



**UK TRAUMA  
COUNCIL**



# *Critical Incidents*

**IN EDUCATIONAL COMMUNITIES**

Guidance on  
creating the best  
environment for  
recovery

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# Welcome

Much as we wish to protect children and young people from experiencing potentially traumatic events, there will be times when that is not possible. Inevitably some events will affect all, or a large part, of an educational community such as a school, college or early years setting. We refer to such events as Critical Incidents.

It can be overwhelming when an event affects not just an individual, but large groups of children and young people, as well as those around them such as their peers, families and professionals. Many of those affected, including staff, may be distressed and have some difficulties initially. However, over time many will recover, and educational communities have tremendous potential to provide precisely the sort of environment that best supports recovery.

This resource leans on research evidence to provide principles that can guide the leaders of the educational communities so that they know how best to respond over the days, weeks months and even years following critical incidents. It also provides guidance so that educational communities can prepare themselves in advance.

Thank you for taking the time to think about how you can best support children and young people following critical incidents. We hope that this resource helps you, to help your children and young people.

**David Trickey**

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## Part I

# Overview

### What is a critical incident?

We describe a critical incident as an event that is potentially traumatic, and affects a large part, or the whole of your educational community, rather than just one or two individuals.

### What is this guidance?

This guidance forms part of a set of resources that has been produced by the UK Trauma Council to help staff in early years settings, schools, alternative provision settings and colleges to respond to critical incidents. It is based on research by Hobfoll et al. (2007)<sup>1</sup> which identifies five principles for recovery after traumatic events. These principles underpin the recommendations we make throughout this set of resources.

### Who is it for?

The portfolio is for management or leadership teams and other staff who might lead or support in the event of a critical incident. It is for any educational community (e.g. school, college, early years setting or alternative provision), that supports children and young people of all ages, backgrounds and abilities.

### How will it help?

There is no one-size-fits-all road to recovery after a critical incident, as every event (and every educational community) is unique. This guidance doesn't provide a descriptive manual of exactly what to do and when to do it. Instead, it will help you be confident that your response is anchored in evidence and best practice, whilst still tailored to your specific setting, with your particular children, young people and staff. The guidance is split into four different stages, but these are not rigid cut-offs, and we encourage you to use it flexibly as best suits you.



## **Why bother with the guidance?**

No policy and list of actions can prepare you to respond to every eventuality. This guidance will help you understand how you can reduce the impact of trauma, best support the recovery of children, young people and staff, and enable your early years setting, school or college to function effectively.

## **How are we using language?**

Language is important. We have tried throughout this guide to use appropriate language that is inclusive and anti-discriminatory. We won't always get it right, and we welcome your comments and suggestions for how we can make improvements.

We have used the term educational communities to include early years settings, schools, alternative provision settings and colleges: this guidance is for all of you. It is aimed squarely at staff who support, educate and care for those aged from 3 – 19 years (up to 25 years for those with SEND) and we therefore use children and young people throughout to include your children, pupils and students.

We have specifically taken into account how best to support autistic children and young people. Following guidance from the National Autistic Society and our own advisors, we refer to autistic young people rather than young people with autism throughout. This is because many autistic young people see autism as intrinsically part of who they are, and not a 'condition' that they have .

## Part II

# Five Principles for an evidence-informed response

This guidance is rooted in five, evidence-based principles for best practice following a critical incident, to create the best environment for recovery. The principles can be best adapted by those who best understand the particular needs of the staff, children and young people in your educational community. (For a summary of the evidence see Supplement 1.)

If your single question is *"what can I do to help the recovery of those in my educational community?"*, simply ask yourself what you can do that will help them to feel:

- 1 **safe**
- 2 **calm**
- 3 **connected**
- 4 **in control**
- 5 **hopeful**



## Principle 1 *safe*

You will, of course, want to make sure that everyone in your educational community is actually safe as soon as possible. That is likely to be your first priority. But to reduce the negative impact of the event and enhance recovery, it is important to help your children, young people and staff to *feel safe* as well. This may be a little more complicated than simply ensuring their safety and then communicating that to them. The nature of traumatic events is that they tend colour people's view of the world, themselves and others. They may now see their world as a dangerous and unpredictable place, regardless of the actual level of risk. They may see themselves as vulnerable, helpless and fragile. They may see others (including you and other staff) as dangerous, violent, untrustworthy or even malicious. In the eyes of your children, young people and staff, the catastrophic message of the trauma may wash away years of evidence to the contrary. Or in some situations it might simply confirm ideas that they had previously held.

They may need to relearn that the world is safe, that they are resilient, and that others can be safe, compassionate and trustworthy. You can do this partly by ensuring that they are surrounded by evidence to support a more balanced view of things, and by drawing their attention to it. A sense of safety can also be communicated in

quite subtle ways. Being reliable, doing what you say you will do, being where you say you will be and the tone of your communication to staff, children, young people and carers will speak volumes about how reliable others are and how predictable the world is. After a traumatic incident, it can take a lot of convincing for the brain to feel safe again, so it may take time and effort for this rebalancing to take effect.

Even if there is an actual lack of safety that is ongoing (e.g. an epidemic, a flood), enhancing actual safety and a felt sense of safety as much as is possible can still reduce the negative impact of the events. This is not about pretending that all is well. Rather, it's about helping children and young people to develop realistic and balanced views of how safe things are based on factually accurate information.

As those in your educational community have repeated experiences that confirm that the world is safe, that they are capable, and that others can be trusted, they can start to develop more realistic beliefs. These will still include the facts of the critical incident, but in a more balanced and useful way. For example, they can start to see that although the person who committed the assault was violent, that doesn't mean that everyone is; or, even though that coach crashed, that doesn't mean that every vehicle is inherently unsafe.



## Principle 2

# calm

During overwhelming events such as critical incidents, an instinctive flight-or-fight response can be triggered. Even after the event is over, the body and the mind can struggle to return to a relaxed, regulated state, instead staying on high alert. Finding ways to begin to feel calm following a critical incident will benefit everyone, even though they and you might initially feel anything but calm.

It is not your responsibility to get everyone to simply calm down. However, there are things that you can do to help them to manage their emotions, so that they are not overwhelmed by them. Rather than trying to screw the lid back on to a bottle of fizzy water that is spraying out the top, it's better to let the water fizz out and then put the lid on. Similarly, it can be useful to acknowledge and validate the strong emotions that children, young people and staff may have. These are really normal.

Staff are usually pretty expert in helping children and young people to regulate their emotions; many are well able to help them be alert enough to learn, but not so hyper-aroused that they can't concentrate or can't sit still. It is important to recognise that although staff are usually able to help students regulate their emotions, they may feel overwhelmed and less able to provide support following a critical incident.

Staff will know well that children respond to different strategies – some will need to run around in order to settle, others will respond well to relaxation exercises and others will respond best to having something else to keep themselves busy such as colouring or a fidget toy of some description. Again, staff are skilled at being able to provide appropriate personalised strategies for different children and young people.





### Principle 3

## *connected*

Being connected to, and supported by, others can go a long way in helping people cope with critical incidents. This means that following a potentially traumatic event, providing additional time to nurture connections can be extremely valuable. Keep connection in mind throughout your responses, building on relationships between staff, home and your children and young people. Be flexible in supporting children and young people to build valued connections with those whom they feel most safe, even staff from other year groups and departments.

You may also want to look out for those who are isolated. For example, a new child, young person, or member of staff who is new to the

area and may not have yet established a network of friends, or a child or young person who tends to be more of a loner. You might want to draw on some of the ideas we suggest in the immediate and medium term sections about helping children and young people to feel connected. However, it is the quality of the connections rather than the number that is important here. You may have some children and young people who appear popular and who make friends very easily, but in reality, their connections may be relatively shallow and not particularly supportive. And there may be others who appear to have just a small number of connections, but they are very supportive and nurturing.



## Principle 4 *in control*

Believing you can have some influence over your life and the world around you is a key factor in wellbeing. In the research by Hobfoll et al. (2007) <sup>2</sup> this is referred to as 'sense of self-efficacy', which is a bit more than just feeling in control of things. Self-efficacy is the confidence that someone has that they can influence things around them and that their actions can lead to positive outcomes. Some children and young people may not have had a sense of self-efficacy before the critical incident. For those children, the event may confirm very powerfully their sense of helplessness and powerlessness. For others, a critical incident may wipe away any sense of self-efficacy that they had. Of course, there will be some whose sense of control and influence will remain intact despite the events that have occurred.

Critical incidents can also change the way that children and young people see themselves and the groups to which they belong (e.g. class, tutor group, school or college, family, community, faith-group, ethnic group) and they can start to believe that they are collectively powerless, vulnerable, and lack resilience.

The response of professionals, including staff in your community, can actually compound that sense of powerlessness. Bringing in

specialists from outside may be necessary, but if not done thoughtfully, it can give the message that your community cannot cope. Broadly speaking, when working with external services, you want to make sure that the specialists work in a way that is empowering and does not undermine you and your community's sense of self-efficacy. Of course, children and young people cannot make all the decisions about what happens around them, and there will rightly be a limit to what they can influence. But the way that you involve them in decisions, and the way you communicate with them when decisions are made without them, can help to reduce a sense of powerlessness.

Given that many of your children or young people and staff will have been coping well enough before the critical incident, your response may be aimed at reminding them of their abilities, strength and courage as opposed to starting from scratch.

This sense of self-efficacy extends to groups as well as individuals. It may be important for classes, year groups and tutor groups to be helped and supported to do things for themselves so as to instil a sense of power, control and self-efficacy, rather than everything done for them.



#### Principle 5

# hopeful

Feeling hopeful about the future can be very important in recovery. This is not about pretending that the event was not that bad and it does not involve trying to forget the past and just focus on the future. Instead, it involves acknowledging the negative aspects of what has happened, accepting that some people may be struggling to cope, and at the same time holding onto an expectation that things will get better as you get through this. How an individual or community finds hope will vary according to their values and cultural backgrounds. Hope may be based on an internal sense of self-efficacy, a belief that others will help, or a spiritual belief that a God has it all under control. However, the extent to

which hope is preserved will depend partly on what meaning is made of the event. Maybe the meaning the event has for them has resulted in them feeling permanently unsafe, or vulnerable. Maybe it has changed their view of others and made them fearful or unable to trust. The event might have also coloured their view of the world and left them feeling angry that it is a bad place. What meaning is made of the event depends partly on the information provided and the conversations had – these latter elements are things that you have some control over. Helping your community feel safe, calm, connected and in control will invariably influence the meaning they make of the event, and help to foster a sense of hope.

