

Needing to Respond; Responding to Need: A thematic analysis exploring Educational
Psychologists' experiences of responding to critical incidents

Melissa Prestidge

A thesis submitted for the degree of Professional Doctorate in Child, Community and
Educational Psychology

Tavistock and Portman NHS Foundation Trust/
University of Essex

Date of Submission: February 2022

Abstract

Literature relating to Educational Psychologists' (EPs) responses to critical incidents (CIs) is limited. There is a need for a current overview exploring factors which may impact or affect how an EP responds to a CI. Therefore, this research aims to explore what influences an EP's response to a critical incident. Using a critical realist ontological and constructionist epistemological position semi-structured interviews were carried out with three practicing EPs about their experiences of responding to three different CIs. The interviews were analysed using a thematic analysis (Braun and Clarke, 2006) where six themes (The CI, The Educational Psychologist, Systems, Impacting factors on approach, Responding to needs and the relational aspect and Post CI- The bigger picture) and 20 subthemes emerged from the data. Findings are discussed in relation to previous literature and the analysis of the interviews. Strengths and limitations of the study, outstanding questions and directions for future research are then summarised. The project concludes with an outline of the professional implications of the research in relation to the six themes.

Acknowledgements

There are too many people who have been part of this epic journey to acknowledge individually here. You know who you are and I will be eternally grateful to you for your encouragement, support and for cheering me on from the side lines. My life is infinitely better for having you in it and I thank you.

However, there are few people who I would like to specifically acknowledge:

Firstly, my parents. I absolutely could not have completed this milestone without you. Thank you for the endless hours of childcare, proofreading, making time to discuss my ideas for this thesis and for believing in me during the last three years.

Richard Lewis- A huge thank you for your input, support, guidance and patience. I got there in the end!

David, although you joined me well into this journey you haven't left my side. Thank you for putting food and coffee in front of me, for being my sounding board and for drying my tears along the way (there have been a few!). Your calming presence and endless patience has enabled me to cross the finish line.

And finally, who else could I dedicate this work to but to my two little superheroes. There isn't anyone else I would have wanted by my side through this journey. Here's to our next adventure...

Confidentiality Clause

To ensure confidentiality all identifiable information has been anonymised through omission and the use of pseudonyms.

Table of Contents

Abstract	1
Acknowledgements	2
Confidentiality Clause	3
Table of Contents	4
List of Figures	11
List of Abbreviations	12
Chapter 1: Introduction	14
1.1 Chapter outline	14
1.2 What is a critical incident	14
1.3 Setting the scene	15
1.3.1 The national picture	15
1.3.2 The local picture	16
1.3.2.1 Document audience and EP offer	17
1.3.2.2 Proformas for settings	18
1.3.2.3 Communication	18
1.3.2.4 Direct work and consent	19
1.3.2.5 Managing press and media	19
1.3.2.6 Supervision	20
1.3.2.7 Summary of findings	20
1.3.3 Published research	21
1.4 Context update	22
1.5 The researcher	23
1.6 Chapter summary	23

Chapter 2: Literature review	24
2.1 Introduction to literature review	24
2.2 Professional literature	24
2.2.1 Initial search	24
2.2.2 Systematic literature search	25
2.2.3 Basis for the critique of the literature	26
2.3. The themes	27
2.3.1 Theme 1: The type of incident and context	27
2.3.2 Theme 2: Planned responses, guidelines and protocols	30
2.3.3 Theme 3: The role of the EP	38
2.3.4 Theme 4: Multi-disciplinary teams and co-working	47
2.3.5 Theme 5: Post incident support including debriefing and supervision	51
2.3.6. Minor theme: Training	54
2.4 Summary of literature review	55
Chapter 3: Research methodology	58
3.1 Introduction to methodology	58
3.1.2 Context of this research	58
3.2 Research aim, purpose of the research and research question	58
3.2.1 Research aim	58
3.2.2 Purpose of the research	59
3.2.3 Research question	59
3.3 Ontological and epistemological positioning	59
3.3.1 Ontological position	59
3.3.2 Epistemological position	60
3.3.3 Researcher considerations and reflections	61

3.4 Research design	61
3.5 Recruitment	62
3.5.1 Pre-recruitment considerations	62
3.5.2 The process of recruitment	63
3.6 Sample size	66
3.7 Demographics	66
3.8 Semi-structured interviews	67
3.8.1 Transcription	68
3.9 Data analysis	68
3.9.1 Thematic analysis	69
3.9.2 Disadvantages of using thematic analysis	70
3.9.3 Other methods of qualitative data analysis	71
3.10 Six phases of thematic analysis	73
3.10.1 Phase 1: Familiarising yourself with your data	73
3.10.2 Phase 2: Generating the initial codes	74
3.10.3 Phase 3: Searching for themes	76
3.10.4 Phase 4: Reviewing the themes	76
3.10.5 Phase 5: Defining and naming the themes	76
3.10.6 Phase 6: Producing the report	78
3.11 Assessment of quality in qualitative research	78
3.12 Impact and importance of the research	82
3.13 Ethical considerations	83
3.14 Chapter summary	85
Chapter 4: Analysis	87
4.1 Introduction to analysis	87

4.2 The participants	87
4.2.1 Rod	87
4.2.2 Freddie	89
4.2.3 Jane	91
4.3 The themes	92
4.3.1 Theme 1: The CI	92
4.3.2 Theme 2: The Educational Psychologist (EP)	94
4.3.2.1 Responding as an Educational Psychologist (EP)	94
4.3.2.2 Experience	100
4.3.2.3 Training, learning and knowledge	101
4.3.2.4 The value of responding to CIs	104
4.3.2.5 Emotions, feeling and physical responses of the EP	105
4.3.2.6 Personal influences	107
4.3.3 Theme 3: Systems	109
4.3.3.1 The Educational Psychology Service (EPS)	110
4.3.3.1 (a) Supervision and debrief	112
4.3.3.1 (b) Policy, procedure, protocol, guidance and frameworks	114
4.3.3.2 The school	118
4.3.3.2 (a) Working with individuals and groups	118
4.3.3.2 (b) Working with the school as an organisation	121
4.3.3.3 External systems	123
4.3.3.3 (a) Multi agency working	124
4.3.4 Theme 4: Impacting factors on approach	126
4.3.4.1 Time	126
4.3.4.2 Language, labels and narratives	128

4.3.4.3 Gender differences	131
4.3.4.4 Social media	132
4.3.5 Theme 5: Responding to need and the relational aspect	132
4.3.6 Theme 6: Post CI- the bigger picture	138
4.3.6.1 The importance or gravitas of CIs	138
4.3.6.2 CIs as a catalyst	139
4.4 Chapter summary	140
Chapter 5: Discussion	142
5.1 Introduction to discussion	142
5.2 Discussion of findings: linking literature to practice	142
5.2.1 Theme 1: The CI	142
5.2.2 Theme 2: The Educational Psychologist (EP)	143
5.2.2.1 Responding as an EP	143
5.2.2.1 (a) EP in role as an emergency responder	147
5.2.2 Training, learning and knowledge	148
5.2.3 Theme 3: Systems and systemic influences	149
5.2.3.1 The Educational Psychology Service (EPS) as a system	149
5.2.3.1 (a) Supervision and debrief	150
5.2.3.1 (b) Guidelines vs. protocols	152
5.2.3.2 External systems	154
5.2.3.2 (a) Multi-agency working	154
5.2.4 Theme 4: Impacting factors on approach	155
5.2.4.1 Time	155
5.2.4.2 Language and labels	156
5.2.5 Theme 5: Responding to need and the relational aspect	158

5.2.5.1 Responding to need	158
5.2.5.2 Relationships and the relational aspect	160
5.2.6 Theme 6: Post CI- the bigger picture	162
5.2.6.1 The importance or gravitas of the CI	162
5.2.6.2 CIs as a catalyst	163
5.3 The research process	164
5.3.1 My journey as a researcher	164
5.3.2 My positioning	165
5.3.3 The participants' life stories	166
5.3.4 Issues I encountered during data analysis	166
5.3.5 Personal reflections regarding the data	167
5.4 Strengths and limitations of the study	168
5.5 Contextual factors of the research	169
5.6 Professional implications of the research (Recommendations for practice)	170
5.6.1 The CI	170
5.6.2 The EP	171
5.6.3 Systems	172
5.6.4 Direct impacting factors	172
5.6.5 Responding to need and the relational aspect	173
5.6.6 Post CI	173
5.7 Outstanding questions and directions for future research	173
5.8 Conclusion	175
Final Word Count	177
References	178
Appendix I: EPNET advert requesting services to share their guidance documents	187

Appendix II: Systematic Literature Search	188
Appendix III: Semi-structured interview schedule and prompt questions	190
Appendix IV: Recruitment advert for EPNET	192
Appendix V: Tavistock and Portman Research Ethics Committee (TREC)	193
Application	
Appendix VI: Participant Information Sheet	206
Appendix VII: Consent Form	207
Appendix VIII: Example of transcribed interview converted to excel (Interview 3: Freddie)	208
Appendix IX: Example of initial semantic coding by hand	229
Appendix X: Example of fully coded transcript (Interview 3: Freddie)	230
Appendix XI: Full list of broader themes	266
Appendix XII: Table indicating the relationship between segmented texts, codes and themes	268

List of Figures

Figure 1: PTSD management: some possible roles for EPs (Cameron, Gersch, M'Gadzah and Moyse, 1995)

Figure 2: Thematic map illustrating the six themes and 20 subthemes

List of Abbreviations

CAMH	Child and Adolescent Mental Health
CI	Critical Incident
CIRT	Critical Incident Response Team
CIS	Crisis Intervention Service
CST	Cognitive Stimulation Therapy
DA	Discourse Analysis
DfE	Department for Education
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
EPO	Emergency Planning Officer
EPS	Educational Psychology Service
IES-R	Impact of Events Scale-Revised
IPA	Interpretive Phenomenological Analysis
LA	Local Authority
LEA	Local Education Authority
OPMHS	Older Adults Mental Health Service
PEP	Principal Educational Psychologist
PRU	Pupil Referral Unit
PTSD	Post-Traumatic Stress Disorder
SEN	Special Educational Needs
SENCO	Special Educational Needs Co-ordinator
SLT	Senior Leadership Team
TEP	Trainee Educational Psychologist

TREC	Tavistock and Portman Research Ethics Committee
WHO	World Health Organisation

Chapter 1: Introduction

1.1 Chapter outline

The main aim of this chapter is to establish the relevance and implications for the research exploring what influences an Educational Psychologist's (EPs) response to a critical incident (CI). I will demonstrate this through detailing national guidance and policies available relating to responding to CIs, examining local policy and guidance for EPs produced by Local Authorities (LAs) and critiquing previous research which has been carried out in this arena. The chapter concludes with a personal explanation of what sparked my interest into this area of research.

1.2 What is a critical incident?

One of the initial steps in exploring critical incidents was to locate a definition. For this project I chose to use Beeke's (2013) definition which for me encompassed who can be affected, how the incident may have arisen and acknowledged additional support to manage the effects will need to be sought,

“a sudden and unexpected event that has the potential to overwhelm the coping mechanisms of the whole school or members of the school community. A serious or significant event, it is likely to be outside the range of normal human experience and would be markedly distressing to anyone in or directly involved with the school community. It may be the result of an accident, criminal act, illness or natural disaster that affects members of the school community, school property or both. An act of suicide or attempted suicide by a member of the school community may also constitute a critical incident.” (p.3)

1.3 Setting the scene

1.3.1 The national picture

In 2013 The Department for Education (DfE) issued guidance which broadly outlined the responsibility of LAs and other agencies in responding to CIs. Local Authorities, alongside emergency services and National Health Service (NHS) bodies are required to fulfil a set of civil protection duties. These duties include assessing the risk of the emergency to help inform contingency planning, putting emergency plans in place, co-ordinating business continuity management arrangements between businesses and voluntary organisations, making information available to the public regarding civil protection matters and working with other local responders to increase coordination and efficiency.

It is an expectation that EPs working in LA and Borough Councils will offer support to schools which have been affected by a CI but to date there is no specific national guidance around the roles and responsibilities of EPs in relation to responding to CIs.

