



# **CRITICAL INCIDENT MANAGEMENT PLAN**

September 2018

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## IN THE EVENT OF A CRITICAL INCIDENT (during school hours)

### First point of contact:

During School Hours	Out of School Hours
<p>For all critical incidents during school hours please contact the relevant manager below.</p> <p>If not available please contact: Amanda Daniels, Head of Education Psychology</p> <p>Tel: 0121 464 1364 Mobile: 07766 925152</p>	<p><b>For all critical incidents outside of normal school hours please phone the <u>Press Office out of hours number: 0121 303 3287</u>. The Press Officer on duty at the time will contact the relevant People Directorate Director or Assistant Director.</b></p>
<p>Dave Yardley, School Support Manager (North)</p> <p>Tel: 0121 464 3174 Mobile: 07881 617187</p>	
<p>Kathy McDonough, Acting School Support Manager (Central)</p> <p>Tel: 0121 303 2193 Mobile: 07775 407332</p>	
<p>David Bridgman, School Support Manager (South)</p> <p>Tel: 0121 303 8394 Mobile: 07771 339061</p>	

## **Section 1: Introduction**

**A 'Critical Incident' can be defined as:**

**An event or sequence of events affecting pupils and/or teachers which creates significant personal distress to a level which potentially overwhelms normal responses, procedures and coping strategies and which is likely to have serious emotional and organisational consequences.**

Regrettably, in recent times a number of very serious incidents have occurred in British schools which, in the worst cases, have resulted in death and serious injury both to pupils and teachers.

In other incidents, while no casualties resulted, pupils and teachers have been severely traumatised as a consequence of the random actions of individuals causing disruption on school premises. There have also been a number of 'natural' disasters, such as the Hagley minibus accident, which have caused intense distress and sadness to staff, pupils and families, and which have interrupted the normal functioning of the school. There are also less dramatic and more common occurrences, such as the death of a pupil from a terminal illness or traffic accident, which can have profound effects on individuals, groups and sometimes the school as a whole.

In some instances, schools have managed critical incidents extremely well from their own resources but help is available from City Council services such as Educational Psychology and from the wider community. Some schools have given thought to preventive measures they might take including drawing up critical incident management plans. Following a number of local incidents, head teachers have suggested there is a need for co-ordination of a number of services, which can provide help and support. The Directorate therefore has an agreed city-wide support framework described in this document. Head teachers have further suggested that the City Council should provide some general guidance for schools in developing critical incident management plans and the steps schools could take should a critical incident occur. The guidance in this document is provided following wide consultation with teachers in all school phases and with City Council officers.

This document is in two further sections:

- **Section 2** consists of Action Sheets which will help to guide head teachers and senior managers through the steps they should take in the event of a critical incident.
- **Section 3** consists of Information Sheets which are provided for reference and cover a wide range of issues related to critical incident management.

## Responsibilities and Key Mayfield Contacts

The headteacher is responsible for ensuring local testing of plans and reviewing/updating annually or if any significant staff changes occur – whichever happens first.

<b>Mayfield School Key Contacts</b>		
	<b>Name</b>	<b>Email / Tel</b>
<b>Head Teacher</b>	Sue Bainbridge	<a href="mailto:s.bainbridge@mayfield.bham.sch.uk">s.bainbridge@mayfield.bham.sch.uk</a> 0121 523 7321 07983 620801
<b>Deputy</b>	Heathfield Road – Caroline Mace	0121 523 7321 07983 621269
	HML – Theadora Papasprou	<a href="mailto:t.papaspyrou@mayfield.bham.sch.uk">t.papaspyrou@mayfield.bham.sch.uk</a> 0121 523 7321 07956 021527
<b>Pastoral Manager</b>	Jacqui Tomlinson	<a href="mailto:j.tomlinson@mayfield.bham.sch.uk">j.tomlinson@mayfield.bham.sch.uk</a> 0121 523 7321 07507 565810
<b>School Business Manager</b>	Lee Warner	<a href="mailto:l.warner@mayfield.bham.sch.uk">l.warner@mayfield.bham.sch.uk</a> 0121 523 7321 07983 620095
<b>Chair of governors</b>	Vicky Wynne	<a href="mailto:v.wynne@lineone.net">v.wynne@lineone.net</a>
<b>All Staff</b>	All Staff	Hard copies provided in staff rooms. Also saved in Rdrive/Health and Safety
<b>Corporate advice / assistance</b>	BRT corporate	<a href="mailto:emergencyplanning@birmingham.gov.uk">emergencyplanning@birmingham.gov.uk</a> 0121 303 4825
<b>Press Office (out of hours)</b>	Duty Press Officer	0121 303 3287
<b>Governor Services</b>		0121 296 3000

## Section 2: Action Sheets

### A1 Action Sheet: Immediate Actions

#### 1. Obtain factual information.

**What** has happened? **Who** is involved? **Where** and **when** has this taken place?

If the incident is away from school, what is the location and what is the name and contact number of an appropriate adult at the site.

