**A WHOLE SCHOOL PLAN FOR SUPPORT FOLLOWING CRITICAL**

**INCIDENTS, BEREVEMENT, LOSS AND TRAUMATIC CHANGE**

**SCHOOL’S SELF EVALUATION**

Circle the appropriate number that reflects your current position. One (1) indicates the lowest level in each area; while 5 represents the highest level.

*Preparedness*

1. We have policy and procedures in place to support staff to deal with trauma: bereavement and loss when it presents itself within our school community and during the months / years that follow.

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| Next Steps |

2. We have procedures in place to identify, monitor and support children and young people to deal with trauma: bereavement and loss, in the immediate, medium and longer-term.

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| Next Steps |

*Supportive*

3. Our school community work together to support children and young people, their families and staff through incidents of loss and change, within a caring environment.

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| Next Steps |

4. Our communication is open and honest with all staff, children and young people and their families. We use age appropriate terminology and culturally appropriate language.

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| Next Steps |

5. We have and use a variety of strategies to support bereaved children and young people for as long as they need it.

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| Next Steps |

6. By offering curricular opportunities; we proactively support the development of children and young people’s resilience in coping with the impact of loss and change caused by bereavement.

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| Next Steps |

7. We are aware of staff’s support needs before, during and after a period of bereavement, loss or change.

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| Next Steps |

*Informed*

8. Our staff have access to appropriate training and resources regarding critical incidents/ crisis intervention and support (bereavement and loss)

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9. Our staff have regular opportunities to receive support to promote and foster their own resilience potential.

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10. Our staff are aware of local / national support services that are available to support children and young people, beyond the school.

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| Next Steps |

11. Our staff work in partnership with local services/ agencies to tailor support and signpost children and young people, families and staff for further support, if required.

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| Next Steps |

12. Parents are aware of the levels of support they can receive from the school in the event of a critical incident or traumatic incident.

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| Next Steps |

13. How confident are you that you are able to respond to a critical incident?

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| Next Steps |