The British Psychological Society (BPS) Practice Guidelines (2017) is a set of shared guidelines for practice for all applied psychologists. These guidelines “...aim to define good practice for all psychologists...” (BPS, 2017, p.3) The main aims of the guidance are:

- To define good psychological practice for all psychologists
- To strengthen the identity of psychologists
- To benefit the public
- To benefit members
- To provide guidance on legal and regulatory issues

Whilst this document helps to define what ‘good psychological practice’ looks like it does not offer specific guidance for individual branches of psychology. Educational Psychologists also have access to the Quality Standards for Educational Services (2019) but within this document there is no reference to responding to CIs. Similarly, with the Guide for Commissioners of Educational Psychology Services (2018) there is no guidance for commissioners regarding what an EPs response to an CI should entail. Psychologists working in clinical fields have access to clinical guidelines produced by National Institute for Clinical Excellence (NICE). These guidelines are evidence-based recommendations for health and social care services in England. However, there is not a counterpart of these guidelines for psychologists working in the education sector.

Interestingly, The National Educational Psychology Service (NAPS) in Ireland, together with the Department of Education and Skills (2016) published a national guidance document containing guidelines and resource materials for schools in Ireland. This raises questions including why does the UK not have national guidance to follow? What does this mean for LA and Borough Councils in terms of having to devise their own local guidance or policy? And how is best practice disseminated if there is not a national policy or guidance?

1.3.2 The local picture

In order to gain a clearer perspective around what local policy and guidance regarding EPs response to CIs looks like across the UK I put an advert on EPNET to ask LAs to share with me their guidance or policies on responding to CIs (Appendix I). I received eight guidance or policy documents; five of these were from local authorities, two from London boroughs and one from a social enterprise which provides services across three London boroughs. Seven of

the policies were available as hard copies and one was offered as an introduction as to what the EPS could offer with regards to responding to a CI on the services website with links to further resources for those schools who had subscribed to their services. This, therefore, became the clearest path to identify what EP services describe as their role and therefore each document/web page was examined for differences and commonalities .

Three of the documents were titled as ‘policies’ and five as ‘guides’ or ‘guidance’. For the purpose of this comparison and due to the difference in language the policies/ guides/ guidance will be referred to as documents to encompass all three labels. The date of release of the documents ranged from 2016-2021. Half of the documents made direct reference to published research and how this had helped to inform the document.

1.3.2.1 Document audience and EP offer

Five of the documents were written specifically for schools with four of these acknowledging the EPS is able to provide support following a CI. These acknowledgements included the type and level of support depending on the type of incident. Two of the documents were written for EPs responding to CIs and one document was divided into two sections, one directly aimed at schools and the others for EPs responding to CIs.

Two of the eight documents gave a very clear account of what a response to a CI should look like in terms of a school or settings response and included checklists of actions for schools. Four of the documents gave an indication of what an EP response should look like with some giving more definitive guidance than others. For example, one LA outlined a stepped model of response to give schools a clear idea of what to expect from the EPS depending on the size

and severity of the event. Another document very clearly outlined what the EP will offer at various time points following the incident, i.e., at the point of the first call, the immediate period following the incident and then in the medium and longer term. Two of the documents gave no indication of what the response from an EP should look like.

1.3.2.2 Proformas for settings

Two of the documents offered multiple proformas for schools to use to help structure and guide their response to a CI. One offered proformas for schools to complete regarding their emergency contacts list for short, medium- and long-term actions plans. Five of the documents did not include any proformas. The service which offered information via its website was not clear as to whether proformas were available. The website includes a 'further resources' section which can be accessed by schools who have purchased the annual CI support subscription but it is not outlined on the webpages as to what is included as part of this 'further resources' package.

1.3.2.3 Communication

All but one of the documents, the one hosted online, made reference to how the information regarding the CI is communicated and responded to. One of the documents gave very clear guidance as to what should happen once the first call is received by the EPS following a CI. Three others outlined time point action plans for managing the immediate response, short-term and longer-term responses and dissemination of information. One service offered a flow chart as to what needs to happen in the event of a CI, one a checklist and one outlined who an initial email should be sent to request support following a CI. These examples show the

diversity between services around initiating a response and the expectations or response along the post CI pathway.

1.3.2.4 Direct work and consent

Four of the eight documents referenced working with individuals and/or groups of children and young people following a CI. Two of these documents outlined there may be occasions where EPs may offer to facilitate group sessions with affected students/staff or with parents and children and young people. The latter document was the only one which directly acknowledged that appropriate consent should be obtained. One of the other documents referred to EPs working with staff groups to plan responses with affected groups of children and the fourth document gave details of a Patient and Family Service who provides 1:1 and group support in the form of counselling or play therapy. Four of documents made no specific reference to working directly with pupils individually or within groups.

1.3.2.5 Managing press and media

All of the documents, other than the one offered as a webpage, offered some guidance around managing the press/media. Four of the documents made direct reference as to how EPs can help provide support to respond to media or press enquiries. This support includes, gathering facts from schools regarding media involvement, supporting Senior Leadership Teams (SLT) to disseminate information to different groups and to help manage social media and the press alongside the school. Two of the documents made reference to contacting the authorities communication team regarding the preparation of press announcements.

1.3.2.6 Supervision

With regard to provision of supervision for EPs following their response to a CI the three documents which were written as documents for EPs responding to CIs differed in their recommendations. One document was very specific and stated EPs should have a same day meeting with colleagues post response. One referenced that some EPs may require additional supervision to support themselves but did not quantify when this supervision should occur and who with. The third document commented on the vital importance of regular supervision and peer support but did not outline specific requirements. In conjunction with considering the well-being of responding EPs only two of the documents referenced responding to CIs in a pair. One stated, 'should offer support in pairs' and the other 'pairing up with a colleague.'

1.3.2.7 Summary of findings

I sourced eight policies/ guidelines regarding responding to CIs from eight different services. The aim was to gain a clearer picture around what local policy and guidance looks like across the UK by identifying similarities and differences between the documents.

The majority of documents were written for schools, as opposed to being written directly for the EPs working within the service. Only two of the documents gave a clear account around what a response to a CI should look like, four gave an indication and two gave no indication. Two offered multiple proformas to help schools plan their response, five did not offer any proformas and one (website) was not clear about this provision. There was some consistency around how a CI was initially communicated to each of the LA's EPSs, in that seven out of eight documents make reference to this, but the level of detail varied across the documents.

Half of the documents referenced working with individuals and/or groups of children yet only one of these acknowledged consent must be gained prior to work commencing. The other half did not make any specific references to who EPs may be working with as part of their response. All of the documents, other than the webpage, offered guidance around managing press/ media. The three documents which were written for EPs all referenced supervision arrangements for EPs post response but these arrangements were varied. Some were very specific, in terms of additional supervision needing to be offered immediately prior to the response, with the others acknowledging additional supervision possibly needs to be sought.

This examination has highlighted that there is little cohesion across LAs with regard to their policies/guidance for EPs responding to CIs. A lack of clear information provided to both schools and EPs greatly reduces the level of containment to all those involved in providing and receiving support in response to a CI. In those services where the guidance is sparse there seems to be little consideration for those EPs early in their career who have perhaps not responded to many/any CIs. This is not only in terms of what the response should look like and what should be included as part of the response but also post-response support. Without clear guidance as to who EPs can directly work with and clarity around gaining consent leaves EPs, and the services they work for, working potentially quite unsafely.

1.3.3 Published research

Research has been carried out exploring different aspects of responding to CIs but the literature is sparse in terms of a comprehensive overview and the majority of this research dates back to the 1990's. There has not been a review of national practice since Houghton's (1996) exploration into EPs response to CIs. My literature review showed there are five main

aspects which impact on a response to a CI; the type of incident and context (Houghton (1996), Greenway (2005) and Cornish (1995)); Planned responses, guidelines and protocols (Houghton (1996), Mallon and Best (1995), Cameron, Gersch, M’Gadzah and Moyses (1995), Randell and Parker (1997), Lockhart and Woods (2017), Carroll, Frew, Smith, Fletcher, Ladkin, Morey and Price (1997) and Cole, Hayes, Jones and Shah (2013)); The role of the EP (Houghton (1996), Greenway (2005), Cornish (1995), Cameron et al (1995), Lockhart and Woods (2017), McCaffrey (2004), O’Hara, Taylor and Simson (1994) and Posada (2006)); Multi-disciplinary and co-working (Houghton (1996), Carroll et al (1997), O’Hara, Taylor and Simpson (1994), Mallon and Best (1995), McCaffrey (2004) and Lockhart and Woods (2017)) and post incident support and debriefing (Hayes and Frederickson (2008), Houghton (1996), Carroll et al (1997) and Cameron et al (1995)). The following chapter presents a systematic analysis of this literature to show how these main themes have been extracted from published research with the intent of clarifying our understanding of the drivers behind EPs responses to CIs.

1.4 Context update

This research was originally designed and conducted between April 2019 and May 2020 and during this time the relevant data set relating to CIs was collected. The write up and analysis period was subsequently extended and continued until February 2022 at which time the national context had experienced significant upheaval with the outbreak of Covid-19. The global pandemic which, based on its effects, could be seen as a CI on global, national and local scales. However, it was also an event which by necessity had to become a part of the ‘new normal’ and managed within the newly defined capacities of the education sector.

Based in the recommendations from my viva panel it was not within the scope of this study to conduct a full rewrite of the project to include data and literature related to the pandemic.

1.5 The researcher

I am a Trainee Educational Psychologist (TEP) and completed this research as part of the fulfilment of the Professional Doctorate in Child, Community and Educational Psychology. This piece of research is a thematic analysis exploring how and why EPs respond to CIs. I feel it is therefore important to acknowledge how and why I became interested in this topic.

I have previously worked in two Child and Adolescent Mental Health Services (CAMHs) inpatient settings working with children and young people who engaged in harmful behaviours. I have always been interested in the drivers behind these behaviours and being able to apply psychology to help explore and understand these actions and in a sense these behaviours could be viewed as CIs. When continuing my journey and moving across to work in Education I became interested in this very specific, very niche part of the role of an EP and wanted to explore it further. Therefore, the thesis provided an ideal opportunity to accomplish this exploration.

1.6 Chapter summary

This chapter has presented the national, local and research-based context regarding EPs response to CIs. Due to the limitations of previously published research, the absence of national guidance and the fragmented nature of local policies this research came at an opportune time with the aim of providing clarity around how and why EPs respond to CIs.

Chapter 2: Literature review

2.1 Introduction to literature review

The aim of this chapter is to present a systematic analysis of the literature relating to how and why EPs respond to CIs. This analysis served to provide an overview of the literature in this area and critically analyse the process applied by EPs when responding to CIs. The review further served to explore themes which emerged throughout the literature in this field.

2.2 Professional literature

2.2.1 Initial search

My initial literature review started with a review of published and unpublished theses at doctoral level related to EPs responses to CIs. I employed this approach to certify I was not replicating a previous research project and to ensure my piece of research was original in its aim and purpose. The initial search focused on literature available through Ethos with the term ‘critical incidents’ in the title. This resulted in 31 results of which 25 were disregarded as these did not include direct EP involvement. This left six doctoral theses exploring the involvement of EPs within CIs. A review of these theses showed them to have focused on development of a CI team (Lockhart, 2012), a Local Authority’s (LA’s) response to CIs (Silver, 2014), the role of written guidelines in an EPs response to a CI (Hindley, 2015), EPs responses to CIs in Ireland (Hennessy, 2016), an exploration of theory, policy and practice on CIs (Beeke, 2011) and an exploration into how schools cope psychologically with a critical incident

(Atwell, 2017). Based on this initial review, it was evident my research would be original in its content and approach.

2.2.2 Systematic literature search

Following the initial search, I carried out a systematic literature review using the databases PsychInfo via EBSCOhost and the Psychology and Behavioural Sciences Collection to explore the literature in this field further; Appendix II details the search terms used.

In order to support the process and assist in structuring my review I composed two guiding questions:

1. What does the literature say about how and why EPs respond to CIs in the way they do?
2. What are the main themes being addressed in the literature?