Any injuries - children/staff?

#### 2. Contact Emergency Services required.

Time.....

Police [    ]  
 Fire [    ]  
 Ambulance [    ]

#### 3. Evacuate school, if safe and necessary.

#### 4. Arrange staff to look after pupils.

#### 5. Allocate an incident management room with a dedicated phone line if possible.

#### 6. Contact City Council Officers (during school hours):

During School Hours	Out of School Hours
<p>For all critical incidents during school hours please contact the relevant manager below.</p> <p>If not available please contact:            Amanda Daniels, Head of Education Psychology</p> <p>Tel: 0121 464 1364 Mobile: 07766 925152</p>	<p><b>For all critical incidents outside of normal school hours please phone the <u>Press Office out of hours number: 0121 303 3287</u>. The Press Officer on duty at the time will contact the relevant People Directorate Director or Assistant Director.</b></p>
<p>Dave Yardley, School Support Manager (North)</p> <p>Tel: 0121 464 3174 Mobile: 07881 617187</p>	
<p>Kathy McDonough, Acting School Support Manager (Central)</p> <p>Tel: 0121 303 2193 Mobile: 07775 407332</p>	

<b>David Bridgman, School Support Manager (South)</b>	
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<b>Tel: 0121 303 8394 Mobile: 07771 339061</b>	
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**7. Contact families of those involved. Give emergency contact numbers as necessary.**

**8. Complete incident log proforma.**

**When time permits, complete the following log:**

**INCIDENT LOG**

**Date .....**

**Time commenced.....**

**What happened:**

**Where:**

**Who was involved:**

**Casualties (if any) / pupils or staff in need of support:**

**Action Taken (*including City Council officers contacted*):**

**Print name of officer reporting incident .....**

**Signed.....**

**Position.....**

## **A2 Action Sheet: Subsequent Actions (Hours/Next Day/Within One Week)**

### **Within hours:**

Contact Chair of Governors.

*Chair to establish cascade to inform other governors as appropriate.*



Head/Deputy meet with emergency services and support service personnel.



Decide which staff are going to do what tasks and when.



Prepare written statement and letters for parents covering the following points:

- Factual information about the incident;
- What the school has already done;
- What the school intends to do in the next few days (e.g. meeting for parents);
- Where parents can find out more information (e.g. helpline);
- Practical information (e.g. closure / re-opening of school);
- Promise of further information in the near future (e.g. special assembly).

*Consult the press office for advice. The statement can be used for informing the media and general public.*

### **Within 1 day**

Call a meeting for staff to give detailed factual information about the incident.



Phone parents of children directly involved and send letter to all parents giving a statement about the incident.



Inform pupils appropriately about incident in small groups in consultation with EPS and other involved support services [if police allow]. *Groups should be small if possible, ideally no more than 10 pupils.*



If any child has died in the incident – see Section 32 of the Birmingham Safeguarding Children Board (BSCB) child protection procedures which can be found at [www.lscbbirmingham.org.uk](http://www.lscbbirmingham.org.uk)

### **Within 1 week**

Arrange further meeting for involved staff to explore lessons learned (when police allow)



Consult EPS and other involved support services concerning care and support for pupils involved in the incident in consultation with support service (when police allow)



Promote some discussion in classes (with support services if required). *Try to achieve a balance between responding to children's emotional needs while aiming to get things back to normal.*



Identify high risk pupils and staff (i.e. those who appear to be profoundly affected by the incident) in conjunction with support services



