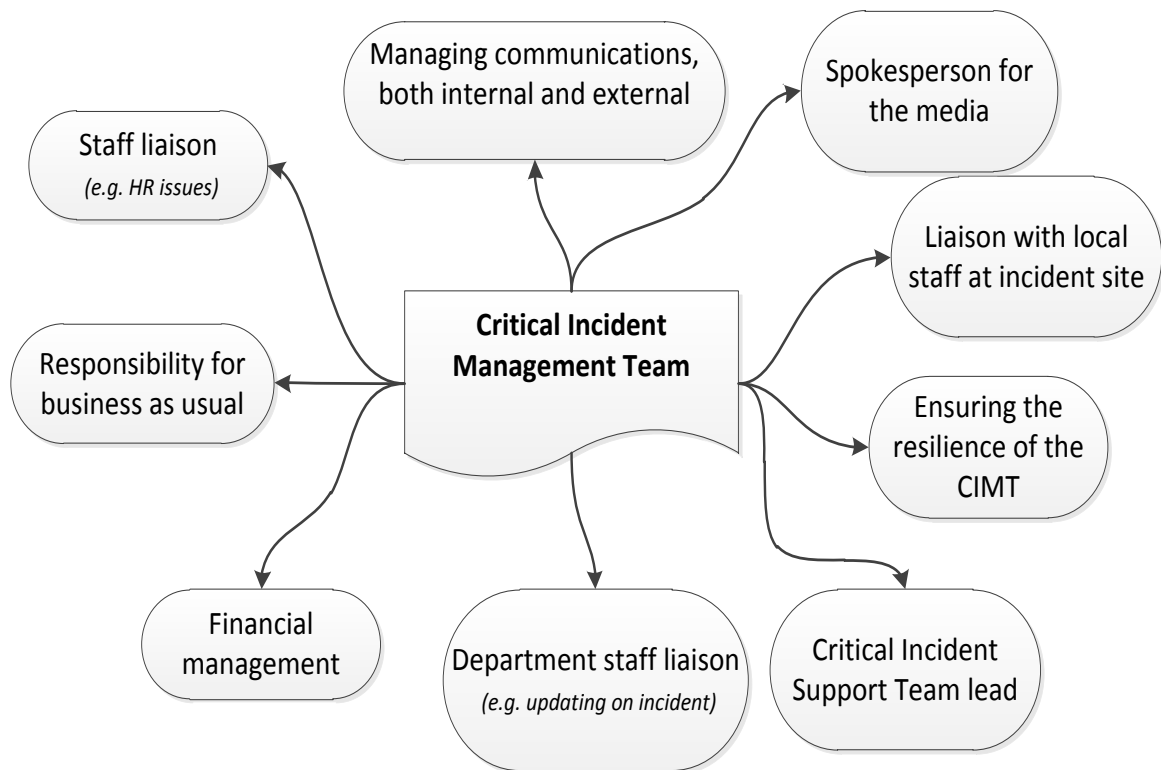
## **2. Establish the strategic priorities for the CIMT**

- The CIMT lead person must establish the strategic priorities for the group from the outset.
- A Loggist should be appointed to record all decisions made.
- The CIMT lead person should inform the local lead of the status of the incident.

## **3. Appoint roles and responsibilities to members of the CIMT**

Consideration should be given to the allocation of roles and responsibilities to members of the CIMT.

## Roles and responsibilities for the Critical Incident Management Team



- *Liaison with local staff at the incident site* – A member of the CIMT to provide onsite support to the Local Lead.
- *Managing communications, both internal and external* – to appoint staff to the following roles (*these can be Officers outside of the CIMT*);
  - a. Managing incoming phone calls;
  - b. Being the telephone link with local CIMT leads (e.g. head teachers) and / or Education CIMT member at location of incident;
  - c. Liaison with central Communications Team;
  - d. Responsibility for social media.
- *Spokesperson for the media* – To provide interviews with the media. A back-up spokesperson should be nominated.
- *Financial management* – e.g. to liaise with insurance companies;
- *Staff liaison* -e.g. consideration of terms and conditions during an incident, support for staff during the incident;
- *Critical Incident Support Team lead* (from Health & Social Services and / or department);
- *Keeping department staff updated about the critical incident* – To inform staff outside of the CIMT of their role during the incident;

- *Responsibility for business as usual* – to ensure the department continues to operate as required;
- *Ensuring the resilience of the CIMT* (see below).

#### **4. Always review the strategic priorities at the start of every CIMT meeting**

The Loggist will provide the CIMT lead person with an up-to-date list of strategic priorities, which the group are to review and then agree at the beginning of each meeting. At the end of each meeting, the CIMT lead person should review all actions with the Loggist.

##### Resilience of the CIMT

It must be recognised that an incident can last for a long time. The welfare of group members must be considered and it is advised that no person should work for more than 12 hours in one day. This should include a 1 hour handover to a deputy member of the CIMT.

The CIMT is advised to consider identifying officers from Education and other departments to act as deputies to existing members of CIMT.

##### Resilience of other staff involved in the incident

The resilience of other staff must also be a priority for the CIMT. For example, if a school is involved in an incident, the impact of the incident and the on-going welfare of the head teacher should be considered. It is advisable that a head teacher from another school is appointed to work with the head teacher at the local level, to support them to manage the incident<sup>1</sup>.

#### **5. Establish a communications group**

During a multi-agency incident, all communications will be coordinated by a central media cell, normally based at the police station. This cell will include Education officers.

For an Education led incident, communications will be led by the department. A communications group should be established, which will manage all communications for the incident, including:

- Liaison with external media;

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<sup>1</sup> To clarify, this will be a supporting role. The appointed supporting head teacher is not jointly responsible for managing the incident at a local level; this is firmly the responsibility of the head teacher of the school at which the incident has occurred.

- Liaison with the SoJ Communications Team;
- Providing information through Government media channels, including gov.je, Twitter and Facebook;
- Providing phone support for the Education Department.

The CIMT lead person is responsible for liaising with the Education Minister during the incident. A link should also be established with the Chief Minister's Department, who in turn will liaise with the Governor's Office and the Bailiff.

### Media Management

Due to the scale of the incident, it may be necessary to establish a media centre. This should be detached from the school or the department (e.g. The Hotel de France). Please contact the Emergency Planning Officer for further advice.

*See Note 5 for further information on communications.*

### Considerations

- Identify a spokesperson, and a deputy spokesperson, for talking with the media;
- Provide training for the spokesperson, and deputy, to give interviews during a critical incident, including press conferences;
- Ensure all information given out to the media has been validated;
- If required, establish a media centre away from the affected school and the department;
- As long as the media are not interfering or affecting the on-going operation, they should be left to report / film as they see fit;
- Identify officers at Education to answer calls during the incident from designated phone lines.

## **6. Liaising with parents**

A dedicated parent liaison officer should be appointed from the school/service. This person will liaise with the Police Liaison Officer, providing support and information to parents, family and friends affected by the incident.

If the incident occurs off island, the department will facilitate travel for parents abroad to be with their injured or deceased child.

*See note 6 & 7 for further information.*

## **7. Repatriation of those affected during a critical incident abroad**

The repatriation of those affected during an incident will be organised by the department, through the insurance company.

## **8. Recovery phase**



As the incident draws towards the recovery phase it is important that all relevant documents are put in one safe and secure place. All notes, including those produced by the Loggist, should be retained.

## NOTE 5 - COMMUNICATIONS

Dealing with the media, liaising with the Department, contacting worried parents and so on clearly requires coordination to ensure a consistent message is delivered and important tasks carried through. It is also vital that these and other activities are coordinated by the Department in partnership with school/local team.

- The Department's CIMT will be supported during a critical incident by Education's Head of Communications.
- An initial task for the Head of Communications will be to provide a list of pre-empted questions from the media.
- Until otherwise informed, the only Education representatives to have contact with the media will be the Education Lead Person and the Local Lead Person at the incident.
- An immediate task for the Department CIMT will be to develop a media strategy for the incident. This will include the following;
  - It must be established who will provide information directly to the media. For example, this could include;
    - The Chief Education Officer;
    - The Education Minister ;
    - The Head teacher / Centre Manager,
  - The Head of Communications will work with the emergency services media teams throughout the incident.
  - A standard response to the incident will be communicated to the media, particularly during its early stages. This response will include factual information known to the Department about the incident, the nature of Education's response and when further information will be provided. This message must be simple and factual.
  - A decision will be required whether to organise one or a series of press briefings for the media. It is advised that any press briefings should be delivered in tandem with the emergency services.
  - It is advised that a briefing is organised for politicians at the earliest opportunity to inform them of Education's response to the critical incident.
  - Online content will need to be updated, including the gov.je website and if applicable the school's website, alongside other social media channels.
  - Recorded telephone messages are to be updated when required.

