

# 2

## Information for Head Teachers

### Writing a Critical Incidence and Bereavement Policy

The Frameworks and Processes for coping positively  
in a school with Loss and Bereavement

The Information you need to have at hand,  
as well as who you might need to contact.

Hammersmith & Fulham EPS. May 2020.



# Framework for developing a school bereavement policy

It will be important at this time of sadness and loss to have a prepared framework which guides you through the information that you need to have and the process that you need to follow. With any critical incident, it is essential that the information is correct, and the right people have been consulted. In the past, the framework would have been the school bereavement policy which is detailed below, with lists of people who need to be involved and a process which it might help you to follow. In extreme situations where media and press are involved, it is useful to be prepared with numbers and e mail addresses of governors and LA Comms Staff who can support you.

This framework is based on previous experience and should support your work at this difficult time.

It is important to have access to the Guidance for Schools On Coping with the Critical Incidents of Covid-19. H&F EPS 2020.

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## The framework and process

Framework one (adapted from Oxfordshire SeeSaw Guidance)

Framework for developing a school bereavement policy

### Introduction

Should explain why it is important to devise a bereavement policy, and how this policy fits into the overall approach adopted by school towards the care of its staff and pupils. It should include the date when the policy came into operation, the review date and by whom it will be reviewed. You should also cross reference this policy with any other associated policies provided by the DfE, e.g. Critical Incident/School trips/ Health and Safety. (See "Wise Before the Event" – Yule and Gold).

You may also wish to include a definition of a critical incident:

A Critical Incident is defined as a single incident or a sequence of incidents which:

- Are sudden and unexpected.
- Contain real or imagined threats to a person.
- Overwhelm usual coping mechanisms.
- Cause severe disruption.
- Are traumatic to anyone.

Critical Incidents you may face in the coming weeks may include:

- Death of a pupil or a member of staff.
- Sudden death of a primary carer which could be a parent or grandparent.
- Deaths of friends, family and other loved ones affecting pupils and members of staff.
- Closely occurring deaths and/ or serious illnesses leading to the experience of trauma across the local community.

### Critical Incidents related to COVID-19: assistance to schools

All our school communities will inevitably face increased risk of critical incidents, including bereavements resulting from deaths of members of those communities, as a result of COVID-19. As with any critical incident, we will be immediately available to assist in ways that account for the complexities caused by social distancing, remote working and isolation measures. We will help you restore a sense of hope and recovery after these incidents, without brushing aside or ignoring the appropriately strong feelings that accompany them.

Some COVID-19 specific guidance on helping bereaved children and young people understand what has happened is available here:

- [www.winstonswish.org/telling-a-child-someone-died-from-coronavirus/](http://www.winstonswish.org/telling-a-child-someone-died-from-coronavirus/)

H&F Educational Psychology Service will be differentiating our response by categorising types of incidents and offering support appropriate to each category, as detailed below

**Category 1:** In the event of the death of parent of a CYP on roll and/or family member of staff which may impact some of the school community.

#### We will:

- Offer help from the school's allocated EP by phone or through video links such as Microsoft Teams to the school's Head Teacher.
- In the event that your school's allocated psychologist is unavailable, please contact the team by telephone or email and we will ensure an EP is made available to contact you for a telephone consultation.

**Category 2:** In the event of the death of a pupil on roll and/or a staff member, impacting on the whole school community.

## We will:

- offer Headteachers and key staff in the school a video consultation with two educational psychologists – ideally your school's educational psychologist together with a colleague with particular expertise in the critical incident field.

**Category 3:** Where there is a critical incident that impacts on the wider community, for example death as a result of serious youth violence: events are usually responded to and co-ordinated by multiple agencies, for example the Police, Early Help and the Youth Offending Service. The Headteacher can contact the Educational Psychology Service (EPS) directly, or alternatively another agency may have alerted the EPS and we will make contact with the Headteacher to think through what support is needed.

