

Po Leung Kuk Choi Kai Yau School

School Crisis Management Team

1. Objectives and Functions of the School Crisis Management Team

According to the “School Administration Guide”, schools have to set up the School Crisis Management Team (SCMT) to establish mechanisms for effective handling of crises and formulate relevant procedures and contingency plans for any potential crises and emergency situations. When a crisis incident takes place, the SCMT is also responsible for coordinating and deploying both internal and external resources, to arrange timely and appropriate psychological support, with a view to minimise the impact of the incident on the school and its students and staff. This chapter provides an overview of the objectives and functions of the SCMT:

I. Objectives of the School Crisis Management Team

- **Safety:** to ensure the safety of all students and staff.
- **Stability:** to re-establish stability of the school routines as soon as possible.
- **Information Dissemination:** to ensure the consistency of information in and outside school and to eliminate the spread of rumours, so as to avoid causing unnecessary distress to students and staff.
- **Identification:** to identify at-risk students and staff for referral to appropriate counselling and follow-up services.
- **Emotional Support:** to provide emotional support to students and staff in distress and help them readjust to their lives.
- **Empowerment:** to enhance the personal growth of students and staff through effective coping with the incident.

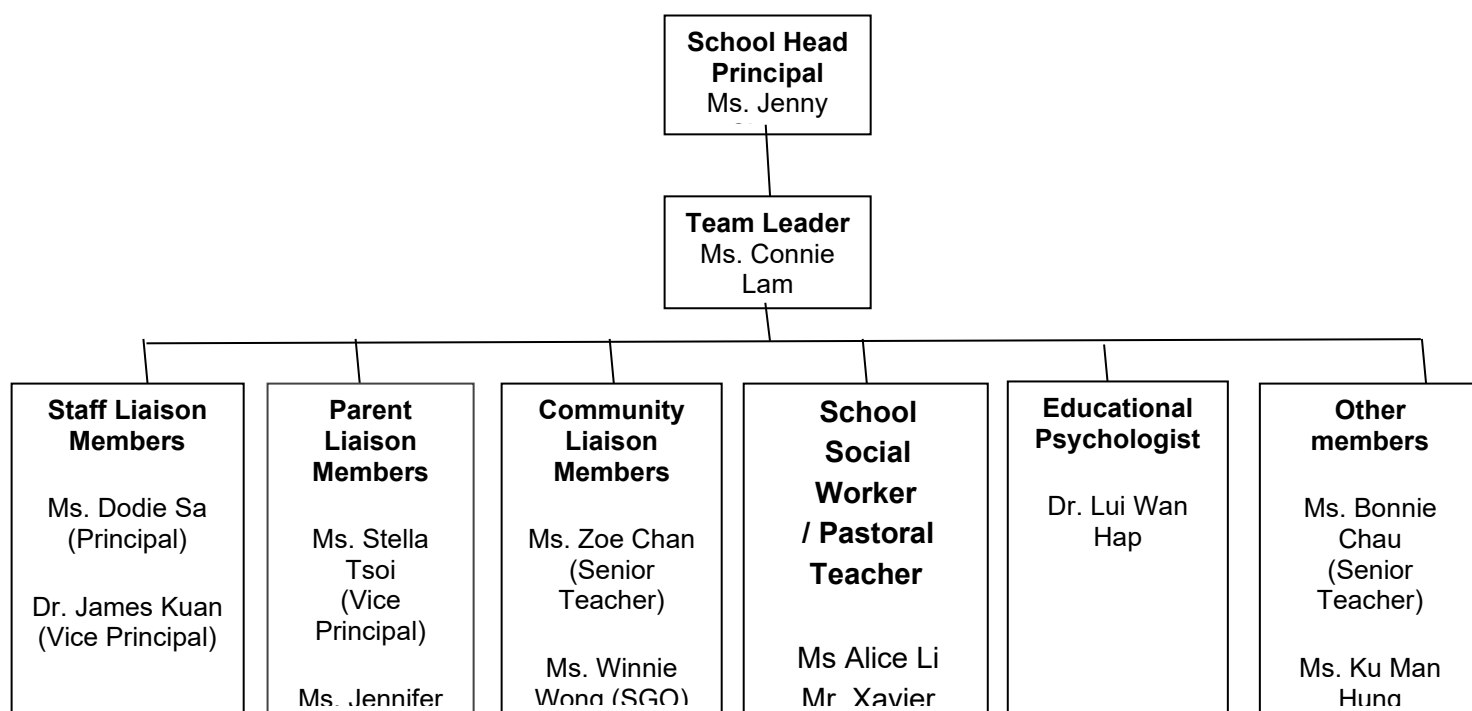
II. Functions of the School Crisis Management Team

- Formulate a crisis management support plan;
- Assess the impact of the crisis incident on the school;
- Collect and disseminate updated information of the crisis incident and make clarification when necessary;
- Coordinate internal and external resources, and provide timely and appropriate intervention and support;
- Provide support to teachers, students and parents;
- Monitor the progress of crisis management;
- Evaluate the crisis management support plan;
- Coordinate all the follow-up work

2. Composition of the School Crisis Management Team

The school principal should play a leading and monitoring role in crisis management. He/she has to assign tasks appropriately, have a good grasp of the progress of intervention and handle external enquiries. As the school principal may have to make multiple important decisions within a short period, he/she should reserve adequate time for oneself. We recommend that the team leader of the SCMT to be someone at the school management level, e.g. the vice-principal, or a senior teacher who is familiar with the overall operations of the school. The team leader needs to lead the SCMT and keep close contact with the school principal for making relevant important decisions. Schools should select suitable teachers to work with the team leader. They will be responsible for supporting the staff, communicating with parents, and liaising with supporting agencies etc. School social workers and educational psychologists are required to be members of the team, providing professional advices, support and follow-up services according to the nature of crisis. Schools should nominate at least one or two staff members to join the team as back-up support, so as to enhance the team's operational flexibility and capabilities in handling crises.