- Both Education and SoJ staff, who have responsibilities for dealing with public queries, are to be briefed on what messages are to be provided to the public.

Practical advice for families of those affected by an incident should be communicated as and when required. For example, pupils are encouraged to leave their mobile phones in their lockers during lesson time. If the building is evacuated then many pupils will leave the building without their phones, which could result in panic amongst family members trying to establish contact. This and similar information should be communicated through the media at the earliest opportunity.

There is the possibility of the school telephone line being inundated with incoming calls from anxious parents/carers. The CIMT should provide the school with a factual statement to assist them to deal with incoming queries.

Any request by the media for information or comment must be directed immediately to the Education CIMT Lead Person. In his/her absence this should be his/her nominee.

It is important to avoid speculation and not to make statements about further information or developments unless confident that it will be achieved. Governors can be kept informed through a previously agreed cascade initiated by the School CIMT member.

School communities will face the need to deal with the media. Pupils, parents, carers, governors, teaching and other staff may be approached directly by press, radio or TV reporters in the earliest stages of an incident. In an out-of-school incident the media might learn of it before the school and may have information at odds with that of the school. In the most difficult circumstances the police will usually provide some protection against media intrusion.

Any request by the media for information or comment must be directed immediately to the Chief Education Officer. In his absence this should be his nominee.

The Department will work closely with the media to minimise opportunities for misunderstandings within the community. It is vital that the information presented to the public and staff is consistent and accurate.

#### When Requests for Information are made

Confirm who is telephoning and which organisation they are representing. Take a contact number and advise them that the Director or nominee will issue a press release. In their absence no comment should be made to the media.

## **NOTE 6 - CONTACT FAMILIES DIRECTLY AFFECTED**

This has to be done quickly and with sensitivity. It points to the need for the names and contacts of any excursion party or individual involved to be centrally available and easily accessible if the building needs to be evacuated. Consistency of information is vital so it is best to avoid using a chain of communication. Any message should relay known information and assurances of appropriate action being taken and should indicate if further information will be made available.

It may be appropriate for parents/carers to come into school to be ready for further information. Some people are likely to need immediate emotional support. The School CIMT in conjunction with Education will arrange this immediate support.

## **NOTE 7 - INFORMATION FOR PARENTS**

If there is any possibility of legal liability, police action, or a health issue, the Education CIMT should be contacted before the school issues information to parents/carers.

It may be sufficient to inform parents/carers by sending a letter with children/young people. In some cases it will be appropriate to call a meeting at school, especially if the incident is one which will generate concern about some aspect of the school's organisation (e.g. injury following violence at school). The School CIMT should provide a letter to take home as soon as possible. Sample letters for parents/cares that schools can use are included in Appendix F.

Any prepared statement should give necessary facts, expression of sympathy/concern and possibly a message for the community. It is important to remember that this is likely to be accessible to the media and guidance should be sought from Education. It is sometimes better to delay this statement by two or three days until full information is available. In other circumstances, it will be important that a letter goes out immediately, to ease anxiety amongst parents.

Head teachers should contact the Department to check the content of any such letters or statements.

## **NOTE 8 - INFORM TEACHING AND SUPPORT STAFF**

It is vital that all adults in contact with pupils are kept well informed and feel secure in handling questions and comments. A schedule for updating needs to be arranged. For example, during breaks, at the end of the day or first thing next morning. Such meetings ensure that knowledge is common and questions are answered consistently. Staff should be advised not to talk to the media or respond to questions from reporters.

## **NOTE 9 - INFORM PUPILS**

This is best done in classes or small groups with particular care being taken to protect and support both children close to someone involved with the incident and 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 - see Appendix G.

## **NOTE 10 - ENCOURAGE PEOPLE TO TALK**

In some instances people involved in an incident (children, young people and staff) will want to talk before going home. Advice and support should be sought from the Education Psychology Service.

## **SECTION 2 - SUPPORT AVAILABLE**

Critical incidents test the spirit, organisation and leadership of schools affected and their communities in extreme ways. Communities and other organisations will often rally to support each other through the difficulties, but in some circumstances, 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, which need to be acknowledged. Individual reactions to acutely abnormal circumstances cannot be predicted. Some understanding and expectation of disturbed responses need to be developed.

### **Again it must be emphasised that:**

- Schools are likely to cope better and recover more fully if they have anticipated a major incident and planned their response to it;
- Staff providing support to pupils, colleagues and so on require support and guidance as well.

### **What additional help is available?**

Experience indicates that a school at the centre of a critical incident will usually need external support from the Department, including help from the Education Psychology Service in planning for psychological support. Support from other agencies (e.g. social services, local churches, health services, voluntary organisations) to provide emotional support, expertise in defusing and exceptionally referral to counselling services are best arranged in consultation with the Department.

A school can, in the aftermath of an incident, be inundated with well-meaning offers of help and advice. It may also face intense media interest. The priority objective, shared between school and the Department, must be to serve the best interests of pupils and staff in coping with the incident individually and collectively.

The Department can arrange specific types of support to schools, in the first hours, days and weeks of a critical incident. (In addition to the technical and organisational services which some situations will require).

### **Telephone contacts for support and advice**

The Department will offer immediate support to the Head/staff/governors and parents.

### **Support sessions for staff**

The Principal Educational Psychologist can arrange support to help a group of staff come to terms with a critical incident and to plan their response. This could be done by holding a staff meeting where people could talk over individual reactions. Experience shows that 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 Department can help to refer to appropriate expertise but cannot itself, usually provide such support.

It is very important that natural concern for the well-being and emotional recovery of pupils does not lead to an assumption that teachers and Head teachers will cope unaided. It is normal for some, maybe all, staff to need support.

### **Support sessions for pupils**

It is appropriate to offer support to all pupils affected by a critical incident. Some pupils who have been directly involved as witnesses to a traumatic incident can benefit from an individual session offering practical and emotional support. Defusing can also be beneficial to pupils otherwise affected. This enables them to understand their emotional responses and be supported to talk about them. The Educational Psychology Service can support schools to arrange this.

In some circumstances specialist support may be identified and will be arranged by the Department. Such an intervention needs careful negotiation and is likely to be held between 1 and 4 weeks after the incident. Parental consent to this involvement is essential.

### **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. Advice and referral to support agencies such as Child and Adolescent Mental Health Services (CAMHS) is available for such circumstances.

Where the Education Critical Incident Management 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.

### **Support for parents/carers, teachers and pupils**

The Department can advise on arranging for support to parents. Information sheets for circulation among parents/carers, teachers and other adults involved in supporting pupil are included in Appendices G to I. These sheets alert parents/carers and others to the possible reactions of their child(ren) to an incident and makes suggestions about helping them through it.

### **Support for Head teachers and Deputy Head teachers**

The emotional effect of leading a school through a critical incident may not be profoundly disturbing but may not be identified or acknowledged until after the crisis has subsided. The support of family, senior colleagues, governors, other

Heads and close friends needs to be engaged. The Education Department contacts identified here can also be called on. Head teachers may be in a particularly isolated position when police investigations are in progress due to the strict codes of confidentiality involved.

Experience so far suggests that Heads/Deputies often underestimate the impact on themselves of such an ordeal and may be reluctant to seek out support. Caring for the care-takers is sound management.



## SECTION 3 - ESTABLISHING EMERGENCY CONTACT NUMBERS

### Local Critical Incident Management Team

NAME	WORK	HOME	MOBILE

### Other Useful Numbers

The names and telephone numbers of organisations and individuals who may be useful to the School / Service in an emergency:

NAME	WORK

## **SECTION 4 - EDUCATION EMERGENCY CONTACTS**

**Contact Education Reception on: 445504 between 08:45 and 16:30 - Monday to Friday.**

The Education Critical Incident Management Team (CIMT) will provide strategic leadership and direction in response to a major incident.

The Management Team may decide to modify the membership of this group depending on the nature of the incident. This may include representatives from other States departments, the emergency services and so on.

NB: up to date contact details for CIMT will be provided directly to schools/services.