# Summary

Following a critical incident, the best environment for recovery is one where children and young people feel:

**safe** Children and young people may need help relearning that the world is a safe place, and that others are compassionate, reliable and trustworthy. As well as establishing actual safety, the community will benefit from a feeling of safety both at home and in their educational setting.

**calm** Traumatic events can trigger a fight-or-flight response, making it more difficult to calm down. Helping children, young people and staff relax their bodies and better regulate their emotions can go a long way in helping them feel more at ease.

**connected** We're more resilient against traumatic events when we feel connected to and supported by the people around us. Prioritising connection and social support will help everyone feel more able to cope.

**in control** Beliefs about the control and influence we have over the world around us can often be shaken after a critical incident. You can help your community feel more in control by involving them in decisions that affect them.

**hopeful** Feeling hopeful about the future is an important part of recovery. Whilst acknowledging and validating the distress of the present, together you can hold on to the hope of a more positive future.

## Key messages from young people who have "been there"

Whilst developing these resources, we were fortunate to benefit from consultation with several young people who had experienced critical incidents. Before sharing the evidence-based principles with them, there were some key messages that came up repeatedly during our discussions:

- School and college response must be flexible, and should prioritise mental health and recovery over academic performance. (Of course in reality these two are not exclusive, in fact you cannot expect a student to perform academically unless they have been helped to recover sufficiently from the critical incident first).
- Communication between the responding adults is crucial (e.g. if a therapist says the pupil can bring a friend to the therapy in school, but the teacher then says they can't, that makes them annoyed with both the therapist and the teacher: one pupil can't use the therapy and their friend can't make use of the lesson).
- Understand that recovery takes time, not just a couple of weeks.
- Avoid triggers and avoid forcing them to talk about it.
- Sometimes traumatic reactions are hidden and may not be obvious.
- Every young person is different, every event is different, so what they need is different. Give them more choice and more control.



## Part III

# The stages of response

### It's not all about you, but ...

In the safety briefing on planes, they tell you to “fit your own oxygen mask first, before assisting others”. The same applies with leading the response to critical incidents. If you really want to do the best for your educational community, you must make sure that you are in the best psychological shape possible. This is not about being selfish: it's about looking after yourself, so that you can better look after others – you can't pour tea from an empty teapot.

**This section of the guidance is structured around four stages:**

#### first stage

### Preparation

#### second stage

### Immediate response

#### third stage

### Medium-term response

#### fourth stage

### Ongoing response

## First stage

# Preparation

## Applying the five principles before a critical incident

Early years settings, schools and colleges are very experienced in being flexible and coping with the many things that are part of the running of their educational community. However, critical incidents can put even the most adaptable staff to the test. Putting some time aside before a critical incident will help you and your staff to think together about how you can all best respond. Then, when something does happen, you will all be better prepared, and most able to support recovery.

### Management/leadership team and beyond

As a management or senior leadership team you will want to put aside some time to look at the UKTC critical incidents guidance and resources and consider how the evidence and guiding principles would apply to your community. Involve your governing body or management committee in this preparation so that they too are well placed to support your educational community. You might also review your current critical incidents policy in light of your learning about the evidence-based principles. Identifying potential roles (your Critical Incidents Management Team) to be taken on by senior staff in the event of a critical incident will help everyone feel more prepared. It will also remind you of the skills within your staff team so you can confidently lead an evidence informed response from within. You will want to carefully consider the role of those outside the educational community who may possess specific trauma expertise but do not have the in-depth knowledge of your particular children, young people, staff and culture; and furthermore, do not have established relationships with your children and staff. Whilst it might be tempting to rely on external agencies, your children, young people and staff might prefer the familiar faces of trusted adults.

**Staff INSET** We recommend involving all staff in a training session about critical incidents as part of your preparation phase. This should include midday supervisors and office staff. A whole community response needs those who are likely to be comforting children and young people, as well as those on the front desk who are the first port of call. Include your governing body/ management committee in the training too. The UKTC Critical Incidents INSET resource (including a PowerPoint presentation, supporting notes and videos) has been designed for you to use with your staff team.

**Policy** Consider updating your critical incidents policy drawing on the guiding principles and building on the discussions from your staff INSET session. The UKTC provide a policy framework document and separate policy templates for early years, schools and colleges.

## Summary

Time spent preparing for a critical incident without the urgency and high emotions that a potentially traumatic event might trigger can really benefit your community.

Work as a leadership or management team to:

- consider how the guidance might best apply to your community
- provisionally assign roles to form your Critical Incidents Management Team
- use the UKTC Critical Incidents INSET resource to facilitate staff discussion
- update your policy in light of your learning

## Second stage

# Immediate response

## Applying the five principles in the first days after a critical incident

Critical incidents can be very distressing for all involved. Understandably, at times some may feel overwhelmed or incapacitated. All this is totally normal. At this stage, your role is not to eradicate any sign of distress and act as if nothing has happened. Rather, your role is to provide the best possible environment for recovery.

You may find yourself wishing that some external experts would come and deal with everything. But your children and young people (and staff) will probably already have experienced enough unpredictability and unfamiliarity. In such circumstances, who better to help them than adults that they already know and trust; adults who are able to be calm, compassionate and containing; adults who can offer structure and predictability at a time when the world might suddenly feel very frightening? Most children and young people will already have trusting relationships with some of your staff, and those relationships will be crucial in fostering recovery.

Remember, children and young people are likely to cope best if you are able to provide them with opportunities to feel:

- 1 **safe**
- 2 **calm**
- 3 **connected**
- 4 **in control**
- 5 **hopeful**

You may be surprised at just how simple these ideas are. However, the critical incident might have undermined some fundamental aspects of their lives. Therefore the first priority and probably the most helpful thing is to reinstate some of these fundamentals.

Let's look at each principle in turn, and explore how you might use each one to guide your response in the immediate aftermath of a critical incident.

### 1 | safe | immediate response

There are many things that you can do that will help children and young people to feel safer following a critical incident. As a familiar trusted adult your leadership and presence will be key, ahead of any external professionals who are not already well known to your educational community. This is not to say that other professionals cannot play an effective supporting role, even at this early stage.

If you have a school or college counsellor, you may wish to draw on their skills as part of your Critical Incidents Management Team. Your educational psychologist may also be a key part of your immediate response. The roles of each of these professionals are considered in more detail in Supplements 2 and 3.

### The importance of familiarity

Structure and predictability can go a long way in helping to restore a sense that the world is not completely unsafe. This might be especially true for neurodiverse children and young people, who in particular benefit from familiarity and structure. The familiar routine and structure of your timetable can give a strong message that at least some things remain predictable and familiar. Of course, such routines should not be applied rigidly and there may initially need to be some flexibility. So, you may well adjust the timetable in the short term. However, if the timetable appears to have gone out of the window indefinitely, that

might actually make some children and young people feel less safe and secure and may lead them to believe that the critical incident has had a critical impact on the running of their community.

According to the theory known as Maslow's Hierarchy of Needs<sup>4</sup>, a prerequisite to feeling safe is having our physiological needs met. Do the children, young people and staff need food, water, or sleep? It's difficult to feel safe if you're hungry, thirsty or tired.

### Communication

Giving your staff, children and young people information about what has happened will be key in promoting a sense of safety, particularly in the immediate hours after the incident. Information giving is explained in more detail later in this section.

### Safe from media

At all stages, making sure that children, young people and staff are safe includes making sure as much as possible that they are safe from rumours and speculative accounts. With the various social media and news platforms, it is likely to be impossible to prevent them from coming across accounts that are speculative, inaccurate, and even horrific. However, by giving children, young people, staff and carers reliable and trustworthy information about what happened, you can equip them to deal with the other accounts that they will come across. It may feel as if you have no control over the way that the event is reported by the news media, but in fact by providing such media sources with reliable and useful information you can start to influence their accounts. You may even be able to establish relationships with some reporters with a view to negotiating with them about how the incident can most usefully be reported.

Carers can obviously play an important role in monitoring and possibly limiting the media accounts that their children have access to. It may be useful to explain this to them and make them aware of the potentially harmful effects of reading accounts of the event in the media.

### Safe at home

For most but not all children and young people, returning to their home and to their carers following critical incidents is one way that they can be helped to start to feel safe and secure. If that is not possible, or for some children, not suitable, are there other familiar and trusted adults who can be with them?

Communicating with parents and carers is really important. If children and young people are receiving different information from different adults, then they are likely to feel even less safe because they will not know which source to trust. So, if you are able to let parents and carers know what you are telling their children, the parents and carers can then re-enforce and strengthen the message by providing information at home that is consistent consistent with what you are telling them.

For this temporary period, you may find that you take on a role that extends beyond the buildings of your educational setting and beyond the normal working day. It's important to ensure you have adequate support while taking on this additional responsibility and emotional toll.

### When the death appears to be suicide

Leading your educational community following a death that appears to be suicide requires additional care and sensitivity. The same principles will of helping everyone feel safe, calm, connected, in control and hopeful however still apply. You will be mindful of the family's wishes about how they want the death to be talked about and will want to take care to monitor any children or young people who were close to or found the person who died. Those struggling with their own mental health may also be particularly vulnerable, so you may wish to read our recommendations for supporting them in **Supplement 2: Identifying and monitoring children and young people**. Papyrus also provides an excellent guide **Building Suicide Safer Schools and Colleges** ([www.papyrus-uk.org/schools-guide](http://www.papyrus-uk.org/schools-guide))



### Principles in practice:

#### A pre-school responds to the death of a child

Following the unexpected death of 4-year-old Samia, staff at Bumblebee Nursery wanted to offer something to help her friendship group. The children were invited to choose a teddy and they named it Samia, after their friend. They also chose to dress their teddy in yellow, Samia's favourite colour. This helped the children have a sense of control and influence over how they could remember her. The nursery staff made a cosy corner for Samia Bear and encouraged the children to give her a cuddle if they were feeling overwhelmed. This gave the children a clear way to help themselves feel calm and this helped staff to monitor those who were struggling and offer additional support to help them feel safe and supported. The management committee then fundraised with the families to raise money to buy each child their own Samia bear to keep at home, connecting home and nursery and bringing everyone together to support their children.\*

*\* Details have been changed so that people and places cannot be identified*

## 2 | calm | immediate response

### Regulating strong emotions

It can be helpful to put practices in place that will help children and young people to take control of their physiological responses, regulate their emotions and begin to cope once the critical incident has passed. For some, that might be learning some relaxation skills, for some it might be doing art and craft activities, for some it might be playing sports and games, and for others it might be listening to or playing music. It might simply be having access to a space that feels calm and quiet. Some children and young people might express their emotions in very physical ways so supporting them to do so safely will be important.

