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**Report by Vicki Trethowan
Churchill Fellow 2004.**

**The Jack Brockhoff Foundation Churchill Fellowship to
investigate school crisis management training for teachers
focusing on the psychological wellbeing and safety of the school
community**

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Dated:

ACKNOWLEDGEMENTS

This paper synthesises findings key learnings and recommendations from study undertaken in U.S., U.K. and Norway in 2005.

The author would like to acknowledge The Churchill Memorial Trust in Australia, with special thanks to the Jack Brockhoff Foundation for seeing this Research as both worthwhile and beneficial to the betterment of our school communities.

The Churchill Fellowship award allowed for opportunity and assistance to travel overseas and study what is currently being done in the U.S., U.K. and Norway to train teachers in School Crisis Management.

Without the support of the Churchill Memorial Trust and the Jack Brockhoff Foundation much of this work would not have been possible.

My research for the 2004 Churchill Fellowship commenced March,2005 visiting a number of Institutes in the United States , followed in April by a number of meetings in the U.K. and finally visiting schools in Norway in May,2005.

This incredible journey gave me the impetus to provide something worthwhile for Teachers in our Australian Schools by way of proposing the need for Teachers to have training in Crisis Management as part of their Bachelor of Education Degree Course.

It is envisaged that by providing Crisis Management Training for teachers prior to them accepting a teaching position, they would be equipped with the basic skills to effectively manage their own response and the emotional needs of students in their care.

Thankyou to those who believed in me and have been of continual support

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Dr.Elizabeth Capwell

Dr.Kendall Johnson

Dr.Scott Poland

Dr.Donna Poland

Professor Christopher Layne

Cathe Frankrig

Dr.Michael North

Margaret Doran

Ian Liddle

Head Teachers and teaching staff at the various schools I visited

EXECUTIVE SUMMARY

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To investigate school crisis management training for teachers focusing on the psychological wellbeing and safety of the school community

Highlights

U.S. Dr. Kendall Johnson, provided an understanding of why we should ensure teacher training in crisis management.

Professor Christopher Layne explained the critical requirements for application of a student intervention program for traumatised students.

Dr. Scott Poland provided an understanding of the complexities involved in meeting the needs of school communities following large scale crises.

U.K. Dr. Elizabeth Capwell discussed the lack of teacher training in Crisis Management prior to large scale events.

The Stirling Council Children's Services, Margaret Doran and Ian Liddle provided information about response to the needs of schools primarily impacted on following the Dunblane School Shootings (1996)

Michael North, father of a child killed in the Dunblane School Shootings, 1996 provided a detailed parent perspective around this tragic event.

The Centre for Conflict Research presented their research findings relevant to school communities during the 'troubled times' in Northern Ireland

Norway. Cathie Frankrig, Principal of a School in Norway allowed me the privilege of investigating an intensive Behaviour Management Program designed to deal with school violence and bullying.

Lessons Learned

Given there is currently little or no specific school crisis management training for our teachers, this study confirmed the critical need

- Teachers are dedicated to responding to the everyday needs of their students whether that be on an academic or social/emotional level
- Crisis Intervention programs for students need to be implemented by trained staff and the venue needs to be school based
- Understanding cultural diversity and belief systems following a crisis is paramount to providing an appropriate and sensitive response/ recovery
- Waiting until 'after the event' to implement crisis management training for teachers is a denial of staff and student needs
- Educational Support Services can learn from those who have responded to school community needs following a crisis
- Parents can provide valuable information to crisis management training programs for teachers
- Denial of student emotional needs during times of tragedy and disruption leads to many shortfalls in a student reaching his or her full potential in preparation for adulthood
- Intensive long term Behaviour Management Programs requires commitment of the whole school community if it is to provide long term benefits
- This Report will be disseminated to the Victorian Institute of Teaching and Educational Institutions with the Proposal that the Bachelor of Education course incorporate Crisis Management Training

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"It is no use saying 'we are doing our best.' You have got to succeed in doing what is necessary."
(Sir Winston Churchill)

Introduction

Crisis refers to an overwhelming and often unpredictable event that often leaves people affected feeling quite helpless and exposes them to a tragedy that creates life changes.

We currently live in a world of uncertainty, you only have to listen to the news or read a newspaper to hear or see some of the devastating events that impact on our school communities.

The level of violence, suicide, death and destruction is on the increase. We can no longer assume significant crisis situations will happen in other parts of the world or that a school community will not be affected at some time by a significant tragedy. Trauma affecting school communities is something schools are dealing with on a more frequent basis as we move into the 21st Century.

Not only are schools dealing with crisis situations, these crises have escalated in their levels of violence. When we consider the continued threat of terrorist activity in our country, events such as the recent London bombings and other devastating events affecting people this highlights the urgency to understand what further preparation is required to accommodate the needs of our schools should we be faced with something like terrorist activity in our country.

Many trauma experts in Australia continue to research and improve our emergency response/recovery measures pre crisis, during crisis and post crisis (Beverly Raphael, Sandy McFarlane, Ruth Wraith, Rob Gordon, Lenore Meldrum, and many others). It was evident from my discussions with trauma experts in other countries, that learnings have been taken from Australian experts in management of emergency situations, and applied.

Trauma experts in Australia take learnings from significant traumatic events both in our country (Ash Wednesday, Granville Train Disaster, Port Arthur Massacre, West Gate Bridge collapse, Cyclone Tracy) and other countries (9/11, Spain terrorist attack, London Bombings, Bali bombings, Omagh bombing, Dunblane shootings, Hungerford shootings, Beslan killings) and study the learnings from these tragedies to provide 'best practice' in managing emergencies in Australia and assisting other countries with the management of emergencies.

Schools are committed to providing for the emotional needs of students. To date there has been little or no crisis management training in our schools specifically designed for teachers to equip them with the necessary strategies for dealing with student needs and their personal needs following a significant crisis situation.

Key emergency personnel would not be readily available to assist Schools with secondary or tertiary victims following a significant crisis situation. Emergency Personnel would have to prioritise, attending to those considered Primary Victims and their families.

The priority of this study was to investigate the most appropriate preparation of our teachers for dealing with school crises in the 21st century.

Following a significant school crisis affecting a member/members of a school community there are a number of possible outcomes including:

- Threat to safety
- Physical injury
- Emotional upheaval, behavioural changes, impaired cognitive functioning
- Disruption to normal school functions
- Psychological distress

Teacher understanding of what they can do to look after themselves in times of a crisis situation is vital to both their own health and wellbeing as well as the needs of the students in their care.