The initial inclusion criteria were for the study to be published in English and for articles to be published in a peer reviewed journal. I did not place limits on publication date to allow for a wider scope of research in the field. These criteria yielded 222 results. Through reading the title and abstract of each of these references the literature was further reduced to those studies published in the UK as these were believed to reflect the cultural and legal approach to managing CIs. I excluded any references which did not specifically pertain to EPs or EPSs and their involvement with CIs (there were a number of articles referencing CIs in relation to law enforcement, workplace violence, emergency services and other psychological disciplines

e.g., clinical psychology and these were disregarded). Thirty- one relevant articles were identified, with 21 duplicates, resulting in a total of 10 articles to critically evaluate.

Following the systematic literature review I applied a snowball method to identify any further articles. For this process, I consulted the references of each of the previously identified 10 articles to identify further relevant titles related to this subject. In addition, I conducted a literature search available to the public domain through a Google Scholar search. This search for articles including ‘critical incident’ and ‘educational psychologist’ or ‘school psychologist’ in the title and identified a further three articles, giving a total of 13 articles to critique.

When reviewing the literature, I opted for a pragmatic approach, using guiding principles from published appraisal tools. I used the guiding principles of Yardley (2000) and Long (2005) to analyse the sensitive context of the qualitative and mixed method data discussed in the selected literature. These principles included the application of commitment and rigour to the analysis, consideration of the impact and importance of transparency and coherence in connection with the literature in this field.

2.2.3 Basis for the critique of the literature

The literature review of the 13 articles identified a total of five overarching themes which are believed to affect or impact how a CI is responded to by an EP. If a theme was mentioned more than once, across the literature, I included it as a major theme resulting in the five themes. One other theme was mentioned in only one of the papers and therefore this is reviewed as a minor theme at the end of the chapter. Each of the five major themes will be discussed in turn in parallel with a critique of each of the research papers which were reviewed. It is pertinent to

acknowledge here that all themes are interconnected on a certain level. For example, the theme of co-working or MDT working is very closely linked to the theme of service protocols and guidance which outlines how a response will be responded to and may include guidance on how to manage multi- agency working. Likewise, the role and input of the EP may be rigidly outlined in some services which adhere to a stringent protocol. Services using guidelines may allow for a more flexible response and the ability to respond on a case- by- case basis. However, the major themes are pragmatically differentiated as five separate topics for ease of presentation and appraisal.

2.3 The themes

2.3.1 Theme 1: The type of incident and context

Three papers were identified which made reference to the type of incident or the context in which the incident occurred and how this may have impacted on the response to the CI.

Houghton's (1996) paper continues to remain the seminal piece of research into responding to CIs and there has not been any other research carried out to date to explore the different aspects which potentially affect a response to CI. Houghton used questionnaires to gather quantitative data from EPs and EPOs to explore the different facets to a response. The questionnaire asked participants to think about their most recent involvement in a CI. Over half of the reported cases involved the violent death of a child with the majority being road traffic accidents. Other incidents involved unexpected deaths, including murders and suicides, children threatening to harm themselves, arson attacks and abuse. Houghton felt CIs could be viewed on a continuum

in terms of severity or magnitude and therefore felt the type of incident may potentially impact on the response. Houghton's research is strong in terms of breadth of data collection as she invited a response from every LEA psychology service and every LA emergency planning service in England, Wales and Northern Ireland. She used postal questionnaires and follow-up telephone conversations, which given the research was carried out in the mid 1990's was entirely appropriate. This process gained her a 100 percent response rate from EPs.

However, there are a number of limitations with this study, which suggest the findings should be considered with caution. Houghton's (1996) research only sought the views and experiences from EPs and EPOs, excluding the views of other services and professionals who may have been involved in a response to a CI. However, she did acknowledge gathering the views of other officers from teams such as Health and Safety, Educational Welfare, Child and Family Therapy Services and Social Services would have been valuable. More generally, due to the changes in societal and political circumstances since 1996, including but not limited to the introduction of the Children and Families Act (DfE, 2014) which guides EPs practice when working with children and families in challenging circumstances, this research would be considered dated under current legislations.

The more recent research conducted by Greenway (2005) focuses on understanding the impact of trauma on school staff's work and their reactions to traumatic events. The study takes a psychoanalytic standpoint reviewing the author's work and experiences, therefore qualitative in design, with the aim of understanding the difference in reactions to events and making sense of working with the actual experiences of trauma. The paper focuses on the impact on staff who have been involved or affected by a CI rather than students.

Greenway (2005) acknowledges a distinctive difference between the reactions of those affected by murder and suicide compared to accidental death. These differences in reactions suggest an EP's response to CIs cannot be formulaic. Greenway argues that each incident should be responded to on a case-by-case basis, considering the nature of the incident and the individual's needs in line with the presented circumstances. By applying a psychoanalytic perspective to her research, Greenway offers a unique insight into understanding the subconscious processes which underlie the responses to CIs; a concept which has not been explored in other literature. However, I believe that by using systemic metaphors to help objectify and understand emotional reactions to traumatic school events, Greenway heavily subjectifies the research which reduces the credibility of this study.

Like Greenway (2005), Cornish (1995) emphasises the importance of considering the context in which the pupil's death occurred, i.e., how they died (type of incident) and the circumstances surrounding their death. Cornish's research uses two case studies to qualitatively explore EP involvement in the response to CIs. Interestingly, Cornish highlights a potential flaw in the way services respond to CI by adhering to strict protocols which guide their practice in these circumstances. Cornish therefore argues that a strict protocol, which does not fully consider the context of the incident and its impact on all those involved or affected may have a detrimental impact on the EPs response to the incident. Cornish gives the example of a war or mass disaster ideally needing to be responded to through a preventative crisis intervention with regular monitoring post- intervention. However, this type of response is not appropriate for other types of incidents, showing direct evidence for the need to respond to CIs on a case- by- case basis.

The argument raised by Cornish (1995) also links with the concept of labels, how an incident is labelled and the potential effect on the response due to this allocated label. It also raises the question as to why we would not use regular post- monitoring for all incidents? Do we deem war or mass disaster more traumatic than other incidents and therefore they warrant longer term input? Is there something about the label, for example mass disaster, we attribute to an incident which places it “in a box” and therefore should it be treated formulaically according to its label? By addressing the formalised approach to managing CIs, Cornish (1995) raises some interesting points about EPs practice when supporting CIs. Some of these suggestions might well have influenced aspects of EPs current practice. However, given the timeframe in which this research was conducted and limited sample group of two separate schools, the findings reported by Cornish should be considered with caution. With the change of circumstances, and in particular since the recent global changes following the COVID-19 pandemic, EPs are arguably more equipped to approach CIs and using a range of strategies highlighted as required practice by Cornish. Additionally, the small sample size used in this research arguably reduced the degree to which the results can be transferred to other settings or contexts.

2.3.2 Theme 2: Planned responses, guidelines and protocols

Houghton’s (1996) survey indicates only 10% of the responding EPSs had a formal plan in place for responding to CIs involving children. Just over half of services (51%) reported they were in the process of drafting a plan. The results of the questionnaire also showed under half of the respondents had been allocated a time allowance to prepare their response to a CI. Four of the services who responded highlighted the need for skilled personnel to respond to a CI.

Houghton (1996) shows the skills required to support a CI are perhaps developed through the experience of responding to CIs but, pragmatically, appropriate training is also needed. It was not clear from the research whether these responses came from services with protocols or guidance in place, but it could be reasoned by having a service protocol or guidance in place these factors, for example a time allowance for preparation and training, may be explicitly defined and therefore protected. This prompts the questions, what might be the advantages, and conversely the disadvantages, to having a strict protocol in place and are guidelines more useful which offer a degree of flexibility? This pre-empted the discussion section of this research (Chapter 5) but establishes a grounding for this section in relation to critiquing the research relating to this theme.

Mallon and Best (1995) reviewed an EPSs response to a CI in an all- girls secondary school involving a young man armed with several weapons entering the school and threatening the pupils. He was later charged with false imprisonment and possessing a firearm with intent. The researchers explored the impact of an intervention, facilitated by EPs, with pupils involved or affected by a traumatic incident which occurred at their school. The Impact of Events Scale (IES; Horowitz, Wilner and Alvarez, 1979) was used to collect quantitative data pre and post intervention to ascertain the effectiveness of the intervention. Mallon and Best highlight the impact of not having a policy or procedure in place as stated in the following extract:

It was quickly apparent that the LEA did not have in place a policy and related procedures for coping with an incident of this kind...Equally the psychology service itself had no set procedures which could have been brought into play and thus the workers involved were very much playing it by ear.” (Mallon and Best, 1995, p.233).

Reflecting on these findings, Mallon and Best (1995) acknowledge by not having official systems and procedures in place, an additional stress was placed on those providing support to the school. As a result of the initial absence of a systemic response, ad hoc networks had been created and the EPS had to spend time to ensure they understood which agencies were involved and for what purpose and to ensure there was not any duplication of work or mixed messages given by the different agencies to staff or pupils. Although Mallon and Best acknowledge as an EP you can never be entirely prepared for an event or a CI, they devised a number of key recommendations they felt services should have in place as part of their CI response protocol:

1. A clear policy should be devised
2. A coordinating senior officer should be appointed
3. The coordinator should ensure everyone knows their roles
4. Appropriate training should be given to support services
5. PEPs should ensure there is a formal service policy
6. One EP should take responsibility for ensuring all research and response tools are up to date
7. All EPs to have a minimal amount of training with regard to responding to CIs
8. The PEP should be responsible for the coordination of the LEA, school and EP response.

It could be argued the style of response to this CI was a much more personal one as the need in the moment was responded to rather than using a formulaic pre-planned approach. With reference to limitations of the study the researchers' findings and recommendations were solely based on an evaluation of a group intervention following a CI at an all- girls school, and therefore findings are limited in terms of generalisability. A pre and post evaluation measure

(The Impact of Events Scale (IES; Horowitz, Wilner and Alvarez, 1979) was used but only scores from 33/56 pupils were used due to incompleteness of the post measure. The small response rate again indicates that conclusions should be considered with care.

A further study in this field by Cameron, Gersch, M'Gadzah and Moyse (1995) uses three EPSs as case studies to explore how traumatic events or CIs can be responded to by EPs and what support they can offer to pupils, staff and on a whole school level. The focus of the research was to examine service procedures for responding to CIs. Cameron et al. highlight the importance of both a clear LEA and EP policy and based on their learning from these three services, the researchers generated their own guidelines:

1. The response to the incident needs to be fast
2. The involvement of other professionals/ agencies is encouraged e.g., clinical psychology/ psychiatry/ counsellors, where appropriate
3. Appropriate and adequate training for EPs
4. Service agreement on the level of support to be provided by the EPS
5. Emotional/ practical support should be available for the EP 'on the ground'

Although the research group did not make the recommendation for guidance or a protocol to be put in place, they did suggest a certain degree of planning was needed as well as training and support provided to the responding EP(s). Whilst Cameron et al.'s (1995) research contains detailed accounts of how EPSs made contingency plans for traumatic events and identified areas of good practice their findings were only based on three EPSs, all in the south of England and therefore the research lacks generalisability. In addition to this the research was carried out

25 years ago and may not be wholly applicable to the current political, societal and economic climate.

Randall and Parker (1997) carried out a review of literature, available assessment measures and available interventions to provide an appraisal of the variation in PTSD in children. The researchers argue there were two key components, centred around policies, which are required for an effective response to traumatic events affecting pupils. Firstly, an effective response benefits from a clear LEA policy which outlines the nature of the resources available, the roles and responsibilities of those who will be attending the incident, clarity concerning the level and type of service which will be provided and what training is available to EPs. Secondly, there needs to be a psychological service policy which states the agreed procedures for attending CIs, the identification of responsible staff, how other supporting services will be liaised with and what their involvement with the incident will entail.

The paper's limitations lie in that it is primarily anecdotal, it summarises previous research and assessment measures and does not use any primary research data. However, the references chosen are extensive offering breadth and depth to the topic area and it provides a helpful summary around the researchers' thoughts regarding policies and procedures, offering support for the importance of services having them in situ. A further critique is the age of the paper and although the essence of the recommendations, the two key components of successful policies, the literature reviewed would benefit from being updated with more current research regarding children and PTSD.