You may want to explain the fight-flight response to your children and young people, so that they can understand why they are having such strong feelings. This reduces the risk of

them being confused or even scared by their own reactions. It can also be useful to explain that such strong feelings are very common in the short-term, are nothing to be feared and often diminish over time.

Some children and young people really struggle with regulating their emotions and may be at risk of having a panic attack. Although this can be frightening to see, it is helpful if they can be approached in a calm and containing manner, asked what their immediate concerns are, and if necessary, help them to take normal, slower, deeper breaths. Ideas for supporting class groups with emotional regulation are included in the [lesson plans found here](#). For some, simply having familiar and trusted peers and adults around them can have a hugely important impact on how calm they feel. And for others, the respite of a pleasant activity can break the panic cycle.

## 3 | connected | immediate response

### Maximise opportunities for connection

Sometimes, after very frightening or upsetting events, children and young people may isolate themselves and might actively deny themselves support and connection. In many ways, educational communities provide the perfect place for children and young people to connect with others and to benefit from the support that can be offered. The timetable or the expectations on them may need to be adjusted to allow for additional emphasis on social support and connection. For example, being flexible about friends sitting together in class or facilitating social activities at break times. Some children and young people may have close and trusted relationships with staff in other year groups or departments. In the short term, it may be beneficial for them to be supported by these familiar staff. Although you are likely to be very busy at this time, your visible presence and that of your wider staff team in and around your site can help foster the sense of community that will be much needed.

## Community support

You may also find it helpful to draw on the support of other community leaders who play a role in your setting and within the lives of the young people. This might include youth workers, a parish priest of a church school or nursery or the local Imam who has a good relationship with your Muslim families. Working together with shared vision and understanding of these principles can help 'share the load' and provide wrap around care that might be needed for those who are struggling.

### **Principles in practice:** **A primary school responds to the death of their teacher**

*Just before the beginning of the new school year, the reception teacher at Greengate primary died. Initially, the leadership team focused on the key role of supporting the grieving school community to remember their much-loved teacher. However, they also recognised that a new cohort of children would be starting school imminently and knew it was important for them, and their families, to have the first day at school memory without it being overshadowed by the death of Mrs Medlock. Some careful planning allowed a staggered start to the first day of term, whereby the school community who knew Mrs Medlock arrived together first, to feel connected. to feel connected as they lay flowers and hung messages from the pear tree on the school field. A later start for the new reception intake enabled them to provide some hope for future of the community that somehow life at school would go on.\**

\* Details have been changed so that people and places cannot be identified

## **4 | in control | immediate response** **Involvement in decision making**

Critical incidents can really challenge an individual's sense of self-efficacy. Fortunately, educational communities are very well placed to help children and young people repair (or perhaps instil for the first time) beliefs in their ability to

### **Identifying those that might need more help**

At all stages of your response, you will also want to specifically identify any children, young people or staff who may need more support. This will likely include those:

- most impacted by this critical incident, those who witnessed it or are close to those who were injured or have died,
- whose routine has been most disrupted,
- with previous experience of trauma or other similar events (including those who are care experienced or those with experience of the asylum-seeking process),
- with SEND who might need additional support in understanding and processing what has happened and what it means for them,
- who are isolated in their peer group, home environment or local community including those from minoritised groups,
- who have previously been bereaved,
- with pre-existing mental health needs,
- who are more quiet than normal and might not normally seek help even if they are struggling,
- who have interpreted the event in such a way as to overestimate the ongoing risk to themselves.

Be flexible with this list and use your knowledge and experience about those who are identified as potentially vulnerable. Just because someone has experienced previous adversity does not automatically mean they will struggle. They may have also developed resilience, strategies and networks of support that help them cope. But we recommend that they are monitored more closely and that someone checks in with them regularly to see if additional support is needed. (see Supplement 4 for further details).

exert a positive influence on their lives and the world. Involving them in decisions, taking their views into account and working together with them (rather than for them), can all help to rebuild a sense of self-efficacy after a critical incident. For example, following the death of a peer, children and young people may benefit from being involved in initial ways to remember them, such as with a candle and book of remembrance, or with messages to be attached to a tree.

Again, working alongside carers as allies wherever possible may be particularly effective. In the light of the critical incident, they may be particularly tempted to protect their children and start to do things for them, 'because' of what's happened. That may be as unhelpful as

it is understandable, since the implicit message from the carers is that the children and young people cannot cope and are unable to do things that they used to be able to do i.e., that they are damaged, vulnerable or weakened in some way. It is important that you and the carers get a good enough balance of protective nurturing care and supporting individuals to stand on their own two feet.

## 5 | hopeful | immediate response

### 'We'll get through this together'

When immersed in the aftermath of a critical incident, it can be difficult for children and young people to have a positive, future-oriented perspective. They may ruminate on how bad the event was and how devastating the effects are. Gently enabling them to realise that the current state of affairs is likely to be temporary, and although potentially very distressing at present, will pass, can help them to shift their focus. Whilst acknowledging what has happened and validating their current distress, even in the early stages after a critical incident, there can still be some mention of a more positive future. Little phrases such as "we'll get through this together," help children and young people to acknowledge the strength that can be found in connection and hold on to the hope of a positive future, whilst still acknowledging how awful the critical incident was.

### Principles in practice:

#### An SEMH school responds to two pupils sustaining critical injuries

*When staff at Treetops School for young people with SEMH needs were faced with breaking the news that two of their pupils had been seriously injured in a house fire, they were especially concerned about meeting the varied needs of their pupils. After telling the pupils about what had happened, they decided to offer pupils a sense of control through giving choices of what each pupil would like to do that day and the next. Some chose to continue following their usual timetable, needing the safety and familiarity of routine. Some chose to sit in the common room area to talk or do some artwork to help them feel calm. And some chose to take a trip to a local beach as they found that fresh air and open space was needed. Pupils also then had some autonomy to be connected with the peers and staff they felt most comfortable with. Over the next few days, staff provided updates about the condition of the injured pupils, one of whom remained critically ill and encouraged pupils to reengage with their usual timetable, providing some much-needed safety of routine. They however continued to offer time out for pupils who were struggling with overwhelming emotions, tailoring responses to help them feel calm.\**

\* Details have been changed so that people and places cannot be identified

### Information giving

#### Why it matters

Communicating information with your community is one of the first things you will want to think about in your immediate response. Crucially, this will need to begin with informing your staff team about the critical incident, so that you can all play in role in supporting the educational community. Set up pathways to communicate to your staff team and ensure they are included in all updates.

The way in which children and young people make sense of critical incidents plays an important role in their long-term recovery.

For example, if a classroom roof collapses during a lesson and some children are hurt quite badly, some children might understand that this was a very rare, and most likely a one-off event: it was just very bad luck, and perhaps even quite good luck that no-one was killed. However, other children might start to believe that all roofs might collapse, that authorities cannot be trusted to keep them safe, and that they are especially unlucky or vulnerable. These two ways of making sense of the same event will have very different consequences for the children's psychological recovery.

As adults that children and young people know and trust, you, staff and carers are in a good position to provide information that helps them develop a truthful and useful account of events that will consider the adverse aspects of the actual event. This will help lead to an accurate and realistic understanding, enabling them to take forward a balanced view of their world, themselves and other people. In turn, this will help rather than hinder their recovery.

Children and young people may have questions, and if there is insufficient trustworthy information available, they may start to fill in the gaps with what they imagine may have happened. Such imagined details may actually be worse than the truth. Or they may start to look further afield for an explanation and details. This is likely to bring them into contact with various unofficial accounts of what happened that will be available in the community, or on social media and news platforms. These accounts may favour the spectacular over the reliable and may focus on the most dramatic and frightening aspects of the event, rather than providing a realistic account of the whole story and the big picture. It can therefore be useful if you and staff can become a trustworthy source of accurate information by providing a reliable account of what happened.

## **Things to consider**

### **| Size of groups**

Although delivering information in a large meeting, such as an assembly with the whole educational community, enables you to provide a consistent message to all, it can be overwhelming to hear distressing news in a very large group. Smaller meetings (e.g. within year groups, or even better, tutor groups or classes) greater opportunity for children and young people to participate. They enable gentle questioning, if appropriate, to find out what they know already. In smaller settings, children and young people are also able to ask questions and share their own reactions to an event whilst still feeling connected to the group. There are also greater possibilities to customise aspects of the message to the particular needs of a particular group.

### **| Religious and cultural context of your community**

It is worth checking that the message that you provide is inclusive of the range of different beliefs about death that members of the educational community may hold.

### **| Age and cognitive stage of the children and young people**

The message should take account of age, cognitive stage and any particular needs or learning preferences. Some children and young people (e.g. autistic pupils) may need information broken down into smaller chunks.

### **| Delivery of the information**

Modelling emotion regulation is important too. If a member of the senior leadership team is providing information but is clearly very anxious or angry, then this will rub off on staff, children and young people. However, if that member of the leadership or management team is able to communicate information in a calm and confident manner, then that will rub off on those around them. That doesn't mean that information must be communicated in a cold formal way, devoid of any emotion. But it does mean that the style of communication (as well as the content) provides opportunities to help everyone feel safe.



## **A framework for sharing information**

Clearly the content and exact nature of the information giving will depend on a range of factors including the event, the impact, the context, the age and developmental stage of the children and young people, and other factors. However, the framework below should provide a helpful guide, incorporating the key principles: safe, calm, connected, in control and hopeful.

### **1. Preparing to share information**

Take a moment to prepare what you are going to say and how best to deliver it to your educational community. Seek support from a trusted colleague for moral support or maybe to share the role of information giving. It may also be helpful to prepare children and young people, giving a clear and explicit message about the purpose of the meeting and what will be covered. This may be especially important for those who are autistic.

### **2. Setting out the facts**

Provide simple factual information about the incident. This should include what happened, who was involved, and when and where it happened. Being truthful about the event will also mean being honest about what is not known. Provide this information in small chunks, as when children and young people are distressed, they may not be able to take in a lot of information at once.

### **3. Acknowledging and normalising emotional responses**

Explaining that when events like this happen, it is usual to feel all kinds of feelings and that there is no right or wrong way to feel may help to normalise the range of emotional reactions to the event.

### **4. Signposting to help and support**

Being clear about what is available to staff, children and young people in terms of support will be important. It can be helpful to communicate the idea that one important source of support

will be each other. Let people know that it's OK to talk and to ask someone if they want to talk. There will be some people who do not wish to talk about the incident or their feelings right now, and that is OK too.