## 2 Aims of policy

This should identify who should benefit and by what means. So, for example it might say something along the lines of:

“All staff and pupils faced with a bereavement will be provided with appropriate support. This will be by:

- offering opportunities to express feelings in a safe and supportive environment,
- the development of an action plan to support staff and pupils
- gaining access to specialist help if necessary”.

A note should be kept of any personnel or organisations which could help and any resources and information on grief, and trauma.

## 3 Who is involved and the roles adopted

This should include the name (or designation) and specific role of each member of the team. Your team might include:

- **A Key Co-ordinator** (usually the Headteacher) responsible for liaising with all parties
- **A member of staff** (pastoral team) to coordinate support to pupils
- **A media spokesperson**
- **School Health Nurse** (if available) to offer support to staff and students
- **A member of Governing Body** to ensure staff are supported
- **School secretary** who has access to contact details, and can provide admin support

## 4 Procedure

This should include steps to be taken and by whom from the moment staff are informed of a death.

You could use the Action Flowchart to help you formulate the procedure.

## 5 Training

This might include a statement about providing opportunities for bereavement training

## 6 Evaluation

Explanation of how the policy will be evaluated e.g. feedback from bereaved pupils, parents, and staff, how often and by whom the policy will be reviewed, and where the policy can be found.

## 7 Appendices

This can include national and local links to bereavement focused charities and organisations.

## Section one

# Critical incident management strategy planning tool: Key Area

This planning tool is to help you identify key issues that should be considered (adapted from A Guide to Managing Critical Incidents in School, Department of Education).

### Critical incident management strategy planning tool : Key Area

<b>Aims of the Strategy</b>	<ul style="list-style-type: none"> <li>• Recognise which incidents may be critical for the school community.</li> <li>• Respond to a critical incident in an informed manner.</li> <li>• Create a positive, open, communicative climate where the needs of staff and pupils are met in critical incident situations.</li> <li>• Create a safe school environment whereby the physical, social and psychological health of pupils and staff is prioritised.</li> <li>• Outline, monitor and review the management plans for dealing with different emergencies. Promote active coping skills within the curriculum.</li> <li>• Establish positive working relationships and dialogue with outside agencies, thus enabling full and effective collaboration in the event of a critical incident.</li> </ul>
<b>Implementation Key Areas for Consideration</b>	<ul style="list-style-type: none"> <li>• Define roles and responsibilities for all staff -identify the Critical Incident Management Team.</li> <li>• Identify support personnel for Critical Incident Management Team.</li> <li>• Consider procedures for dealing with different Critical Incidents.</li> <li>• Consider staff and pupil welfare.</li> <li>• Plan contact with parents.</li> <li>• Plan links with relevant agencies.</li> <li>• Decide on media management.</li> <li>• Consider arrangements to apply during school holidays.</li> <li>• Consider religious and cultural issues for the school community</li> </ul>
<b>Links with School Policies</b>	<ul style="list-style-type: none"> <li>• Pastoral Care</li> <li>• Child Protection</li> <li>• Internet/mobile phone use</li> <li>• Health and Safety</li> <li>• Special Needs</li> </ul>
<b>Curricular Links/Support</b>	<ul style="list-style-type: none"> <li>• Personal Development/Personal Development and Mutual Understanding</li> <li>• Circle Time</li> <li>• Assemblies</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• Identify and secure relevant training needs for staff.</li> </ul>
<b>Monitoring/ Review of Strategy</b>	<ul style="list-style-type: none"> <li>• Review post incident, termly and annually.</li> </ul>

## Section two

# Procedural documents during a Critical Incident

### First Response Record Sheet

<b>Who has called?</b>	
<b>First or given name:</b>	
<b>Surname:</b>	
<b>Position:</b>	
<b>Relationship with the person or family affected:</b>	
<b>Contact details for getting in touch later:</b>	

### What happened?

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### What is the nature of the incident?

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### When did it happen?