<b>CRITICAL INCIDENT MANAGEMENT TEAM</b>
<b>Chief Education Officer – CIMT Lead Person</b>
<b>PA to Chief Education Officer</b>
<b>Director – Policy and Planning (Department CIMT Coordinator)</b>
<b>Director – Resources and School Support</b>
<b>Director – Inclusion and Family Support</b>
<b>Director – Standards and Achievement</b>
<b>Senior Human Resources Manager</b>
<b>Head of Communications</b>
<b>Principal Youth Officer</b>
<b>Principal Educational Psychologist</b>
<b>Head of Facilities Management</b>

## Other Useful Numbers

NAME	WORK
Education Department	445504
Emergency Planning Officer	440621 / 07797 741011 07797 764121
States of Jersey Police	612612
Jersey Property Holdings - Helpdesk	449222 08:30 -17:00 Monday to Friday only
Out of Hours / Emergency line	449299
Environmental Health Section (Medical Officer of Health)	445808
Health & Social Services Department (for children/vulnerable adults issues)	442000
Environment Department	441600
Pollution Hotline (Environment Department)	709535 (24hrs)
States of Jersey Customer Service Centre	445505
Infrastructure Department	445509 24 hours
Ports of Jersey – Harbours and Airport	446000
LibertyBus	828555
Condor Ferries	872240
Jersey Electricity	505460 (customer care) 505050 (emergency only)
Jersey Gas	755555 (gas escapes) / 755500 (general)
Jersey Water	707302 (24hr emergency) 707300 (general)
Jersey Telecom	882882
Bailiwick Express	887740
BBC Jersey	837260
Channel 103 FM	888103
ITV Channel TV	480526
Jersey Evening Post	611640 (news desk)07700 720595 (out of hours mobile)

Note: This list is an indication of useful contact numbers and is likely to differ depending on the incident.

## Politicians

<b>NAME</b>	<b>WORK</b>	<b>MOBILE</b>
<b>Education Minister</b> Deputy Rod Bryans	07797 721559	07797 721559
<b>Assistant Minister for Education</b> Deputy Anne Pryke	861144	07797 740263
<b>Assistant Minister for Education</b> Senator Sir Philip Bailhache	852533	
<b>Chief Minister</b> <b>Senator Ian Gorst</b>	720403	

## **SECTION 5 - AFTER THE EVENT**

The effective management of an incident involves providing support after the event as well as during the initial response phase. This recovery timeline will vary and will focus on individual need for continuing support.

Specific advice and support can be provided through the Education Department, for example, the Education Psychology Service.

When the initial response is completed a structured debrief will provide an opportunity for everyone involved to review their actions and identify:

- What was supposed to happen?
- What actually happened?
- Why were there differences?
- What lessons are identified?

The main outcomes from this should be to:

- agree on the basic principles of the actions taken during the incident;
- identify key lessons learnt and adapt the plan accordingly;
- identify positive points that might establish 'good practice' for incorporation in the response to other incidents; and
- identify issues that may require further review.

## **SECTION 6 - THINKING AHEAD/BEING PREPARED**

No one can predict when a critical incident might occur. By their very nature, critical incidents or life threatening events are unexpected and can be overwhelming and disorientating for those involved.

An organisation that plans for a major critical incident 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, contact lists up to date, a tested framework for communications and some practised skills to draw on, then our response to a crisis will be more assured and effective.

This guidance is designed to encourage and support pre-planning. Each critical incident is unique and the range and complexity of issues across the service are enormous. Although we cannot plan for every eventuality and the journey through this sort of crisis will always be difficult, planning ahead is a necessary precaution and can be crucial.

### **WHAT CAN YOU DO TO PREPARE?**

- form a Critical Incident Management Team (CIMT) who, collectively or individually, take the lead in an emergency;
- use this guidance and experience to develop an action plan. All staff members, governors, etc., should understand their part in this plan;
- assign key roles and responsibilities so you can move into action without delay, or seek clarification of what to do;
- ensure basic information, contact lists, communication and procedures etc. are in place, known to all staff and kept up to date;
- ensure all staff and other interested members (e.g. governors, parents, etc.) are aware of the existence of a planned response; and
- ensure timescales for review, updating and so on are in place.

### **FURTHER PLANNING ISSUES FOR SCHOOLS**

- Maintain up to date and readily available lists of all pupils and staff, with next of kin and contact details.
- Stress the importance of registers being completed promptly at both morning and afternoon sessions.
- Ensure that lists of staff and pupils, (and volunteers on off-site visits) are readily available and are placed in a known location.
- Devise and maintain a list of important telephone contact numbers (see section 6).
- Staff in charge of off-site visits should carry mobile telephones, have a contact number for two senior staff and carry information regarding individual pupils.
- Alert staff, including administrative, to expect the following:
- The need to respond quickly and efficiently to queries from distressed families.
- That no names will be released until identification is confirmed and parents have been informed and given consent.

- Recognise that information needs to be accurate and provided as soon as possible. Any request by the media for information or comment must be directed immediately to the Chief Education Officer. In his absence this should be his nominee.
- Ensure that all those who need to be informed are (see section 6 – Key Contacts).
- Consider how other pupils should be informed.
- Ensure that pupils are not sent home without their parents' prior knowledge. Given the need for some continued supervision, consider whom you can call for help.
- Maintain a simple log of events. Log telephone calls to avoid unnecessary calls.

## **SECTION 7 - WHAT IS A CRITICAL INCIDENT?**

A Critical Incident is not necessarily an event that attracts large media attention or results in a fatality, although clearly in defining 'critical', such events are the usual ones that spring to mind. Definitions of 'critical' vary from individual to individual.

In short, a critical incident may involve the following:

- serious injury or death of a colleague;
- serious injury or death of a pupil;
- any incident charged with profound emotion;
- any incident involving serious threat;
- fire, flood or building collapse;
- a disaster in the community such as a gas leak, pollution incident, etc.; and
- any incident with extremely unusual circumstances which produces a high level of immediate or delayed emotional reaction, surpassing the individual's normal coping mechanisms.

The majority of 'critical' incidents can be categorised broadly into three levels, each requiring a different input from both the site and others (e.g. emergency services, the Department, the Educational Psychology Service, etc.).

Examples of level 1, 2 and 3 incidents are provided below along with a table that outlines the recommended initial response and action typically required for each level.

### **Level 1 examples:**

- Deaths or injuries on an out of school activity.
- Death of a pupil or member of staff as a result of an accident at school/on site.
- Physical/sexual abuse of a pupil during term time (on or off site).
- Unlawful killing of a parent/carer, pupil or staff.
- Suicide of a pupil, parent/carer or member of staff.
- A deliberate act of violence on school/site premises, such as a knifing, the use of a firearm etc.
- Pupil, teacher or member of staff being taken hostage (during or out of hours).
- Serious damage to school/site premises.
- A school fire or explosion causing extensive damage.
- Bomb threat.
- A child is seriously endangering him/herself and/or others.

### **Level 2 examples:**

- Death of a pupil or member of staff through natural causes.
- Extensive vandalism to building(s) necessitating temporary closure.



- Other building related issues leading to temporary closure e.g. failure of heating, electricity, water etc.
- Temporary closure as a result of adverse weather conditions.

**Level 3 examples:**

- Physical abuse of staff by a pupil/parent/carer/intruder/staff.
- Accidental deaths of pupils or colleagues out of school/office hours not on a residential trip and unconnected with a school event.
- A non-fatal traffic incident involving a pupil/member of staff.

Head teachers who have experienced such events comment upon a number of important factors. These include:

- the suddenness of the occurrence;
- the shock effect;
- the apparent uniqueness of the occurrence;
- the publicity and media attention which can sometimes follow;
- the need to communicate with a number of people quickly;
- the need for support to be available very rapidly for those directly affected, and for the larger number who might be indirectly affected; and
- the need that they and senior members of staff have for support.

	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>
<b>Response</b>	<b>Immediate</b>	<b>Immediate</b>	May be able to wait until working hours
Convene CIMT	Yes	Yes	Occasionally
Contact Department	Yes	Yes	Yes
Emergency Services	School will contact	School will contact	School will contact
Education Department Health & Safety	Education will contact	Education will contact	School will contact
Media	Education will contact	Education will contact	School to contact Education
Ministerial Team	Education will contact	Education will contact	Education will contact

In critical incidents (Levels 1, 2 or 3), schools and the Department need to act in partnership.

## **SECTION 8 - THE IMPACT OF CRITICAL INCIDENTS ON SCHOOLS AND INDIVIDUALS**

The effects of a critical or traumatic incident on a child, young person or member of staff can be wide ranging and can impinge upon his/her family, other children (particularly those close to the child or young person or the incident, or who may be emotionally vulnerable themselves) and upon colleagues at the site where the incident occurred.