### **5. Emphasising positive action**

Share information about services that are helping those in your educational community. For example, "The army have been called in to help with preventing further floods" or "The police have brought in additional officers to increase the number of patrols".

### **6. Empowering peers to support each other**

Explain how the children and young people can help to look out for one another. You might explain that there will be opportunities to talk to each other as this can be important. You may encourage them to looking out for each other and let the adults know if you are worried about anyone. For example, "We all have important roles right now, to be good friends and look out for each other."

### **7. Fostering resilience, strength, and hope**

Noticing and communicating specific and authentic strengths that the educational community has displayed in the immediate time after the event can help people to feel effective and may support feelings of hope.

### **8. Planning further communication**

Let the children and young people know what will happen next in relation to further communication. For example, how and when you will communicate with their carers. Tell them about follow up meetings or conversations you will be having so that they know you will revisit the information and keep them updated. These may be in face-to-face meetings for children and young people or 'briefings', emails, or short videos available on the school website for staff and families.

## Example

Below you will find an example of how you might break the news about a young person who died following a stabbing outside the school gates. It is not an exact script but provides ideas for how this framework might be used to structure the delivery of difficult news.

- 1. Preparation**

*"We are stopping our lesson right now because I have some difficult news to tell you. It's going to take a few minutes and you can ask me any questions at the end."*
- 2. Setting out the facts**

*"Some of you might have seen or heard that there was an incident this morning just outside the school gates. Jacob in year 10 was stabbed. I am really very sad to tell you that Jacob has died."*
- 3. Acknowledging and normalising**

*"I'll give you a moment to take that in.  
We all respond differently when we hear something distressing - that's okay. It is normal to feel shocked and upset and it's also normal to feel numb and not really know what you are feeling. These feelings may affect your body too and leave you feeling really unsettled for a while."*
- 4. Signposting to help and support**

*"We want to make sure you are well supported so we have set up the student support office and the counselling room for anyone that needs some time to think or talk. If you want to sit with a friend during your lessons today, we will help that to happen. We will also be sending an email home later with other ideas for support for you."*
- 5. Emphasising positive action**

*"The police have arrested someone. I can't tell you their name as the police haven't released that information. They have cordoned off the area outside the school where Jacob was stabbed. That means you won't use the front gate for the next few days. There will also be extra police officers around the area outside school to help everyone feel safer."*
- 6. Empowering peer support**

*"This is such an incredibly sad time. I know that many of you were especially good friends with Jacob and his family. I hope you will be able to support and look out for each other – that includes supporting those in your class here, but also others in different classes and year groups. Let us know if you are worried about anyone and how they are coping."*
- 7. Fostering resilience, strength and hope**

*"Right now, I feel very upset but I am hopeful that by sticking together we can find a way to cope. We will be asking you for ideas about how we can remember Jacob."*
- 8. Planning further communication**

*"An email will be sent out to your parents and carers letting them know what has happened. I will keep you updated with any news as soon as I can, and I will definitely talk with you again tomorrow."*

# Summary

## Second stage Immediate response

Remember to take a moment to look after yourself. Use the principles to guide your decision making and responses helping those in your educational community feel:

- 1 | safe** Consider what structures and routines can be kept in place to help with a sense of safety and familiarity. Communicating with your staff team and giving honest and useful information to children, young people and their families will also be key.
- 2 | calm** Whilst acknowledging that distress is both normal and understandable, seek to draw on strategies that help children and young people to regulate their emotions
- 3 | connected** Look for opportunities for connection and social support, looking out for members of your community that are more isolated.
- 4 | in control** Share decision making where possible to help children and young people feel that they have some control about things that affect them.
- 5 | hopeful** Whilst not invalidating the severity of the situation, look to engender hope about the future and make plans for how you will get through this together.

### Additional considerations:

Identify those in your community who might need additional support because of the impact of the critical incident and/or their previous experiences and history.

Share information to build an accurate factual account and develop a meaning of the event that promotes recovery.

If a large scale critical incident has happened, consider setting up a Team around the school/setting (TAS). See Supplement five.

## Third stage

# Medium-term response

## Applying the five principles in the weeks after a critical incident

Creating the best environment for recovery after a critical incident isn't just about what you do in the immediate aftermath of the event. Traumatic events have long-term impacts, and you can continue to make a difference in the medium and long-term. Here, we outline how you can use the five principles to inform your response in the medium term, i.e. weeks following a critical incident.

Just as children and young people get their heads around academic subjects at different speeds, so too will they get their heads around, and adjust to, critical incidents at different speeds. Some of your children and young people may appear to have been quite unaffected, others will continue to struggle for a while, and many will struggle initially, but then start to settle. There will also be some that only develop difficulties at a later date. (See UKTC critical incidents INSET resources about recovery pathways). Although it can be challenging to accommodate all those different trajectories, sticking to the five principles and realising that this is a marathon and not a sprint will help to maximise your children and young people's chance of recovery.

### 1 | safe | medium term Information giving

You will have already shared information with children and young people in the immediate aftermath of a critical incident. Over the coming weeks, you will want to strike a balance between focusing on the event (and its aftermath) and moving towards a new normal by reinstating routines. The information you gave at the outset will likely need to be revisited and updated as new information and more details become available. You may also be able to build on news about how services are working to keep the community

safe. For example, updating everyone about developments in a police investigation or how road safety measures are being discussed by local councillors. You may also want to include information about how children, young people and families can access support.

Some children and young people may require information to be delivered in smaller chunks. This might include those who are autistic and those with special educational needs or disabilities. They will benefit from ongoing conversations to answer their questions and discuss their concerns. They may also benefit from information being presented in printed form using simple text or their preferred symbols or in a social story format. This will mean they can digest the information and revisit it when needed to help their understanding. It may be really helpful to share copies of this with home so that consistent messages can be built upon by adults around them.

### Example of printed information to support children and young people with SEND

*"A very sad thing has happened.*

*Our teacher Mr Jones was riding his bike to work.*

*A lorry hit him and he got hurt.*

*He was taken to the hospital.*

*The doctors tried really hard to make him better, but his body was too poorly, and he died.*

*This means that he can't come back to life and can't be our teacher anymore.*

*Different people have different feelings.*

*Some will miss Mr Jones and feel very sad and upset.*

*Others will have different feelings."*

### Principles in practice:

#### **A middle school responds to pupils being injured in a road traffic collision**

*One evening, two year five friends, Jonah and Ahmed, were in a car being driven by Jonah's dad when they were involved in road traffic collision. Jonah only sustained minor injuries and returned to school the next day. However Ahmed was badly injured and spent three nights in the paediatric intensive care unit, followed by 10 days in the hospital before returning to Camelfield Middle School on crutches. A story quickly circulated around the school that Jonah's dad had been drinking alcohol prior to driving the car. Some of the other children at the school, particularly those in year 6, started to bully Jonah, taunting him and saying that his dad was a drunk and that he had almost killed Ahmed. Fortunately, the school were keeping a particular eye on Jonah and were able to intervene very promptly. The school realised that the false stories about Jonah's dad had been started by some of the other parents. The school held a series of meetings for parents offering advice on how to help their children but making it clear that although the police were still investigating the incident, there was no indication that anybody had been over the limit. The school also spent time in class groups talking about how they would welcome Ahmed back, and mentioned how frightening the event had been for both Ahmed and Jonah. This strengthened the connection between Jonah and the other pupils as well as helped him to feel safe. A few months later the school arranged for a police officer to come and speak about road safety and what pupils and families can do to use the roads in a safe way. This not only increased their sense of safety, but also their sense of self-efficacy as they realised that there are things they can do that will increase how safe things are.\**

\* Details have been changed so that people and places cannot be identified

### External support

Because you know your staff, children and young people best, as the headteacher or manager of your educational community you can take the vital role in leading the response to a critical incident. You can use your understanding of the five principles to direct the way you involve other agencies. Organisations that hold expertise in the particular types of incidents that occurred may be useful in helping you best support your community. For example, charities that have specialism in supporting young people after bereavement may help you feel more confident in responding to the needs of those in your community.

## **2 | calm | medium term**

### **Identifying and monitoring those that are struggling**

With support around them, most staff, children and young people will begin to recover in the weeks and months following a critical incident. This doesn't mean they forgot the event, but just that their intense, frequent and overwhelming emotions are starting to subside or settle and they can get on with their day, more of the time. Others, however, may struggle beyond those first few weeks and will need a bit more support. They may also need to be more closely monitored as they may be at risk of developing more persistent problems with their emotions. Checking in with children and young people at risk of self-harm or suicidal thinking will also be important.

Earlier in the guidance, we also recommended identifying those who may be more vulnerable including those most closely impacted as well as those with a history of adversity and trauma. These will be in the group that you monitor, until you feel confident that they are not additionally impacted by this event.

Keeping in close contact with parents and carers will be especially important to help identify younger children or those with SEND who may be struggling as they may find it particularly difficult to articulate how they are feeling and how they have been impacted.



There are no hard and fast rules and no simple tests to identify those that need help, but think about the following areas to help you assess the level of difficulty or distress they are experiencing:

- Severity
- Duration
- Frequency
- Direction and rate of change
- Impact
- Persistence

### **Making referrals to external agencies**

Exactly what is available will depend on your local area, so some investigation and research may be necessary (you may have done this in the preparation phase). There are many services that may be able to help including:

- Internal services such as a school counsellor
- General Practitioners (GPs)
- Educational Psychology Service (EPS)
- Child and Adolescent Mental Health Services (CAMHS) or Children and Young People's Mental Health Services (CYPMHS)
- Mental Health Support Teams (MHST)
- Charities (such as counselling and child bereavement services).

For those that you feel are in need of specialist services, considering location will be important. For many, your setting may be an ideal place for therapy sessions to be held, but not always. This will be a good opportunity to involve the child or young person in decision making. Some will also benefit from taking a friend with them, at least initially or a parent or carer if younger. Look to facilitate this as part of their need to feel safe and feel connected. Be open to discussions with them about what would best help them, but also be clear and open with them about what is and what is not possible. And ensure that messages are consistent.

Monitoring staff wellbeing will be important, as will giving the message that as adults, all staff have a personal responsibility to say if they are struggling so they can be offered appropriate support. Encouraging collective responsibility within smaller staff teams and those who have good friendships can prompt conversations to check how each other are doing - more than once. For this to be effective, the ethos within your educational community will need to welcome open and honest communication and have support structures in place for those who are continuing to find things difficult. This support might be available informally within your community, from your local authority, from an external staff support service or from your educational psychology team.