Throughout the last ten years as a Psychologist I have been involved in supporting and assisting schools prior to, during and post crisis situations.

My commitment to continue challenging what we provide for school communities when faced with adversities gave me the impetus to look at what was needed prior to, during and post crisis to help restore the health and wellbeing of teachers and their students following a tragedy.

As Manager of Emergency Management within the Emergency and Security Management Unit for the Department of Education and Training, I became even more aware of the difficult task faced by principals and teachers as they are often instrumental in providing initial support and assistance to students following a crisis.

It was evident that teachers were often overwhelmed and in need of support, resources and guidance following a crisis situation impacting on them and the students in their care.

Regional personnel, Psychologists and Social Workers within the Department of Education and Training do a wonderful job in providing support and assistance to schools during and following a crisis situation. They provide specialised support to school communities following a critical incident.

When we talk about teacher crisis management training we need to look at the overall picture of what happens and ask the following questions:

- **How do teachers support and assist?**
- **Who do they support and assist?**
- **What is needed to empower those required to assist and support?**
- **When do those supporting and assisting need to be prepared for crisis situations?**
- **Why do those supporting and assisting need to have appropriate training?**

To answer these questions it was necessary to visit those dealing with significant crisis situations and those who provide training for teachers in school crisis management to gain insight and understanding about the questions I sought answers to.

We talk of empowering people when a crisis situation arises, yet it appears that if there is an expectation that teachers will respond to the needs of students following a crisis situation with little or no training, then currently we are falling short of our responsibility as educators.

If we deny Teacher Training in Crisis Management - What impact will this have on students traumatised by a crisis?

'Findings in the United States

Leading Trauma experts in the U.S. provided a wealth of knowledge and experience around what we can do in providing crisis management training for teachers in Australia to enhance the response/recovery of school community members.

Claremont, California

Visit with Dr. Kendall Johnson

Dr. Kendall Johnson is a crisis management consultant to school districts in the United States and other countries on request. He currently teaches disabled students in the Claremont Unified School District and takes art classes as therapy for troubled young people.

Dr. Johnson is a member of the board of the International Critical Incident Stress Foundation. He provides advice to the Psychological Trauma Center in Los Angeles. He commented on the fact that Teacher Education does not usually prepare teachers for crisis situations.

Dr. Johnson has written a number of books including 'Classroom Crisis -The Teachers Guide' (2003). This text provides a very practical approach to how teachers can manage a crisis affecting individuals within their classroom. The Program provides clear and concise methods for skilling teachers to meet the needs of students following a crisis. Dr. Johnson highlighted that following a large scale event students will look to their teacher to provide support and comfort.

Dr. Johnson provided support and assistance to school communities affected by the terrorist attacks on the World Trade Center, September 11, 2001. Dr. Johnson was instrumental in providing support and strategies for teachers in and around New York following this significant tragedy. He also provided training for teachers following 9/11.

The material covered in 'Classroom Crisis" provides techniques for teachers in crisis management including:

- Managing students during an emergency
- Classroom discussions
- Post crisis behaviour
- Interventions
- What not to do
- Teachers own reactions
- Self care

(Dr. Kendall Johnson, 2003)

Dr Johnson suggested that by preparing teachers with appropriate skills so they are able to provide caring and effective intervention following a crisis this in turn will minimise student acute and delayed responses. He stressed the critical need for teachers to take a strong leadership role.

Dr. Johnson's Program identified major difficulties contributing to student learning following a significant crisis including concentration and behavioural problems. He pointed out that student responses are likely to range from mild to extreme. The book identifies the need for teachers to understand referral to a mental health professional if behaviours are extreme and also provides guidelines for teachers around this issue.

Dr. Johnson highlighted the need for teachers to have an understanding of their own 'self care' needs prior to a crisis. He identified factors including support networks available, knowing one's own vulnerabilities, setting limits and knowing the school's emergency management plan as critical for teachers in responding to a crisis situation.

In discussion with Dr. Johnson it became clear that the appropriateness of a formal debriefing for school personnel is questionable.

Key Learnings

- Teacher training involves learning basic techniques not therapy
- Formal debriefing of school personnel is questionable
- The teacher's role is to stabilise the class
- Teachers need to act in a calm and effective manner when addressing student needs
- Teachers own reactions need to be address as part of their crisis management training
- Teacher education does not usually prepare teachers for crisis situations
- Teachers need to know student behaviour that warrants a referral to a Mental Health Professional
- Teachers need to understand their own 'self care' needs prior to a crisis

Houston, Texas

Visit with Dr. Scott Poland

Dr. Scott Poland has provided mental health support following many large scale incidents that involved school shootings and significant crises involving schools. He defined significant school crises as situations whereby a member of a school community is seriously injured /killed or a significant incident that has a considerable impact on a school community. Examples he cited include 9/11 terrorist attacks on America (2001), Columbine School Shootings (1999), Red Lake District School Shootings (2005).

Dr. Poland highlighted that in America following the 9/11 terrorist attacks schools proactively put in place emergency preparedness measures, including a school emergency management team to provide leadership. He stated that in failing to have school emergency preparedness would be negligent.

Dr. Poland discussed the need for teachers to be trained appropriately in crisis management. Teachers along with key emergency response/recovery personnel such as Police and Mental Health Professionals, are the first responders following a significant critical incident significantly impacting on a school community.

He also highlighted that in the case of a crisis occurring on the scale of 9/11 that school communities unless directly impacted on, would need to manage a school response with little support from key responders who would be managing critical aspects of the crisis.

Dr. Poland identified key factors relevant for teachers when providing an initial response to a significant crisis including:

- teachers providing factual information to students
- listening carefully to students and responding to any questions in accordance to age appropriate and developmental stage the student is at
- modelling positive coping skills
- allowance for normal reactions including anger, silence, anxiety and physiological symptoms as these reactions should diminish within a short time.

Children are most resilient when they are surrounded by those who care about them and support their needs.

It is an individual crisis for each child. Culture and belief systems are very important we need to build on their cultural beliefs of how they cope with a crisis that has worked for them previously.

Dr. Poland identified important lessons learned when he and three colleagues assisted following the Red Lakes High School shootings (2005)

- we need to value bravery of teachers when dealing with student needs
- cultural and traditional beliefs assist a community to deal with tragedy
- prevention programs in schools for helping students to feel connected and aim at decreasing violence are critical
-

Dr. Poland discussed crisis response/recovery strategies and suggested class activities for teachers as outlined in the Resource he co wrote "Coping with Crisis" (Poland & McCormick, 1999).