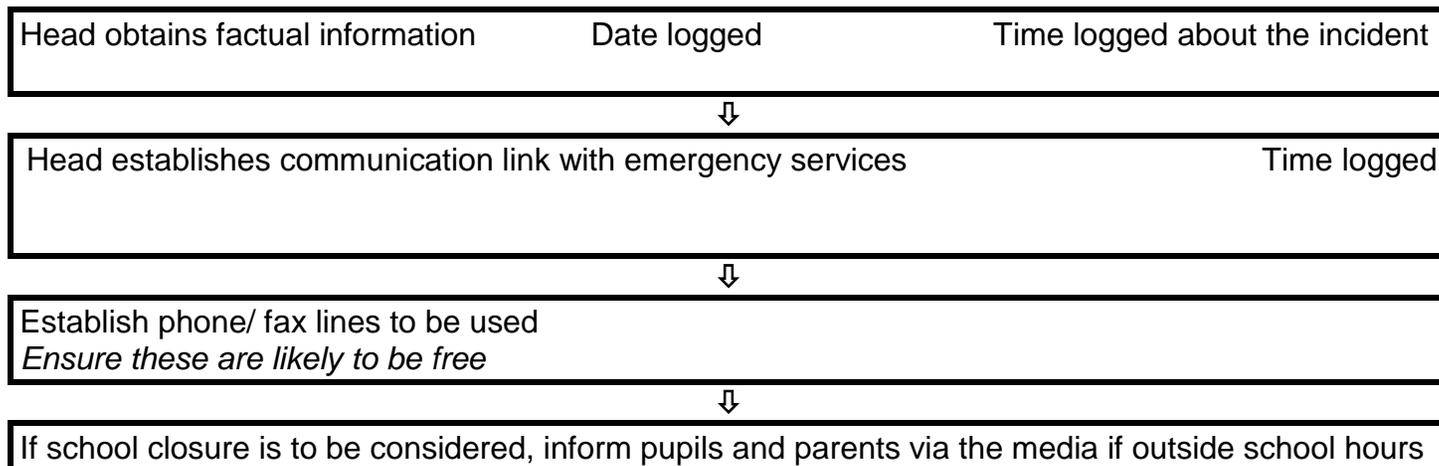
Identify any other needs for group or individual intervention / support



Organise intervention / support as appropriate, in conjunction with support services

**A3 Action Sheet: Incidents Occurring Away From School During Term Time, eg School Trips.**

**STAFF ON TRIPS OUTSIDE SCHOOL SHOULD REFER TO EXISTING SCHOOL POLICY IN AN EMERGENCY. 'Head' refers to head teacher or person nominated to deputise.**



Note: Birmingham City Council's Policy and Guidance for Educational Visits and Learning Outside the Classroom 2015 advises schools to refer to the Outdoor Education Advisers Panel National Guidance documents: 4.1a "Off Site Visit Emergencies: The Employer's Role" 4.1b "Off Site Visit Emergencies: The Establishment's Role"; 4.1i "Emergencies and Critical Incidents – An Overview"

## **A4 Action Sheet: Incidents Occurring Away From School During Vacation (Home Or Abroad)**

***N.B. 'Head' refers to head teacher or person nominated to deputise.***

Head to decide role school should play following an incident (e.g. Information point for parents; centre where parents can meet etc.)



Consider opening the school in order to facilitate information flow to families and pupils and to organise support for them



Head to consider whether incident serious enough to warrant his/her travel to the scene



Head to liaise with City Council contact officers (See Action Sheet A1)



Head to consider management of pupils returning to school after the vacation in terms of first assembly, memorial services etc. with advice from support staff as required

Note: Birmingham City Council's Policy and Guidance for Educational Visits and Learning Outside the Classroom 2015 advises schools to refer to the Outdoor Education Advisers Panel National Guidance documents: 4.1a "Off Site Visit Emergencies: The Employer's Role" 4.1b "Off Site Visit Emergencies: The Establishment's Role"; 4.1i "Emergencies and Critical Incidents – An Overview"

## A5 Useful Contacts

During School Hours	Out of School Hours
<p>For all critical incidents during school hours please contact the relevant manager below.</p> <p>If not available please contact: Amanda Daniels, Head of Education Psychology</p> <p>Tel: 0121 464 1364 Mobile: 07766 925152</p>	<p><b>For all critical incidents outside of normal school hours please phone the <u>Press Office out of hours number: 0121 303 3287</u>. The Press Officer on duty at the time will contact the relevant People Directorate Director or Assistant Director.</b></p>
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<p>David Bridgman, School Support Manager (South)</p> <p>Tel: 0121 303 8394 Mobile: 07771 339061</p>	

**City Council Press Office (during normal office hours)**

Sarah Kirby, Press Officer

0121 303 3885 / 07920 088571

**Emergency Duty for out of hours**

Emergency Duty Press Officer on duty at the time

0121 303 3287

**Education Safety Services**

Business Support

0121 464 8564  
0121 303 2420

**Communications Team**

Press Office

0121 303 3287

**Educational Psychology Service**

Amanda Daniels, or any Senior Educational Psychologist

0121 464 1364  
07766 925152

**Children's Information and Advice Service (CIAS)**

0121 303 1888 (or Emergency Duty Team on 0121 675 4806 out of office hours)

## **Section 3: Information Sheets**

### **Role of Emergency Services and Other Support Services**

In any critical incident, the involvement of the emergency or 'blue-light' services is crucial and their role is of paramount importance. Police, fire, ambulance and coastguard have priority over all other outside agencies.

In the event of a **major emergency**, which is thankfully extremely rare, affecting a proportion of the city (e.g. an air crash), the **Birmingham Resilience Team (BRT)** which is made up of officers from the City Council, the Police, Fire Services and the NHS will co-ordinate responses in conjunction with the emergency services.