## **3 | connection | medium term**

### **A sense of community**

New friendships can develop or existing ones be enhanced as people seek connection with those who went through the incident with them and are most able to relate to how they feel. This might include relationships across year groups with older or younger children or young people. Look for opportunities to facilitate these links and acknowledge the roles that peers may be playing in supporting each other.

Liaison with home can help to strengthen a sense of community. Sending updates in the weeks that follow and sharing plans can all help foster this sense of connection.

## **4 | in control | medium term**

### **Further changes**

Keeping everyone informed and updated will help your community feel a sense of control and influence over the world around them. Explaining further changes and where appropriate, giving children and young people a voice in decision making, will also be valuable. For example, there may be an initial memorial that was set up on the first day in the entrance to

the school. You may together want to consider when and where to move this memorial, perhaps relocating it or beginning discussions about a more permanent lasting memorial. It may not always be easy to reach a consensus, especially when emotions are running high, but involving your children and young people can be useful and empowering for them.

If the buildings in which your critical incident occurred were damaged, there may be discussions about their repair. You may wish to consult with and prepare children and young people for any changes that will be made, particularly those that can struggle with change.

## **5 | hopeful | medium term**

### **Making plans**

Plans by their very nature foster a sense of hope as they involve discussion about the future. Your educational community may be keen to do something in response to the event that happened. For example, planning a more lasting memorial.

Critical incidents can also generate a passion for social change, either to stop what happened reoccurring or to help those most affected. This might involve your community campaigning for road safety measures, to reduce knife crime or raise money for charity. Such actions can be helpful in fostering a sense of hope that the future can be better.

Look for opportunities to acknowledge the positives in how those in your community are coping and pulling together through this difficult time.

# Summary

## Third stage Mid-term response

**Timeframe:** children and young people will adjust at different rates following a critical incident and will need different levels of support. They are unlikely to re-engage with their learning effectively until they feel adequately safe and calm.

### 1 | safe

**Information giving:** revisit and update those in your community with information, supporting those who might need help to process and understand what has happened.

**External support:** where appropriate, draw on organisations that may hold expertise in your critical incident, but ensure they empower and support you to embed the principles that promote recovery.

### 2 | calm

**Identifying, monitoring and making referrals:** make sure you have systems to identify those who are struggling to regulate their emotions and consider making referrals for additional help.

### 3 | connected

**A sense of community:** Draw together as a community as you plan for anniversaries, considering ways to mark the event and those affected.

### 4 | in control

**Further changes:** facilitate open discussion and seek people's views as further changes are necessary.

### 5 | hopeful

**Making plans:** look to collectively plan things for the future of the community and to mark what happened as well as harnessing your community passion for change.

## Fourth stage

# Ongoing response

## Applying the five principles in the months and years after a critical incident

It is likely that your educational community will have in many ways adjusted to daily life in the months that follow a critical incident. However there are still things you can do to promote an environment for recovery for the long term and to support those whose difficulties remain.

### 1 | safe | ongoing response

In the months that follow a critical incident you will be seeking to develop a new normal: one that doesn't pretend the event didn't happen but acknowledges how life in your community is continuing by adjusting and working together. This increased sense of certainty and predictability will contribute further towards the recovery of those impacted.

As you head towards the first anniversary of the event and beyond, finding ways to remember what happened and honour those affected will be important.

### 2 | calm | ongoing response Managing key dates and triggers

There will be key dates to consider in your ongoing response such as inquests, inquiries, and criminal investigations. These may trigger distress for some within your educational community as these occasions bring reminders of what happened. There can often be another wave of public and media interest in the event, with reporting still not necessarily being accurate or helpful. When you are aware of these dates you will be best placed to acknowledge this as a difficult time and put in measures to support those most affected.

There may be other occasions and events that act as triggers for distress. For example, another road traffic fatality, even if not directly affecting someone in your community, may be a stark and painful reminder of what you all experienced. Young people have told us about other triggers that most affected them, often unexpectedly. For example, hearing the music from the memorial service, attending a lesson which touched on the topic of the incident, hearing siren noises or a helicopter that reminded them of the air ambulance. Of course, such triggers cannot really be avoided but acknowledging that they can be hard, reminding everyone of support structures in place and revisiting some of the initial emotion regulation strategies can be helpful. Monitoring those who particularly struggle with triggers and dates and who frequently find it hard to regulate can help you identify those that are experiencing ongoing difficulties and may need further support even some time after the event.

### Ongoing monitoring of those who are struggling

As part of your ongoing response you will be closely monitoring children, young people and staff in your educational community. Many children and young people will be distressed and have difficulties initially. That is a completely natural and understandable way to react. Over time, very many of those that were initially distressed will settle and things will become easier for them. However, even with the very best post-event support, there will be some children and young people that continue to have difficulties. There may come a point where you will want

to systematically identify those children and young people, in order to ensure that they are offered the appropriate specialist intervention. This is sometimes known as a 'screen and treat' approach.

### **Assess, identify and help (also known as 'screen and treat')**

This involves using valid and reliable assessments to identify those children and young people that are struggling, and then offering them the appropriate evidence-based interventions to help them. This will almost always require the involvement of specialist mental health professionals such as Child and Adolescent Mental Health Services (CAMHS) or Mental Health Support Teams (MHST).

You may already have a working relationship with your local service and you may have been discussing this sort of approach from the very start; or they may approach you to consider it; or you may want to approach them to start the discussion. Whatever the case, it is important that you remember that you and your staff are the ones that already have a relationship with your children and young people, and you know them and their families best. You should feel confident in your knowledge of the children and young people to be able to guide the specialist service in how they can adapt their approach to best serve your particular children, young people and families.

They may want to use questionnaires or interviews, and they may want you and your staff to provide information about how the children are doing. They may even suggest that you and your staff play an active role in the screening. You can continue to draw on the five principles to guide how this can best be done.

Given how many of the young people will recover in the first few months, there is little point in assessing everyone and providing them with specialist intervention too soon. However, once you reach the 6 month point, children and young people who are still struggling are unlikely to spontaneously recover without some additional help. If there are any individuals struggling very significantly before 6 months, then it is not necessary to wait until exactly this time point—use your judgement and consult with your NHS mental health services about whether they might need access to specialist services earlier.

There may be some resistance by a small number of carers or staff to taking this sort of approach a while after the incident. They may worry that it will rake things up, distress the

### **Principles in practice:**

#### **A college responds to a student being fatally stabbed**

*When a student from Hampton college was fatally stabbed just outside the college campus, senior staff worked closely with the police and local community to help students to feel safe enough. Additional staff presence at the entrance and exit points helped with this, as well as using the pastoral team to provide a sense of calm when students felt overwhelmed. Over the weeks and months that followed, the college developed a new normal and most students re-engaged fully with sixth form life. The year 12 head however noticed that although Bidur hadn't said he was struggling, he started to arrive late repeatedly and sometimes would not make it to college at all. In discussion with Bidur and his parent, they found that his sleep was so*



children and make things worse. There is no evidence that simply asking how they are doing in a systematic, valid and reliable way (possibly using a questionnaire), will cause any damage. But there is plenty of evidence that some children and young people may still be quite distressed, that the adults around them may not be aware of that distress, and that there are evidence-based interventions that can really help with recovery that seems to have got stuck. You, together with the specialist service are well-placed to hear any concerns, answer any questions, explain the process, and provide reassurance.

### 3 | connected | ongoing response

#### Collective planning to remember

Memorial services or events provide valuable opportunities for connection between those of you who experienced the incident. If you are remembering someone that died, this connection can be important in fostering what is sometimes described as a continuing bond: recognising that although the person may have died, the bond still remains important. Events may have been held in the months that follow a critical incident, but sometimes the first anniversary is a time when such occasions are scheduled. Your community might have also been involved in creating a permanent memorial feature such as a tree, bench or special personalised plaque or structure. These can be important locations that provide a place to remember, whether informally or as part of a formal occasion.

Marking the anniversary of the critical incident is likely to be important to the community. And for some critical incidents, this may be important beyond the first year. Sometimes there can be concern that this will 'open up old wounds,' but it is more often a case

*disturbed that very often he was too tired to make it into college. He was also falling behind with his college courses as he was unable to concentrate, and this made him fearful of attending classes. The year 12 head consulted with their local mental health service to arrange an assessment of Bidur's needs. Meanwhile, they supported Bidur with some relaxation strategies to help him feel calm at bedtime. Rather than impose a more sanction-based approach, college developed a reward system to acknowledge his attendance, working towards a free pizza in the canteen on a Friday for Bidur to share with his friends, building on much needed connection. As a college, the students also led a campaign to raise awareness of knife crime, in which Bidur participated, helping him and his peers to develop a sense of hope about a safer community for the future. \**

\* Details have been changed so that people and places cannot be identified

of honouring scars that are healing. It is often better to do something specific together, to mark the event and an opportunity to talk rather than have an unknown number of children and young people walking around struggling with thoughts and feelings but not being able to express them. The anniversary can be an occasion to remember what happened, name those who died, were bereaved or affected by the event, and also to acknowledge how you have all coped. In some educational communities, these legacies long outlast those with direct memories of the event. This might include awards given out annually in someone's name. These can be powerful ways to pay respect to the person who died, their family and those who helped set up the award.

### 4 | in control | ongoing response

#### Seeking feedback

You will want to find out how your efforts to support your community have been received. Seeking feedback allows you to reflect on the

incident and how you responded to it. Making the purpose of the feedback explicit and structuring the opportunities to give feedback can help this be a constructive and helpful process. Older children and young people may welcome being central to thinking about what their school or college did that helped. They may also reflect on what other help they would have liked or needed. Younger children may be able to give feedback, but you might also want to draw on the views of their parents and carers as a valuable source of information. In addition, seeking feedback from staff can help your team foster resilience and also help you overcome potential barriers to retaining staff who might be struggling with what happened and who do not feel heard. Offering and signposting to support structures for staff might still be important even at this much later stage.

### Lessons learned

From the feedback gathered you are then well placed to identify lessons learned and share these with your staff team, your children and young people and their carers. This process might lead to new actions in response to issues raised that are important for continued positive wellbeing in your community. Recording what you

have learned might also lead to your policy being reviewed and updated. This information might also be really helpful more widely within your local authority to help the community benefit and be empowered by your learning.

## 5 | hopeful | ongoing response

### Acknowledge your journey

Continue your efforts in fostering a sense of hope, acknowledging how far everyone has come and drawing on what you have learned about yourselves as a community. Highlight plans that the community has as part of rebuilding and celebrate these.