As indicated above, the potential effects of a traumatic incident upon children, young people and/or staff are significant. They might include:

- recurrent dreams of the event;
- feeling as if the event is recurring;
- sleep disturbance, or fear of the dark;
- guilt about surviving;
- diminished interest in significant activities;
- feelings of detachment;
- exaggerated startle response;
- memory impairment;
- trouble concentrating;
- disturbing images and memories of the event; and
- avoidance and disruptive behaviour problems.

The reactions of the young person will be influenced by his or her developmental stage, and may include separation anxiety in the very young, apparent indifference in young children, to feelings of guilt or anger in older children.

The effects of a traumatic event, whether on or off site, can be profound, disruptive and long lasting. The immediate impact may involve shock, particularly to those who witnessed the event. After the event there may be continuing need to support staff/pupils affected. The consequences may last for a significant period of time. Some individuals may go on to develop Post Traumatic Stress Disorder. The majority of people suffer no long term effects with respect to their mental health following a critical incident.

Information sheets on bereavement, grieving and supportive school and classroom practices are included in Appendices G to I.

## **SECTION 9 - THE ROLE OF A LOGGIST DURING A CRITICAL INCIDENT**

The role of the Loggist is to accurately record key information and decisions made during a critical incident. Within the department, the Loggist will support the Lead Person and the Critical Incident Management Team (CIMT).

At the local level, the Loggist will support the Local Lead Person and the Local Critical Incident Management Team (Local CIMT).

The recording of information is written into an Incident Log Book. This log book may be used in a court of law should there be an enquiry into the critical incident. The role of the Loggist is, therefore, key during a critical incident.

Once a critical incident has been declared by the Lead Person, a Loggist should be appointed. Ideally this should be someone who has been trained and has attended a Loggist training course.

If this is not possible, particularly at the local level, then please follow the guidance below. Furthermore, if a critical incident is declared at a local level, advice should be sought from the department.

### Commencing the Log

The relationship between the Lead Person and the Loggist is very important. It is advised that a verbal contract is established at the beginning of the process so that both parties are comfortable with the duties the Loggist will carry out.

### Administration

The Loggist should record the time (synchronising watches with the lead person), date, venue and staff present during the meeting of the CIMT.

The Loggist should record the aims and objectives of the CIMT meeting, including the strategic priorities for team (it may be appropriate for the Loggist to request this from the Lead Person if these have not been clearly stated).

The Loggist should record the sequence of events, the decisions made, the actions taken and the rationale for these actions, in the Incident Log Book.

Times should be noted when appropriate, this will include when situational information is established and when decisions are made. For example;

*“At 14:30 the decision was taken to close the school;*

*Or at 16:03 it was established that three people were injured. “*

The log should also include times when staff leave or enter the meeting.

## Situational awareness

It is important to include in the Incident Log Book information concerning the nature of the incident. This should include;

- Scale of incident;
- Impact of incident;
- Dimensions;
- Duration.

As new information is established, the Loggist should record the new information, noting the time this was made available to the CIMT.

## Context

When recording decisions made by the Loggist, it is important to put context into why and how these decisions were made. For example, if a decision was made following a prolonged period of discussion, and / or was a consequence of not making other decisions, this should be recorded. The Loggist should be careful not to make value judgements about decisions and should always review the log with the Lead Person.

## Review

A periodical review of the log book with the Lead Person is essential. It is advised at the end of a CIMT meeting, or during a natural break, the Loggist and the Lead person review what has been recorded. When both parties are comfortable with the content of the log, the Lead Person should sign his/her approval, noting the date and time.

## Log Book recording

A log book is not a set of minutes, it is the recording of key information and decisions during a critical incident.

- If a mistake is made, this should be struck through. Never use Tipp-Ex. Pages should not be torn out.
- Clear and factual information should be recorded. It is not a spelling or grammar test so Loggist should not be concerned if mistakes are made. If helpful, draw diagrams, use table or bullets etc.
- Do not rewrite a neater version of the Incident Log Book. It is the original book that is needed.
- Always review the log book with the Lead Person to the check accuracy of decisions and information. This should be signed for approval by the Lead Person.

- Ensure all decisions recorded are carried out, noting the time these were carried out.
- The role of the Loggist should be considered a professional one, it is not an administrative role. It is essential the CIMT consider the welfare of the Loggist during the incident.
- Complete the log in black pen. A hand written log is always best.
- If a Loggist is to be replaced by another Loggist, the Loggist should sign out and the new Loggist sign in the Incident Log Book. One log book should be used.

### Record Management

When the log has been completed, the original must be retained.

For the department, a scanned copy should be retained in Livelink and the original copy retained with the Directorate.

Local CIMT should ensure appropriate governance arrangements are in place to retain Incident Log Books.

### Other information

During a CIMT meeting a number of tools can be used to assist in the decision making process; including photographs, white boards, computer records and flip charts. These should be collected and collated with the log book as a record of the CIMT meeting. If a white board is used, a photograph can be taken as a record.

## **SECTION 10 - INFORMATION REQUIRED TO RESPOND EFFECTIVELY TO AN INCIDENT**

The following information was provided by the States of Jersey Police as part of the Project Argus training, held at Highlands on 8<sup>th</sup> April 2014.

### **Responding to an incident**

The following mnemonic “Methane” is useful when responding to an incident:

Major incident declared

Exact location

Type of incident

Hazards – present and potential

Access – routes, and Rendezvous Point

Numbers – approximate

Emergency services present and required

### **Step 1, 2, 3 – Casualty Hazard Awareness**

#### **STEP 1**

One casualty collapsed, with no logical explanation or cause.

- Approach with normal First Aid procedures.

#### **STEP 2**

Two casualties collapsed, with no logical explanation or cause.

- Approach with extra caution, reporting your arrival and giving regular updates.
- Consider the CBRN (Chemical, Biological, Radiological, Nuclear) possibility.

#### **STEP 3**

Three or more casualties collapsed, with no logical explanation or obvious cause.

- DO NOT approach. Assume it is a CBRN incident.
- Set-up an RVP (Rendezvous Point), upwind and at a safe distance.
- Request specialist CBRN officers' assistance.

### Secondary Hazards

Consider if the device has been planted near a secondary hazard, which might increase the effect of its detonation, such as:

- Potentially explosive locations.
- Large amounts of shrapnel.
- Potentially flammable sources, e.g. petrol stations or gas canisters.
- Cordons must always be implemented to take account of the potential danger from any secondary hazards and the size of the original device.

## **Firearms and weapon attacks**

SSTA stands for:

**Stay safe, See, Tell and Act**

This is to insure your safety by knowing what to do during and firearm attack.

### **Stay Safe**

- **Under immediate GUN FIRE** – Take cover initially, but leave the area as soon as possible if safe to do so
- **Nearby GUN FIRE** - Leave the area immediately, if possible and it is safe to do so.
- Leave your belongings behind.
- Do not congregate at evacuation points.

**REMEMBER** - out of sight does not necessarily mean out of danger, especially if you are not in 'cover from gun fire.'

**IF YOU CAN'T ESCAPE** - consider locking yourself and others in a room or cupboard. Barricade the door then stay away from it.

If possible choose a room where escape or further movement is possible. Silence any sources of noise, such as mobile phones, that may give away your presence.

### **See**

**The more information that you can pass to police the better but NEVER risk your own safety or that of others to gain it.**

**Consider using CCTV and other remote methods where possible to reduce the risk. If it is safe to do so, think about the following:**

- Is it a firearms / weapons incident?
- Exact location of the incident.
- What else are they carrying?
- Number and description of gunmen.
- Moving in any particular direction?
- Type of firearm -long-barrelled or handgun.
- Are they communicating with others?
- Number of casualties / people in the area.

### **Tell**

- **POLICE** - contact them immediately by dialling 999 or via your control room, giving them the information shown under '**See**'.
- Use all the channels of communication available to you to inform staff, visitors, neighbouring premises, etc. of the danger.

### **Act**

- Secure your immediate environment and other vulnerable areas.
- Keep people out of public areas, such as corridors and foyers.
- Move away from the door and remain quiet until told otherwise by appropriate authorities or if you need to move for safety reasons, such as a building fire.



## APPENDIX A - CRITICAL INCIDENT MANAGEMENT PLAN CHECKLIST

The following may be useful in preparing your critical incident management plan.