The Home Office Publication 'Dealing with Disaster' Revised Third Edition <sup>1</sup> details the following responsibilities of the emergency services:

#### **Police:**

The police will normally co-ordinate all the activities of those responding at and around the scene of a land-based emergency. The saving and protection of life is the priority, but as far as possible the scene must be preserved to provide evidence for subsequent enquiries and possibly criminal proceedings. Once life saving is complete, the area will be preserved as a scene of crime until it is established as otherwise (unless the emergency results from severe weather or other natural phenomena and no element of human culpability is involved). Where practicable the police, in consultation with other emergency services and specialists, establish and maintain cordons at appropriate distances. Cordons are established to facilitate the work of the other emergency services and support organisations in the saving of life, the protection of the public and the care of survivors.

#### **Fire:**

The primary role of the fire service in a major emergency is the rescue of people trapped by fire, wreckage or debris. They will prevent further escalation of an incident by controlling or extinguishing fires, by rescuing people and by undertaking other protective measures.

They will deal with released chemicals or other contaminants in order to render the incident site safe or recommend exclusion zones. They will also assist the ambulance service with casualty handling and the police with recovery of bodies.

The fire service is likely to take the lead on health and safety issues for personnel of all agencies working within the inner cordon. However, in the event of any situation which is, or which is suspected to be, the result of terrorism, police will assume overall control and take initial responsibility for safety management, but the main responsibility for rescuing people and saving lives remains with the fire service.

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<sup>1</sup> "Dealing with disaster, Revised Third Edition", Cabinet Office, 2003, ISBN 1-874447-42-X

<http://webarchive.nationalarchives.gov.uk/20050523205851/ukresilience.info/contingencies/dwd/index.htm>

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**Ambulance:**

Ambulance services have responsibility for co-ordinating the on-site National Health Service response and determining the hospital(s) to which injured persons should be taken, which may depend on the types of injuries received. The officer of the ambulance service with overall responsibility for the work of the ambulance service at the scene of a major incident is the Ambulance Incident Officer (AIO).

The ambulance service, in conjunction with the Medical Incident Officer and medical teams, endeavours to sustain life through effective emergency treatment at the scene, to determine the priority for release of trapped casualties and decontamination in conjunction with the fire service, and to transport the injured in order of priority to receiving hospitals. The ambulance service may seek support from Voluntary Aid Societies (British Red Cross, St John Ambulance and St Andrew's Ambulance) in managing and transporting casualties.

**Coroner:**

Coroners have responsibilities in relation to bodies lying within their district who have met a violent or unnatural death, or a sudden death of unknown cause. They have to determine who has died, how, and when and where the death came about. This function is regardless of whether or not the cause of death arose within their district. They normally undertake this duty at a formal inquest (though if the incident results in a public inquiry chaired by a judge, a full inquest).

In a few tragic cases, it has been known for the Coroner's Office to contact schools or other establishments and services for information. This has usually been where identification of children has proven difficult or impossible, particularly after a fire. It might be the case that the coroner is sparing the parents' feelings by obtaining information that might help identify children from another source but staff and managers are not immune from the effects of realising the full horror of a tragedy and have sometimes found such enquiries very distressing. It is particularly important that colleagues talk through their feelings about this either with a trusted colleague or a trained counsellor.

**Health Services:**

Clearly, medical and para-medical personnel are present at major emergencies involving death, injury or trauma and provide follow up treatment and care. The clinical psychology service also can provide counselling for people suffering trauma in the aftermath of critical incidents in the community.

**People Directorate - Key Roles:**

In the event of a major emergency, declared as such by the Chief Executive, the People Directorate's role is to provide short term practical support and assistance to victims, relatives and friends in rest centres and elsewhere. This includes emergency housing, feeding, transport as well as listening and giving emotional support. Should the emergency take place in a school, staff who primarily deal with adults would work closely with children's services to co-ordinate their input and draw on their specialised skills and abilities. In the longer term, the Directorate may provide specialised counselling services to victims.

**The Strategic Director - Directorate for People** will link directly with the City Council Emergency Planning Officer in the event of a major emergency affecting the city.

Of key importance are the following:

- to ensure that the social and psychological support services include staff who have a special understanding of the needs of children, and are able to work with them and with those who are in daily contact with them, including parents, teachers and youth workers;
- to ensure that staff in schools directly affected by disasters are given adequate support in order to help the children and their families;
- to organise appropriate support for all staff members.

**The Director or Assistant Director will identify a lead officer who will...**

- co-ordinate the input of Children's Services to schools following a critical incident. **Schools should contact this officer as soon as possible following a critical incident;**
- inform all services of their respective roles in helping schools following critical incidents;
- ensure all support services receive appropriate training and that this is regularly updated;
- be responsible for informing schools about disruption to normal services from support services while these are responding to a critical incident;
- liaise with the relevant School Support Manager with respect to communication with the media, governors and parents.