### Post traumatic growth

Many educational communities report some benefits from critical incidents. That does not mean that the events have been positive. But sometimes, amongst all of the difficulties and distress, there can be some positives. For example, an event may bring a school or college community closer, strengthening connections; or individuals and groups may see themselves as stronger having got through something so challenging, or may develop a more positive philosophical outlook.

# Summary

## Fourth stage Ongoing response

- 1 | **safe** Build on structure and routine as you find a new sense of normal.
- 2 | **calm** Identify and acknowledge both key dates and triggers that might bring distress. Revisit strategies for regulating emotions and consider the need for specialist help for those who persistently struggle.
- 3 | **connected** Draw together as a community as you plan for anniversaries, considering ways to mark the event and those affected.
- 4 | **in control** Consider seeking feedback from those in your community to help identify and share lessons learned.
- 5 | **hopeful** Continue to foster a sense of hope and plan for the future. Look to identify signs of post traumatic growth as you acknowledge how far everyone has come.

- References
- <sup>1,2,3</sup> Hobfoll S. E, Watson P, Bell C. C, Bryant R. A, Brymer M. J, Friedman M. J, et al. Five essential elements of immediate and mid-term mass trauma intervention: Empirical evidence. *Psychiatry*. 2007 (70),283–315.
  - <sup>4</sup> Maslow, A.H. (1943). "A Theory of Human Motivation". *Psychological Review*, 50 (4), 370–396.

## Supplement 1

# Summary of the research

This UKTC Critical Incidents guidance is based on a foundational research paper by Hobfoll and colleagues: 'Five Essential Elements of Immediate and Mid-Term Mass Trauma Intervention: Empirical Evidence' (2007)<sup>5</sup>. It brings together global experts on the study and treatment of trauma following disaster and mass violence and suggests five principles, informed by the evidence, to guide the response.

Drawing on international, multicultural evidence, these principles are universally applicable. However, given the chaotic and varied nature of traumatic events, and the diverse cultural contexts in which they take place, they are designed to be applied flexibly, as best fits the local setting.

The five principles are:

- 1. Promoting a sense of safety**
- 2. Promoting calming**
- 3. Promoting a sense of self- and community efficacy**
- 4. Promoting connectedness**
- 5. Promoting hope**

Here is a brief summary of each principle. The full paper can be found [following this link](#).

### 1. Promoting a sense of safety

Traumatic events can overwhelm an individual or community's ability to cope, threatening their sense of meaning, justice and order, as well as the very physical losses of resources, land and potentially loved ones. For children and young people, traumatic events can shatter the 'protective shield' that tends to characterise early life, and may lead to later mental health problems.

Research shows that promoting a sense of safety in the weeks and months following a traumatic event can help to counter these effects, reducing the risk of developing PTSD.

Specifically, promoting a sense of safety can help to reduce physiological stress responses, such as the fight-or-flight response, as well as counter cognitive distortions (e.g. that the world is a 'completely dangerous place').

Some of the ways in which safety can be promoted include encouraging more realistic and helpful judgements, teaching grounding techniques and other coping skills, and gently encouraging people to overcome their understandably avoidant coping. At a community level, safety can be promoted by limiting exposure to shocking, exaggerated or unbalanced media reports, and taking measures to restore actual physical safety as soon as possible.

### 2. Promoting calming

Traumatic events can trigger high levels of anxiety and intense emotions. These are normal responses to highly stressful, abnormal events. However, if they continue for too long unabated, they can develop into lasting difficulties.

To promote a sense of calm, there are various techniques that can be taught to help children and young people regain control of their emotions. Normalising emotional responses is also important, since often judgements about one's own emotions can lead to further anxiety.

At a community level, groups can be taught about anxiety and what sorts of techniques can help. And helping those affected to understand that their emotional responses are natural and understandable can help them to tolerate and regulate them. Helping communities to resolve any practical concerns that may be exacerbating anxiety is also critical to restoring calm.



### 3. Promoting a sense of self- and collective efficacy

The researchers define self-efficacy as an individual's belief that their actions are likely to lead to generally positive outcomes. In a trauma recovery context, this specifically refers to confidence in one's ability to cope with trauma-related events.

Where trauma undermines an individual's sense of self-efficacy, effective support interventions will help to restore their agency, focusing on the development of coping skills. It is important that people are empowered to feel competent rather than having an external person doing things for them which may make them feel more helpless.

Closely tied to self-efficacy is collective efficacy: the confidence a community has in its ability to repair and restore order after a traumatic event. This may include the promotion of social support networks, the distribution of material resources, the supporting of families, and, for children and young people, the restoration of the school community.

Of course, real empowerment requires adequate economic and social resources. Here, as in the implementation of previous principles, psychological bolstering of self- and collective efficacy must take place within a context of material and economic support.

### 4. Promotion of connectedness

Research consistently shows social support to be a key factor in facilitating recovery after a traumatic event. The sooner connections can be created, strengthened or restored, the better for emotional wellbeing.

Effective support should seek to facilitate social connections and restore places of social congregation, as well as promoting psychoeducation and skills-building relating to social support. Identifying individuals who lack social support may be particularly important, since becoming isolated after a traumatic event is a risk factor for PTSD.

Often in post-disaster and conflict settings, social support systems deteriorate over time, so ensuring this social support persists long-term will be important.

### 5. Instilling hope

Critical incidents often colour the way that children and young people see their futures, leaving them with bleak, universally negative views, which do not contain any hope at all.

These unbalanced (but understandable) views can be gently challenged by helping them to begin to see some more positive alternatives and possibilities.

Sometimes just providing appropriate mental health support may help to instil a sense of hope, since a belief in the possibility of a positive recovery trajectory is embedded in the process.

At a community level, hope-building interventions may include assisting in rebuilding and cleaning up, influencing the narrative that develops, and empowering communities to focus on future-oriented plans and goals. However adequate resources are necessary to make this possible.

The authors are careful to distinguish traditionally Western concepts of hope (as something individually action-oriented), from a more culturally inclusive concept of hope that accounts for external circumstances. Across the world, hope is often rooted in external factors, such as a belief in a supernatural power or the actions of others. As with all principles, interventions that succeed in promoting a sense of hope will be applied with an understanding of how hope is conceived and experienced in the local setting.

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<sup>5</sup> Hobfoll, S. E., Watson, P., Bell, C. C., Bryant, R. A., Brymer, M. J., Friedman, M. J., et al. (2007). Five essential elements of immediate and mid-term mass trauma intervention: empirical evidence. *Psychiatry*, 70(4), 283–369.

## Supplement 2

# *The role of the school counsellor*

## or those in similar roles

School counsellors (or those in similar roles), have a great deal to offer following critical incidents. They combine a knowledge of mental health with a knowledge of the education setting including its unique culture. Of course, they will already have relationships with the children and young people that they have had direct contact with, but they may also be a familiar face to many of the other children and young people. They will have existing relationships with at least some of the staff members, and they may already be familiar with the external specialist services such as Child and Adolescent Mental Health Services (CAMHS). Their role following a critical incident is not to 'treat trauma', but they can make a unique and significant contribution to creating the environment for recovery.

It will be most useful if they are familiar with the five principles on which the rest of this guidance is based. You will then be able to discuss with them how they can best support your approach. Ideally they will also be involved in the preparation before critical incidents (e.g. contributing to or at least being familiar with your critical incident policy, and being a part of, or even running the INSET training).

Given their knowledge, skills and relationships, they may be able to:

- provide individual consultations to staff (this includes staff that may have been directly affected, those working directly with the children and young people, and those leading the response)
- provide help and support to individual children and young people who are particularly struggling
- provide support to staff, either individually or in groups
- join class teachers to provide particular lesson content such as that described in the Emotion Regulation Lesson Plan.

Following a critical incident, those children and young people who were already meeting with the counsellor may need some additional support, and the counsellor may want or need to prioritise their needs.

Don't assume that just because they are a mental health professional that your school counsellor will not also be affected by the critical incident. Although it may not be your responsibility directly to support them, you could check in with them and just make sure that they are using their appropriate resources and connections to look after themselves.

### Supplement 3

# *The role of the educational psychologist*

**Reflections from Newport Educational Psychology Service by Dr James Cording**

Educational Psychologists (EPs) in Newport play a key role in supporting educational communities following a critical incident. This can be a traumatic time, and there may be many well-meaning offers from others. At the centre of an EPs support to an educational community is a clear and consistent plan for them all to follow. This requires clear actions and lines of communication in a document that is readily available to all early years settings, schools, colleges and alternative provision settings.

A critical incident is an event that no leader ever wants to consider, and it we have found that it is often not until such an event takes place that leaders become familiar with the procedures they need to follow. It is naturally the last thing that any member of an educational community wants to think about.

Newport Educational Psychology Service (EPS) have worked with schools and the wider local authority over the last few years to develop a School Emergency Plan and a Bereavement Pack that is easily available to all schools - as hard copies and online.

Training has taken place with all school leaders to ensure that they are fully aware of the key contacts and actions that are required at the time of the event to ensure they know what to do whether this is during the school week or outside of normal school hours. This ensures that all key parties are aware of what has happened at the time of the event within the local authority, school community and other support services.

Schools access the EPS at the time of a

critical incident by contacting a duty officer who is a member of the Education Services Senior Management Team via a central switchboard. This information then gets passed to the Principal Educational Psychologist who informs the rest of the EPS.

Two Educational Psychologists, usually the Principal Educational Psychologist (PEP) and the specific Educational Psychologist (EP) for the school involved, will visit school initially and liaise directly with the Head Teacher/Deputy Head Teacher to assess the level of support required from EPS. The Education Safeguarding Officer will also attend the initial school meeting. Appropriate support from the Safeguarding team will be discussed at the initial meeting.

In Wales we are fortunate that all schools have access to a School Based Counselling Service. If support from the Schools Based Counselling Service (S-BC) is required in addition to EPS support then the Lead EP involved in the incident will liaise directly this service.

Given the duty of care of Counsellors to Children and Young People the EP/Counsellor will assess the client list for the day and ensure that appointments that are considered 'high risk' are fulfilled before attending to the needs of the critical incident.

Consideration should also be given to a potential conflict of interest:

- Has the EP/Counsellor had indirect/direct involvement with the children and young people or staff members directly involved?

EPs or Counsellors monitor the situation and level of ongoing support required. Types of support that can be offered:

- Staff from the educational community supported by EP/Counsellor to provide support to a group of children or young people. Staff to take the lead with this group and help advise EPs/Counsellors regarding the most vulnerable children and young people requiring input at the next levels.
- EPs/Counsellors to provide support to a group of children and young people and provide ongoing monitoring of the situation.
- Where appropriate EPs/Counsellors to provide individual support to most affected and vulnerable children and young people.
- EP/Counsellor to meet with a Senior member of staff at the end of the session to discuss next steps.