<b>Information (Up to date)</b>	
<b>Pupil/staff emergency contact details</b> Maintain up to date and readily available lists of all pupils and staff with next of kin and contact details, landlines and mobiles Registers must be completed promptly at both morning & afternoon sessions	
Education and other emergency contact numbers	
Bus/coach lists	
Emergency supply/support list	
Up-to-date site plan	

<b>Communication Plan</b>	
Evacuation procedures – visible and practised	
Telephone lines – private, mobile, emergency access	
Designated small room/quiet area for interviews, support or police statements	
Consider how pupils other than those directly involved should be informed	

<b>Management Support</b>	
Copies of local CIMP in accessible published locations	
Access to qualified first aiders	
Screening of entrances/exits	
Closure of blinds/curtains on ground floor, to protect from media interest	
Immediate info share with staff (instant assemblies to release teaching staff – who will lead?)	
Knowledge of support available after an incident	
Department informed that local CIMP up-to-date	

## **APPENDIX B - EDUCATIONAL VISITS POLICY**

The Educational Visits Policy is available on the States of Jersey website at:

[www.gov.je/educationpolicies](http://www.gov.je/educationpolicies)

## APPENDIX C - INCIDENT REPORT SHEET

<b>Where are you and what is your telephone number?</b>	
<b>Name of caller</b>	
<b>Organisation</b>	
<b>Date and time of initial call</b>	

<b>What has happened?</b>	
<b>At approximately what time did this occur?</b>	
<ul style="list-style-type: none"> <li>• <b>Have the emergency services been involved?</b></li>   <li>• <b>By whom?</b></li>   <li>• <b>Have they arrived?</b></li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Has anyone been injured?</b></li>   <li>• <b>Do you have details of who they are?</b></li>   <li>• <b>Do you have details of their injuries?</b></li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Where are the injured currently located?</b></li>   <li>• <b>Who is with them?</b></li>   <li>• <b>Are there any fatalities?</b></li>   <li>• <b>Do you have details of who they are?</b></li> </ul>	

<ul style="list-style-type: none"> <li>• Details and current location of the non-injured.</li>   <li>• Name/contact number of any supervising adults.</li> </ul>	
Additional information	
End of call	

Name .....

Signature .....



## APPENDIX E - SAMPLE LETTERS

### Appendix E (i) - Informing parents about a critical incident

#### Sample Letter

Dear Parents/Carers

You may have heard /

It is with great sadness and regret that I have to inform you (known facts of the incident).

As a school community we are all deeply affected by this tragedy /  
I am sure that you will wish to join me and my staff in offering our condolences and sympathy to *(refer to individuals, families affected, only where it is appropriate to release this information)*

I have now spoken to all pupils and staff in school about what has happened and you will need to be aware of the following arrangements that we have now made:

*(Relevant details about)*

- *School closure*
- *Changes to timing of school day*
- *Transport*
- *Lunchtime arrangements*
- *Changes to staffing*
- *Arrangements for specific classes/year groups*
- *Counselling support*
- *Media contacts*

I think it is very important that we all take the time to talk with and reassure children about what has happened. This is likely to be a very difficult time for us as a school community and we will all need to support each other.

We appreciate the expressions of concern we have received; however it would be helpful if parents did not telephone the school during this time so that we can keep phones and staff free to manage the situation.

Yours faithfully

## **Appendix E (ii) - Informing parents about available support for pupils**

### **Sample Letter**

Dear Parents/Carers

You may have heard that ...

It is with great sadness that I have to inform you

*(brief details of the incident, perhaps some positive remembrances of the person(s) lost and the sense of loss)*

As part of our contingency plan we are able to call on specialists who are skilled in offering support to children and adults who are feeling upset. This will consist of talking to pupils in small groups with members of staff and offering advice and reassurance as appropriate. In fact, many of these conversations have already taken place today. This help will be available for all pupils and staff who request it.

I hope this information is helpful.

Yours faithfully

## **Appendix E (iii) - Informing parents of arrangements for counselling children**

### **Sample letter**

Dear Parents/Carers

As a school community we have all been affected by the recent tragedy involving *(give relevant details)*

As part of our care and support for the children, we have been able to make arrangements involving outside agencies to provide counselling and support for children in school. We would like to make this available to your child.

This support is likely to consist of staff and professionals from outside agencies talking to pupils in small groups and offering advice and reassurance as appropriate. Please contact me if you have any queries regarding this.

Yours faithfully



## APPENDIX F - INFORMATION SHEETS FOR TEACHERS

### Appendix F (i) - Informing pupils

- Pupils should be told simply and truthfully (where permitted) what has happened, in small groups if possible (e.g. class, tutor group, year group). In some circumstances it may be appropriate to bring pupils together as a whole school. Where this is the arrangement ensure that all pupils have an opportunity to ask questions and talk through what they have heard with class teachers in smaller groups afterwards.
- Begin by preparing pupils for some very difficult/sad news.
- Taking account of children's development level, needs and backgrounds, give simple, factual information using language and concepts appropriate to the age of the children.
- Avoid using euphemisms; use words like 'dead' and 'died'.
- Pass on facts only; do not speculate on causes or consequences.
- If questions cannot be answered, this should be acknowledged.
- Address and deal with rumours.
- Try to give expression to the emotions that individuals may be experiencing (e.g., shock, disbelief) and explain that strong and difficult feelings are a normal part of the process of coming to terms with this sort of experience.
- Do not refrain from referring to the deceased by name, perhaps highlighting some positive aspects of their lives.
- Finally explain what arrangements the school has in hand for coming to terms with what has happened.

*"I've got some very sad news to tell you today that might upset you. There is a serious illness called meningitis. Sometimes people with meningitis get better but sometimes people die from it. Some of you will have known that Jane Smith in Year 4 was suddenly taken ill last week. I have to tell you that Jane died in hospital yesterday.*

*Like me, many of you will find it hard to believe that this has happened. It is obviously a very big shock for us all. Jane was a happy girl who got on well with everybody. We will all miss her.*

*It is important for you to know that strong and perhaps 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 thoughts and feelings. Please take the opportunity to talk to your family, friends, teachers and adults in*

*school. This is likely to be a difficult time for us as a school community and we should all try to support each other. Please come and see me if you have any questions or if you just want to talk.*

## Appendix F (ii) - Emotional distress – (responding to a class)

- Maintain normal routines and care.
- **Be prepared to be more tolerant and accepting of children who might be more restless, distractible, irritable, emotionally volatile and/or difficult to engage than would normally be the case.**
- Where possible, and this is something that the pupils clearly needs, be prepared to deviate from your lesson plan to allow them to talk and ask questions.
- **When in discussion with children do not be afraid of referring to the deceased by name.**
- Be honest when answering questions. Do not be afraid of saying that you do not know the answer or that the question is too difficult for you to answer. Taking account of children's developmental levels, needs and backgrounds, give simple, factual information using language and concepts appropriate to the age of the children (avoid using euphemisms).
- **Consider setting up a 'Questions Post Box'. Consider how best to follow up the questions raised.**
- Allow children to talk about their feelings, including difficult, confusing and complex feelings. Give them the message that it is okay to talk and that their feelings are a normal experience given the situation. Be accepting.
- **In the same way, allow younger children to express themselves through their play. They are likely to feel the need to 'work out' difficult and confusing experiences and play gives them the opportunities to act out some of the issues. Adults may feel uncomfortable witnessing children's excitable 'playing out' of what has happened and may feel the need to intervene. Try to be accepting and permissive except where this is clearly unhelpful and/or distressing for other children.**
- Allow children to support each other.
- **Manage discussion in a calm and reassuring manner. Allow the expression of feeling but try to manage the emotional temperature. Try to help the children to achieve a sense of perspective. Reassure children about anxieties that they may be experiencing.**
- Consider setting up a display area for artwork, writing and other mementoes that children may wish to contribute.
- **Calmly and, where possible, discreetly, intervene if individual pupils are clearly too distressed to remain in class. Ask if they would like to remain in class but in an area away from the main body of children. Make sure they are supported by a friend. If appropriate send them with a friend to whatever pastoral support arrangements are available in school. Inform their parents.**
- Be aware of other children in your classes who may not be so visible but who nevertheless may be struggling to cope. Make times and opportunities

for them to talk. If you continue to have concerns refer them through the school pastoral system. Inform their parents.

## **Appendix F (iii) - Helping pupils understand their reactions to a critical incident**

Anyone experiencing such a trauma needs to know that what they do, feel and think after such an event is a normal reaction to an abnormal event.

### **TYPICAL REACTIONS CAN INCLUDE THE FOLLOWING:**

#### **SUDDEN FEELINGS**

You may feel as if the traumatic event were happening again; this may just come over you when some sort of reminder occurs.

#### **INTRUSIVE THOUGHTS AND IMAGES ABOUT THE EVENT**

These thoughts and pictures of the circumstances may force themselves into your mind, even when you don't want them to. The pictures and thoughts may be very vivid and it may feel as though the event is happening all over again, with sensations like sound and smell being experienced. Re-experiencing like this is common, even though it is very distressing and frightening.