A more recent study by Lockhart and Woods (2017) aimed to develop an understanding of the inception, development and maintenance of CIRTs. The researchers used semi-structured

interviews, allowing for both focus to be maintained during the interview but also allowing space for flexibility to explore further themes and features. The researchers gathered the views of 16 team members (of which 14 were EPs) across seven CIRTs.

In their results, one of the participants described how their CIRT faced outside pressure to respond in a particular way to a CI. For example, they were asked to provide counselling to staff and children and felt this compromised their position and what they were able to offer. Based on these findings, Lockhart and Woods (2017) argue that having a protocol in place can help protect EPs responding to a CI in terms of being able to use their professional judgement on how to respond to the incident and provide an outline to schools on what the response might entail. Another participant shared having time to think and reflect before responding to a CI was important to them, “It is easy to say you will rush in but what you really need to do is get the facts, get the information, and step back from it.” (Lockhart and Woods, 2017, p.249) Based on these responses Lockhart and Woods go on to suggest that guidance, a policy or protocol of how to respond to a CI might be provided by the LEA or a psychology service but if this is not reviewed regularly then it potentially risks a detrimental response. The researchers also drew attention to the importance of maintaining and evaluating a CI approach as the nature of CIs and the response to them is dynamic and this needs to be consistently considered with regard to service guidance and protocols.

Additionally, the paper discusses reasons why EPs may want to, or not, respond to CIs as part of their job role. One participant highlighted in one of the LAs the strategic responsibility became “...disproportionally allocated to the psychological service and particularly the lead EP.” (Lockhart and Woods, 2017, p.248). Those working in this CIRT reported a lack of confidence in the system coupled with the perceived challenging nature of the work and the

difficulty committing time were suggested reasons for not wanting to take part in a response to a CI. It is therefore reasonable to postulate that a response to a CI may be directly, or perhaps indirectly in some situations, impacted on by these feelings and this may be mitigated through clear service policies and guidance outlining the exact responsibilities of the service and the EPs responding to the incident.

Lockhart and Woods' (2017) research was robust in terms of their theoretical framework, research design and questions. Both researchers were practicing EPs in LAs and therefore had direct experience of the EP role and the systems in which EPs work with and within. Their data collection methods and analysis were rigorous in nature, they acknowledged an initial representative sample across regions could not be obtained and therefore a snowball sampling strategy was employed. As outlined, 14 out of the 16 participants were EPs which could be seen as a limiting factor in terms of gaining perspectives from different professions. However, pragmatically these figures are not surprising given the positioning and structure of the teams within the LA.

Carroll, Frew, Smith, Fitcher, Ladkin, Morey and Price's (1997) research paper is a review of the development of a county's CIS. The paper explains the background to the development and what the service offers in terms of pre and post CI support. Based on their review Carroll et al. identified five key principles:

1. Contact with the school should be immediate
2. Contact should be invitation only
3. Responders should co- work in teams of three, with one being an observer, and where possible the psychologist attached to the school should be involved in some capacity

4. Supervision/ off-site debriefing should be made available to all EPs who have had direct contact with those requiring support
5. The support offered should be time limited.

The researchers felt that generally CISs lack strategic planning which they argued would impact negatively on the response to a CI and having a protocol or service guidance in provides elements to support a planned response. Carroll et al.'s (1997) recommended key principles are predominantly in agreement with those outlined by Cameron et al. (1995) and Mallon and Best (1995). All three sets of recommendations suggest it would be beneficial for a protocol or service guidance to be in place and for the principles to be upheld by services. Carroll et al.'s research is limited in terms of sample size as it only explored the experience of one service and again the research is dated. Additionally, the principles did not emphasise consideration for cultural or religious differences which play a part in the understanding and response to death (an underpinning component of CIs).

Cole, Hayes, Jones and Shah (2013) explored the coping strategies used by teaching staff after a CI. Seven participants were recruited from schools across one LA who had received support from an EPS during the previous two years. Views were gathered through the use of three published measures, the WHO (Five) Wellbeing Index (WHO, 1998, 2011), the Impact of Event Scale- Revised (IES-R; Weiss and Marmar, 1997) and The Ways of Coping- Revised (Folkman and Lazarus, 1985). The authors initially comment on previous research which outlines possible influences on the response to a crisis or a CI. These include proximity to event, personal history, education level, age, gender, optimism, a history of psychiatric difficulties and available support networks. The study highlights an interesting point around the length of involvement by EPs in response to a CI. The findings show that the effects of a

CI can last for years, yet assistance from a crisis support team is likely to be short-term and time limited. Based on their findings, the researchers suggested, "...perhaps long-term follow up would be appropriate in some cases." (Cole, Hayes, Jones and Shah, 2013, p.479).

Cole et al.'s (2013) study focused on the experiences of teachers, solely those supported by one EPS (Kent) and is therefore limited in how generalisable the findings are. The findings also raise numerous questions concerning the conception that short-term involvement is the appropriate response to CIs. However, while Cole et al. highlight that long-term support might be needed by some individuals, they fail to explore why a narrative of only short-term involvement might exist within the EP profession. The study would have therefore benefitted from a more detailed exploration of these factors so as to further guide and direct EPs understanding and practice when supporting CIs.

The concern of short-term involvement was also addressed by Greenway (2005) who identified that initial EP involvement might be short-term in nature as EPs may have limitations in terms of time and capacity, which might affect their response to the incident. However, EPs do have the option of referring onto other agencies. Carroll et al. (1997) also agree that long-term input might be needed for some individuals. They outline one of the key principles underpinning their service delivery is short-term support with EPs providing signposting to those needing longer-term input.

2.3.3 Theme 3: The role of the EP

This section critically analyses nine articles and features an exploration into the role of the EP when managing CIs. These are discussed in detail below.

In her research, Houghton (1996) asked respondents, EPs and EPOs, to highlight what type of support they offered in response to a CI. Responses from the questioned EPs included: advising, general support, enabling the school staff to cope and manage the aftermath of the incident and the offer of counselling. Participants reported that counselling was offered to pupils, teachers and parents with an equal offer of either individual or group counselling. Additionally, Houghton's study explored participants' experience of the initiation of support in a response to a CI. Her questionnaire findings show that out of the 120 EPs who participated, 59% stated that the initial contact to seek support was made by schools, while LEAs initiated the support in 20% of cases. Only in 12% of cases the support was initiated by the EP.

Houghton's (1996) research therefore raises some interesting factors concerning the role of the EP when initiating contact after a CI. How well-informed are schools of the support available to them and is part of the role of an EP to ensure this information is disseminated to schools and educational settings? However, this was a facet not discussed in Houghton's research. Furthermore, her research discusses the different types of support offered to schools by EPs; however, fails to outline which type of response was utilised to support the varying incidents. Further exploration of a correlation between the type of support offered and the school's response to the support would have aided the readers understanding of how the EP role is used in these circumstances.

The responses shared in Houghton's (1996) research were quite specific, whereas Greenway (2005) describes the role of the EP in more general terms, citing the provision of stability, routine and consistency as the three main roles the EP has to employ when supporting a CI. Based on her research, an overview of her experiences, the research depicts the role of the EP

as varied and is dependent on how well the school knows and understands the role. Greenway argues that the school's understanding of the EP role ultimately affects their expectations of what the response will look like. Linking in with the impact of service policies, procedures and guidelines and the expectations of input from an EP, the research indicates the role and expectations from the EP need to be mutually understood from all parties involved.

Cornish (1995) describes the role of the EP in response to two different CIs, a murder of a primary school boy and the death of a secondary school girl from an accidental overdose. Based on their evaluations of these two case studies, the researcher outlines how the EP is well placed to provide support using psychological theory to understand certain behaviours or feelings and to provide support in considering the short- and long- term effects of incidents such as these.

“The main aim for the EP is to facilitate the process that will recreate a different meaning for the event and the response to it by creating a different conceptual context”
(Cornish, 1995, p.25).

Cornish (1995) also advocated for the use of a systemic approach, an approach EPs are trained to use, in order to focus and work with group interactions rather than dealing with individuals.

Comparably to Cornish (1995), Cameron et al. (1995) also emphasised the importance of the role of the EP in their research. Based on the author's findings, which highlighted the unique position of the EP with regard to the relationships they forge with schools, they recommended a general framework for intervention comprising the following steps: identification of people to whom priority support should be given, a discussion exploring how to mobilise and develop within- school support systems which are already in place, helping those needing support to

utilise concepts and techniques from psychology and capitalising on therapeutic opportunities which present themselves naturally in the school environment. The authors suggest the application of this framework can offer containment for the responding EP in trying to manage an emotive and stressful situation.

In addition to highlighting the importance of the role of the EP in responding to CIs, Cameron et al. (1995) also identified some possible roles for EPs in supporting more specific concerns such as supporting those students and staff who present with PTSD. The researchers proposed a continuum of these roles (see Figure 1) from those placing less time and energy demands on the EPS and those requiring significantly more time involvement from the individual EP. Although these roles are not specifically aimed at how CIs could be responded to, there is an overlap between working with those affected by a CI and those with PTSD.

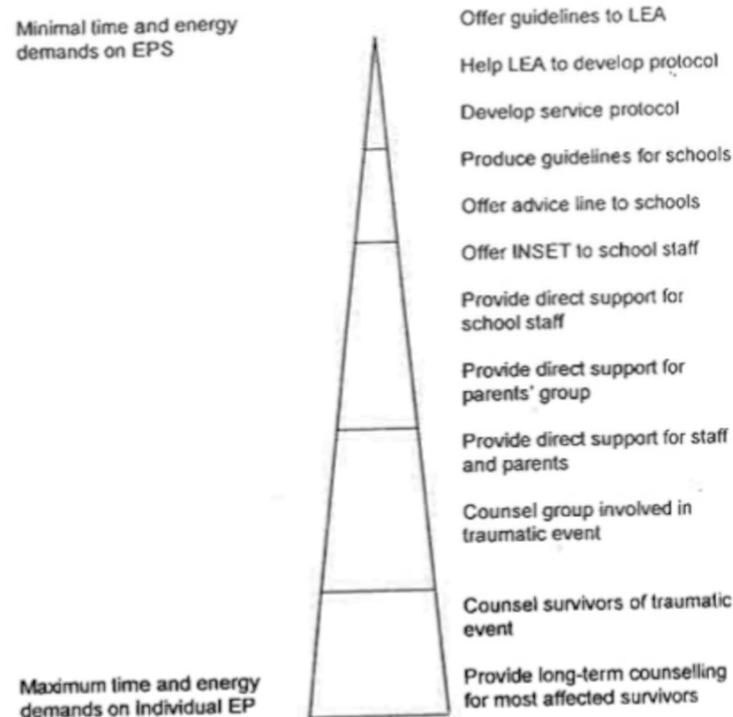


Figure 1: PTSD management: some possible roles for EPs

Cameron, Gersch, M'Gadzah and Moyse (1995)

Lockhart and Woods' (2017) findings indicated both the role of the EP and the relationships they build with schools, made them well- placed to respond to CIs based on the skills they employ as part of their role,

"...hypothesizing and joint problem solving, having a relationship, understanding of school systems, and applying a scientific approach are some of the process benefits of psychologists being involved... A key part of what we try and offer is an audit of needs"
(p.249)

Although four out of seven of the LAs who took part in Lockhart and Woods' (2017) research identified CI work as specifically suited to the EP role there was also a reported perceived reluctance by some EPs to take part in the work. They highlighted there was a desire for a team, within an EPS, to be especially dedicated to a CI response.

Additionally, the researchers also drew attention to a misconception of the EP role as being a counsellor. Counselling those affected by a CI is one way in which support can be provided but the research has indicated the role is more complex and multifaceted (Lockhart and Woods, 2017).

Although this study is the most up to date of those reviewed, the data were primarily gathered through EPs (14 out of 16 participants) which limits the confirmability of the data set. The research would have therefore benefitted from a broader sample group including more participants from other professional backgrounds to gain a broader understanding of how the response to CIs is shared across different professions. Additionally, by making reference to the established relationship EPs have with schools, Lockhart and Woods (2017) are potentially assuming every service works on a link school model which limits the transferability of the findings to a certain degree.