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**Who has been affected?**

For example, note the names and ages of children attending the school

**Who else has been contacted?**

**Who else is offering support?**

**Ask the caller "what else is it important for you to tell us?"**

## Section three

# Planning Checklist

Check list				
Task	Who?	When?	Key contact and details	Completed (date)
Obtain the facts	HT/ senior leader	Immediately		
Contact management team		First hours		
Contact H&F School Improvement		Within hours	LA lead for school. Improvement.	
Notify governors		As above		
Seek additional health guidance where needed and follow public health guidance		As above		
Reconsider RAG rating of risk to children attending the school/ setting		As above		
Contact immediate family to discuss the information they consent to share		First day		
Seek advice on any media interest		As soon as possible	LA Comms	
Alert Educational Psychology Service		First day		
Consider whether involvement with Early Help/Family Support is appropriate				



<b>Check list</b>				
<b>Task</b>	<b>Who?</b>	<b>When?</b>	<b>Key contact and details</b>	<b>Completed (date)</b>
<b>Identify those individuals in greatest need of support</b>		First/ second day		
<b>Agree on factual communications</b> <ul style="list-style-type: none"> <li>• To all staff</li> <li>• To families</li> <li>• To pupils</li> </ul>		First day if possible		
<b>Seek consent for support for pupils</b>		Before support can be delivered		
<b>Arrange debriefing for all staff affected</b>		First / second day		
<b>Be alert to those whose memory of past trauma and loss might be triggered and seek support as the need arises</b>				
<b>Discuss acts of remembrance with family and those most affected</b>  <b>Implement any which are immediate e.g. web page for condolence messages.</b>  <b>Commit to plans which are for the longer term</b>		First week		