#### **FEELING NOTHING MUCH AT ALL**

You may surprise yourself, or other people, because you can't feel very much at all about anything. You may seem just numb, as if anaesthetised.

#### **GUILT FEELINGS**

If you have been in an incident where others did not survive or where others were injured more severely than you, you may later suffer from intense feelings of guilt. You may feel you should have died, or that it was not fair that others were more severely injured. You may wish you had acted differently in some way at the time. Your feelings and thoughts may not make sense, but in spite of that, they can affect you quite powerfully.

#### **DIFFICULTY IN CONCENTRATING AND REMEMBERING**

Difficulties here can make us feel angry or very worried: you may think you are 'losing your mind'. Poor memory and poor concentration can last for quite some time after a traumatic event.

#### **FEELING JITTERY**

You may find yourself behaving as though you are very much on edge, or jittery. You may find yourself being startled by noises, even quiet ones, or by people coming in and out when you are not expecting them.

#### **A TENDENCY TO AVOID REMINDERS OF THE EVENT**

You may notice that even some time after the event, you are avoiding doing things or going to certain places, because those things remind you of the event. These avoidances can be protective and helpful for a while, but counterproductive or unhelpful later on.

## **SLEEPING BADLY**

You may find it difficult to get off to sleep or you may find you keeping waking up, especially if you are suffering nightmares. If you have woken up, it may be impossible to get back to sleep.

## **FEELINGS AND BEHAVIOUR BEING 'TRIGGERED' BY WHAT WE SEE AND HEAR**

We cannot always protect ourselves from chance reminders of what was a traumatic event for us. News reports on TV and in the papers, pictures and conversations, can be avoided to begin with, but these and all sorts of other things can trigger memories and bring back problems such as lack of sleep.

## Appendix F (iv) - Helping bereaved children

- **Find time to listen.** Take your cue from the child; when he wants to talk try to find the time to listen. If this is not possible immediately explain to the child that you would like to talk and name a time and place when you can have some quiet time together. Be patient and reassuring. Gently encourage the child to talk of their lost parent, sibling or friend and do so yourself. Reassure the child that you are there to help.
- **Expect questions and try to answer them honestly.** The child may become intensely curious about death and burial. Try to find out about the family's religious or cultural beliefs so as not to confuse the child, but do not be afraid to say "I don't know". Children may fear or resent a God that takes to heaven someone they love and need.
- **Be alert for changes in behaviour.** During the first few weeks of bereavement the child may be withdrawn, feel abandoned, helpless, desperate, anxious, apathetic, angry, guilty and/or afraid, have sullen moods and lack concentration. These are common and are often acted out aggressively because they may be unable to express feelings verbally. Try to handle them patiently and calmly; do not seem surprised and do not get cross. Try to help them find an accepted way of expressing strong emotion.
- **Be open and honest with feelings.** Create an atmosphere of open acceptance that invites questions and fosters confidence and love. Encourage children to express their grief in all its forms. Be supportive and available.
- .
- **Believe what the child says and acknowledge his feelings and thoughts.** Resist the temptation to make comments such as, "I'm sure you don't mean that" when a child says that it's his fault his mum has died, or to say to a distressed child that, "You'll soon feel better". These strong feelings must be acknowledged, believed and discussed. Children have magical thinking and may believe that their behaviour or thoughts can cause or reverse death.
- **If possible, talk to a few of the bereaved student's friends** to help them cope and explore how to be supportive. Friends may be uncomfortable and awkward in their attempts to make contact.
- **Help a student find a supportive peer group;** perhaps there are other students in the school who are coping with similar losses. An invitation to share with each other might be welcome.
- **Close liaison between home and school is particularly important at this time.** It will help the child feel more secure and provide extra information on how the child is coping.

- **Be sensitive to special days.** Mother's Day, birthdays and the anniversary of the bereavement may all revive painful memories and as always, it's important to take your cue from the child.
- **"Death" as part of the curriculum.** Children need a clear explanation of the cause of death using correct terms such as 'die' and 'dead', not 'going away' or 'asleep' as this merely adds confusion.
- **Ensure that members of staff,** especially in a large school, are fully aware of what has happened to a bereaved school, so that the child is not unnecessarily hurt by a chance remark made in ignorance by a staff member.
- **Provide a quiet private place to come to** whenever the student needs to be alone. Almost anything can trigger tears. Help students realise that grief is a natural and normal reaction to loss.
- **Do not isolate or insulate children from death.** Expose students to death as a natural part of life. Use such opportunities as a fallen leaf, a wilted flower, the death of an insect, bird or class pet to discuss death as part of the life cycle. Talk together as a classroom family. By sharing a grief, we help eliminate the isolation the bereaved often experience.
- **Try not to single out the grieving child for special privileges or compensations.** The child needs to feel a part of their peer group and should be expected to function accordingly. Temper your expectations with kindness and understanding but continue to help them to function.
- **Have resources available in the library about death and grief.** You may offer to read a book with the child. See list of suggested Reading and other Resources.
- **Establish lines of communication with the parents.** Keep each other informed about the student's progress.
- **It is important and appropriate for the school community to acknowledge the death of a student.** Make a scrapbook; hold an assembly; plant a tree; have a small memorial service. Do something to acknowledge the death (thus giving students permission to do the same).



## **Appendix F (v) - Useful reading material and other resources**

### **Children's Books**

'Good Grief' by Barbara Ward. 19 Bawtree Road, Uxbridge, Middlesex. 09 51288 22

'Badger's Parting Gift' by Susan Varley. Picture Lions. 09 9620502 0 2

'When Mum Died'; 'When Dad Died' by Sheila Hollis and Lester Sireling. Silent Books.  
1 85183 0202 0; 1 85183 019 7

'Taste Of Blackberries' by Doris Buchanan Smith. Puffin Books. 0 14 032020 2

'Simon Has Cancer'. The Royal Victoria Infirmary, Newcastle Upon Tyne. 1 871476 04 6

'When Your Child Dies'. Michael and Elaine Counsell. 0 264 67086 8

'Water Bugs And Dragonflies' by Doris Strickney. 0 264 66904 5

'Goodbye And Keep Cold' by Jennie Davis. 0 00 673386 7

'When Uncle Bob Died' by Althea. 0 85122 727 9

'I'll Always Love You' by Hans Wilhelm. 0340 40153 2

'The Velveteen Rabbit' by Margery Williams. 0 552 52056X

'Someone I Love Died' by Christine Harger Tangvald. 9 780745 916088

'Christopher's Story' by Elizabeth Reuter. 0 09 174141 6

'The Death of a Child' by Tessa Wilkinson. 1 85681 250 2

'Will My Rabbit Go To Heaven?' by Jeremie Hughes. 9 780745 912219

'The Not So Great Place' by Charlotte Graeber. 0 551 01310 9

'Ben And The New Life' by Regine Schineller. 085439 303 X

'Gran's Grave' by Wendy Green. 9 780745 915562

'The Bereaved Child' by Wendy Duffy. 0 901 819 13 1

'Beginnings And Endings With Life In Between' by B Mellome and R Ingen. 1 85028 0388X

## **Appendix F (vi) - Local & National Bereavement Support Services**

### **LOCAL SERVICES**

#### **Educational Psychology Service (EPS)**

The EPS provides psychological services and support to all education settings (0-19 years) in Jersey, to help children and young people overcome barriers to learning. Support is also provided in times of crisis and bereavement.

Educational Psychology Service  
Education Support Team  
Education Department  
PO Box 142  
Highlands Campus  
JE4 8QJ  
01534 449433

#### **Emotional Literacy Support Assistants (ELSAs)**

ELSAs are school-based key workers in primary and secondary schools with specific training in supporting pupils who have experienced a bereavement. Support from an ELSA can be arranged within school.

#### **School-based Counsellors**

The majority of Jersey's secondary schools and colleges employ school counsellors. Support from a school counsellor can be arranged within school.

#### **Well-being Team**

Education's team of Well-being Facilitators (WBFs) provide all primary schools with a regular visiting service. Access to WBFs can be arranged through schools.

Well-being Team  
Education Support Team  
Education Department  
PO Box 142  
Highlands Campus  
JE4 8QJ  
01534 449433

### **Youth Enquiry Service (YES)**

YES offers free confidential advice, counselling and information to anyone aged 14 – 25 and is based at St James Centre in St Helier. YES was developed by the Youth Service in partnership with Jersey Youth Trust.