Research indicates the context and type of incident directly impacts on the EP and the role they take up when responding to a CI. In their study, Mallon and Best (1995) described an incident which affected 56 children and up to 30 staff. Due to the large number affected by the incident, the responding EPs wanted to use group interventions in the interest of logistics and practicalities. However, this intervention was initially prohibited by police due to policy agreements which were not discussed further in the article. Following negotiations between

EPs and the police, which considered and explored the EPs professional opinion as well as the needs of the school and other agencies, group interventions for pupils were offered to help provide support for those affected by the CI. The reported findings and solutions outlined by Mallon and Best therefore suggest that the role of the EP is dynamic within the context of a CI and requires a degree of adaptability to negotiate timely and appropriate support.

McCaffrey's (2004) research described how one EPS developed a consultancy model to support schools in crisis. McCaffrey collected data using post- incident questionnaires over a ten- year period (1994- 2004) from headteachers of schools in which the EPS had provided support. A separate, small- scale evaluation of an intervention from 107 secondary school pupils who had been involved or witnessed two separate road traffic accidents was also carried out and reported on. The research supports the idea that the role of the EP is to provide balance between service guidance, their professional opinion and what is being asked for by the school or setting. The questionnaire responses from headteachers further highlighted that other aspects of the EP role included: providing direct support to headteachers, taking responsibility for certain tasks, providing a sounding board for ideas for initial steps and actions and being available in help manage specific issues, which have arisen due to the incident, from a psychological standpoint. More specifically, data from the post- incident questionnaires indicated headteachers wanted the initial part of the response to include advice on how to plan and manage the distress displayed by pupils and staff following a CI. In further response to the findings, the research evolved to outline additional key roles of the EP. These included: identifying vulnerable pupils and working with school staff to plan how they can be supported, making referrals to other agencies as needed and where appropriate, provide debriefing or defusing meetings for staff and/or pupils. An additional pertinent point identified from the questionnaires was the acknowledgement by headteachers of the importance of a fast response

time. Respondents wanted EP support and advice that day or at least within 24 hours. Service protocols and guidance are a major influence in terms of speed of response as they outline the services expectations which can be used informatively on a practical level but can provide containment and boundaries for both the school and the responding psychologist.

McCaffrey's (2004) research, which was conducted over a ten- year period, offers a detailed account of the EP role in CI situations. However, the breadth of the data is limited as it was gathered from only schools supported by one EPS. A broader sample of schools accessing support from a variety of EPSs would have added further cultural facets that would have broadened our understanding of how EPs respond to CIs in different parts of the UK. Self-report questionnaires were used which lack rigour due to being subjective but due to the practicalities of collecting data over a long period of time this was probably the best methodology to use.

O'Hara, Taylor and Simpson (1994) acknowledged the remit of EP services had become increasingly narrow, with a focus on formal assessments of those with learning difficulties. Therefore, their research focused on developing a specific role for EPs in the remit of the inception and maintenance of a bereavement support service which used a systematic format for supporting a large group of traumatised children and could be used as a response to a CI. This initiative aimed to demonstrate how an EPs role can be developed using initiative and a proactive approach in response to need. The researchers trialled the format with a group of young people who had witnessed the sudden death of a peer on a school adventure holiday. The aim of the research was to evaluate the debriefing exercise using the written perspectives of the three professionals, the service manager, the co- facilitator and the school EP, who set up and facilitated the debriefing exercise. A key observation, due to the nature of the response

being so intense in terms of time and resources, was the need for a degree of flexibility within the services time allocation model to accommodate the use of the intervention.

Although the experiences of the set up and execution of the initiative were only shown in one service, O'Hara, Taylor and Simpson's (1994) research paper offers a rich and detailed write-up of the process, the framework used and subsequent reflections. This research further supports Mallon and Best's (1995) findings which suggested that in some situations prolonged involvement is suitable for EPs to offer after a CI. The intervention was only evaluated through self-reports of three of the professionals involved and the students' perceptions were not recorded. Therefore, the data obtained was subjective with limited credibility.

Posada (2006) explored how multi-agency involvement could be used to produce LA guidelines on CI support. The researcher conducted a small-scale study employing a mixed methods methodology with participating EPs from one EPS. The researchers used a role play simulation with 23 participants playing the role of evacuees from a block of flats where there had been a small explosion which had started a fire. The aim of the study was to explore the evacuee's needs, whether they were met in the LA reception centre and how EPs can potentially support this type of work. Regarding 'role' and responding to CIs the researchers felt EPs were, "...ideally placed to contribute, having a fundamental understanding of the psych-social processes involved, and being familiar with inter-agency collaboration. Additionally, EPs are likely to have knowledge of the local area" (Posada, 2006, p.211).

Limitations of the research included it being a small-scale project with 23 participants and only 21 completing the questionnaires. The role play only used EPs from one EPS, limiting the

generalisability of the findings. Additionally, the exercise was scenario based and is therefore limited in terms of its dependability to represent a 'real- life' CI.

2.3.4 Theme 4: Multi- disciplinary team and co- working

Multi-disciplinary team (MDT) working refers to professionals from disciplines other than Educational Psychology who may be involved in a joint response to a CI alongside EPs. Seven articles which explored MDT working and the involvement of other services in relation to responding to CIs and the potential impact on the response were critically appraised. This section discusses these findings.

The results of Houghton's (1996) survey suggest that those services responding to CIs involving children, rather than adults, were more likely to have a planned response and involve other agencies or professional groups. "Over half the services had established links with emergency planning services and over two- fifths (n=24) linked into a Social Service response." (Houghton, 1996, p.67). However, Houghton states there were not enough details collected from respondents to comment on "...the nature, quality or frequency of liaisons." (Houghton, 1996, p.67) This was a noted criticism of the study, as a greater depth of detail regarding the type of involvement with other services and respondents' opinions and views of joint working would have added to a richer and more informed understanding of these relationships. Furthermore, this added detail could further inform on the impact on the response by the EP.

Carroll et al. (1997) included co- working as one of their five key principles of setting up and maintaining a Crisis Intervention Service, basing this inclusion on O'Hara , Taylor and

Simpsons' (1994) work. Both research teams recommended a team of three to attend a CI, with one being an observer and ideally one of the team being a psychologist who already had a connection with the school. However, whilst this recommendation for the team response worked for the Hertfordshire EPS (Carroll et al.) it may not for other services for numerous factors. The study by Carroll et al. would have therefore benefitted from a broader sample size which included the collection of data from other services and information containing feedback from EPs and schools who delivered or received the support respectively. This additional information would have increased the findings credibility and transferability.

As previously outlined, O'Hara, Taylor and Simpson (1994) advocated for a multi- person response team as a result of the positive feedback from the stress debriefing exercise they delivered as part of their bereavement support service. In this particular incident response, a psychologist observer joined to offer feedback and direct the focus of the session. Additionally, those involved with the project gave feedback which helped to ascertain how the involvement of others may have affected the response to a CI. The Principal Educational Psychologist (PEP), who helped to facilitate some of the practical elements of the exercise, highlighted although a multi- person response to a CI was advocated, consideration needed to be given to practical arrangements. The service must ensure they are in a position for pre- agreed work and deadlines can still be adhered to if three members of the team are involved in a response to a CI. This service worked on a time allocation model and the PEP detailed this model would benefit from a degree of flexibility to accommodate this type of intervention and would need to include an 'unplanned demands' allocation of time. One of the facilitators commented on how well supported she felt by having a co- facilitator and an observer present at the intervention. Furthermore, she states that the attendance of three EPs was beneficial, as they were able to pick up on a number of aspects which may have been missed by an individual EP.

The facilitator goes on to say that she valued the rest of the team in terms of their assistance with planning and providing debriefing.

This piece of research indicates co-working can have a beneficial impact on how a CI response is provided and was met with a positive response from all those involved. However, the intervention had the support from the PEP who recognised the need for flexibility within the team at a more systemic level to allow for this type of intervention to take place, which might not be possible within other services.

Mallon and Best (1995) observed how the involvement of multiple agencies can be counter-productive if not managed appropriately. When the researchers started work with school staff post incident, a number of other agencies had already begun their involvement and informal networks had started to develop. Therefore, one of the key recommendations outlined by the responding EPs was for all services to be aware of any involvement from other networks and what type of help and support was being offered, to avoid duplication. It was also highlighted that the number of agencies involved could potentially lead to work becoming counter-productive, increasing the time at which the school was in a state of 'abnormality'. Mallon and Best note that one of the key aims of the EPs was to restore 'normality' to the school.

Mallon and Best (1995) also acknowledged the benefits of having two individuals (the PEP and the Principal Social Worker) responsible for liaising directly with the headteacher of the school and the other agencies involved in supporting the school. The PEP was also responsible for identifying any gaps in the support. One of the heads deputies was tasked with filtering requests from staff and took care of the practical arrangements for the EPs and Social Workers

visiting the school. It was acknowledged that this small step was extremely valuable and helped the running of the support to be much smoother.

McCaffrey (2004) approved of Mallon and Best's (1995) proposal of keeping track of other agencies and the nature of their involvement when responding to CIs. She stressed the importance of "Robust scaffolding... in the form of county policy endorsing practice within an agreed framework which dovetails with other agencies and support systems which can be scaled up or down depending on the size of the incident." (McCaffrey, 1994, c.f. McCaffrey, 2004, p. 115) McCaffrey therefore advocated for EPSs to keep a log of all key staff in agencies which may be involved in co- working in response to a CI, although she acknowledged how this will be more onerous in larger authorities.

McCaffrey (2004) also supported Carroll et al.'s (1997) and O'Hara et al.'s (1994) views on the benefits of co- working. Co- working was one of the features of Kent's model of responding to CIs which McCaffrey believed to offer flexibility and an opportunity for peer reflection and supervision. This process, she believed, offered an immediate response by the facilitator and the observer would be able to note down any factors which may need to be addressed later by the facilitator.

One of the LAs who took part in Lockhart and Woods' (2017) research commented there are a number of factors affecting multiagency work, these included: existing agency links, the size of the incident (this affected whether a multiagency response was employed) and some schools using an initial scattergun approach, as opposed to approaching a specific service or agency, to seek support. Another participant felt having personal contacts with other multiagency teams are needed to ensure that a successful multiagency response can ensue. Lockhart and Woods

suggested that some of the benefits of multiagency working included providing a range of perspectives and facilitating referrals to other agencies. However, they argued that this process requires consideration and perhaps a strategic decision to identify whether a multi-agency response was necessary and which agency would be best placed to support would be helpful. In addition, the research also discussed the benefits of paired working (or co-working) and described this as essential practice as it allows for "mutual debriefing, learning a specialist role by working alongside a partner and maintaining responsiveness by avoiding set patterns of working...." (Lockhart and Woods, 2017, p.249)

The information provided in Lockhart and Woods's (2017) study reflects the research findings in this area. The findings add to our understanding of multi-disciplinary work when conducting CI support by offering reflections on the importance of skill consideration, highlighting the value of LA senior management support and making strategic decision before adopting a multi-disciplinary approach. However, the data were primarily collected through EPSs which limits its comprehensiveness. The study conclusions and recommendations would be more credible if a wider variety of professions and services had been recruited. The authors also acknowledge the context for CIRT work is developing rapidly and therefore the findings may not be representative of the current working climate.

2.3.5 Theme 5: Post-incident support including debriefing and supervision

The research into post-incident debriefing and supervision is sparse, with only four papers sourced which acknowledge the effects of post incident support for the responding psychologist. The most recent research identified in this area was carried out by Hayes and Frederickson (2008), who sought to understand psychologists' stress reactions and to consider

what interventions might be useful to help manage these reactions. To gather some initial context the researchers collected data from one LA over a six- month period. The aim of this exercise was to help inform their understanding of the prevalence of CIs, the type of response the service provides and the process for responding. The remainder of the paper was a literature review examining stress, emotions, coping processes and mechanisms, trauma and its connection to models of coping. Based on this review the researchers followed up by making recommendations for coping in high stress situations.