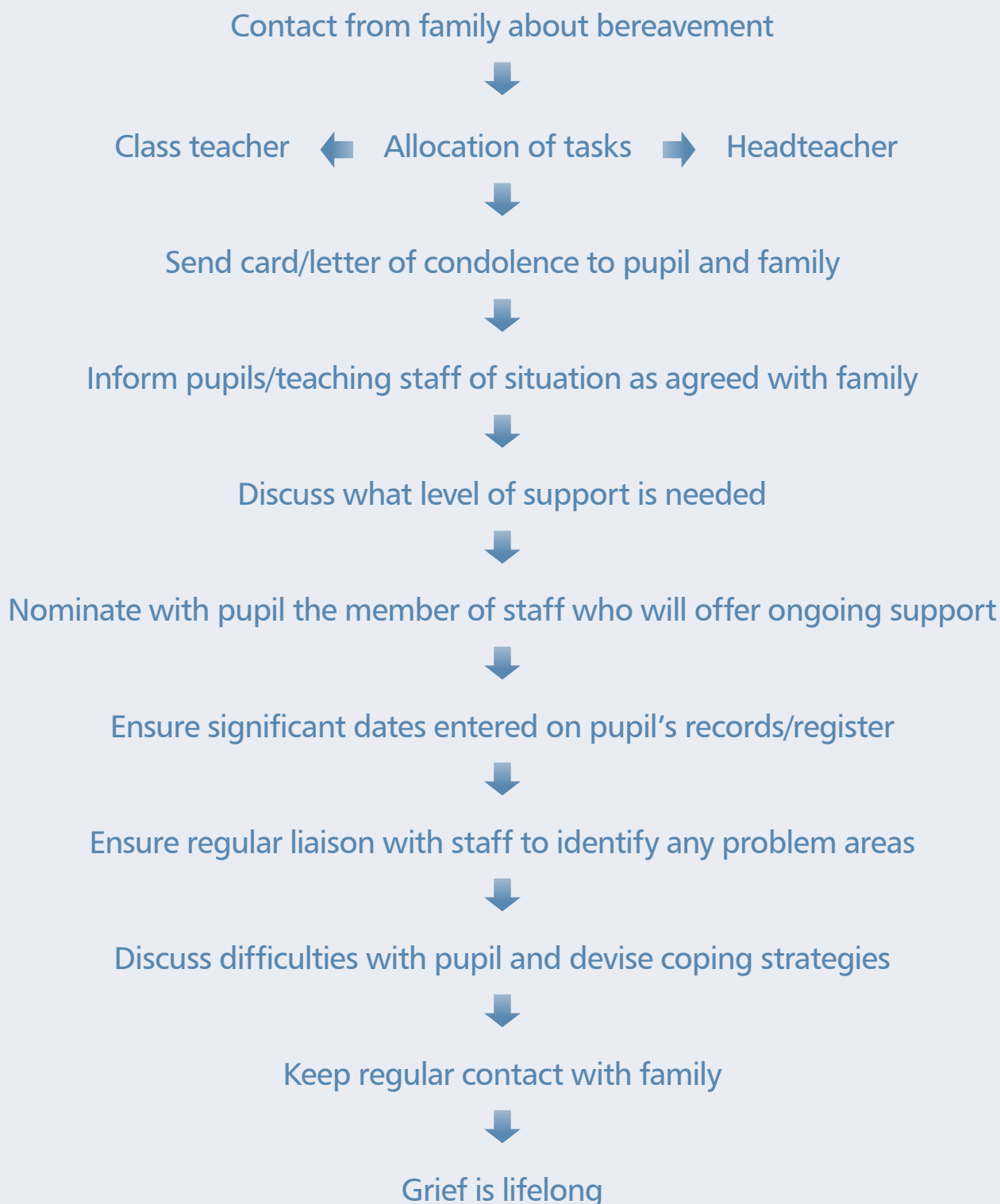
## Section four

### Emergency contacts

<b>Name of School:</b>				
<b>Please make sure that this document is regularly updated</b>				
<b>Role</b>	<b>Name</b>	<b>Home phone</b>	<b>Mobile phone</b>	<b>Time contacted</b>
Headteacher				
Deputy Head				
Leadership Team				
Administrator/ Bursar				
Chair of Governors				
Vice Chair of Governors				
LA Emergency Contact				
H&F School Improvement LA Lead				
LA Press Office				
Educational Psychology				
School nurse				
Social services				
CAMHS				
EHCPlanning (SEND)				
Local religious organisation				
Early Help				

## Section five

### Action flow chart



## Section six

### Procedures during the incident

#### Responding to the first communication of tragic news

This conversation requires a calm, steady, quiet and sensitive approach. It will be important to allow the person to tell their story, and to listen. You might want time to take a breath and steady yourself. It is okay to ask for a pause, for example to get something to note down contact details and important information.

Demonstrate that you are listening through occasional gentle responses. These could be empathetic sounds or short phrases like "Oh I'm so sorry", "I'm listening", "Take your time".

Leave pauses so that the caller does not feel hurried and has time to gather their thoughts.

Allow the caller to tell their story in their words and in their own time and avoid asking questions.

You can check that you have heard and understood by paraphrasing back, for example "You said that he died at home last night, is that right?" and again leave pauses so that the caller can correct you.

When the conversation reaches a natural break, explain that you need to take very clear notes of the important information. Obtain as much accurate, factual information about the critical incident as possible. Bear in mind that it is very easy for rumours to spread: uncertainty or misinformation can greatly add to distress levels, create confusion and will take time and effort to correct.

Before ending the call, check that you have collected sufficient factual information and the personal and contact details of the person you are talking to. Please see Section two: First Response Record Sheet on Page 6.

As soon as the call ends inform the senior management team, who are advised to take actions in line with the planning checklist Planning Checklist on Page 8 and Action Flow Chart on Page 11. After alerting others it is important that you give yourself time to process the information and your own thoughts and feelings before getting back to work. It may be helpful to share your reaction with a colleague.