[www.yes.je](http://www.yes.je)

[yes@jys.je](mailto:yes@jys.je)

01534 280530

Youth Enquiry Service

St James Centre

St James Street

St Helier

JE2 3QZ

### **Jersey Hospice Care**

Jersey Hospice Care provides a Community Bereavement Service:

<http://www.jerseyhospicecare.com/our-services/community-bereavement-service/>

## **NATIONAL SERVICES AND ONLINE RESOURCES**

### **Child Bereavement UK**

Child Bereavement UK supports families and educates professionals when a baby or child of any age dies or is dying, or when a child is facing bereavement.

0800 02 888 40

[support@childbereavementuk.org](mailto:support@childbereavementuk.org)

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

### **Childline**

Childline is a free confidential service set up to help anyone under 19 in the UK with any issue they're going through. Support is provided 24/7 on the phone, by email or through a 1-2-1 counsellor chat.

0800 1111

<https://www.childline.org.uk/>

### **Childline - When Someone Dies**

This section of Childline's website provides children and young people with information about their responses to bereavement and how to support someone else who has been bereaved.

<https://www.childline.org.uk/info-advice/your-feelings/feelings-emotions/when-someone-dies/>

### **Cruse Bereavement Care & Hope Again**

Cruse offers support, advice and information to children, young people and adults when someone dies.

0808 808 1677

[helpline@cruse.org.uk](mailto:helpline@cruse.org.uk)

<http://www.cruse.org.uk/home>

**Hope Again**

Hope Again is the youth website of Cruse Bereavement Care where young people who are facing grief can share their stories with others. Bereavement counsellors are available via the free confidential telephone number (NB: this is the same number as Cruse Bereavement Care.)

0808 808 1677

[hopeagain@cruse.org.uk](mailto:hopeagain@cruse.org.uk)

<http://hopeagain.org.uk/>

**Winston's Wish**

Winston's Wish offers a wide range of practical support and guidance to children, families, professionals and anyone concerned about bereaved children.

08452 03 04 05 (NB: Monday to Friday, 9am – 5pm. Calls are charged at two pence per minute.)

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

## APPENDIX G - INFORMATION FOR PARENTS

### Appendix G (i) - Behaviour your child may show following a critical incident

#### Feelings

In tragic situations children and young people experience similar feelings to adults. They need support in coming to terms with traumatic events but they might not be able to express their feelings in words. Children, particularly young children, often show their feelings through their behaviour.

#### Physical Effects of the crisis

Changes in eating habits, sleep disturbance, headaches, feeling sick, periods stopping or becoming irregular, toileting accidents.

#### Mental Effects of the crisis

Increased sensitivity to potential danger or loud noises, loss of concentration, memory problems, bad dreams, feeling confused about life, constant tiredness, fear of being left alone, fear of the dark, fears for their own safety and that of loved ones.

#### Emotional Effects of the crisis

Feeling scared or nervous, angry, numb, helpless, guilty at surviving, sad for the loss or losses, shame at being 'emotional' or 'not coping' with everyday events, unwillingness to go to school, clinginess, reluctance to talk (particularly older children), withdrawal, lots of pretend play.

*Of course, every individual will respond to events differently, but people who have suffered a bereavement or other loss may go through these stages –*

- Accepting the reality of the loss ..... (Goodbyes...)
- Experiencing the pain and grief ..... (Crying ...)
- Adjusting after the loss ..... (Exploring ...)
- Letting go and moving on ..... (Making plans ...)

#### How can you help your child?

**Do** take opportunities to talk about what has happened;

**Do** be honest about how you feel;

**Do** encourage your child to express their genuine feelings;

**Do** try to keep to a normal routine;

**Do** reassure your child that these are normal reactions to abnormal events;

**Do** reassure your child that they did everything they could;

**Do** allow time for healing to take place and encourage your child not to expect too much of themselves;

**Do** emphasise that seeking 'help' is not weak .... it shows strength to face your fears;

**Do** point out that other people will be experiencing their own reactions to the incident and that they may handle things differently;

**Don't** let any personal sense of helplessness keep you from reaching out;  
**Don't** say "You ought to be feeling better by now", or anything to imply a judgement about their feelings;  
**Don't** tell them what they should feel or do;  
**Don't** change the subject when they mention their loss;  
**Don't** avoid mentioning their loss out of fear of reminding them of their pain (they haven't forgotten it);  
**Don't** suggest that at least they should be grateful for their .....;  
**Don't** make any comments which in any way suggest that their loss was their fault.

### **BOOKS for children and young people following bereavement:**

#### **Very Young – 3 - 6 Years**

Badger's Parting Gifts – Susan Varley  
The Very Hungry Caterpillar – E Carle  
Remembering Mum – G Perkins and L Morris  
The 10th Good Thing About Barney – Judith Viorst

#### **Mid Age – 7 - 11 Years**

Geranium Morning – E Sandy Powell  
The Accident – Carol Carrick  
I'll Always Love You – H Wilhelm

#### **Teenage – 11 - 16 Years**

The Charlie Barber Treatment – C Lloyd  
Gaffer Samson's Luck – Jill Paton Walsh  
Alex and Alex in Winter – T Doder  
A Summer to Die – L Lowrey

## **Appendix G (ii) - The needs of bereaved children**

- Accurate information given in an open and honest way. Give age appropriate explanations about the cause of death aiming to reduce confusion. Do not use abstract explanations or euphemisms (e.g. has gone to sleep, or on a journey).
- Having fears and anxieties addressed. Give reassurance that they are not to blame and give opportunities to make this clear even if the fear is not expressed openly. This may include fear of themselves or other family members. Be willing to answer their questions despite the fact that they may be very awkward. If you do not know the answer, say so and talk about how you could help the child to find out.
- Do not presume you know what the child is feeling. Be active in listening and reflect back what they say. We do not know how they feel and we need to acknowledge this, purely to take a lead from the child. Sometimes they need space but at other times they may wish to raise a situation and respond to this. Feelings should be respected as real and genuine and you can help by listening and reflecting.
- Reassurance that they are not to blame. Give opportunities to make this clear even if the fears are not expressed openly. This is especially so for young children who may feel responsible in some way for the death.
- Model appropriate grief behaviours, particularly true in terms of remembering the death. Do not be afraid to use the person's name and share the memories. Be willing to share your own experiences of loss, taking about sad and happy memories.
- Opportunities to remember. Anniversaries, birthdays, keeping photos and reminders such as memorials are important in helping the child to make the loss real and find a way of remaining connected. Validate their feelings. Establish a balance between reassuring that time heals but acknowledge current feelings. Allow time to talk. It is important to give this time for cognitive mastery. Writing, drawing and music may also help during this process.
- Help to deal with overwhelming feelings. School may be a safe place where they can show emotions without upsetting family members. Opportunities to write and draw and play will allow expressions of these strong emotions in a secure environment and help to make the feelings more manageable. During the grieving process emotions may feel overwhelming and children will need to know how they can deal with these within the context of school. Talking and listening, but most importantly respecting the child's needs. Talk when they want to and respect their privacy at other times.
- Continued involvement and inclusion in daily activities. Children need the structure and familiarity of their routines to support them through the period of grief. Help them to return to school and maintain their social lives.

## **APPENDIX H - INFORMATION SHEETS DESCRIBING PUPILS' POSSIBLE RESPONSES FOLLOWING AN INCIDENT:**

### **Appendix H (i) - Pupils in Key Stages 2 and 3**

This sheet will try to explain feelings you might have about death.

Use this sheet:

- If someone you know has died
- If a friend is upset about a death and you want to help

Everyone loses things at some point, and everyone will lose someone they care about at some point. It is normal to be upset when this happens, and it can help you to talk to a grown up about how you feel.

Death is a natural part of life for everything – you may have learnt about how a leaf starts as a bud, grows to be a little leaf, then a bigger leaf, then dies and floats peacefully down.

When someone close to you dies -

Some people:

- Want to eat more, or less;
- Find it hard to sleep, or feel tired all the time;
- Get headaches, or feel sick;
- Feel scared or the dark, or of loud noises;
- Worry about being safe, or about people they love being safe;
- Don't want to be on their own, or only want to be on their own;
- Have bad dreams;
- Can't concentrate, or can't remember things;
- Think the death is their fault;
- Feel worried, or angry, or sad, or ashamed;
- Feel bad that they are still alive when someone else isn't;
- Don't want to go to school;
- Get upset about ordinary things.

Nearly everyone will feel some of these things. It is a good idea to talk to a parent, teacher or friend about your feelings when someone dies.