Based on their literature review, Hayes and Frederickson (2008) believed it to be difficult to advocate for a ‘one size fits all’ approach to providing support for the responding psychologist. This was due to the varying degrees of how individuals respond and react to a traumatic event, predisposition and the impact of life events. The researchers suggest “...more clarity and precision is needed in defining workers reactions, and this in turn would allow better self- care advice.” (Hayes and Frederickson, 2008, p.99) They also advise using a framework in supervisory sessions, to consider emotional competencies rather than stress reactions, which they believed to be an outdated concept. Hayes and Frederickson also advocated the use emotional intelligence models and particularly recommend “...the use of distancing from the emotional content of the events and the level of engagement a psychologist experiences.” (Hayes and Frederickson, 2008, p. 102) In addition, the researchers recommended acted ‘crisis scenarios’ to be part of CI respondents training. During these scenarios , trainees could consider the planning needed for a CI as well as explore and act out the demands on those affected and those responding to a CI, what information should be made available and what communication links would be helpful. Their research resulted in recommendations to inform professional practice and self- care and the evaluation of a specific model, which could help to inform supervision and professional practice.

Whilst Hayes and Frederickson's (2008) research is helpful in terms of thinking about the structure of supervision sessions and the type of supervision offered, it was primarily based on a literature review. Therefore, the recommendations can only be held accountable to a certain extent. The researchers recommended using role play (or 'acted' crisis) scenarios as a method of planning responses to CIs as it would add to our understanding of how EPs can be supported in these events and highlight areas for further practice training. However, the application and usefulness of such a scenario training was not tested in this study.

Houghton's (1996) research showed 66% of EPSs responded to CIs during 1993-1996 yet only 10% of these had a planned response and only half of these detailed support available for the responding psychologist. These figures indicate that post-response support did not appear to be a priority for EPSs at the time of this study. This could potentially be due to services not viewing CIs as a key priority, as they were a low frequency occurrence at the time. However, CIs require high intensity involvement with potential emotional repercussions for responding EPs. Therefore, it seems intuitive that good quality, timely post-response support should be provided.

Although Houghton's (1996) research presents data from over 20 years ago, it highlights there was a significant need for the provision of post-involvement support to practicing EPs. However, due to the dearth of current research in this area, it is unclear if there has been any improvement to this practice. An exploration of this area in the EP field and research exploring the types of post-incident support available to practicing EPs would therefore be a valid addition to the current literature.

Carroll et al. (1997) make a brief recommendation as one of their five underpinning principles to effective service delivery. They feel supervision (off-site debriefing) from a colleague should be made available to all EPs who had directly responded to a CI. However, they give no further insight as to what this supervision should entail, whether a specific framework or model should be used and the timeframe for this support to take place.

Cameron et al. (1995) commented on some of the organisational considerations based on their review of three different EPSs. They commented on how important the provision of supervision is to EPs and they recommended it should be provided immediately after the CI response. Cameron et al. also advocated for self- reflection, “Psychologists also need to consider how they are going to deal with their own stress.” (Cameron et al., 1995, p.15) The authors advocate for supervision to be provided for the responding EPs, in line with recommendations from previous research. However, they do not specify what they mean by self- reflection and what the provision for facilitating this might look like.

2.3.6 Minor theme: Training

There was one additional minor theme considered in the literature. The theme of training was mentioned by Cameron et al. (1995), who discussed the importance of including post trauma care in the initial EP training programmes. Posada (2006) also mentioned it in relation to establishing multi- agency training so all those involved in a CI response would have knowledge of others’ roles and responsibilities and be equipped to explore how the agencies could work best together in response to a CI. While no other minor themes were identified in the selected literature, it can be assumed that there will always be minor details or nuances in individual cases which might affect the response and for purely pragmatic reasons every

eventuality, situation or nuance cannot be commented on. Arguably, these would have to be acknowledged and managed on a case- by- case basis.

2.4 Summary of literature review

As evident from the studies selected for this literature review much of the research into EPs response to CIs is dated, with the majority of the research dating back to the 1990's.

Overall, the research highlights the type of incident can impact on the response to the CI by the EP (Houghton, 1996) and reactions to those affected by the incident can vary depending on the incident type (Greenway, 2005). As a result of those individual circumstances, a small proportion of research in this field suggests that an individualised approach should be adopted when supporting schools through these incidents (Cornish, 1995; Greenway, 2005). However, the majority of the research in this area explored the different guidelines and protocols used within EPSs and focused their studies on CI response recommendations (Houghton, 1996; Mallon and Best, 1995; Cameron et al., 1995; Randall and Parker, 1997; Lockhart and Woods, 2017; Carroll et al., 1997; Cole et al., 2013; Greenway, 2005; Posada, 2006).

The research suggests that a clear policy, which is applied to each CI, should be in place to support and guide EP practice. Additionally, by having protocols or guidance in place would help to protect EPs professional judgement (Lockhart and Woods, 2017) and would help to provide clarity around the option to provide short- or long-term support (Cole et al., 2013, Greenway, 2005) as some research indicated prolonged involvement may be suitable for EPs (Mallon and Best, 1995; O'Hara, Taylor and Simpson, 1994). However, the research selected

reflects the practice from more than 20 years ago. At this point, there does not appear to be any more current research that explores or discusses EPS protocols or guidelines currently in place to support CIs.

How well schools are informed and their understanding of an EPs role in relation to a CI response (Houghton, 1996; Greenway, 2005) can also impact on the response. Research also indicates EPs are well placed to respond to CIs given the relationships they have built with schools (Lockhart and Woods, 2017). The role should be seen as dynamic, adaptable to fit the needs of those affected by the response and can be developed over time (Mallon and Best, 1995; O'Hara, Taylor and Simpson, 1994). Although the research sets the groundwork to show the role of the EP has an impact on the response to a CI, the research lacks depth and feels as the voice of the EP is not expressed from direct accounts.

Multiple research findings agreed on the benefits of co- working (i.e., having more than one EP respond to an incident) (Carroll et al, 1997; O'Hara, Taylor and Simpson, 1994; Mallon and Best, 1995; McCaffrey, 2004) It was also acknowledged there needs to be a degree of flexibility with the service working arrangements and full support of the service to allow for a multi- EP response. The acknowledgement of the benefits of co- working and the systemic considerations are encouraging but would benefit from more recent primary accounts of the experiences of this way of working. Multi- agency working was also advocated for (Mallon and Best, 1995; Lockhart and Woods, 2017) but with consideration given to what input other agencies are able to offer.

The research exploring post- incident support and supervision for EPs is sparse yet it is highlighted as a significant need (Houghton, 1996). However, no recommendations as to what

this support should consist of were outlined. The only acknowledgement was a ‘one size fits all’ approach would be difficult to promote in terms of supervision due to the varied nature of CIs and their subsequent affects (Hayes and Frederickson, 2008)

The following chapter will describe the methodology I used to carry out this research exploring what influences an EPs response to a CI.

Chapter 3: Research methodology

3.1 Introduction to methodology

This chapter starts with an outline of the context of this research and then moves to an explanation of the theoretical perspective of my research, both the ontological and epistemological standpoint. The recruitment process is then explained as to how I recruited my participants and who my final sample included. This is then followed by the methods I used for data collection and analysis and the chapter concludes with ethical considerations regarding the nature of the research.

3.1.2 Context of this research

This research project was originally submitted in September 2020 as a narrative analysis exploring Educational Psychologists' experiences of responding to critical incidents. Following my viva (January 2021) feedback from my examining panel stated they felt a narrative analysis was not the most appropriate method of data analysis to use. Therefore, the data was reanalysed using thematic analysis on the recommendation of the panel. Also, to note, this research is based on data collected pre-pandemic (interviews carried out between June- September 2019) and therefore the approach, analysis and findings are based on that data set as per the recommendations from my viva panel.

3.2 Research aim, purpose of the research and research question

3.2.1 Research aim

The literature review identified that there is a limited amount of current and relevant research specifically exploring how and why EPs respond to CIs in the way they do. Therefore, this piece of research aimed to explore what are the influences, such as life experiences, professional training, supervision and previous experiences, on an EPs response to a CI?

3.2.2 Purpose of the research

The purpose of this research was to gain a deeper understanding of why and how these factors influence an EPs response. The second purpose of the research was to then consider how might this understanding be used to inform future guiding principles.

3.2.3 Research question

Based on the aims and the purpose of the research, my research question was, ‘What influences an EPs response to a CI?’

3.3 Ontological and epistemological positioning

3.3.1 Ontological position

“Ontological positions specify the relationship between the world and our human interpretations and practices.” (Braun and Clarke, 2013, p.27) These positions can be placed on a continuum ranging from a relativist to a realist standpoint. In the middle of this continuum lies critical realism and this is the ontological position of my research.

A critical realist standpoint posits a pre-social reality exists but we can only ever partially know it (Clarke and Braun, 2013). If we think about a CI in terms of an event that has happened, and this is the reality, and has been experienced by a number of people it is likely the event has been experienced differently by each person who experienced it. The nuances between those who have experienced it, or the aftereffects of the event, are impacted by lenses such as previous experiences, cultural influences or societal norms. “The critical realist position holds that we need to claim that some ‘authentic’ reality exists to produce knowledge that might ‘make a difference’.” (Stainton Rogers and Stainton Rogers (1997) c.f. Clarke and Braun, 2013, 27). Using this paradigm, the CI could be viewed as the ‘authentic’ reality. This piece of research is then using the experiences of EPs who have responded to CIs to help produce knowledge, with the aim of making a difference in our understanding of how and why CIs have been responded to in the way they have by EPs.

3.3.2 Epistemological position

“Epistemology is about the nature of knowledge, and addresses the question of *what* is possible to know.” (Clarke and Braun, 2013, p.29) Epistemological positions can also be placed on a continuum from a positivist position to a social constructionist position. In line with the relativist ontological position this piece of research takes a constructionist standpoint.

A constructionist standpoint argues what we do know of the world is not actual reality but instead a construction based on discourses, systemic knowledge and cultural norms; therefore, there is no ‘one knowledge’. This fits with the stance of this research in that it is acknowledged a CI has taken place but how the CI has been experienced varies between

individuals. The researcher also plays a role in the co-construction of the experiences, as they recounted, and it is important to acknowledge the potential impact the researcher may have on these constructions as the data is analysed.

3.3.3 Researcher considerations and reflections

Throughout the process of analysis there was an element of refinement as I generated codes, themes and over-arching themes. Throughout the process I reflected on how by devising the codes and themes and applying them as labels to the data I was directly influencing the interpretation. By being consciously mindful of this I reflected on the process at regular intervals, recording thoughts in my research diaries, and during research supervision, in order to reduce dilution yet provide a useful interpretation of the data.

3.4 Research design

In order to explore how and why EPs respond to CIs I chose to use a qualitative research design. I recruited three participants (a more detailed overview of the recruitment process is offered in section 3.5) and interviewed them at a place of convenience for them using a semi-structured interview format. Prompt questions were available (see Appendix III) to help initiate a narrative and encourage expansion when and if it was needed. I then conducted a thematic analysis to analyse the data and draw out themes to help understand how and why EPs respond to CI in certain ways. Each of these steps will be outlined in more detail in the proceeding sections.

3.5 Recruitment

3.5.1 Pre-recruitment considerations

When thinking about who and how I wanted to recruit participants for my research project my first consideration was whether to recruit nationally or locally. One option would have been to recruit locally inviting EPs from my placement service to complete the interview. However, I wondered whether only recruiting from one service would limit the type of responses to my questions. I also questioned whether respondents may be more guarded with their responses given we work together. However, the main advantage of recruiting from my placement service would have been the time savings I would have made as there would not have been any travel time compared to recruiting nationally and carrying out the interviews face to face. However, by choosing to recruit nationally a more diverse sample of EPs would hopefully be recruited working in different services across the country.

Weighing up the advantages and disadvantages I felt the benefits of national recruitment outweighed those of local recruitment. At the planning stages of the research, I had contemplated offering the option of using Skype or Facetime to complete the interviews and to save time and money. However, I felt I may potentially miss some of the nuances and non-verbal communication that can only be observed in a face-to-face interview and therefore chose to travel to carry out face-to-face interviews with my participants.