#### Information related issues

- The School Improvement leads will be able to support with contacting the LA and other agencies. Other agencies able to provide support or access to resources include Educational Psychology, Clinical Support, CAMHS, Early Help, the school nurse, local faith centres etc. It would be helpful to maintain an up to date list of local agencies and their contact details on the template provided.
- It is highly likely that the media will be in contact with the school. It is vital to consider how this will be dealt with and it is highly recommended that contact is made with the LA press officer (LA Comms). This officer will be able to act on the school's behalf (if requested to do so) and provide appropriate support regarding press releases etc. Where schools wish to deal directly with the media this should be channelled through a member of staff who acts as the nominated media liaison representative. Other staff members should pass on requests for information to this nominated person.
- Prepare a brief, written statement (using that prepared for the press for guidance) which can be used by the school secretarial staff to respond to phone calls from parents etc. Such a statement should be updated as appropriate when new information becomes available. This is to ensure the consistency of the information being disseminated.
- It may be advisable to ensure that school-based records or information about the children who have been involved are collated and removed to a secure place for a time in case there is a need for further investigation.

## Informing parents

- Prepare an email informing parents/carers of the facts of the incident as soon as you are able. Depending on the circumstances, it may also be necessary to provide additional health information or contact numbers where such information can be obtained. This is particularly important where parents/ carers may have concerns for their own child's health or well-being.
- The families of close friends or class members of the pupil(s) / staff who have died may also be reassured to be provided with information about how to support each other regarding loss and bereavement.
- Remember that churches or other religious or community based groups may be able to provide remote support at this time but be sensitive and alert to religious and/or cultural sensitivities for individual families.
- Consider the possible involvement of Early Help/ Family Support.

## Supporting pupils and staff

- It is generally felt that keeping as much 'normal structure' as possible is beneficial – this is to ensure some stability in the lives of pupils at a time of crisis. Discuss with parents if they would like their child to continue to access your community classroom.
- Remember that feelings and expressions of grief are normal, appropriate and healthy.
- As with any 'emotionally charged' experience, it is important for staff to remain aware of confidentiality issues and respond appropriately to information or concerns shared with them by their pupils.
- Identify and make available designated places for children to go for reflection time or for expressions of emotion (on line/school web link during COVID19).
- Consider contributions to a virtual book to share memories and thoughts.
- Keep staff regularly updated and supported.

- Providing comfort for distressed pupils is a difficult and draining task; all staff – including the senior management team, need the opportunity to express their own feelings. Having the time and space for this to happen is essential. The Educational Psychology Service will be available as a point of contact for members of staff throughout the COVID-19 outbreak.
- Please liaise with the School Improvement lead to ensure that we signpost people to the most appropriate form of support to meet their needs. Be alert for individual staff or pupils who may be particularly vulnerable to such events due to their own circumstances.

## During the days following the event

- Contact families directly affected to express sympathy.
- Ensure that a member of staff makes contact with any pupils who may have been affected.
- Establish procedures for identifying and monitoring the wellbeing of vulnerable pupils.
- Encourage pupils and staff to be open with their feelings and memories e.g. collections of photographs. Some children may not know that they are 'allowed' to talk about the person who died. They should be.
- Ascertain details of the funeral arrangements. Many are being streamed on line for people to observe when they cannot be there in person. Allowing children and young people to observe the funeral may help in their grieving process. Permission of their parents needs to be obtained.
- Activities that promote community solidarity can be helpful during stressful times.
- Continue to ensure that staff members have the opportunity (perhaps with the help of outside support) to deal with their own feelings, both about the incidents and the distress of the pupils.

## Subsequent weeks and months

The impact of the 'critical incident' is likely to continue to be felt for a considerable time.

- School-based memorials and ceremonies that may normally be held are unlikely to be possible in the normal way. Such events may also appear untimely if carried out once schools re-open beyond their current capacity. Always check this out with the family first. This could take the form of a service or ceremony, dedicated piece of equipment or furniture, an award, an area of the school grounds etc. Planning a memorial can in itself be a therapeutic act, even where a period of time must elapse before the event can happen. Such an event can acknowledge that an incident is over.
- Further suggestions for remote support include – setting a time and date to have a minute of reflection and remembrance/lighting a candle for the person, memories and drawings of remembrance being uploaded to the school website and a message from the head teacher on the school's website.
- It will be important to be vigilant and to monitor pupils and staff so that any signs or symptoms of delayed grieving can be identified, and appropriate action taken. Pupils should be clear about who they can talk to, and those providing the listening service need to be clear about their role, boundaries and confidentiality issues.
- Good home-school links will encourage the early reporting of difficulties being experienced in the home.
- Be aware of the potential power of anniversaries of the incident, or of the deceased person's birthday etc. in reawakening feelings of distress.