Cypress -Fairbanks District School teachers have their own manual and are able to refer to this when faced with a crisis.

Important aspects to take into account immediately following a significant critical incident include:

- Firstly, the risk factors will be determined by the crisis.
- By talking to people present during the crisis event you learn a lot about responding to the needs of people. Useful questions:
 - What happened?
 - What did students see?
 - What are the risk factors?

A team response to a crisis is critical.

Dr. Poland suggested following Maslow's hierarchy of needs, first and foremost – safety and security of people followed by physiological needs such as food, water and shelter. He indicated that these primary needs must be met prior to 'higher order' needs that include learning. He highlighted the fact that following a large scale event students will look for their teacher to provide support and comfort. Following a crisis situation that threatens the safety of students they will have difficulty addressing academic pursuits until they have a restored sense of safety. The 'crisis' is temporarily the curriculum for students impacted on in the initial stages following a critical incident.

Dr. Poland provided suggestions of activities teachers can implement following a significant crisis situation involving students:

- Artwork is a helpful way of connecting feelings and allowing for expression of emotions such as fear and anger.
- Language activities – have students suggest their own 'key' words that represent their emotions and share with them famous quotes around the type of crisis they have experienced ; students may want to write a letter to a student/parent who has suffered a loss as a result of the crisis. When death is the result of a crisis it is sometimes helpful to write a letter to the deceased to allow a student to say those things they didn't get to say.
- Music – just as mothers will sing to their babies to soothe them, playing favourite music can be powerfully soothing for those impacted on following a crisis. Music can also accompany a relaxation exercise, anger release or just as background.
- Memorial – students will want to reminisce about a student who has died. Strategies include:
 - List of 'best' things about the student
 - Collections for a memory book – photos, cards, poems, favourite things
 - Balloon ceremony – letting go the balloons as a group in memory of the deceased (assists with closure for those grieving)

Key Learnings

- Following a crisis, students need immediate support from those who care about them
- A team response is crucial
- Primary needs(safety, food) must be met prior to 'higher order' needs(learning)
- An individual's cultural and belief system are extremely important when identifying a student's coping style
- Not having an appropriate school emergency plan in place to address staff and student needs following a significant crisis is 'negligent'
- Student activities following a crisis can include: Artwork, Language, Music, Memorial and Ceremonies
- Prevention programs will assist students to feel connected and address issues such as violence

Bleyl Middle School, Houston
Visit with Dr. Donna Poland

Teacher preparation also needs to incorporate appropriate procedures for teaching staff to follow in a crisis situation. Dr. Donna Poland, Principal of Bleyl Middle School explained the importance of her school having teacher 'Emergency Bags' hanging on the door of each classroom to provide important information and supplies should there be a crisis situation including evacuation or relocation. This is one of the ways to improve preparedness of school response. Student Class lists are continually updated and in the 'Emergency Bag'.

The Bleyl Middle School has a 'Safe School and Crisis Plan Flip Chart' This chart has procedures for all Teaching Staff and Administrators to follow in a particular crisis situation.

Important Phone Numbers (includes all staff and emergency services)

Emergency Crisis Procedures

Gas Leaks

Hazardous Material Spills

Transportation Accident

Suspected weapon in the Building

Injury or Loss of consciousness

Loss of Power

Evacuation – off Campus

Danger of Suicide

Fire Drill/Fire Evacuation

Death of a student at school

Severe Weather alert

Each School in the Cypress- Fairbanks District has their own flip chart individually determined following a risk assessment pertinent to their school. Dr. Poland stated that in Houston Crisis management Training for teachers is provided in many schools. Teachers often feel the time commitment is too difficult (usually 2-3 hours per week for 6-8 weeks).

Key Learnings

- Schools need to be looking at improved preparedness/preparation of school response to a significant crisis situation
- 'Emergency Bags' on the door in each classroom provide teachers with easy access to important information and supplies in case of emergencies
- Each school needs to do a risk assessment to identify risks likely to affect their school community
- Teachers need to have important background information stating the importance of their role prior to the offer of teacher training in Crisis management

Brigham Young University, Provo, Utah Visit with Professor Christopher Layne

In discussing the need for teacher training in crisis management, Professor Christopher Layne highlighted the importance of understanding teacher limitations.

Professor Layne and his colleagues designed, implemented and evaluated a school based psychotherapy program for extremely and acutely traumatised secondary school students in Bosnian schools who were violently injured or had witnessed violence/injury/death of someone close to them.

Professor Layne discussed identification of students at risk as a pre determinant of a school based intervention program for those affected by crises.

Identification includes four key factors:

Risk Markers – signals risk is present – truancy, reduced performance, delinquency

Risk Factors – screening, interviews

Vulnerability – indicates depleted resources, relationships, exposure

Protective factors – social connectedness, network supports

He stated teachers can assist the identification process by identifying those students with reduced performance, academic failure, truancy, delinquency, promiscuity. Teachers can provide what Professor Layne calls 'risk markers'. However, 'risk factors', 'vulnerability' and 'protective factors' need to be determined by mental health professionals using extensive assessment tools and interviews.

In 1996 UNICEF contracted the University of California, Los Angeles Trauma Psychiatry team to consult with the Bosnian Government Agencies about the

design and implementation of a school based program to promote (post war) coping in adolescents who had been exposed to war related trauma.

The Team developed a Psychosocial Program following a seven week site needs assessment. The Program included psycho educational presentations, risk screening survey, screening interview, a trauma group focused therapy in the form of a manual.

During 1997-1998 the Team worked with local mental health professionals providing training workshops (3 times per year). The Program was designed to be implemented and evaluated within an appropriate environment (stable and supportive) in line with UNICEF 'best practice' recommendations and implemented by school counsellors who would have a continued relationship with the students. The team and the local mental health professionals made site visits to participating schools to encourage support for the Program.

In 1999-2000 the Program was implemented in 17 secondary schools in Bosnia and Herzegovina, and has continued to be revised and adapted for many schools since this time. School Counsellors have been trained to implement the Program. The Program is continually revised and adapted to meet the needs of those adolescents targeted. Trained mental health professional provide clinical supervision to the school counsellors implementing the programs.

To date the Program has been implemented in 26 secondary schools in Bosnia and Hercegovina.

The original Team contracted by UNICEF continue to support the program implementation and visit when necessary to support training, consultancy and program revision.