**The lead officer for Educational Psychology will...**

- ensure consultation is provided on the management of the aftermath of the critical incident for the head teacher and senior staff;
- assist the head teacher to decide what information to provide to staff, pupils and parents and how this could be communicated;
- ensure staff are advised and supported in managing distressed pupils, colleagues and parents;
- liaise closely with other support services working within the school;
- provide advice on such issues as '*getting things back to normal*' and commemorating the event;
- arrange for appropriate support for staff and pupils affected on a group or individual basis as considered appropriate;
- in consultation with the social care colleagues and health service officers, arrange for direct crisis counselling for pupils and staff if appropriate;
- arrange for direct psychological advice to staff on the management of children following a critical incident if considered appropriate by the school;
- where required, ensure a recording system is in place to log work being done by support services in school and indicate outstanding tasks for them to complete;

- consult with psychiatric and other health services as appropriate;
- negotiate with the head teacher the extent of Educational Psychology involvement following a critical incident and, where needed, ensure long term help is arranged for pupils and staff affected.

**Family Support Teams will...**

- provide a single contact of contact for professionals and members of the public who want to seek support or raise concerns about a child.

**The Press Office will...**

- deal with all enquiries from the news media;
- attend the school if necessary and deal directly with reporters.

**Birmingham City Council Health and Safety Team will...**

- undertake accident Investigation;
- support you in undertaking post incident risk assessments;
- review site security;
- liaise with and provide support in dealings with Enforcement Authorities (Police, HSE, Fire).

**Type 1. High Priority - Action Plan Immediately Put Into Operation (See Action Sheet A1)**

**A large scale or major incident which impacts on the whole school and local community and which results in major involvement of one or more emergency services.**

Examples of this include:

- US shootings at Sandy Hook Elementary School, Newtown, Connecticut (2012)
- The shootings in Whitehaven, Cumbria (2010).
- The shootings at secondary school in Winnenden, Germany (2009).
- US shootings in Virginia Tech University (2007).
- The shootings in Pennsylvania at an Amish School (October 2006).
- The shootings in Beslan, Russia (2004).
- The stabbing to death of a parent outside Holte School (2004).
- The Soham murders (2003).
- The shootings in Dunblane Primary School (1996).
- The machete attack on nursery pupils and staff in Wolverhampton (1996).
- The murder of Philip Lawrence, a head teacher, outside his school in London (1995).
- The Hagley school minibus crash (1993).

**Community** critical incidents such as the Lockerbie air crash (1986), the Hillsborough football stadium disaster (1989), or a disturbance such as the civil unrest in Lozells (2005) and the riots in

Birmingham city centre (2011). Tragedies which happen abroad can impact on whole communities in this country, such as 9/11 (2001) and the Asian/Boxing Day Tsunami (2004).

The following Type 2 critical incidents may be seen as lower priority but may nevertheless severely disrupt school organisation and functionality, may result in severe distress to pupils and/or staff and may require some elements of the action plan such as the involvement of the emergency services and support agencies.

**Type 2. Medium Priority Action (Could Also Be Level 1 Dependent on Severity).**  
***Head teacher to plan action as appropriate.***

**A sudden or traumatic incident which impacts on a significant number of staff or pupils.**

Examples of this include:

- The death of a pupil or adult on the school premises or on a school trip.
- A road traffic accident involving a pupil or member of staff.
- A fire at the school or at home where there is loss of life or serious injury.
- A serious accident in a school laboratory.
- The murder or severe injury of a pupil, parent or member of staff outside school.
- The death of a pupil following accident or illness outside school.

**Bereavement and Loss**

Children, like adults, can respond very differently to death or loss. Below are some of the possible reactions to loss but it is important to stress that some children may not show any of these at all while others display many. Age, development and personality are important factors but the quality of support they receive from family, friends and significant adults such as teachers may also affect the extent or duration of any reactions.

**Possible Reaction to Loss**

Behavioural effects:

Any sudden change in behaviour including clinging, regression to younger behaviour patterns, obsessive or repetitive talking, lack of compliance, drug or alcohol abuse, avoidance of others and school refusal.

Cognitive Effects:

Confusion about the event, difficulty in sequencing events, indecisiveness, poor concentration, loss of memory, loss of judgment and reasoning skills, decline in intellectual and academic functioning.

Physical Effects:

Headaches, shock, shivering, constriction of the throat, disturbed sleep, tiredness, loss of appetite and loss of physical control.

Emotional effects:

Depression, anxiety, anger, guilt, irritability, increased dreams/nightmares, fear of recurrence of the event, hyper-vigilance and over-concern for others.

