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CONTINGENCY PLAN CRISIS MANAGEMENT SWEDISH SCHOOL VIENNA



"Comfort, Listen, Patience"
(Keywords in crisis management)

Adopted by the Board December 2017
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1. Crisis team

NAME, FUNCTION	WORK	MOBILE
Principal, Susanne Hiort	01 320 79 80	0664 896 65 79
Teacher representative, Ida Ahlfont	01 320 79 80	0650 879 77 01
School doctor, Reinhard Koblmüller		0678 124 67 60
Priest, Peter Styrman		0699 194 77 205

2. List of resource

NAME, FUNCTION	WORK	MOBILE
Swedish church Vienna	01 479 65 17	0699 194 77 205
Swedish Embassy Vienna	01 21 75 30	
Kerstin Novotny, Child psychologist	01 368 60 29	0699 116 79 040
Malin Veje, doctor		+46 70 992 49 42
Cecilia Zechner, Interpreter	01 320 79 80	0664 391 92 65

3. Emergency call centers

Local Police, Billrothstrasse	01 31 310 273 11
Fire brigade	122
Police	133
Ambulance	144
Doctor	141
Poisons Information Centre	01 406 43 43-0
Sozialpsychiatrischer Nordartz	01 31 330
Krisen Interventionszentrum	01 40 695 95



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4. Goal for Crisis team

The contingency plan shall include all children and staff at the Swedish School in Vienna. The contingency plan and the crisis group should provide support for rapid intervention in various crisis situations and to help all concerned. The plan is very much based on "Prepared for the unimaginable", National Agency for Education, Appendix 2. "Contingency plan for the school", Save the Children Appendix 3.

At the Swedish School in Vienna there should be a crisis group consisting of the principal, school health care, a teacher representative and a representative from the Swedish Church.

Prior to each new academic year, time should be given to all staff in which the contingency plan is updated. The school's list of possible allergies and diseases of students and staff should always be updated and in a binder at the office and on a list in the kitchen. You should also be aware about various diseases and allergies for children and staff which should be known by all. Permission to provide medicine during school hours must be documented and approved by the guardian.

The crisis group will meet once per academic year to update and revise the Swedish School in Vienna's "Contingency Plan in Crisis Management." The Principal calls for the meeting with the crisis group in the autumn semester each academic year and is also responsible for anchoring the plan to the staff. The Principal shall also present the contingency plan for the Board and for their approval.



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5. Division of labor

Principal shall:

- Be responsible that the Action plan is followed.
- Be responsible to inform new and all staff about Crisis management plan.
- Be responsible that all teachers have been informed about current Crisis management plan.
- Be responsible that a current relative list in staff binder is established.
- Be responsible that all addresses, phone numbers, disease / allergy lists are updated and current.
- Be responsible to call for annual meeting with the Crisis team to review the Contingency plan.

Teacher representative shall:

- Be responsible together with School health service that First Aid Box in each department is complete.
- Be responsible that the Crisis Management plan is followed if the Principal is absent.
- Participate in the annual revision and update of the Contingency Plan.

School health service shall:

- Be responsible for "Grief Box", which should be kept in administration office, it should contain candle and candle stick, table cloth, photo frame, children's books, cd with soft music, appropriate poems, fairy tales or stories.
- Be responsible for that First Aid Boxes are filled with adequate material for minor wound care.
- By staff meetings inform about students eventual allergies / diseases which require staff's knowledge staff.
- Participate in the annual audit and update of the Contingency plan.



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6. Action Plan

In Contingency plan for school, Save the Children, there are examples on how to handle different crisis situations. We have elaborated an action plan for arrangements to be taken if a serious incident occurs during school hours, a serious event means where a bigger group of student and / or teacher will be concerned (accident, death or other serious incidents).

6.1 Serious incident during school hours, student or staff

1. Medical First Aid. First Aid by teacher or other person at school.
2. Ambulance (tele. **144**) and police (tele. **133**) to be called.
3. Parents / relatives to be informed as soon as possible and preferably by the one who has most information. Exceptions in the event of death when relatives are to be informed by police / embassy staff, somebody who knows the family should also be present.
4. Crisis team to be informed, principal is responsible. Somebody from crisis team is assigned to be available at school. All others in crisis team and related staff takes care of the others in smaller groups.
5. Logbook to be written about the incident by teacher or other staff at school.
6. Media to be referred to the principal and spontaneous interviews should be avoided.
7. Crisis team informs the staff, including the ones not present, regarding the facts about the incident and actions taken. Principal informs the board.
8. Information to students in class room made by teacher and if needed by crisis team (see attachment 1) before ending of the school day. Students never to be send home before contacting their parents / guardians.
9. Written information to be send by e-mail to all families as supplement to the information given to the students.
10. Support to concerned teachers. Meeting with school staff to talk about what has happened and to plan for further actions.
11. For further crisis work, see "Contingency plan for school", Save the children. Use the Grief box if needed.



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6.2 Serious incident during weekend and school holiday, student or staff

1. Crisis team and staff to be informed.
2. Logbook to be written about the incident by teacher or other staff at school.
3. Staff / Crisis team calls the related students and informs what has happened.
4. For longer school holidays the crisis team / principal contacts the contact person at church for their opening hours and how to cooperate regarding the incident. Students are informed about the opportunity to get support and help by the church. Class room talk is postponed until class can be gathered.