I chose to recruit three participants for my research project for a number of reasons. Firstly, in terms of practicality and time management. I had made the decision to recruit nationally and needed to factor in the time needed to travel to the three locations, to carry out and transcribe the interviews and analyse the data. I felt three interviews would be manageable in

terms of my time frame yet would still give enough data from which to draw salient themes. However, I was aware of the limitations of using three participants with regard to the generalisability of findings and this was an aspect I was mindful, and reflective of, when carrying out my data analysis and discussing my findings.

3.5.2 The process of recruitment

I recruited participants nationally by placing an online advertisement on EPNET (Appendix IV). EPNET is an online forum for the exchange of ideas and information among university, research and teaching staff working in the field of Educational Psychology. The forum allows adverts for research projects to be posted on the site. Using this method of recruitment had both advantages and limitations. EPNET is a national site and as I wanted to recruit nationally it allowed me to reach EPs working across the country and I also felt it was a cost-efficient way of recruiting.

However, using this strategy was not without limitations. It was only those psychologists who subscribed to EPNET who had the opportunity to see and respond to the advert. Another factor I considered was that of risk. As EPNET is an online forum there was the potential for someone to respond to the advert posing as an EP. In order to mitigate against this risk, in conjunction with my research supervisor, we checked the names of the respondents I had agreed to interview on the HCPC register to ensure their credentials.

By using a self-selecting recruitment strategy, I hoped my participants would have an interest in the subject area and therefore be motivated to complete the interview and a desire to add to the knowledge base of this subject area. However, this could also be viewed as a

limitation, as only those psychologists interested in this subject area would potentially put themselves forward as participants therefore possibly narrowing the types of responses and experiences I would be hearing about.

My research proposal submitted to the Tavistock and Portman Research Ethics Committee (TREC) (Appendix V) stipulated I would recruit the first three respondents to the advert, on the proviso they met the conditions of being a qualified EP and had responded to a minimum of three CIs during their career. Participants could be of any grading, i.e., a Principal EP, Senior EP or Main Grade EP and working either in the public sector or practicing independently. I chose to stipulate the EP must have responded to at least three CIs as I wanted to ask them about one incident they responded to early in their career, one during the middle of their career and a more recent one. I chose this format as I wanted to gain a perspective into different influences at different points in the participants life and career as an EP and explore how these influences may have impacted on their response to a CI.

There was no cap on the number of incidents the EP had responded to in total across their career. I also chose not to stipulate for how many years the participant had been a qualified psychologist as I wanted to keep my recruitment pool as open as possible, spanning from those who were relatively newly qualified through to those who were much later into their careers.

Following ethical approval from TREC I posted my research advert on to EPNET. I received 17 responses to my advert in the first three days of it being posted. Following this response, I removed the advert from the site. As per my protocol I replied to the first three respondents to thank them for their reply to the advert and sent them a copy of the Participant Information

Sheet via email (Appendix VI). These three respondents were invited to read through the information and ask any questions and to let me know their availability to arrange the face-to-face interview. I then replied to the other 14 respondents to thank them for their interest and to inform them that although I had selected three participants, in line with my recruitment methodology approved by the REC, I would be keeping their contact details on file in case any of the original three participants dropped out and I needed a replacement participant.

I followed up with the three initial respondents via email to arrange a date, time and location of convenience to them to complete the face-to-face interviews. It was at this time, in conjunction with my supervisor, we checked their names on the HCPC register to ensure their credentials. One of the interviews was carried out in the participant's home, the other two at the participants' places of work. For the interview, which was carried out at the participant's home, as per my ethics application approval, I followed my placement services lone worker policy. I informed a family member where I was and arranged to send a text message, at an agreed time, to confirm the interview had finished and I had left the house.

At the interviews the participants were given a hard copy of the Participant Information Sheet for their reference and two Consent Forms to sign, one for them to keep and the other for the Researcher's records (Appendix VII). Participants were asked if they had any questions prior to the interview starting and again once the interview was complete.

As agreed through my ethical application I recorded each of the interviews onto a mobile device which was password protected and only accessible by the Researcher. On completion and submission of the final thesis these data files were deleted.

3.6 Sample size

Braun and Clarke (2013) recommend completing six to ten interviews for a small-scale research project. As previously outlined, I recruited three participants to each complete a semi-structured interview about their experiences of responding to CIs.

I was aware of my sample size (N=3) being small in comparison to the recommended sample size for this size piece of research. This raises some questions of the representativeness of the sample, even for a qualitative piece of work. Thinking from a purely pragmatic point of view I felt able to comfortably hold, transcribe and analyse three interviews in the given time frame. Due to time and financial implications, especially as I had chosen to recruit nationally, I was able to afford the interviews the time and worth they deserved to be analysed to a certain depth.

3.7 Demographics

The first interviewee was a female Main Grade EP working in a LA approximately 90 miles from my placement LA. She had been a qualified EP for 13 years and estimated she had responded to 20 CIs throughout her qualified career. The second interviewee was a male Principal EP working for a LA approximately 180 miles from my placement LA. In conjunction with his LA post, he also taught on one of the UK EP doctorate courses. He had been a qualified EP for about 30 years and had responded to over 30 CIs. The third interviewee was a male Main Grade EP, qualified for 22 years and working for a LA approximately 130 miles from my placement LA. He thought he had responded to between ten and 12 CIs.

3.8 Semi-structured interviews

The aim of the research was to explore similar and contrasting themes raised by the participants to help understand how and why EPs respond to a CIs and to explore the impacting factors on this response. In order to explore these themes, I felt using an interview would be the best way to capture this data. Interviews can be divided into three types, structured, where all the questions are pre-determined to be specifically answered by the participants, semi-structured, where the researcher has a list of questions to help aid the flow of enquiry and unstructured, where the researcher has just a list of themes/topics to discuss in the interview.

I used semi-structured interviews to capture the data needed to explore this question. “The semi-structured interview...is the dominant form for qualitative interviews.” (Braun and Clarke, 2013, p.78). I had a list of questions to use (Appendix III), if needed, during the interviews as stipulated in the Braun and Clarke’s (2013) guidance around conducting semi-structured interviews. The aim of the interviews was to capture thick, rich data (Bearman, 2019). The richness of the detail gained from the interviews also relies on the interpersonal skills of the interviewee and the interviewer. Getting the balance right between asking enough ‘right’ questions to elicit information and details can be difficult especially if there is not a strong repartee. Therefore, the list of ‘prompt’ questions were available in case the flow of conversation slowed and needed to be rekindled, “...effective interview questions generate rich, thick description. An effective schedule contains meaningful prompts that generate complex nuanced thoughts and descriptions of the phenomenon of interest.” (Bearman, 2019, p.4). I was also aware of the importance of allowing the participants to discuss topics or

themes which they deemed to be important in relation to CIs which may not be highlighted on the schedule or through the prompt questions.

At the beginning of each interview, I asked for some basic demographic information and explained to the participant I would be asking them to think about three CIs they had responded to during their qualified career, one at the beginning of their journey, one towards the middle and a more recent one. I asked them to describe the nature of the incident and how they responded.

3.8.1 Transcription

I was aware of two options when thinking about transcribing my interviews, the first to transcribe them myself, the second to outsource them to a transcription service. I chose not to outsource the transcription as I felt immersing myself in the data through transcribing the interviews myself would enhance my understanding of my participant's stories. Not only in relation to their journey as an EP but also in relation to their life journey and how this may have impacted on how and why they responded to CIs as they did. Reissman (1993) describes how transcribing is an excellent way to start familiarising yourself with the data and can be considered an integral part of the first phase of analysis.

3.9 Data analysis

Following the completion of the three interviews the next step was to analyse the data I had collected. I used a thematic analysis to analyse my data and the process of using this method of analysis is described in the proceeding sections.

3.9.1 Thematic analysis

“Thematic analysis is a method for identifying, analysing and reporting patterns (themes) within data” (Braun and Clarke, 2006, p.79). The aim of this research was to try and gain a better understanding of how different experiences have influenced EPs responses to CIs and through identifying patterns or themes in the data my intention was to develop some clarity around these influences. As thematic analysis is flexible in its approach it can be used within different theoretical frameworks (Braun and Clarke, 2006) and fit with my ontological and epistemological standpoints. With reference to the epistemological position of this research (constructionist) a thematic analysis presented itself an appropriate analysis tool as “...it can be a constructionist method which examines the ways in which events, realities, meanings, experiences and so on are the effects of a range of discourses operating within society.” (Braun and Clarke, 2006, p.81).

There are a number of different varieties of thematic analysis (including inductive, theoretical, experiential and constructionist). As I wanted to explore how participants experience and make sense of the world and how this potentially impacted on their responses to CIs, I chose to use an inductive thematic analysis which uses a ‘bottom up’ approach and is not shaped by existing theory. When using an inductive thematic analysis, it must be acknowledged that the researchers standpoint, disciplinary knowledge and epistemology will all be influences to some extent. (Braun and Clarke, 2013) As part of an inductive thematic analysis an initial decision needs to be made around deciding which level the themes need to be identified at in relation to a semantic vs. latent thematic analysis. Using a semantic approach focuses on “...coding and reporting on *explicitly-stated* ideas, concepts, meanings,

experiences, etc;” (Braun and Clarke, 2016, p.193) Whereas, a latent approach is “where you code and develop analysis around more implicit ideas or concepts that underpin what’s explicitly expressed.” (Braun and Clarke, 2016, p.193) It is possible to use a dual approach, using both a semantic and latent method, and this is the method I chose. I carried out an initial analysis of the data to extract the pertinent points on a semantic level. I then followed this by going back through the data using a latent approach. Using this lens, I considered the data from a different angle and sought to try and extract underlying meanings from what was said by the participants.

Prior to carrying out the analysis I spent time reflecting on the level of engagement of the participants and how this may have impacted on the richness of data. I felt two of the participants engaged much more fully than the third and due to this I felt using a dual approach was a better fit to encompass what had been shared with me by each of the participants in the interviews.

3.9.2 Disadvantages of using thematic analysis

When carrying out my data analysis I was aware of my potential impact on the data as the researcher, especially in terms of coding the data and subsequently identifying themes. I was mindful I had directly mediated the themes which had a direct impact on the findings. However, by acknowledging this and checking the themes in supervision as to whether they were as ‘neutral’ as possible the data were kept as integral as it could be throughout the analysis process.

Braun and Clarke (2016) comment using a thematic analysis can have limited interpretative power if it is not used within an existing theoretical framework. This can potentially lead to the analysis taking a realist standpoint which may lack in interpretative depth. By using a dual approach, incorporating a latent and semantic approach, I hoped to move away from solely 'describing' the data by only using a semantic approach, and to incorporate a more analytical approach to my data analysis.

Braun and Clarke (2016) also draw attention to the fact that as thematic analysis focuses on the identifying patterns through data certain aspects, such as the continuity of an account, or contradictions with a narrative, may be lost. They also acknowledge that with large data sets individuals voices may be lost. Due to using a small data set, (n=3), I felt I was better able to capture the voices and differences between and within the three interviews. A final weakness is around the effect of language used. Other methods of analysis, such as discourse analysis or narrative analysis, include interpretations of the language used and this forms part of the overall analysis whilst thematic analysis cannot make these claims (Braun and Clarke, 2016).

3.9.3 Other methods of qualitative data analysis

There are a number of other qualitative analytic methodologies which could have been used to analyse this data. The following section examines alternative options and explains why I did not select these.

I considered using interpretive phenomenological analysis (IPA) (Smith, Flowers and Larkin, 2009) as this method of analysis focuses on how people make sense of their lived experience and can be used with a small group of participants. I feel with this method of analysis there is

more emphasis on the researcher making sense of the participants experiences through their interpretation of events. I was wary about using a method such as this as I was cautious about ‘over interpreting’ experiences and putting too much of my interpretation on to the narrative and moulding it into something that it was not.

Discourse analysis (DA) (Potter,1996) was another potential option for data analysis, specifically using thematic discourse analysis (DA-lite). This may have been a good fit to use as it overlaps with a constructionist thematic analysis as it “...identifies discursive themes and patterns in data and applies the tools of DA ‘lightly’ to explore how themes construct reality in particular ways;” (Braun and Clarke, 2014, p. 177) However, with this approach there may have been too much focus on the language used and there was the potential for some of the context to be lost therefore detracting from the drivers behind the responses.