EPs/Counsellors require the use of a minimum of one but preferably two rooms and access to tea/coffee making facilities.

We are very mindful that as educational psychologists we are strangers to the vast majority of children and young people in the educational community where the incident has taken place. We therefore work to utilise the support of the people the children and young people know best – their own staff. At difficult time children and young people are comforted best by the people they know and trust. Many will be very upset and will want and need to talk about what has happened. For the majority of children and young people this can be done in the classroom or group setting with staff they know and trust. If there are any particular concerns about individual children and young people from staff then we ask the staff to notify their colleagues or the leadership team.

Our primary goal as EPs in a critical incident is to provide “emotional first aid”. It is essential to provide a safe physical environment, where the children and young people’s basic emotional needs are supported through comfort warmth, food and drink.

We link with staff to identify social and our interactions with the children and young people throughout the day also add to this picture. This helps us to identify where there are strong social support networks and look out for those who isolate themselves.

Supporting vulnerable children and young people may also involve finding practical activities, doing something useful, providing jobs for them if needed. Keeping as close to a normal routine as possible is important at these times as there is comfort in the predictability of a setting, school or college day for the majority of children and young people.

When supporting individuals or small groups we are careful about ensuring that facts are established and that there are agreed scripts about what we can share with them. This helps to avoid contributing to or dispelling any rumours and speculation that naturally occur during these traumatic times.

The EPs’ discussions with children and young people involve being available to support those who choose to come or who had been encouraged by staff to meet with them because they had been identified as vulnerable or appeared to be struggling to cope. The number of children and young people that come forward can vary from one incident to another.

EP support is in the form of verbal discussion focusing on exploring feelings and some practical advice e.g. expect a range of emotions, maintain healthy sleeping and eating patterns, connect with others etc. EPs also check that children and young people feel they had others close to them who could and would help them if they need it.



EPs feedback to key staff members throughout the day including sharing information about those they are concerned about (with their consent, unless it is a safeguarding concern) for example, ones who seem isolated or express suicidal thoughts. The EPs also communicate with the EP wider team who may not be present through WhatsApp at regular intervals in case further support is required.

At the end of the day EPs will meet with the senior leaders to give some general feedback on the children and young people they have met, to explore how those in the educational community were coping at a whole school level and to discuss further support requirements from the EPS.

The EPS will often support an educational community in this way for several days and knowing when and how to pull back can be a challenge. To successfully support an educational community, we aim to gradually reduce our support so that professionals who are more familiar have more of a role. This can include staff, school based counsellors and the youth service. The pace of this is dictated by regular discussions with leadership team. Initially educational communities often feel that they want the EPS in for several days as is natural during a traumatic time you seek

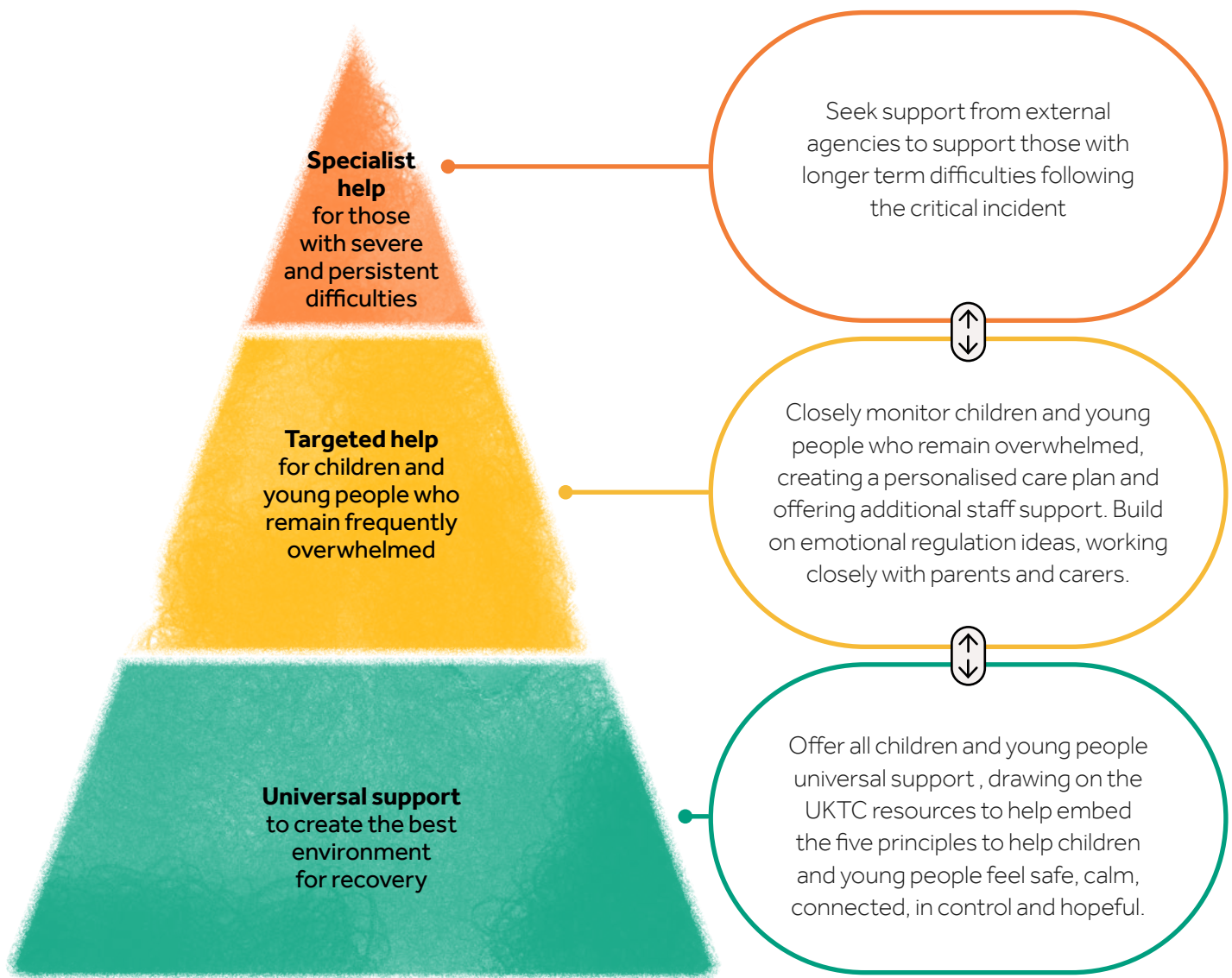
comfort and support. A careful balance has to be maintained about directing a significant amount of EP resources into one setting, school or college, which then leaves other educational communities unsupported. There can be some tension around this, but there is a great deal of empathy between educational communities that helps to reduce this tension and ensure everyone feels supported.

At the end of each day, it is essential for all EPs involved to have space for a debrief. This fulfils a purpose of making sure that the team are all ok and is done in a casual manner to ensure a climate of comfort and safety before the team return home to their families. It also enables the service to plan how it will go about supporting the educational community over the following days.

Further down the line the EPS will meet with the key individuals involved in the support ranging from the senior leaders to the local authority senior management team. This provides an opportunity to reflect on the educational community and local authority experiences of being involved in the critical incident and allows for any changes that are required to the key guidance to help them prepare for a future event.

## Supplement 4

# Identifying and monitoring children and young people



Use your existing knowledge to help you monitor children and young people who might be more vulnerable following a critical incident.

This might include those:

- most impacted by this critical incident, those who witnessed it or are close to those who were injured or have died,
- whose routine has been most disrupted,
- with previous experience of trauma or other similar events (including those who are care experienced or those with experience of the asylum-seeking process),
- with SEND who might need additional support in understanding and processing what has happened and what it means for them,
- who are isolated in their peer group, home environment or local community including those from minoritised groups,
- who have previously been bereaved,
- with pre-existing mental health needs,
- who are more quiet than normal and might not seek help even if they are struggling,
- who have interpreted the event in such a way as to overestimate the ongoing risk to themselves.

Remember to be flexible with this suggested list.



Identify key staff to lead on monitoring children and young people. Who else in the school team can support with this?

## Supplement 5

# Team around the School/Setting (TAS)

by Dr Matt Beeke

### Why would I need to set up a TAS?

If a large-scale critical incident (one that has maybe resulted in multiple casualties and/or multiple fatalities) has just happened in your educational community, you may wish to set up a TAS (Team around the school/setting)<sup>6</sup>. This would be set up in the hours following such a complex incident to help coordinate the professionals and services that support you. Working together to align the responses will help to lay the foundations for recovery of children, young people and your staff.

### How could a TAS be helpful?

The TAS can provide a useful structure to help your educational community to address key concerns. Commonly raised concerns include:

- What to say to children/young people / staff / parents and carers
- Whether to keep the school or college open
- How to manage strong emotional reactions of children / young people / staff / parents and carers
- How to deal with the interest of local and national press
- Identifying individuals or groups of individuals who may be particularly at risk of adverse reactions

### Who should be part of the TAS?

In deciding who should be part of the TAS, it will be important to keep in mind the evidence-informed principles, choosing members that your management or leadership team believe are needed to support the aims below:

- Helping your educational community to feel like a **safe** place
- Supporting the educational community to be a **calm** place for everyone
- Ensuring that staff, children and young people are **connected** and supported
- Helping staff, children and young people to feel effective and **in control**
- Supporting staff, children and young people to feel **hopeful**

More than one member of the leadership or management team is likely to be part of the TAS however, consideration will need to be given to people who are significantly affected by the event, and these people should not be asked to be part of the TAS. In some circumstances the leadership or management may be the ones affected by the critical incident. In this case it will be important to identify an alternative TAS to provide immediate support to the school or college.



The TAS might draw on outside professionals that include educational psychologists, clinical psychologists, press officers, social workers and police. The exact make-up of the team will depend on a variety of factors including the type of incident, the educational community context and the nature of the difficulties that you are facing.