6.3 Routines in case of fatalities, student or school staff

1. Inform school management. The person who becomes aware about the incident contacts the principal and who informs and activate the crisis team at school.
2. Logbook to be written about the incident by teacher or other staff at school.
3. After police have informed the family about the fatality, the teacher or somebody from crisis team will contact the family to express their condolences and also share the information which will be given to the class.
4. Student information. Gather all the students, light a candle (candle, candle stick, table cloth, poetry book) from the Grief box by the drawer at entrance hall. Let each student talk about their friend / teacher what he or she knows about the incident and the feelings, but don't force the ones who doesn't want. The ambition with gathering is that the children should come home with the same story at end of the school day.

6.4 Routines in case of fatalities of close relative to student

1. Principal is informed and evaluates if the crisis team should be gathered.
2. Logbook to be written about the incident by teacher or other staff at school.
3. If the fatality occurs when the student is at school he / she should be informed by police and / or by relative. School staff should bring the student to the relatives.
4. The class teacher contacts the family to listen how they want the information to be given to the school class and also how they want the student to be treated when coming back to school.
5. Potentially having class room talk depending on the situation.



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7. Division of responsibilities after an incident

Principal:

- Informs the staff about the incident. It's important that adults provide the same information.
- Ensures that flowers are send to the family.
- Appoints a person who at the appropriate time collects the deceased's belongings and hand it over to the family.
- Ensures that the student is erased from class, address and e-mail lists (also staff when applicable).
- Attends the funeral if possible.

Class teacher:

- Contact crisis team for advice and support.
- In consultation with the principal, possibly talking with the relatives and also making a home visit.
- Attends the funeral if possible.

Crisis and resource team:

- Should give advice and support to children / students, teachers, principal and other staff.



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Attachment 1

Class room talk

Class room talk should be done within 48h after a serious incident occurred. The class room talk should be done without any breaks.

Introduction

- The teacher will explain what will happen and why, e.g. "When somebody dies we are filled with thoughts and emotions which can make us sad, scared and angry. Through talks we can avoid misunderstandings and afterwards it can feel a bit better".
- The students are informed that after the talk they are not allowed to talk about what others have said on the meeting, they can share what they said themselves but not what others said.
- After the meeting nobody should be teased by others for what they said and shared, nothing is wrong with feelings.
- Each one speaks for him and herself, nobody should talk what somebody else feels.
- Everyone should say how they were informed about the incident, by who and when.
- Everyone is given the opportunity to talk about their feelings but nobody should be forced.

Fact base

This point is important to ensure that all have the same information and view on what has happened. The teacher pass the information about the accident / incident and all involved have to share how they experienced the incident. If they were involved in the accident or in the care taking they ought to share how they were involved and their acting. This creates a full picture for all and avoids potential misunderstandings.

Questions to be asked

- What did you do when the accident occurred?
- How were you informed about the incident??
- Who informed you?
- When were you informed?

Closing phase

Summary

Summary about what has been said, thoughts, feelings and reactions. As a leader it's of



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importance to emphasize all thoughts and words and not favour any. All thoughts and emotions are equally important.

How do we move on

Talk about what to expect from crisis and grieving reactions. As an example it can affect the memory and give difficulties to concentrate. For older students a written information can be given about different reactions. Give advices to talk to parents and friends, collect information, write poems, and do something together with involved people.

Next meeting

It is not enough to meet once and talk, before ending first meeting book time and date for next meeting, which should take place within 5 days depending on circumstances.

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Attachment 2

Recommended books

There is a wide range of literature about the topic crisis and grief for children and youth. Below some recommended books by National Agency for Education (Skolverket) for different ages.

Books for children up to 9 years

Bexell, Eva: En vän är en vän
Lindgren, Astrid: Bröderna Lejonhjärta
Ingves, Gunilla: Hunden Sture blir gammal
Kaldhol, Marit: Farväl Rune
Lindgren, Barbro: Bara Sparvel (finns även som talbok)
Lundgren, Gunilla: Trädet som bara dog
Tidholm, Anna-Clara: Adjö, herr Muffin

Books for children age 9-12

Abrahamsen, Aase Foss: Det var inte mitt fel
Byars, Betsy: Skyll inte på Jimmie
Ekholm, L: Döskraj
Hellberg, Hans-Eric: Björn med trollhatten
Lian, T: Bara molnen flyttar stjärnorna
Mebs, Gudrun: Birgit
Persson, GL: Allis med is
Wikander, Eva: Johan är död

Books for children aged 13 and over

Chambers, A: Dansa på min grav
Chick, S: Saknad?
Haakana: Enbeningen och jag
Håkansson, B: Stoppa döden
Johansson, E: Lindansaren
Lindqvist, H: Dröm att leva
Lundgren, M: IFK Trumslagaren och Lasse
Pohl, P: Jag saknar dig, jag saknar dig
Pohl, P: Jag är kvar hos er
Sundvall, V: Bland fimpar och rosor
Brattsröm: Sista dagen på sommarlovet
Worrall, Ann: En strimma blått

Facts books for children and youth

Gyllensvärd, G: Sorg finns
Jönsson Runvik, M: Min pappa ville inte leva
Stalfelt, P: Dödenboken (Första fakta hyllan)
Åkesson, E: När barn frågar om lidande och död
Höjer, D: Kärlek och sorg (avd uDod)

For adults

Cleves, Elisabeth: En stor och en liten är borta
Dyregrov: Barn och trauma
Harris, M: För alltid borta; hur barn påverkas av en förälders för tidiga död (Dok)



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Holm: Julie är död (Dok)
Jarratt: Barn som sörjer
Johansson,B: Barns tankar om döden
Rudolph, M: Ska barnen få veta?: om barns möte?
Sjöqvist, Suzanne: Du är hos mig ändå (Dok)
Sorg, saknad, sammanhang - böcker om barn och ungdomar i svåra livssituationer (Aa)