Key Learnings

- The importance of understanding that teachers can provide a level of useful information about a student by identifying issues such as truancy, reduced academic performance
- Mental Health Professionals need to carry out assessment and interview of a student to determine their state of mental health
- The importance of an Intervention Program for traumatised young people being implemented in a setting students perceive as safe and secure
- The importance of evaluating an intervention program and making appropriate changes following evaluation of this information

Findings in the U.K.

Those involved in school trauma response/recovery work in the U.K. provided me with invaluable information to consider when looking at we could be doing to further enhance school crisis management.

Newbury, U.K.

Visit with Dr. Elizabeth Capwell

Dr. Elizabeth Capwell has been involved in the response/recovery of school communities following significant crises including the Hungerford shootings 1987, the Dunblane school shootings 1996 and the Omagh bombing 1998.

Following the Hungerford shootings Dr. Capwell recognised there was little known about what schools should be doing for staff and students following a significant crisis. It was also assumed at this time that students are resilient. Dr. Capwell questioned this belief.

From these concerns, Dr. Capwell determined suggestions for teachers in how to support and assist students following a significant crisis situation.

Dr Capwell suggested we should assume students will be affected by a crisis. It is critical for having a framework for identifying those affected.

Dr. Capwell suggested the following factors important for training teachers in school crisis management:

- Create environments that are familiar to students and part of their normal experience making it safe for them to ask questions, express thoughts, feelings and emotions
- Learn to pick up signals from students who may not have the language to describe emotions, know how to ask for assistance from mental health professionals before these signs are determined as inappropriate behaviour
- Learn how to deal with your own emotions so you can provide an example for students of how they can deal with their emotions
- Give students opportunity to use art, writing, storytelling, play to depict feelings and emotions – it is only problematic if the same thing is repeated over several weeks
- Students are part of the wider school community and need to be included in community healing, memorials and rituals this assists students to integrate and move on from the crisis
- Referral to external agencies such as Mental Health for students who require specialised assistance

Dr Capwell stated that much can be done through schools to prepare students for dealing with stressful life events that will help them during times of adversity.

In 1990 Dr. Capwell established the Centre for Crisis management and Education. The Centre offer individuals, communities and schools the means to manage crisis situations effectively. She highlighted the critical need for schools to be planned for crises, and work with key agencies that will provide a level of response including police, mental health services.

Dr. Capwell suggested key training levels for schools to consider when determining training for teachers included:

- Training for teachers to be aware of student needs
- Training for some teachers to form the School Crisis Response Team
- Training for those with pastoral/counselling roles to work with individuals

Dr. Capwell stated that the leader of the School (the Head teacher) provided the crucial link to how a school would respond following a critical incident – she stated that if a Head teacher wanted to respond in a sensitive way to the staff and student need following a critical incident it was more likely the staff and student needs would be somewhat met.

On the other hand a Principal who refuses to acknowledge there has been a critical incident affecting the school community will usually leave staff and students with unresolved grief issues.

Principals need to be trained in Crisis Management and also need to know what their own needs are following a critical incident and not be too proud to ask for assistance and support.

I was privileged to spend time at a Primary School in Newbury where a student and her mother had died from tragic circumstances. The Principal spoke about what the school had done following this crisis situation. She stated that she drew on previous experiences at another school where two parents died under tragic circumstances.

Teachers worked together and provided support for each other, the whole school community responded as a collective group. Parents were kept informed. The children were involved in the memorial process – they made a star each and wrote messages for the deceased (theme chosen as there were now two new stars in the sky) the students and teachers made an angel. The school displayed the students' work for parents to see. Following the funeral the students wanted to create a 'friendship house' for students to go to if they felt sad or lonely. The school community donated money toward this, with the deceased student's father's Harley Owners Group donating 1,000 pounds.

Dr. Capwell expressed concern about teachers saying they did not have the training and information to deal with critical incidents and yet they felt to undertake Crisis Management Training would be too time consuming and too distressing. The outcome of no training and/or no crisis management planning at the school can lead to resistance.

Dr. Capwell explained what happens if a school is resistant to responding to staff and student needs following a crisis.

Key factors highlighted:

- **Trauma Impacts on the School**
- **Needs Denial**
- **Impenetrable Resistance**
- **No Crisis Intervention**

OUTCOMES

- Distress and Repression
- Staff unsupported
- Staff/Student stress manifested indirectly
- Myths/ Taboos reinforced
- Poor Adult role models for handling stress
- Little learning
- Decline in group/school morale
- Disempowerment

Key Learnings

- When a crisis situation arises it is critical to have a framework for identifying those affected
- Teacher response to student needs will assist in recovery including: safe environment, teacher modelling of coping strategies, art, storytelling, writing, student inclusion in the healing process, when to refer to mental health professionals
- The need to train teachers in school crisis management
- Denial of a crisis situation impacting on a school leads to distress, little student learning, low school/staff morale, poor adult role modelling for managing stress
- Teacher needs must be met prior to them addressing student needs
- The need to understand individual, group and agency variables and how they interact to support school following a crisis situation
- Teacher training needs to be provided without the added pressure of it being stressful or time consuming for teachers to participate

Stirling Council, Children's Services, U.K.
Visit with Margaret Doran and Ian Liddle

Margaret Doran, Director of Children's Services and Ian Liddle, Principal Psychologist for Student Services discussed with me the Dunblane School Shootings in 1996. This tragedy involved the devastating death of sixteen students and their teacher and serious injury to fourteen students and three teachers. The Dunblane School Shootings totally devastated the community of Dunblane and many people from other parts of the world.

The Stirling Council provided support and counselling to many people affected by the crisis situation.

The response / recovery support offered to the school community by the Stirling Council Children's Services and other key agencies stressed the critical need for multi-agency cooperation and collaboration.

In responding to an immediate family of a deceased child, a team of two police officers and a social worker were assigned. The teams were briefed before they spoke to families. Doctors from the Dunblane Health Centre were also available to comfort families.

Central Regional Council Education Department and Stirling Council Education Services worked in partnership to respond to the tragedy.

The crisis response learning's included:

- The strategic group operating at guidelines level worked well, there was little strategic planning at the school level.
- Key members of the school management team, teachers and support staff and one school psychologist acted on instinct to the tragedy until Emergency Services arrived. Education Services psychologists arrived later that day.

There was limited information provided for these psychologists. Only that there were fatalities and the incident was over. Teachers were requested to keep children in class awaiting arrival of their parents.

Phone lines were jammed, mobile phones were overloaded. Those arriving to provide support couldn't communicate with authorities. The authorities depended on the media for information.