After a critical incident, the school or college may receive a large number of well-meaning offers of support. **In considering what support to request and accept, it may be helpful to refer back to the principles and ask to what extent any external professionals will assist with those, and whether they may actually impede them.** You want to get help and be supported of course, but you don't want to

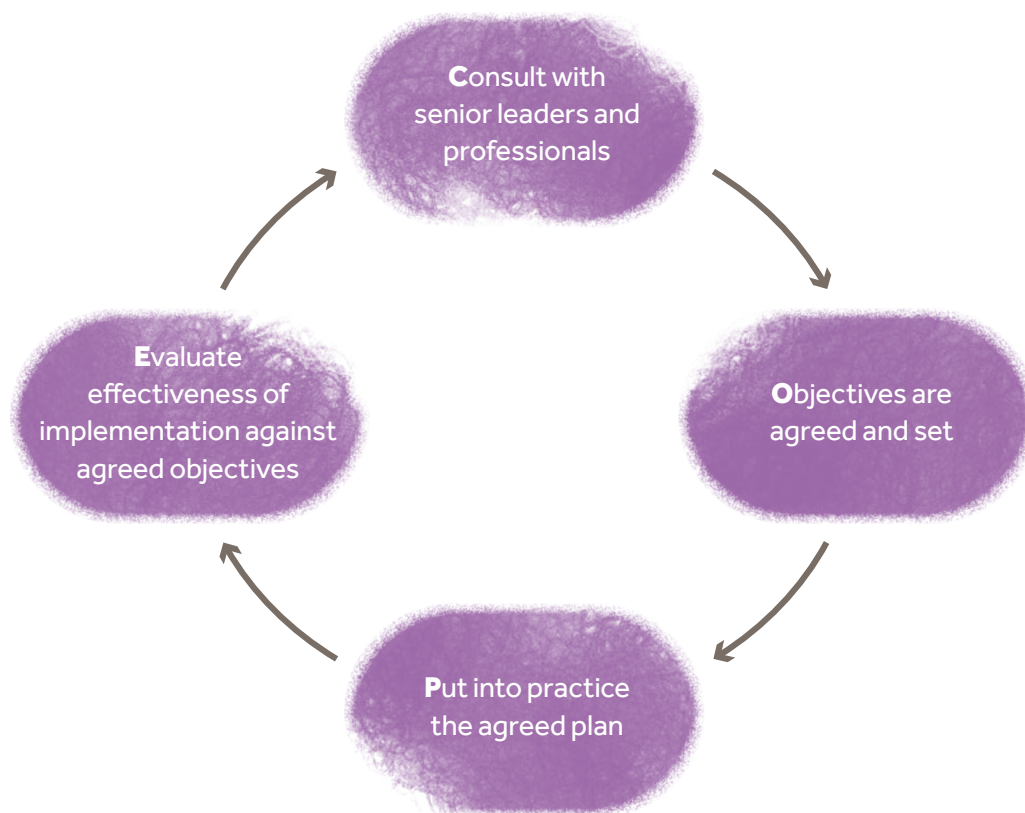
be undermined. Are the external professionals evidence-based? Are they warm and can you develop a good relationship with them? Are they able to help you and your staff to support your children or young people, or are they looking to take that role away from you?

### How often should the TAS meet?

Once established, the team should meet at least daily. In the first few days, it may even be necessary to meet two or three times a day to address issues as they arise. It will be important to keep meetings focused and efficient.

### How can I structure the TAS process?

To enable TAS meetings to be as effective as possible, the COPE framework (Beeke, 2012)\* outlined below can provide a useful structure.





## Agenda for a TAS meeting

Keep the key principles central to your discussion and decision making so that you are planning how to help your staff, children and young people feel safe, calm, connected, in control and hopeful.

### Agenda for meeting: Check in with members of the Team around the School/Setting

Is the team...

- feeling safe?
- feeling calm?
- feeling connected and supported?
- feeling in control?
- feeling hopeful?

Are there any actions to ensure the well-being of the TAS?

### Introductions and roles – chair / minute taker

- Introduce members of the TAS
- Agree roles in meeting including chair and minute taker (it might be especially important to take minutes in such meetings, because some staff may be under particular stress and it is possible that emotions may be running high, so people may not remember accurately what was decided).
- Chair to provide brief description of incident as agreed in consultation with police if necessary
- What is going well and what are the main current concerns?

- If initial meeting, present main agenda items decided in advance. Any new items to add?
- If review meeting will need to go through objectives and evaluation. Are there any ongoing items that need to be added to the agenda / plan?

### Agree objectives and actions

- Go through plan to ensure that objectives and agreed and actions are clear
- Agree time and place of next meeting.

The TAS can continue to meet at agreed intervals until there are no further key issues that require the expertise of external agencies. It will however be important to establish how ongoing issues will be managed should they arise and how external support can be mobilised should it be needed.

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<sup>6</sup> Beeke, M. (2021). Towards a Co-Ordinated Framework for Critical Incident Response in School Communities: A Review of Current Evidence. *Educational & Child Psychology*, 38(1), 75-86.

## Supplement 6

# Further reading and resources

### UKTC Critical incidents resources

- [UKTC Critical incidents in educational communities: INSET session for staff](#)
- [UKTC Critical incidents in educational communities: Policy framework and editable policy template for early years, schools and FE colleges](#)
- [UKTC Critical incidents in educational communities: Lesson plans for emotion regulation \(ages 3-6 years, 7-11 years and 12+ years\)](#)
- [UKTC Critical incidents in educational communities: Working together with parents and carers](#)

### Further reading

#### ***Helping your child with loss and trauma: a self-help guide for parents***

by David Trickey, Vicky Lawson et al. (2023)

#### ***Looking after your child following trauma***

a short guide for parents and carers available from [www.penninecare.nhs.uk/trauma](http://www.penninecare.nhs.uk/trauma)

#### ***How to cope when your child can't***

by Roz Shafran, Ursula Saunders and Alice Welham. <https://overcoming.co.uk/1621/How-To-Cope-When-Your-Child-Cant>

***Teaching recovery techniques manual and training from Children and War UK*** designed for non-clinicians to deliver sessions for children and young people affected by traumatic events  
[www.childrenandwar-uk.org/training-2/](http://www.childrenandwar-uk.org/training-2/)

### Resources for children and young people

#### ***NHS Understanding and managing trauma***

a short booklet of guidance for young people about how they can cope after a traumatic event, also useful for professionals, parents and carers.

<https://www.penninecare.nhs.uk/trauma>

### Organisations

#### **Helping children and young people with their mental health**

##### **Young Minds**

UK mental health charity for children, young people, their parents and carers. Provides helpline, webchat, email and online resources.

[www.youngminds.org.uk/parent](http://www.youngminds.org.uk/parent)  
0808 802 5544

##### **Papyrus**

UK charity dedicated to the prevention of suicide and the promotion of positive mental health and emotional wellbeing in young people.

Papyrus has a downloadable guide:  
***Building suicide safer schools and colleges***  
[www.papyrus-uk.org/schools-guide](http://www.papyrus-uk.org/schools-guide)

Provides helpline and resources for children, young people and concerned others, including the guide 'Supporting your child: self-harm and suicide'

<https://www.papyrus-uk.org>  
0800 068 4141

## Trauma

### NSPCC

#### (National Society for the Prevention of Cruelty to Children)

Expert advice and support, particularly if you are worried about a child being abused. Including resources about children's mental health and self-harm.

[www.nspcc.org.uk](http://www.nspcc.org.uk)  
0808 800 5000

### Beacon House

A UK specialist therapeutic service.

Provides free resources providing knowledge about the repair of trauma and adversity for those who need it.

[www.beaconhouse.org.uk/resources](http://www.beaconhouse.org.uk/resources)

### National Child Traumatic Stress Network (NCTSN)

A US based network of child trauma services and resources.

Provides a huge range of free resources about child trauma for various different audiences.

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

## Bereavement and Loss

The following organisations all have UK-wide coverage. As well as providing direct support, they all have up-to-date reading lists of additional books that might be useful. You may well have a local child bereavement service that would be worth contacting too.

The Child Bereavement Network (<https://childhoodbereavementnetwork.org.uk>) provides a searchable directory that will help you to find a local child bereavement service.

### Child Bereavement UK (CBUK)

A UK charity offering support, information and guidance to parents and carers after a bereavement.

[www.childbereavementuk.org](http://www.childbereavementuk.org)  
0800 028 8840

### Winston's Wish

Advice and guidance for parents and carers of grieving children.

[www.winstonswish.org](http://www.winstonswish.org)  
0808 802 0021

### Grief Encounter

A UK charity offering help, guidance and advice for parent and carers of bereaved children.

Provides helpline, webchat and email.

[www.griefencounter.org.uk](http://www.griefencounter.org.uk)  
0808 802 0111

### Other services

There is a directory of services available here [www.annafreud.org/on-my-mind/youth-wellbeing](http://www.annafreud.org/on-my-mind/youth-wellbeing) that might help to identify some local services.

# Acknowledgments

Development of these resources has been a true collaboration.  
We are so grateful to the very many people that have contributed to this resource.

## Experts by Experience

Young people with lived experience from Grenfell Health and Wellbeing Service

## Early Years

**Paula Wright**  
Kent County Council SEN Inclusion Early Years

**Zenia Ford**  
Kent County Council SEN Inclusion Early Years

## Special schools & Alternative provision

**Kerry Greene**  
Goldwyn School, Kent

**Astrid Schon**  
London East Alternative Provision

**Mayameen Meftahi**  
PEAK Education

**Brenda McHugh**  
Pears Family School

**Sadaf Aslam**  
Treehouse School

## Primary schools

**Carolyn Howson**  
Allington Primary School, Kent

**Dr Julie Greer**  
Cherbourg Primary School, Hampshire & Anna Freud Centre

**Laura Downes**  
Teaching London, LDBS SCITT

**Sarah Symonds**  
Headcorn Primary School, Kent

**Rachel Butcher**  
Langley Park Academy, Kent

**Angela Abrahams**  
St Mary's Primary School, Twickenham

**Barry McMahon**  
St Patrick's Primary School, Aghagallon

**Chris Upton**  
Tarleton Community Primary School

**Vicky Spink**  
St John's CE Primary School, Croydon

## Secondary schools and FE Colleges

**Martin McCaughan**  
All Saints College, Belfast

**Mike Ripton**  
Burlington Danes Academy

**Shelley Newton**  
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**Lucy Clark**  
Davenant Foundation School

**Polly Harrow**  
Kirklees College, Yorkshire

**Adele Henderson**  
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**Angela Ainsworth**

Grenfell Health and Wellbeing  
Service

**Dr Sandra Ferguson**

NHS Education for Scotland &  
The UK Trauma Council

**Dr James Cording**

Newport City Council  
Educational Psychology  
Service

**James Emmett**

Place2Be

**Dr Julia Clements**

Place2Be

**Niki Cooper**

Place2Be

**Andy Smith**

Spectrum Gaming

**Clio Carpenter**

St Giles Trust

**Desmond Giles**

St Giles Trust

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Islington CAMHS

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# *Critical Incidents*

IN EDUCATIONAL COMMUNITIES

**uktraumacouncil.org**



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