3. Members of the School Crisis Management Team



4. Roles and Duties of the Members of the School Crisis Management Team

| Team Members | Roles | Duties |
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| Head Principal | <ul style="list-style-type: none"> ● Make important decision in handling the crisis | <ul style="list-style-type: none"> ● Liaise with the EDB and PLK for support ● Call an Urgent School Crisis Management Team Meeting ● Call an all-staff meeting and provide emotional support, and the school follow up plan ● Make announcement to students ● In charge of Media Conference (when needed) and prepare for media enquiries |
| Team Leaders | <ul style="list-style-type: none"> ● Lead the team members to formulate a crisis management support plan; ● Make important decisions relating to the crisis management; ● Oversee and coordinate actions relating to the crisis management. | <ul style="list-style-type: none"> ● Verify information from relevant parties (e.g. the number of casualties, the severity of injuries or condition of students); ● Maintain close contact with the school principal and consult his/her advice; ● Seek support from the EDB and/or relevant government departments/other organisations; ● Gather the members of the SCMT and activate the crisis management procedures; ● Consult the staff liaison in-charge about the support to staff; ● Consult the parents liaison in-charge about the support to parents; ● Coordinate responses to the media, assign a spokesperson to disseminate information to and answer enquires from the public; ● Conduct an evaluation meeting of the crisis management and support plan after the crisis is settled. |
| Staff Liaison Members | <ul style="list-style-type: none"> ● Coordinate the support to staff in handling the crisis | <ul style="list-style-type: none"> ● Establish a phone contact group so that information can be disseminated as soon as possible after a crisis has occurred (e.g. basic information on the crisis incident, arrangements for emergency meetings, etc.); ● Arrange and assist the school principal in conducting the Staff Meeting; ● Keep staff informed of the latest situation of the crisis incident; ● Coordinate the implementation of Brief Class Meeting(s) or Special Class Period(s), including: <ul style="list-style-type: none"> ○ arrange manpower to support class teachers who need assistance; ○ prepare and distribute materials for use in Brief Class Meeting(s) or Special Class Period(s); ○ oversee the implementation of Brief Class Meeting(s) and/or Special Class Period(s) and provide immediate assistance when necessary. |

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| Parent Liaison Members | <ul style="list-style-type: none"> ● Coordinate support for the victim's family ● Coordinate communication with other parents | <ul style="list-style-type: none"> ● Contact and offer support to the victim's family; ● Contact parents of students affected by the incident; ● Prepare and distribute the Letter to Parents; ● Arrange a spokesperson to answer parents' enquiries and conduct Parent Meetings if necessary. |
| Community Liaison Members | <ul style="list-style-type: none"> ● Coordinate external resources to provide support to the school, staff and students. | <ul style="list-style-type: none"> ● Maintain an updated list of community resources, including a directory of support and services (Annex 1); ● Familiarise himself/herself with the referral procedures and services offered by different agencies in the community; ● Discuss with team members to see if external support is needed; ● Make/assist in making referrals for students, staff or parents in need of external support services; ● Keep contact with the related agencies after referrals, so that assistance and follow-up support can be provided at school. |
| School Social Workers/ Guidance Teacher | <ul style="list-style-type: none"> ● Support the school in crisis management, especially in rendering counselling/guidance to students, staff and parents. | <ul style="list-style-type: none"> ● Work together with external support personnel to arrange or provide counselling to students and staff in need, and make referrals for appropriate follow-ups when necessary; ● Assist teachers in conducting Brief Class Meeting(s) or Special Class Period(s); ● Provide emotional support to staff; ● Provide emotional support to parents; ● Arrange practical support to the victim's family, e.g. applying for financial subsidy. |
| Educational Psychologist | <ul style="list-style-type: none"> ● Provide professional advice and support on school crisis management. | <ul style="list-style-type: none"> ● Provide professional advice and support to the school on the impact assessment of the crisis, formulation of the support plan and communication with external parties; ● Support teachers in conducting Brief Class Meeting(s) or Special Class Period(s); ● Provide individual or group counselling to students and assist the school in arranging appropriate follow-up services; ● Provide emotional support to staff. |
| Other Team Members | <ul style="list-style-type: none"> ● Share the duties in rendering support related to crisis management. | <ul style="list-style-type: none"> ● Designate rooms for different uses and inform the staff concerned of the arrangement (Annex 2); ● Assist class teachers in conducting Brief Class Meeting(s) or Special Class Period(s); ● Assist in preparing and distributing materials for use in Brief Class Meeting(s) or Special Class Period(s); ● Familiarise themselves with all procedures and the locations of relevant materials/forms, and provide |

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| | | <p>the materials to other members promptly when necessary;</p> <ul style="list-style-type: none">● Provide secretarial support, e.g. taking minutes, collecting and compiling relevant information, and drafting relevant letters and notices;● Assist other team members with their duties when necessary. |
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3. The Flow Chart of Crisis Management/Intervention and Support