## Section seven

# What to do if a staff member dies

### Supporting pupils and staff when a staff member dies

When the death of a pupil or member of staff occurs within a school community there is often a profound sense of shock - even if the death is expected. For this reason, it is important to have already thought through a plan of action as it is sometimes difficult to think clearly at a time of crisis. It is advisable that, with the consent of the family, accurate, factual information is shared with staff and pupils as soon as possible to avoid rumour or gossip circulating. You may find the following guidance helpful when considering how to respond to the death of a pupil or member of staff in your school community. Please see appendix four in: *Book 1 Guidance for schools on coping with the critical incidents of Covid-19*, for tips on planning a memorial at home.

#### Step one: Immediate actions

- Identify the member of staff (usually the Headteacher) who will be the initial contact for the bereaved family.
- Initiate contact to offer the collective sympathy of the school and to ascertain details of what happened and what can be told to the rest of the school. Some families may not want all facts known, but it is important to point out that information gets around by other sources and can be more distressing in the long run if not accurate.
- Contact those staff and governors who need to be told immediately and then arrange a virtual meeting to inform all other members of staff. Don't forget to let ancillary/administrative staff know what has happened and any plans.
- Consider who else might be available for staff/pupil support e.g. school nurse, counsellor, E.P.
- Be aware of the impact on some staff for whom the news may have special significance e.g. activating memories of own losses, close relationship with the pupil or member of staff.
- Ensure staff are aware of what support is available to them and where possible arrange for class cover if staff unable to undertake their normal duties.
- Agree what information will be given to the rest of the school, by whom and in what manner. In larger schools, it can sometimes help to write a short statement for staff to read out to their classes to ensure consistency.
- Where possible, with the family's consent, a letter should be sent home explaining what has happened, what the pupils have been told and what support is available in school for those who need it.
- Send a virtual card or a phone call where IT is unavailable, on behalf of the school – this can be not only an expression of support for family but an acknowledgement of how much the person was valued.

## Breaking news of the death to pupils and making an action plan

- This is often best done as soon as possible in class or tutor groups where the teacher knows the pupils and can explain and follow up what happened in the most sensitive way. If appropriate, students who remain on site could be gathered together (following social distancing measures) to demonstrate the sense of shared loss within the school community. During school closures, it is suggested that news is shared with parents initially and a follow up with students as considered appropriate.
- What happened should be told simply and factually – don't stray into conjecture. You should use clear, correct language and terminology, avoiding euphemisms such as "lost" and "passed away" which might confuse younger children. Example wording to share with parents or for school staff:

"I have got something very sad to tell you. You all know that (pupil) has been ill and has not been well enough to come to our community school much lately. As you know sometimes people do not get better, and sadly yesterday (pupil) died. He was at home with his parents. We have no more details at the moment but if we learn anymore that we think it would be helpful for you to know then I will tell you"

"I have something very sad to tell you. You may have heard about that Mrs/Mr Y was unwell and was taken to hospital. I am sorry to have to tell you that, although the doctors did all they could to help her/him, she/he was very ill and she died last night"

- Time should be allowed for pupils to ask questions and express feelings. Reactions will vary – all should be acknowledged, and pupils helped to understand grief is a normal response to loss.
- If you are back in school or for students who remain onsite, it is helpful if you can have someone else in the room with you to support you and those pupils particularly affected by the news. Acknowledge how the news has affected you if you wish to seek support. If school closures are still in effect, you may wish to consider how students can ask questions.