The Principal Psychologist returned to Headquarters with information to assist with emergency planning around the tragedy. Children, Staff and Parents were offered support/counselling. Parents wanted the option to use psychological services or Support Centre.

The school closed until 21st March. Prior to this psychologists met with staff to plan for staff and students. During the school closure briefings were held with staff to prepare them in supporting students. It was identified staff were still clearly distressed. Resources were provided for staff and parents.

Shadow teachers were employed for staff and school support staff for supporting teachers when the school reopened.

Dunblane Secondary School (next door to Dunblane Primary) also had psychologists to spend time with staff and students in the following weeks.

A number of questions remain unanswered including:

- Should there have been external management intervention / or a shadow management team appointed?
- Should members of school management team had some time off?
- Were staff needs best served by returning to school and establishing new routines?
- Should the school have remained open in the immediate aftermath of the shootings?

Learnings from the Dunblane School Shootings(1996)

- Shared training among emergency services working together has many benefits
- Staff support should be seen as integral to crisis planning
- Preparation and opportunity for further training were important
- Operational debriefing can assist to alleviate stress (external experts in debriefing can bring valuable qualities, neutrality and objectivity)
- Staff care needs to be built into emergency response (positive encouragement, counselling, therapy using vouchers is less stressful)
- Leadership and management is important with an authoritative approach initially and a consultative approach for the longer term
- Clarity of role and accountability critical
- Knowledge of staff strengths and vulnerabilities assists in selecting school emergency management team
- Staff training in response / recovery essential
- Staff will be more effective if they understand their role and are kept fully briefed during the progress of a crisis situation
- Sensitive hand over to support / shadow staff in light of establishing good relationships and mitigating vicarious traumatization

The involvement of staff as victims was unforeseen in the Dunblane crisis. Staff Welfare Policy needs to have provision for immediate leave with an employment process for replacement staff who not been impacted on following the tragedy.

All Emergency responders need support, in this case the grave diggers were overlooked.

(Source:- *Dunblane : A Place of Learning* ,Stirling Council).

Key Learnings

- Student needs are paramount and decisions around their needs should be done in consultation with parents and mental health professionals
- In responding to significant crises it is critical that key agencies work closely together
- Sharing of factual information with the school community on a regular basis is important
- Schools should have emergency management plans in place supported by appropriate training
- Careful consideration needs to happen in deciding whether or not the school should close and when to reopen
- A shadow Management Team is worth considering
- Staff needs are crucial and they need to be given choices

Dunblane

Dr.Michael North

(Parent of a student who died in the Dunblane School Shootings 1996)

Mick emailed me to see if we could meet – unfortunately we couldn't due to our respective timetables.

My heart goes out to Mick and all parents who lost a child / family member in this devastating tragedy.

Mick wrote a book, which he sent to me and I have experienced great difficulty reading.

Mick describes two reasons for writing 'Dunblane – Never Forget',

1. as an observer to the events from the inside, how things were handled, and his perspective around motives of others who were involved.
2. Mick does not want people to forget what happened in Dunblane as essential lessons must be learned.

His book begins with the telling of his family story and of how the family came to live in Dunblane. Tragically Mick's wife Barbara died. Mick and Sophie his daughter cemented a very special bond. They spend much time together finding life's pleasures.

The unthinkable/unimaginable story of a deranged mass murderer unfolds with much anger and hostility. Mick describes the ignorance of the Police in not questioning the concerning evidence before them around one who was undoubtedly of concern yet allowed to run community boy's clubs and horrifyingly given licenses for a number of firearms even though concerns had been raised.

Mick presents much sensitivity around the murders allowing more intensity to evolve in his examination of the emergency services responses and the lengthy

process of political debate. Mick gives an account of Police handling of the massacre of children including his daughter and the class teacher at Dunblane Primary School, 1996. He questions Police priority of providing information to relatives following the identification of the deceased and injured. Mick states that police informing relatives did not appear to him to be seen as a priority over the criminal investigation, media and cordoning off the school.

Following the Dunblane school shootings (1996) there was active participation from Mick and others questioning the ease with which gun licenses were obtained. Mick gives voice to the debate for the banning of handguns and strict laws for obtaining a gun license.

It took three long years for legislative changes to gun control laws. In 1999 the gun law in the U.K. changed bringing in strict licensing laws and making it unlawful to own handguns.

Key Learnings

- Information given to Police about someone behaving significantly inappropriately needs to be treated as an extremely serious matter
- Emergency Services must respond in a timely and extremely sensitive manner to the needs of those experiences loss and grief
- Society needs to be proactive in addressing the safety and security of all people
- Parents can provide invaluable input to school crisis management planning and training

Belfast, Northern Ireland, UK
Visit to the Institute of Conflict Research

In Belfast there remains a high level of segregation among Catholics and Protestants. Schools, sporting events, social gatherings, churches are not all inclusive for the Belfast community.

To the South of Belfast there are a number of Protestants and Catholics living together within communities, these people do not hold the same beliefs as the fanatics.

I visited the 'Institute of Conflict Research' in Belfast and was given two reports on 'Children, Young People and the Troubles in Northern Ireland' from June, 2000.

The first report described a visit to Northern Ireland by international delegates. The second report presented information on a two day conference exploring a framework that focuses on the needs of children. This framework looked at prioritising the needs of children and ensure the needs will be resourced appropriately and coordinated efficiently and effectively to produce a peaceful resolution to the divisions currently perpetuating the conflict in Northern Ireland.

I was drawn to the contribution in the second report by Kerry Gibson (South Africa) describing how schools in South Africa were segregated through apartheid. She stated that not much has changed now that white students and black students can attend the same schools. Many have remained predominately white or black. One black child Gibson described attends a large white school. The teacher says he is disruptive, aggressive, lacks concentration and doesn't pay attention. The teachers already have a preconceived idea that black children will be difficult so they are quick to label. Gibson stated that there is no mention of political conflict and yet the clinic she works at sees many children and nearly all have experienced family history of political difficulties.

She highlighted two important issues required to be addressed when wanting to create changes for the betterment of children:

- Talking about things that happen to people (including the things that impact on individuals i.e.: not making people feel like they shouldn't contribute, because they didn't lose a family member; witness violence / death)
- Creating a cultural tolerance – recognition of different viewpoints and working with this not against it.

Acknowledge the pain of the past, change those things that need changing. It will take much work and determination but by working together there will be a light at the end of the tunnel.

Yvette Geyer (South Africa) talked about violence at school and the need for teacher intervention to bring about the concept of violence prevention. Teachers are not taught to teach students about non-violence.