## **Socio-Cultural Issues**

The culture, spiritual beliefs and life experiences of children determine in part their attitude to death or loss, which may be very different from the Western European view. It is important to be sensitive to these issues and avoid advice or suggestions which could conflict with views of the family or community as a whole. Building up a store of knowledge about these beliefs of pupils in the school will help to ensure sensitivity of staff at times of a critical incident.

If a school requires advice on the cultural, religious or language needs of pupils and families in the aftermath of a critical incident, please raise this with the first point of contact who will be able to advise on appropriate resources.

## **Patterns of Grief and Mourning**

Once again, it is important to recognise that people differ greatly in how they grieve or mourn for a lost friend or family member. There are no hard and fast stages that individuals inevitably go through and while some come to terms with loss relatively quickly, for others the process can take several years. However, below are some of the **possible** feelings which children and adults may experience.

Immediate after effects:

May include shock, numbness or denial.

First few weeks and months:

Anxiety, guilt, anger, loneliness and yearning.

Anger may be directed at anything or anyone, including oneself, for perceived failure to act in some way that might have prevented what happened. There may be regret that there will no longer be an opportunity to say or do something with the lost friend or classmate. There are often feelings of guilt that one did or did not do something that might have made a difference in their final days. Some people may acknowledge at one level how irrational such feelings are but cannot help them occurring.

Subsequent months:

Depression, sadness, apathy but also for many the start of acceptance, particularly if support is available.

Longer term:

Acceptance and adaptation. This is when the feelings are no longer so intense and the individual is reconciled to new circumstances. It is characterised by being able to think of the deceased person without pain.

## **Responding to Bereaved Children**

The age and level of cognitive development of the child can determine the length and form of response to a traumatic incident in their life. A 7 year old child may take longer to come to terms with loss than an adolescent if she/he does not have an appropriate level of understanding to appreciate the significance of the loss.

With young children (Foundation and KS1), it can be extremely helpful for someone with whom the child feels comfortable and safe to provide reassurance and explanations of the loss in terms they can understand. By around the ages of 5 - 6 years, most children are beginning to understand that death is

irreversible and involves permanent separation. Due to their lack of experience however, some may find it hard to understand what has happened and may misconstrue events. In these early years, children may be very ego-centric and feel personally responsible for the event (e.g. 'If I hadn't been naughty, Auntie wouldn't have died'). Honest answers to questions are helpful to all ages but it is particularly important here to correct misunderstandings or false, exaggerated perceptions of what happened.

In general, research suggests that people come to an acceptance of loss if they are able to talk about their feelings and express their emotions in some way. Some children may need help in expressing their feelings and teachers can be very helpful in providing them with appropriate outlets through, for example, writing, playing music, art, sport or drama. Older children can benefit greatly from someone who is simply prepared to listen, understand and reflect on their expressions of emotion. This may be an adult but peers can be equally if not more important supporters for adolescents. It is important for adults to be guided by the child, being available when they wish to talk but respecting their right to silence. Letting the child know you are available and are there to help can be very reassuring.

## **References**

Best, C. & Mead, C. 'Trauma in school: The Psychology of Helping' in Sigston, A. et al. (Eds.) (1996) **Psychology in Practice**, London, Fulton

Capewell, E. (1992) **Disaster: The Role of Education. Home and School**. March 3-12.

Johnson, K. (1989) **Trauma in the Lives of Children**. Alameda, Hunter House

## Resources for Schools

### BOOKS FOR STAFF:

- **'The Critical Incident Management Handbook for Schools'**. (2011) By Rae.T. Pub. Optimus  
ISBN- 978-1-906517-47-2
- **'Wise before the Event'** (2006) Yule W. and Gold A.  
Pub: Calouste Gulbenkian Foundation.  
ISBN 978 0 903319 66 9
- **'Grief in Children. A Handbook for Adults.'** (1992) Dyregrov, A.  
Pub: Jessica Kingsley  
ISBN 185302-113-X
- **'Supporting young people coping with grief, loss and death.'** (2006) Weymont D. & Rae, T.  
Pub: Sage  
ISBN 1904315429
- **'The Forgotten Mourners'** (1991) Smith, S.  
Pub: Jessica Kingsley  
ISBN 1853027588
- **'Loss, change and grief: An educational perspective.'** (1999) Brown, E.  
Pub: David Fulton  
ISBN 1853464651
- **'Good Grief - 1: over 11s and adults'**. (1995) Ward, B.  
Pub: Jessica Kingsley  
ISBN 9781853023248
- **'Good Grief - 2: under 11s'**. (1996) Ward, B  
Pub: Jessica Kingsley  
ISBN 9781853023408
- **'How to cope with childhood stress. A practical guide for teachers'**. (1993) Eds. Alsop P. & McCaffrey. T.  
Pub: Longman  
ISBN 0582219531
- **'Bibliotherapy for bereaved children'**. (2001)  
Pub: Jessica Kingsley  
ISBN 1843100045
- **'How it feels when a parent dies'**. (1988) Krementz, J.  
Pub: Gollancz  
ISBN 0394758544