- Initially it may be necessary to waive timetable expectations for those pupils badly affected by the news – time to be together as a group with support, talking, remembering, making cards, creating memory books or boxes which could be added to over the coming days, may be most helpful for some – others will want the routine of school to continue. If possible, offer choice.
- Be aware of the impact on key friendship groups – these may span different classes.
- Let pupils know what support (people/places) will be available and how to access them
- Begin to explore what can be done to support each other/the family of the person who died.
- Some schools find it helps to create a "memory board" on which staff and pupils can post messages and memories of the person who died – set up in a quiet area where people can reflect and remember- can be quite healing. The memories can be collected later and put in a book for the family if appropriate – perhaps at an assembly or memorial event.
- Arrange for staff/pupils who wish to, to visit or send cards, flowers, drawings etc. to the bereaved family - this will send a message of support to the family and also help pupils to express their emotions and feel they are doing something positive.
- Consider who should go to the funeral and how this should be organised. Consult with the family. For those who cannot attend and would like to, is it possible to mark the occasion in school or virtually in some way – e.g. light a candle, listen to music, share memories, silent reflection etc.
- This is a difficult time for pupils and staff alike, so having given support to the pupils it is important that the staff should feel supported too. It is often helpful for staff to be offered the opportunity to meet up at the end of the day, debrief and give and receive support from each other – tea and cake always helps. If people feel nurtured themselves, they are more able to nurture others. (See section on "Looking After Yourself").



## Step two: Ongoing actions

- Be prepared to go over the same information several times with pupils as bad news is sometimes hard to take in first time around. Ensure consistency of explanation among staff. Questions from pupils may continue long after the death occurred.
- Be aware of any changes in behaviour or attitude over time which may indicate that someone is more affected by the death than they may be able to say. Ask them what would help.
- Discuss with family/staff/pupils the development of a memorial if appropriate – this can be in the form of something practical like a bench or tree or can take the form of an annual fundraising event, cup or trophy reflecting the pupil or staff member's particular interest.
- Use books/activities to help pupils explore feelings and ideas about death (see list of books/website addresses at end of pack).
- Consider the need for a whole school assembly/memorial service (See section on "Holding an Assembly/Memorial Service").
- Remember to mark the anniversary of the death in some way, if appropriate

## Holding an assembly or memorial service (post pandemic)

Please see: *Book 1 Guidance for schools on coping with the critical incidents of Covid-19*, for advice on planning a memorial at home.

Bringing a whole school or part of a school community together to remember someone who has died can often be a very helpful, healing activity. It can be an act of remembrance and/or celebration which affirms the life and contribution to the school of the person who died and is often most successful when it is a joint activity between staff and pupils. Sometimes it helps to hold an initial service to acknowledge what has happened and share feelings about the loss, and then later to organise a commemorative event to celebrate the life of the person who has died. It can also be an acknowledged time for any pupil to remember anyone they wish to who has died

### Who should attend?

- Basically, anyone in the school community who wishes to, and, although they may not feel able to attend, many families appreciate being invited – or at least being informed that an event is taking place.

### Who should be involved?

- Very often the pupils themselves can come up with great ideas for celebrating or remembering the person who died – participating also gives them the feeling of doing something positive.

### What to do?

- It might be best to hold the event before a break so that people have time to compose themselves before continuing the school day. This also means the day might end on a more "normal" note. If held at the end of the day, make sure people have time to compose themselves before going home. Whenever it is held make sure people know what support arrangements are available if needed
- Make sure you have a clear beginning, middle and end to the service and try and end on a positive note. You might wish to:
  - Light a candle
    - Incorporate the person's favourite music/poetry/prose
    - Ask the pupils to compose a piece of poetry or prose or music
    - Make and display a collage of the person's work/life in the school
    - Make a memory book/box of all the things people want to remember
    - Suggest the class create a "jar of memories"
    - Create a tribute or friendship tree – draw the outline of a tree and then offer people "leaves" on which to write their memories to be attached to the branches.
    - Plant a tree/bulbs/shrub at the end of the event
    - Ask for suggestions about a lasting memorial (if appropriate)
    - Suggest staff/ pupils organise a fundraising event in memory of the person who died
- Let people know how long the memory book will remain open - not everyone will be able to express their feelings immediately following a death but should be given time to make their responses
- People's contributions can be displayed in school for a time and then offered to the family.