Teachers are often traumatised themselves and can't be healthy and educate others without having their own needs met.

At the Institute of Conflict Research, Belfast I also had access to a report on young people's views and experiences in Northern Ireland (2004).

In the late 1990's there was concern for children and young people who had been unsupported and yet affected by violence, death and injury. It was recognised that the "cease fire peace building" efforts needed to address support for those affected by violence of the past.

This report focussed on what was happening for students. Students reported being attacked going to and from school. Most of the conflict was experienced as sectarian conflict, between their schools and schools from the other side of the sectarian divide.

Young people described their traumatic experience and how these affected their behaviour at school. Schools did not seem to want to know about student traumatic reactions or difficulties they experienced.

School based services are identified as over stretched and "troubles" related trauma often went unnoticed even though there was significant impact on truancy, behaviour and school performance.

The interviews carried out as part of the Report (2004) suggested lack of training to enable teachers to deal with children who suffered the effects of witnessing traumatic events as a consequence of the "Troubles".

Many children reported unsympathetic treatment by teachers.

Teachers indicated they were unaware or just simply did not attribute traumatic reactions as possible reasons for a student's behaviour.

The Report (2004) suggested schools were unequipped to recognise and deal with students suffering the effects of the "Troubles".

Recommendations from this Report (2004) to the Department of Education included:

- Schools providing students with political education
- Working collaboratively with the Dept. of Health and Social Services and the Commissioner for Children and Young People to support students from the most traumatised communities to assist students to plan for their future.

Key Learnings

- Preconceived ideas about a particular culture leads to inappropriate labelling and treatment of a person
- Be culturally tolerant
- To create change in the way we respond to a young person's trauma, we need to be accepting of what they see is an issue for them
- Acknowledge the pain of the past, change the things that need changing
- Teach students about ways to resolve conflict in a non violent appropriate way
- Stress the importance of 'self care' for teachers as part of their crisis management training
- Teach teachers to identify students 'at risk' and assist by referral to appropriate mental health services for support/counselling

Interview with Young Person living in Belfast, Northern Ireland during the Conflict.

As a young child he could hear people, rioting, petrol bombings as his bedroom faced the back of the house. He learned from listening, talking to other children. He was Protestant and lived in a predominantly Catholic area, he described it as very frightening and had to and school often from Catholic protagonists. He had to go to and from school being verbally and physically abused (i.e. hit with a hockey stick) on a regular basis.

By age 14 years things calmed a little and he knew where to go and where not to go. There were still many murders taking place. School had become difficult. There was lack of support from teachers for students having difficulties. He was thrown out of some classes for having an opinion, began missing classes and would stay away from school for days.

He joined territorial army (part time), then joined the Army before leaving school and eventually went to England. He returned when 17 years old, things were much the same. He stated he was now old enough to be involved in the disputes and fighting.

There was much fighting and rioting. He was involved in an incident in Belfast – threatened with kneecapping. There were two shootings inside a Hotel whilst he and the band he had joined were getting ready for a parade.

Young people began to join militant groups at an early age.

He didn't tell his parents if he found himself in a difficult situation, it would be too frightening for them, they would constantly worry. He felt he had to deal with his own situations.

He tried to stay away from the political scene. He affirmed religion is not part of his life. He currently tries to distance himself from the conflict by travelling around Ireland.

To this day many Catholics live on one side of the Peace Wall, Protestants live on the other. The wall is getting higher due to continuing conflict situations rather than diminishing. My interviewee explained that if a riot breaks out you would fight for your group irrespective of friendships. He gave an example of a good friend and workmate and himself being around where a riot broke out (Protestants and Catholics), they ended up fighting against each other, punching each other. Monday they returned to work and were friends as if nothing had happened.

Key Learnings

- Teach students to manage conflict in non violent ways
- Develop student understanding of political situations
- Identification of student's 'at risk' is crucial
- Learn from young people who have experienced tragedy
- Use young people to present appropriate messages to students about the futility of continued conflict

Findings in Norway

Visit with Cathe Frankrig (Principal) (Interpreter)

(Schools in and around Oslo)

Cathe had organised for me to visit a number of schools around Oslo

Background:

Teacher Training (4 years) in Norway doesn't teach Crisis Management /Behaviour Management / Social Skills Training – Teachers want to be friends with their pupils.

International indicators show Norway to be middle range – academic, high range – noisy classes.

During the 1970's in Norway the teaching style became very relaxed.

In 1997 – the new National Curriculum determined teachers 'guide' students – this created even more chaos in the classroom. Some teachers didn't teach social skills – it was not identified in the National Curriculum.

It is hoped that the new plan for the National Curriculum (2006) will provide more structure for teachers in teaching students.

There are many discussions around learning styles.

Parents in Oslo choose where their children go to school. Schools have choices about putting students together according to levels of ability not the age of the student.

Many of the schools in and around Norway wanted more structure for classes and the Teachers wanted the students to have stricter rules and consequences.

Schools were identifying what was happening in classes and in the school yard as 'crises'. These crises consisted of inappropriate behaviour, bullying and violence student to student, student to teacher. In many instances children's behaviour is not identified or addressed until it becomes difficult to change.

In response to the violent behaviour, bullying and harassment of children there was a recognised need to train teachers focussing on behaviour management issues.

Schools were asking for assistance to promote appropriate student behaviour and to provide a more structured environment.

Cathe introduced me to Inger and Paul (The Prinsdal Team) – two dedicated and very experienced teachers/counsellors who worked intensively with individual classes to assist with crisis situations.

The concept of the Prinsdal Team was developed nine years ago – they worked in the Prinsdal area assisting school and students experiencing difficulties as there were many students coming and going. They began after some time to work in all schools around Oslo, and to date have worked in many schools with many classes teaching appropriate ways of talking to students, setting rules / consequences, structure of classes, time management.

The Prinsdal Team provide schools in and around with an intensive "Behaviour Management Program". The current Oslo School Director makes things happen.

It was determined the situation had reached a crisis point and something needed to be done. The Education Dept. in Oslo pays for the Prinsdal team to travel around to schools in the Oslo area.

The Behaviour Management Program is based on working with teachers, students and parents. The program is intensive and requires commitment from the school community members engaged in it. The Prinsdal team aimed at increasing the level of control teachers currently had by providing extensive consultation and role modelling to guide teacher administration of effective, firm yet fair discipline.

Once a referral to the Prinsdal Team is received, meetings are set up with the Head Teacher, the Teacher of the Class, Parent Governing Board (2 parents per class to get their support before meeting with parents). The Prinsdal team involved parents from the outset in separate group meetings discussing ways they can support and reinforce their child's appropriate behaviour.