- **'Helping children cope with grief'**. (1998) Wells, R.  
Pub: Abingdon Press  
ISBN 0687854709
- **'A teacher's handbook of death'**. (2002) Jackson, M. & Colwell, J.  
Pub: Jessica Kingsley  
ISBN 1843100150
- **'Home-made books to help kids cope: an easy to learn technique for parents and professionals'**. (1992) Zeigler, R.  
Pub: Magination Press  
ISBN 0945354509
- **'Helping Children to manage loss'**. (1998) Mallon, B.  
Pub: Jessica Kingsley  
ISBN 1853026050
- **'Helping Children Cope with Separation and Loss'**. (1994) Jewett, C.  
Pub: Free Association Books.  
ISBN 0713477660
- **'Giving Sorrow Words; Managing Bereavement in Schools'**. (1999) Killick, S. & Lindeman, S.  
Pub: Lucky Duck. (Includes video).  
ISBN 1873942729
- **'Grief in school communities'** (2003) Rowling, L.  
Pub: Open University  
ISBN 033521116X

## **BOOKS FOR PRIMARY CHILDREN**

- **'What Happens when Someone Dies?'** (2008) by Yarborough.T. Pub. Authorhouse  
ISBN - 13:978-1434396679
- **'Samantha Jane's Missing Smile: A Story about coping with the loss of a parent'** (2007) by Kaplow.J., Pincus.D. & Spiegel.B. Pub. Magination Press  
ISBN- 13:978-1591472089
- **'When Uncle Bob died – Talking it through'** (2001) Althea  
Pub: Happy Cat Books; New Ed edition  
ISBN-10: 1903285089 ISBN-13: 978-1903285084
- **'Badger's parting gifts'** (1992) Varley, S.  
Pub: Harper Trophy  
ISBN-10: 0688115187 ISBN-13: 978-0688115180

- **'Remembering Mum'** (1996) Perkins, G. & Morris, L.  
Pub: A & C Black  
ISBN 0-7136-4432-X
- **'Remembering my brother'** (1996) Perkins, G.  
Pub: A & C Black  
ISBN 0-7136-4541-5
- **'Am I still a sister?'** (1986) Sims, A.  
Pub: Big A & Co.  
ISBN-10: 0961899506 ISBN-13: 978-0961899509
- **'Waterbugs and dragonflies'** (1997) Stickney, D.  
Pub: Pilgrim Press  
ISBN-10: 082981180X ISBN-13: 978-0829811803
- **'How it feels when a parent dies'** (1991) Krementz, J.  
Pub: Knopf  
ISBN-10: 0394758544 ISBN-13: 978-0394758541
- **'Can Anyone Be as Gloomy as Me?': Poems About Being Sad** (2005) Toczek, N.  
Pub: Hodder Children's Books  
ISBN-10: 0340911166 ISBN-13: 978-0340911167
- **A Taste of Blackberries'** (2004) Buchanan Smith, D.  
Pub: HarperTrophy  
ISBN-10: 006440238X ISBN-13: 978-0064402385

## BOOKS FOR OLDER CHILDREN

- **'The Grieving Teen - A guide for teenagers and their friends'** (2000) by Fitzgerald.H.  
Pub. Simon & Schuster  
ISBN - 13:978-0684868042
- **'Straight Talk about Death for Teenagers: How to cope with losing someone you love'**  
(1993) by Grollman.A.  
Pub. Beacon Press  
ISBN - 13:978-0807025017
- **'Facing Grief - Bereavement and the Young Adult'** (1991) by Wallbank.S.  
Pub. Lutterworth Press  
ISBN - 13:978-0718828073
- **'Your friend, Rebecca'** (1990) Hoy, L.  
Pub: Red Fox  
ISBN-10: 0099312808 ISBN-13: 978-0099312802

- **'Charlotte's Web'** (1993) White, E. B.  
Pub: Penguin  
ISBN 014 036 4498
- **'My Brother Joey Died'** (1982) Houston, G. & McLendon, G.  
Pub: Messner  
ISBN-10: 0671424017 ISBN-13: 978-0671424015
- **'In the Springtime of the Year'** (1977) Hill, S.  
Pub: Penguin. (*Suitable 15+*)  
ISBN-10: 0140041109 ISBN-13: 978-0140041101