It is a good idea to share happy memories about the person who has died, with other people who were close to them.

It is a good idea to draw pictures of the good memories you have of the person and make your pictures bright and colourful, or to write a poem or story about the happy things you can think of.



## Appendix H (ii) - Pupils in Key Stages 4 and above

This sheet will try to explain feelings you might have if you have been affected by death, or if you are trying to prepare for a loss.

After a death, it can be difficult to talk about your feelings. As well as your parents or teachers there are other people available to listen to you such as counsellors and psychologists. Your school Educational Needs Coordinator will be able to put you in touch.

It is useful to talk to friends or other young people who have experienced a similar situation.

*Further information can be found on the Internet and in 'Good Grief: Exploring Feelings, Loss and Death' by Barbara Ward, Jessica Kingsley Publishers.*

### If someone you know has died

- Do not be afraid to use the name of the person who died and talk about them naturally.
- Remember that other people will feel the same as you do, so don't be afraid to talk.
- Do not be scared of crying or being emotional – it's an entirely healthy reaction to loss.
- It may help to write your feelings down on paper, in a diary or a letter that you don't send. Or write a letter to the person you lost, and tell them things; don't send the letter anywhere.
- Natural responses to grief vary, and you may experience some, all or none of these.
  - Anxiety;
  - Not wanting to go to school or college;
  - Feeling depressed, guilty or angry;
  - Becoming ill more easily, like a cold or stomach upset;
  - Feeling more nervous and restless;
  - Feeling afraid of the dark;
  - Finding it difficult to sleep;
  - Having nightmares;
  - Developing a fear of hospitals or doctors;
  - Loss of concentration;
  - Become fixated on food;
  - Wanting to talk only to people in your family, or only wanting to speak to 'outsiders'.

These reactions are normal and they will stop with time. The grief process may take years, and people take different amounts of time to deal with things.

If you are trying to prepare for the death of someone close to you, you might find this advice from someone to whom this happened helpful:

- When the tragic news is given, there may be feelings of numbness and sadness. Allow your feelings to come out and talk to the person if possible. They may have some ideas of how they would like to be remembered. It will be difficult but will give some comfort after they have died, knowing that their wishes were fulfilled.
- Having lots of people around can be very helpful, and can assist everyone in dealing with the situation.
- The person who is dying, is often the most realistic and “comfortable” of all. Sometimes they are more able to accept what is happening, than family and friends.
- While funerals/cremations are emotional, they help everyone who cared for the person who has died, and signify the completion of the cycle of birth to death. They allow closure and allow those affected to lay their loved one to rest.

## **APPENDIX I - INFORMATION SHEET ABOUT THE GRIEVING PROCESS**

Grieving is a normal, essential response to the death of a loved one. It can be short lived or last a long time depending on the personality involved, the closeness of the relationship, the circumstances of the death and previous losses suffered.

In many cases, this grief can take the form of several clearly defined stages. Very often a bereaved person can only resume a normal emotional life after working through these stages.

### **Shock and Disbelief**

This happens when our model of the world is upset. One not only loses the person but life also can feel that it has lost its meaning. Shock can take the form of physical pain or numbness but more often consists of complete apathy and withdrawal or abnormal calm, in some cases even anger. Numbness can act as a defence so we are able to cope with the immediate jobs and needs.

### **Denial**

This generally occurs within the first 14 days and can last minutes, hours or weeks. In this stage the bereaved person behaves as if the dead person is still there, no loss is acknowledged. The dead person's place is still laid at meal times, for example, or a husband may make arrangements for both himself and his wife to go somewhere together.

### **Growing Awareness**

Many feel at this stage that they are abnormal because they have never before experienced the waves of savage feelings that surge through them and over which they have not control, e.g. tears, anger, guilt, sadness and loneliness. Some or all of the following emotions may be experienced over a year or more:

- **YEARNING AND PINING** - Urge to search, go over death, trying to find a reason for death, visiting where it happened
- **ANGER** - This can be against any or all of the following – the person who caused the death, in case of accident, God for letting it happen, the deceased for leaving them.
- **DEPRESSION** - The bereaved person begins to feel the despair, the emptiness, the pain of the loss. It is often accompanied by feelings of redundancy, the lack of self-worth and point to anything. If a person can cry, it usually helps to relieve the stress.
- **GUILT** - This emotion is felt for the real or imagined negligence or harm inflicted on the person who has just died. People often say “If only I had called the Doctor – not gone out” etc. There is a tendency to idealise the person who has died and feel they could have loved them better. The

bereaved can also feel guilty about their own feelings and inability to enjoy life.

- **ANXIETY** - In extreme cases, anxiety can even become panic – as the full realisation of the loss begins to come through. There is anxiety about the changes and new responsibilities that are taking place and the loneliness looming ahead. There may even be thoughts of suicide.

### **Acceptance**

This generally occurs in the second year, after the death has been relived at the first anniversary. The bereaved person is then able to relearn the world and new situations with its possibilities and changes without the deceased person.

## APPENDIX J - INFORMATION SHEET ABOUT COPING WITH A TRAUMA

A traumatic event that has caused strong reactions has potential to interfere with our ability to function normally. Even though the event is over it is likely that a number of reactions will be experienced. Sometimes stress reactions appear immediately and briefly and sometimes they occur for several days or weeks or months after the end. These variations are normal. If it is overwhelming it does not mean that you are weak or crazy. It simply means that the event has a powerful personal effect. Different people need different amounts of time to recover.

### Distress signals

#### Thinking distress signals

confused thinking  
difficulty making decisions or solving problems  
disorientation  
nightmares  
suspiciousness  
intruding images  
blaming someone  
poor attention span  
heightened or reduced alertness

#### Physical distress signals

excessive sweating  
dizzy spells  
  
increased heart rate  
chest pain  
muscle tremors  
headaches  
grinding teeth

#### Emotional distress signals

fear, panic, anxiety  
guilt  
denial  
agitation, irritability  
depression, intense anger  
apprehension  
emotional outbursts  
feeling overwhelmed out of control  
displaying inappropriate emotions

#### Behavioural distress signals

becoming withdrawn  
antisocial actions  
inability to rest  
changes in speech patterns  
loss or increase in appetite  
being hyper alert

### Common reactions include

**alarm** - efforts to make sense, shock and stunned confusion. Our usual abilities to cope are overwhelmed with heightened level of suggestibility, fear and inadequacy.

**resistance** - this involves coming to terms with the event and experiencing less intrusive responses and more personal control.

**exhaustion** - occurs when coping or management of the experience is ineffective.

## Effective coping strategies

The best coping strategy is to talk about the events with family, friends, clergy or co-workers. Other positive coping strategies include:

- taking extra time to accomplish ordinary tasks;
- maintaining a regular routine of eating, sleeping and working;
- getting quiet recreational exercise in nature;
- interpreting physical symptoms;
- reminding yourself that you're normal having these normal reactions;
- getting plenty of rest;
- realising that thoughts/flashbacks are normal and decrease over time;
- spending time with others;
- keeping busy;
- maintaining a normal schedule;
- asking yourself what emotions you are actually experiencing;
- writing about your experiences;
- being careful not to make the event into an obsession;
- learning a relaxation technique.

## Maladaptive coping strategies

Maladaptive coping strategies serve either to push out of awareness any memory of the traumatic events, or to give you a false sense of accomplishment. Unfortunately, such strategies serve no purpose in helping you integrate the trauma into your sense of self.

- a compulsion to work more than usual
- an increased use of alcohol, coffee, etc.
- a temptation to make hasty major life decisions
- a tendency to avoid any feelings or thoughts about the vents

## Adjusting to the experience

The process can be assisted by the emotionally affected person engaging in the following:

**Acceptance** - recognising their own reactions and acknowledging that they have been through a highly stressful experience. Excessive denial or lack of acceptance may delay recovery.

**Support** - seeking other people's physical and emotional support. Talking to about feelings to loved ones and close friends. Sharing with others who have had similar experiences.

**Going over the events** - allowing memories of the critical incident to come into their minds as there is a need to think about it and to talk about it. Facing the reality bit by bit rather than avoiding reminders of it.

**Expressing feelings** - expressing feelings rather than bottling them up. Talking about experiences and feelings are natural healing methods for these types of events.

**Taking care of self** - sleep, diet, rest.

**The positive effects** - after traumatic events people frequently become wiser and emotionally stronger. They are better able to cope with everyday stresses of life. The traumatic event can be a turning point where they can re-evaluate the meaning and value of life and appreciate little things that often they had overlooked.

Director of Counselling & Psychotherapy for the States of Jersey