The focus of the initial teacher meetings is to detail specifically what will be done in the first 6-8 weeks. What will be expected of the students as the outcome. Reminders and detail give structure to teachers and students.

Teachers are more accountable.

The Head Teachers of schools I visited described their current crises as the bad behaviour of their students – including violence and bullying as contributing factors. This does not suggest that teachers and students do not have to deal with tragic situations such as death, self harm, disasters.

Following crisis situations such as those mentioned, support is provided for teachers and students from 'Psychological Services' the mental health service available for external support required by students. Psychological Services come to the school if required but are not regularly in the school on a weekly or fortnightly visit.

Visits included:

Rosaenholn School (each class has a house)

- Primary age 6 – 12 years
- No of students 280
- No of staff approx 40

The class the Prinsdal team are working with at the Rosaenholn School consist of:

- Working with students 80% (**majority just needing boundaries / rule consequences**)
- 10% causing less trouble than the 5% of individuals causing trouble (**need to know what rules/consequences will be in place**)
- 5% invisible students (need to work with these students individually (**they need to know they are important**))
- 5% individuals causing trouble (**a need to work hardest with this group to convince if they do not adhere to rules – there are consequences continually remind of, put boundaries in place, rules**)

The '**majority**' group assist with better behaviour from difficult students.

Consequences for bad behaviour need to be identified and carried out (consistently).

Possible consequences:

- students kept 15 minutes after school
- possible suspension for 1-3 days

Teachers are now learning to lock classrooms when students dismissed for a break / end of the day

Teachers are being requested to attend to the small things such as investigating a bullying incident and giving consequences to the bullies.

Structure is being instilled

Teachers are learning to say 'Yes' and 'No'

Students are facing consequences if they are involved in pushing / shoving / violence

The Social Teacher / Special Education Teacher / School Counsellor provide a school based resource team supporting teachers. They assist by:

- try to help students with problems
- discuss difficult students and what to do – this helps identify students presenting difficulties
-

Structure is a very important aspect of changing current classroom environment. Yard duty requires 8 -10 teachers in hallways / outside on yard duty to provide a safe environment for the students when they are having their breaks.

Hoeyendall School:

Age 6 – 16 year olds

One of the very few schools with a reception area – normally you walk into the school and go to the Head Masters Office.

Students have 6 -7 teachers during the week including:

- Music
- Craft
- Norwegian
- English
- Class Teacher for subjects

The Prinsdal Team has been working with one class at this school for nearly eight months.

Middle class

30% ethnic groups

28 students (students have two teachers for their 1st year of schooling)

Students have responded very well to structure. Students work with the handyman if they misbehave (1 day a week)

The students have identified they feel much safer now the problem of bullying / violence has been addressed.

Apaloekka School:

Meeting with Head Teacher, Social Teacher

Age 13 – 16 year old

No of students 350

No of teachers 29

Mixed cultures – 40% immigrant (Shri Lanka, Indian)

Students all learn Norwegian, can go to Friday night or Saturday school to continue their own language

The school is working with the Prinsdal Team to look at using resources to include accommodating difficult students, students with special needs.

The school reopened in 2000 (used to be a Social College)

Students were received from two schools, two cultures mixing together.

2000 – Nice year, no specific goals, tried a variety of ideas.

2001, 2002 – Not too much structure, a teacher was hit by a student with a stick on the back of the head.

In 2004 the school wanted structure, things were not going well.

With groups the school tried to turn the students in the Middle School around.

The Special School assisted

There were four rules:

- No violence
- No stealing
- Come to school on time
- No destroying things at school.

The Prinsdal Team aim to do intensive work with one class in the hope that other teachers see the benefits of having structure and appropriate behaviour.

Meeting with the Staff at Rosendall School

(40 teachers, 280 students).

This is an account of a session the Prinsdal Team has with the staff.

The Prinsdal Team met with all staff to talk about how to get a good start to the following year.

They talked about the importance of preventing noise, bullying, violence for the rest of this year(approximately 4-5 weeks left)

Standards and strategies were identified as important. Teachers were asked to identify how they wanted their class to be.

They needed to show the students they are there for them. 'How can I help you follow the rules?'. Help students to make good choices.

Important Questions

What is 'stealing time' from teaching?

What do students do to each other which is not OK?

What attitude do you have as a teacher?

It is important that teachers discuss these issues.

It is important teachers are open when they discuss problems with other teachers.

Body language and arguing are standards teachers often forget.

Focus on the student you are talking to.
Don't let the student inform you about what everybody else does.
A team of teachers must have the same standards.
Establish routines to prevent students from making bad choices (how to move from A – B)

DANGER CHAOS

Change activity
Start and finish activity
Tidiness and structure

Find out which CHAOS factors are created by the teacher (teacher must follow up RULES and ROUTINES)

Teachers must be loyal to each other by being faithful to following RULES & ROUTINES)

When a teacher asks a student what he can do to help him, the student will 'go the extra mile' to follow the rules.

How to make students responsible.

Example:- if a student called another student 'whore' the student will have to call his parents and tell them what he said.

Example:- if a student threatened another student and afterwards said it was a joke. Take him seriously, detention or make him call his parents.

The Prinsdal Team have the conversation with the student as a key activity.

If you create the same routine for everyone, it is easier to get all students to go into the classroom.

When a new year starts, use a lot of time to discuss routines. Don't start with projects.

Parent cooperation must be taken seriously.

Encourage them to call the school whenever they want. Remember to give them positive information when their child has succeeded.

Have a parent meeting within the first two weeks.

When parents don't come it is school teachers responsibility to call them and inform them about what was said.

Keep repeating this question 'Can I as a teacher do more to help you?'

It is all about positive relationships.

It is a process which must be reactivated every year.

Try to be ahead of the conflicts.

During the time I was in Norway there was an article in one of the Norwegian Papers that identified other significant crisis situations they face in Norway. In Norway like in many countries, crises that affect schools include death, accidents, suicide and self harm.

Article in Norwegian Newspaper May, 2005

'Self Harm' an article in May, 2005 – Norwegian Newspaper.

Girl is saying she cuts herself when the feelings are too strong. She says she is not trying to kill herself.

10% of Norwegian young people deliberately hurt their body, only 20% of those who hurt themselves get professional help.

What can help according to the girl in the article is – support, respect, not disgust as is often experienced.

Bad experiences with Doctors when requiring stitches after self harming, she felt degraded.