## Section eight Promoting Resilience and Recovery

### 1. Fostering a sense of Belonging and Connectedness

Resilience is known to centre on the fundamental principal of relationships, with humans showing an inherent need to belong and connect with one another. An important consideration for now is how we can foster a sense of belonging and connectedness following a time anxiety and isolation. Young people may have a sense of loss or betrayal, and anxiety about whether relationships will be the same or changed. Anxiety may show itself as hyper behaviour or internalised fear. Pupils will need reassurance, routine, opportunities to connect in small groups and with the school community. Do something enjoyable together.

Schools should offer young people opportunities to:

- Connect with small groups of peers
- Connect and tell their stories
- Connect positively about themselves

### 2. Seeking Help easily

Pupils need opportunities to show resilience by being able to seek help without it being a sign of weakness.

- Staff members should model help seeking behaviours for their pupils
- Staff members should make time to meet with pupils rather than referring them on to the 'expert'. Research has shown that resilience is cultivated through pre-existing relationships in school and for most concerns community based support is effective.

### 3. Continuing to support development and learning of emotional health and well-being in the school curriculum.

- Staff members need to consider providing opportunities in pupils learning to talk about relationships, feelings and resilience, offering positive solutions and self-efficacy.

## Section nine

### Looking after your well-being

The strain on staff of leading a school through a critical incident can be profoundly disturbing and may not be identified until after the crisis. Staff, both teaching and non-teaching, can often underestimate the impact on them and may not recognise that they are experiencing difficulty. The following tips are adapted from the Anna Freud Centre's booklet: Staff Well-Being:

- Supervision is a core element of health service practice but has been less widely developed in schools. Pastoral care teams and specialist staff working with bereaved pupils may have established methods of providing staff with supervision, but the idea of supervision may be unfamiliar for some teachers and school staff. There are many approaches to supervision. The word supervisor may give an impression of directing a staff member's work, however, most models of supervision also emphasise the supportive function of supervision as much as the directive function. One of the key benefits/aims of supervision is that it reduces the feeling of being alone in managing a problem. Isolation can cause a great deal of work stress if someone feels that they are carrying something on their own. For school staff who are dealing with stressful circumstances around the needs of children and young people, isolation can compound this feeling. In this way, regular, planned supervision can play a role in ensuring that staff have appropriate support.
- Knowing personal limits and having the ability to say 'no' when necessary. This helps you to have more balance in life and will enable you to take better care of others.
- Identifying supportive people that you have in your life. If you would like to increase your support networks, then you might consider taking up new hobbies or activities. You can also speak to a professional for more support.
- Talking. There are times when challenging situations affect us emotionally. If you have had a difficult day at school, try to speak to someone before you leave school as this can then help you to process how you are feeling, ask for support and separate your work and home life.
- Self-compassion. If you take some time to stop and reflect on the thoughts in your head, are they more positive or critical? Once you have identified any negative thought, you can begin to introduce more positive thoughts and 'turn the volume down' on the critical voices.
- A familiar resource to some of you: Psychology Tools created a workbook (Living with worry and anxiety amidst global uncertainty) for adults to help them manage anxiety during COVID19. It can be accessed here:
  - [https://www.psychologytools.com/assets/covid19/guide\\_to\\_living\\_with\\_worry\\_and\\_anxiety\\_amidst\\_global\\_uncertainty\\_en-gb.pdf](https://www.psychologytools.com/assets/covid19/guide_to_living_with_worry_and_anxiety_amidst_global_uncertainty_en-gb.pdf)
- Seeking further support and signposting: some adults may need support from external professionals. Please see: *Book 1 Guidance for schools on coping with the critical incidents of Covid-19.*