## WEBSITES:

- Childhood Bereavement Network  
<http://www.childhoodbereavementnetwork.org.uk/>
- Beyond the Horizon  
<http://www.beyondthehorizon.org.uk/>
- Edward's Trust  
<http://www.edwardstrust.org.uk/>
- Winston's Wish  
<http://www.winstonswish.org.uk/>
- Cruse Bereavement Care  
<http://www.crusebereavementcare.org.uk/>
- Teacher Support  
<http://www.teachersupport.info/get-support/practical-guides/leadership/critical-incidents>

## **Helplines, Counselling and Support**

**STAFFCARE** (Counselling, Support Service & Counselling Helpline)

Tel: 0121 464 2292 / 0121 464 5480

**Help employee assistance**

Tel: 0800 0285148

[www.birmingham.helpeap.com](http://www.birmingham.helpeap.com)

**Edward's Trust 'SUNRISE'**

43a Calthorpe Road, Edgbaston, Birmingham B15 1TS

Tel: 0121 454 1705

Email: [admin@edwardstrust.org](mailto:admin@edwardstrust.org)

Offers support and counselling for children aged 4-18 years who are bereaved of a sibling, parent or significant carer.

**BEYOND THE HORIZON**

Holy Cross Church Centre, Beauchamp Road, B13 0NS

Tel: 0121 444 5454

Email: [admin@beyondthehorizon.org.uk](mailto:admin@beyondthehorizon.org.uk)

Supports bereaved children, young people and families through a range of interventions such as counselling, information and resources.

**THE CHILD DEATH HELPLINE**

Tel: 0800 282986 / 0808 800 6019 (additional freephone number for all mobiles)

Email: [contact@childdeathhelpline.org](mailto:contact@childdeathhelpline.org)

The helpline is open every day throughout the year:

Every evening 7.00 pm - 10.00 pm

Monday to Friday mornings 10.00am - 1.00 pm

Tuesday and Wednesday afternoons 1.00 pm - 4.00 pm

## **CHILDLINE**

Tel: 0800 1111

Online chat: <http://www.childline.org.uk/Talk/Chat/Pages/OnlineChat.aspx>

24-hour helpline for children and young people in the UK.

Children and young people can call about any problem, at any time - day or night. ChildLine's counsellors are there to help you find ways to sort things out.

## **ACORNS CHILDREN'S HOSPICE TRUST**

103 Oak Tree Lane, Selly Oak, Birmingham B29 6HZ

Tel: 0121 248 4850

Acorns provides specialist care and support to children and young people who have life limiting or life threatening conditions, and their families. Services are offered through a Community Team who offer support at home which covers emotional, practical and bereavement support.

## **CRUSE BEREAVEMENT CARE**

King Edward Building, 205 Corporation Street, Birmingham B4 6SE

Tel: 0121 687 8010

Tel: 0844 477 9400 (Bereavement Day by Day Helpline)

Email: [birmingham@cruse.org.uk](mailto:birmingham@cruse.org.uk)

Aims to offer bereavement support to children, young people and families through one to one support, telephone support, home visits and family support groups.

## **OPEN DOOR YOUTH COUNSELLING LTD**

2 Greenfield Crescent, Birmingham B15 3BE

Tel: 0121 454 1102 / 0121 454 1116

Open Door provides a confidential counselling and information service for young people.

## **THE COMPASSIONATE FRIENDS**

Tel: 0345 123 2304

Email: [info@tcf.org.uk](mailto:info@tcf.org.uk)

Helpline is always answered by a bereaved parent and is available 365 days from 10.00 am - 16.00 pm and 19.00 pm - 22.00 pm.

A nationwide organisation of bereaved parents, siblings and grandparents dedicated to the support and care of other bereaved parents, siblings and grandparents who have suffered the death of a child/children.

## **RELATE**

111 Bishopsgate Street, Birmingham B15 1ET  
Tel: 0300 100 1234 / 0121 643 1638

Relationship Counselling, Sex Therapy, Relationship Education & Training, Counselling for Young People, Family Counselling

## **THE SAMARITANS**

13 Bow Street, Birmingham B1 1DW  
Tel: 116 123  
Email: [jo@samaritans.org](mailto:jo@samaritans.org)

Providing 24-hour support to people who are experiencing feelings of distress or despair, including those which many lead to suicide.

## **SANELINE**

Tel: 0300 304 7000  
Email: [http://www.sane.org.uk/resources/contact\\_us](http://www.sane.org.uk/resources/contact_us)

Support and information about mental health problems. The helpline is available 1pm - 11pm, 365 days a year.

## **SURVIVORS OF BEREAVEMENT BY SUICIDE (SoBS)**

Tel: National Helpline: 0300 111 5065 (Available 9am - 9pm every day)

A self-help, voluntary organisation that aims to meet the needs and break the isolation of those bereaved by the suicide of a close relative or friend.