She maintained continuity of treatment is important. When the inner / outer landscape are in order (balance) you stop hurting yourself.

The article says there are some who obviously want to kill themselves, but usually it is more an expression of wanting help, wanting away from the present situation. It can also be a way to handle life through pain. By cutting yourself you are giving a short term pain to take away the bad things inside you.

Key Learnings

- Structure and boundaries are important in maximising student learning, safety, health and wellbeing
- Teachers/students/parents need to be engaged in a long term intensive behaviour management program
- Students feel safer if the school is committed to addressing problems such as bullying and harassment
- Role modelling is a critical aspect when implementing a behaviour management program
- Consistency with expectations and consequences for student behaviour is critical
- We need to be mindful of respecting young people who present with mental health issues and assist them to seek professional help from someone who will treat them with understanding

CONCLUSION

From these 'key learnings' we must now look at what we can take from these learnings and develop as 'best practice' in School Crisis Management. As educators it is our ultimate aim to 'better' what we are currently doing in our schools.

Crisis Management Training for teachers is a critical component of the commitment to current educational practice of influencing student success. (***The Victorian Blueprint for Government Schools***). Educational reforms outlined in the Victorian Blueprint for Government Schools under reform priorities, identified as No.1 : *Recognising and Responding to Diverse Student Needs*.

The Government recognises that students' needs incorporate skills that will promote successful academic pursuits, positive self regard, understanding of others and ways to act in our changing world.

Flagship Strategy 1: Student Learning states:

'The needs of students will be central to the development of a new approach to the education and curriculum provided by schools. There is also a need to ensure that students are provided with a learning environment that promotes their health, safety and wellbeing. We want all students in the government school system – whatever their learning needs – to be active, life-long learners.'

It is timely that we look at the inclusion of a Crisis Management Training program for teachers in light of the fact that we in Australian schools are not exempt from significant traumatic events and therefore need to be prepared. We are not immune from traumatic incidents such as those created by terrorist activity. Teachers will be more confident to deal with the emotional needs of their students if they are given appropriate strategies and techniques for dealing with a significant crisis situation.

Schools in the U.S. and U.K. highlighted the fact that Crisis Management Training for teachers was the outcome of schools having to deal with staff and student needs following tragedies such as the Dunblane school shootings, 9/11, Hungerford shootings, Columbine school shootings.

Dr. Johnson highlighted that in the last decade schools in America have become more violent places with numerous reports of incidents including sexual and physical assaults, fatal shootings. He saw a need for teachers and student service officers to be trained in managing crises in school settings. We have the opportunity to train teachers using the learnings identified from this study. A small measure of Prevention is worth much more than a large dose of cure.

Improving the way schools manage crises needs to be seen in a positive light, as it highlights the continuing process of questioning what we do to promote the health, safety and wellbeing of all students. Traumatic reactions are very complex and to understand how best to mitigate the impact of trauma it is critical that teachers who are often required to provide the initial support to students must be given the appropriate training in crisis management.

'The National Safe Schools Framework' provides an Australia wide approach to assisting school communities in addressing issues relating to the safety, security, health and wellbeing of students.

Teacher training in Crisis Management would incorporate Emergency Management Australia's key components of prevention, preparedness, response and recovery maximising the schools' ability to meet the needs of students following a significant crisis situation.

The National Safe Schools Framework states:

'The Australian community rightly expects authorities charged with managing our schools, both in the government and non-government sectors, to take all available measures to ensure the safety of students, to support students and to set out clearly, transparently and explicitly the policies and programmes they have in place to fulfil this important responsibility'.

Providing teachers with Crisis Management Training would add to our current educational practices as a way of achieving our commitment to promote optimal safety, health and wellbeing for all students.

Planning and skills are part of the framework. School Crisis Management Plans that are currently in place will provide one level for meeting the needs of students. At another level meeting the emotional needs of students requires preparation of teachers so they feel confident and have the knowledge to predetermined the needs of students and how these needs can be best met following a significant crisis situation.

Recommendations

There is evidence from this study to suggest that by planning, developing, implementing and evaluating a Crisis management Training program for teachers we can extend a school's ability to respond well to the needs of students. We do not want to wait for a significant crisis to happen such as the Dunblane school shootings or possible terrorist activity to recognise the shortfalls in what we currently do in preparing schools to respond effectively to the critical needs of students. By building a stronger foundation for dealing with a significant crisis we maximise our ability to meet student needs.

There is considerable scope for introducing Crisis Management Training for teachers.

The potential benefits include:

- Maximising the ability to mitigate the impact of traumatic reactions
- Providing a level of calm for traumatised students
- Allowing teachers to recognise that they could be at a school where people are impacted on following a tragedy
- How to run a class discussion
- Preparation for understanding school crisis response/recovery plans
- Confidence to manage student emotional needs
- How to model coping skills
- How and when to make appropriate referral to mental health professionals
- Normalising student responses
- Self Care
- Managing student behaviour during an crisis situation
- Importance of providing activities for students to assist with the recovery process
- Understanding of memorials

I therefore recommend:

1. Teacher Training

Training will assist staff to feel confident in responding to student needs and give them an understanding of how to model effective coping skills. Staff would also have an opportunity to work out their own limitations, support networks, self care and effective ways of assisting students.

2. School Crisis Management Plan

The Plan should be flexible and updated on a regular basis. As reported in this study, the plan needs to identify risks following a risk assessment of what a school may have to deal with. The plan should include a large scale school crisis response. 'Emergency Bags ready to go' identified in this study, should be adopted by all schools to provide teachers with critical information such as class lists, first aid supplies and procedures to follow in a crisis.

3. Prevention Programs

As identified in this study, prevention/intervention programs need to be long term and intensive. 'Role modelling' of appropriate ways of dealing with issues is a critical component. Programs need to target issues such as violence and bullying. Adopting a long term Behaviour Management Program implemented by teachers trained in behaviour management will potentially maximise the level of student safety and security and teach young people how to interact effectively within our society.

This Report will be disseminated to the Victorian Institute of Teaching and Educational Institutions for consideration as part of the Bachelor of Education course.

I would welcome the opportunity to present my findings, key learnings and recommendations at Conferences and to those who see the need for adopting 'best practice' in School Crisis management.

'Every day you make progress. Every step may be fruitful. Yet there will be stretching before you an ever-lengthening, ever ascending, ever-improving path. You know you will never get to the end of the journey. But this, so far from discouraging, only adds to the joy and glory of the climb'.

(Winston Churchill)

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