



**RAFFLES**  
INTERNATIONAL  
SCHOOL

Towards Excellence

## Crisis Response Long Term Plan

**Adopted:** August 2014

**Revised/Amended:** August 2015, August 2016, August 2017

**Next review:** August 2018

<b>CEO/Board</b>		 <b>Principal</b>
 <b>Head of Primary School</b>	 <b>Head of Secondary School</b>	<b>Other relevant staff</b>

### Distribution List:

- CEO/ Board
- Principal
- Section Heads
- Academic Staff
- Parents





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## Crisis Response Long Term Plan

### School Vision, Mission and Core Values

#### Our Vision

Providing world-class education

#### Our Mission

To empower students with a holistic, rigorous and international education for success in an ever changing world

#### Core Values

Achievement | Collaboration | Innovation | Integrity | Respect | Responsibility

### Monitoring

Teachers or parents should inform the crisis team if they are concerned about a student or staff member.

High risk students and staff may include:

- those who have been friends or classmates of the deceased or shared extracurricular activities
- those who may have shared similar characteristic with the deceased, for example; chronic illness, bullying, car accident or depression
- students in other schools that may have known the deceased
- those who display extreme behavior concerns
- those who have taught the deceased in earlier years.

#### For Students:

- carefully monitor high-risk students until it is clear that they are no longer at risk.
- Meet with these students so they know that someone cares and can provide support and help.
- Communicate with their families (a student referral form can be developed)
- Refer serious cases of concern to community resources

#### For Staff:

- Crisis team will organize meetings with staff to discuss the crisis once the initial critical period is over
- Be aware that some staff affected by the crisis may need extra attention to ensure that their needs are met
- Provide referrals and access to psychological support.



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### For Parents:

- Crisis team may schedule to meet with parents who have any concerns regarding the event
- Parents are informed about how to refer their child for support if necessary
- Crisis team will provide a list of agencies to parents who seek professional support.

### **On-going support**

#### For Students:

- Educate students about common reactions: Students may experience many of the reactions commonly associated with trauma or loss. For example, knowing that school performance may be adversely affected is important to students. This knowledge can be paired with modified assignments and tests as well as patience and support with homework.
- Help students identify positive coping strategies: Some examples of positive coping include: relaxation exercises, talking to and spending time with friends and family
- Identify triggers or reminders: help students identify potential triggers as well as coping strategies to use when reactions occur
- Encourage return to extracurricular activities they enjoyed before the trauma: participation in extracurricular activities can help students begin to feel their worlds can have some semblance of normal again.
- Encourage activities that promote help and healing: exercise, being with friends, and talking about their distress with others all encourage healing.

#### For Teachers and other Staff:

- Educate staff about common student and teacher reactions: students and teachers may experience many of the reactions commonly associated with trauma or loss. For example, knowing that school performance may be adversely affected is important to teachers. Teachers understand that they may need help in the classroom during the grieving process.
- Grief counsellor to hold meeting with staff to discuss common reactions to trauma and offer information on how to cope with tragedy.
- Crisis team/grief counsellor to offer staff information about agencies that offer support
- Crisis team to maintain regular communication with teachers closely affected by the trauma
- Crisis team works with Heads of School to organize staff outing at an appropriate time.



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**Anniversary schedule:**

At the discretion of the school, there can be further memorials at appropriate dates, eg a birthday, one year later, etc. See notes for more details.

**Memorial:**

The school may consider making a permanent memorial at a later date. For example, a small garden or tree with a plaque, or a photo and testimonial in a public place could be made and the class or close friends invited to join a ceremony at the memorial. The family should be consulted and given the chance to be a part of the planning and to be present at the memorial service if appropriate.

**Policy Review**

This policy is to be reviewed annually, though; any deficiencies or weaknesses in the Policy will be remedied without delay.