A third consideration was to use grounded theory (GT) (Straus and Corbin, 1990) which is compatible with semi- structured interviews. Grounded theory involves transcribing the interviews, coding them and then creating a map of analytical concepts and categories. with the aim of using data to create theory. This method of data analysis might have been an interesting option to choose given that it may have created a theoretical framework to help describe how and why EPs respond to CIs, but I felt it lacks the ability to help make sense of the participants’ experiences and the some of the context of their decisions may have been lost.

3.10 Six phases of thematic analysis

I followed Braun and Clarke's (2006) six phases in order to complete my thematic analysis.

Each phase is outlined in the following six sections.

3.10.1 Phase 1: Familiarising yourself with your data

This initial phase involved listening to the three recorded interviews and familiarising myself with the nine CIs which were discussed across the three interviews. At this stage I started to tentatively identify some points of interest, commonalities and differences between the interviews.

Part of this preliminary phase was to transcribe the three interviews (see Appendix VIII for example of transcribed interview). In order to complete this I first converted the audio recordings into written form, using the software Otter. This software is essentially a voice recorder which offers automatic transcription. Once the audio files had been converted to text, I listened to the audio recorded transcripts and made edits throughout, correcting any errors made by the software. These edits included correcting typos and adding in pauses and interjections such as laughter or parts of natural speech such as 'erms' or 'ahs'. I then listened to each recording a final time whilst reading the written transcription to quality check each final written transcription.

Poland (2002) presents a number of points from his own research regarding the quality of transcriptions. I was mindful of these points when transcribing the audio recordings of the interviews, which included:

- Being mindful of intonation of voice, pauses, sighs and laughter. These are not always easy or straightforward to translate into a written record
- Utterances, garbles and verbal disruptions may not be adequately captured in the transcription
- Aspects of interpersonal interaction and non-verbal communication are not always captured effectively on audio recordings and therefore might not be translated onto the written transcripts.

In order to try and mitigate against these I indicated in the written transcripts if a participant had laughed, coughed or there had been an interruption.

It is important to acknowledge that at this stage the transcription is a representation of what was said in the interview and it is two steps removed from the actual interview experience. (Braun and Clarke, 2013). “The socially constructed nature of the research interview as a co-authored conversation-in-context must be acknowledged.” (Poland, 2002, p.637). Therefore, by transcribing the interviews I have already impacted on the narratives that were shared as I made a choice around how the information was represented.

3.10.2 Phase 2: Generating the initial codes

I used an inductive approach when coding the data and therefore all the codes were generated from the data (the interviews). The actual generation of codes comprised of two stages.

Initially, I used a semantic approach to identify explicit meanings of the data through solely looking at what had been said by the participants’ and the language they used. I did this process by hand and Appendix VIII shows an example of this initial method of coding. Once

this was complete, I transferred all three transcripts into an excel workbook and recorded these initial semantic codes onto the spreadsheet. I then went through the three interviews again using more a latent lens capturing any underlying ideas, patterns or assumptions. For example, the section of text,

“versus the, you know, it’s the you know the on the quiz show, it’s easy to answer the questions when you’re sat at home shouting at the tv...” (Freddie, lines 536-537)

was inferentially coded as ‘response is different when you respond in pairs and when you are not the lead’ It should be noted that all of the ideas, patterns or assumptions belonged to the participants.

To highlight the sections of text with their accompanying code I used different coloured text (shown in Appendix X). The colours were not used to indicate any type of group or theme at this stage, they were used purely as a visual aid to show which segment of text linked to which code. I also used an identifier for each code to identify which transcript the code related to and which line (e.g., 1:123 would be from interview 1, line 123). I allocated identifiers as once the codes were allocated to themes, I was able to easily track the code back to its original interview if needed. During the process of coding the three transcripts I felt my ‘coding skills’ developed over time. When I finished coding the third transcript, I felt my skills were considerably honed, in comparison to when I initially started coding my data. Therefore, when I had finished coding the third transcript, I went back to the first one to check the integrity of the coding, making some changes, with the aim of bringing it into line with the coding of the second and third transcripts.

Coding the three interviews generated 261 codes for the first interview, 312 for the second interview and 275 codes for the third interview giving a total of 848 codes.

3.10.3 Phase 3: Searching for themes

“This phase which re-focuses the analysis at the broader level of themes, rather than codes, into potential themes, and collating all the relevant coded data extracts within the identified themes.” (Braun and Clarke, 2006, p.89).

I extracted all 848 codes from the three transcripts and put them into a new excel worksheet. I went through the codes and identified initial emerging themes which I felt stood out from the coded data. After going through all the codes, I identified 52 broader level themes (see Appendix XI for the full list of these themes).

3.10.4 Phase 4: Reviewing the themes

The process of reviewing the themes entailed refining the 52 broader themes into a more focussed structure. This process of refinement resulting in the identification of six themes and 20 subthemes. Appendix XII offers a table to show the relationship between the themes, codes and segmented texts

3.10.5 Phase 5: Defining and naming the themes

After refining the initial 51 themes into six themes and 20 subthemes I defined each of these with a label:

1. The CI
2. The Educational Psychologist
 - a. Responding as an EP
 - b. Experience
 - c. Training, learning and knowledge
 - d. The value of responding to CI
 - e. Emotions, feelings and physical responses of the EP
 - f. Personal influences
3. Systems and systemic influences
 - a. The EPS
 - i. Supervision and debrief
 - ii. Policy, procedure, protocol etc;
 - b. The school
 - i. Working with individuals and groups
 - ii. Working with the school as an organisation
 - c. External systems
 - i. Multi-agency working
4. Impacting factors on approach
 - a. Time
 - b. Language and labels
 - c. Gender differences
 - d. Social media
5. Responding to need/ the relational aspect
6. Post CI- the bigger picture
 - a. The importance/ gravitas of CIs

b. CIs as a catalyst

3.10.6 Phase 6: Producing the report

The following two chapters are in essence ‘the report’ referred to by Braun and Clarke (2006). The following chapter (Chapter 4: Analysis) presents the themes and sub themes identified through completing the thematic analysis. The subsequent chapter (Chapter 5: Discussion) then compares and contrasts these themes with relevant literature to form an overall analysis.

3.11 Assessment of quality in qualitative research

The criteria for judging quantitative research is fairly well established but being able to demonstrate the rigour of qualitative research is much more difficult. “Qualitative research is frequently criticised for lacking scientific rigour with poor justification of the methods adopted, lack of transparency in the analytical procedures and the findings being merely a collection of personal opinions subject to researcher bias.” (Noble and Smith, 2015, p. 34) There are no general consensuses around benchmarks for assessing these standards and this may also be linked to the fact there are so many different types of qualitative research. “The unwillingness of qualitative researchers to converge on a unitary set of methods, assumptions and objectives can lead to confusion and scepticism about the validity of their work.” (Yardley, 2000, p. 217).

Noble and Smith (2015) raised the question: are the terms, reliability, validity and generalisability even appropriate to evaluate qualitative research? Lincoln and Guba (1985)

had previously proposed alternatives to evaluate the creditability of qualitative research. Instead of using validity, reliability and generalisability they proposed truth value, consistency, neutrality and applicability as evaluation criteria. Yet Yardley (2000) highlights a key benefit of qualitative research in that it recognises our reality is subjective and is influenced by culture and experience and therefore as "...there can be no fixed criteria for establishing truth and knowledge, since to limit the criteria for truth would mean restricting the possibilities for knowledge and would also privilege the perspective of the cultural group whose criteria for truth was deemed 'correct'." (Yardley, 2000, p.217). Rolfe (2006) also highlights this idea using 'member checking' and peer debriefing' of examples of methods of quality checking used in qualitative research. However, using techniques such as these present problems as they assume there is a universal truth and they do not acknowledge individually socially constructed truths. Therefore, these could be seen as invalid in themselves as measures of quality assurance.

Therefore, this raises the question should there be a universal agreement about how to determine the validity and utility of a piece of qualitative research? Would this agreement detract from the broadness or openness which qualitative methodology allows for?

Sandelowski and Barroso (2002) voiced there should not be an established list of criteria by which to 'assess' the validity and reliability of qualitative research as this type of research encompasses a too broad range of methods. These researchers feel each piece of qualitative research should be assessed independently.

Whilst time can be taken to debate the relative merits of not having standardised measures for ascertaining the robustness, validity and reliability of a piece of qualitative research assuring the quality of the research is an essential part of the research process. A number of

researchers have proposed different strategies which can be used as quality markers of qualitative research. I have taken markers from a variety of sources and have explained how I have used them in thinking about how to assess and maintain the quality of this research.

Noble and Smith (2015) outlined a number of strategies that can be employed to help ensure the trustworthiness of findings in qualitative research. These recommendations include acknowledging biases in sampling and performing an ongoing critique of the methodology throughout the research to ensure depth and relevance of data collection and analysis. I have previously acknowledged earlier in this chapter that by recruiting through an advert on EPNET I limited my sample by only recruiting EPs who subscribe to EPNET and potentially only those who have a specific interest in this subject matter, enough to volunteer their time to complete the interview. The methodology, i.e. using a thematic analysis, was critiqued through this chapter and consideration given to other possible forms of analysis with the aim of showing using thematic analysis was the better methodology to analyse the data I had collected in order to answer my research questions.

One of the key measures of validity in quantitative research is the ability to be able to replicate the study. Each stage of the process has been clearly outlined within this chapter in terms of recruitment, data collection and analysis and therefore would be a relatively straightforward study to replicate. .

I feel Noble and Smith's (2015) suggestion of meticulous record keeping and showing a clear and consistent 'path' through the research process fits comfortably with my research. This assurance of quality is something I achieved through keeping a research diary. I kept a research diary from the inception of the project, throughout the data gathering and analysis

and through the write-up. I feel the personal reflections throughout the project demonstrate the commitment to the project and acknowledge the attention to detail throughout the research process. This also links with Yardley's (2000) recommendation of using reflexivity throughout the research process to enhance the quality of the research. It also links with her acknowledgement of intuition and imagination of the analyst being perhaps more important than any formalised analytic procedures.

Yardley (2000) also writes about 'commitment and rigour' being a fundamental aspect of good quality qualitative research which includes an in-depth engagement with the topic, methodological competence and skill, thorough data collection and depth and breadth of analysis. When designing my methodology, I took these factors into account. I chose a topic of particular interest to me (further reflections regarding this are considered in the discussion chapter) as I knew by choosing a topic of interest, I would be able to fully engage and immerse myself within it, adding another layer of depth to the research. I carried out an in-depth literature review considering previous research which had been carried out exploring responses to CIs, therefore building a context upon which my research was designed and executed around. Using thematic analysis as an analytic tool is recommended by Braun and Clarke (2013) to those new to qualitative research as it is relatively accessible, is flexible in nature and can be used to answer the majority of research questions. Given Braun and Clarke (2006) outline the six stages in detail I felt I had a sufficient level of guidance to achieve a good level of competency in carrying out the analysis in conjunction with using research supervision sessions and reflexive practice throughout the research process.

Throughout the research process I have acknowledged the impact my culture, belief systems, social constructions, socioeconomic influences and experiences may have had throughout the

stages of this research leading to a high level of transparency throughout the entirety of the research project. Yardley (2000) commented on the importance of acknowledging the socio-cultural setting with regard to both the participants and the researcher and the potential impact upon the way the data have been analysed. During the interviews I reflected on the person I was interviewing in terms of gender, job title of the interviewee, where the interview was held and reflected in the discussion section on how these labels may have impacted upon the way I interpreted answers to questions. Yardley (2000) commented on the importance of reflecting on these factors, "...it is equally important to openly reflect on how such factors may have affected the product of the research investigation... this might include discussion of the experiences or motivations which led the researcher to undertake a particular investigation, or consideration of how the work was influenced by external pressures or constraints..." (p. 222). Using a research diary to record thoughts and feelings around these factors was particularly helpful in addition to reflecting on them during research supervision sessions. I feel this also provided a high level of transparency throughout the research project.

3.12 Impact and importance of the research

When thinking about the assessment of quality in qualitative research Yardley (2000) comments "The decisive criterion by which any piece of research must be judged is, arguably, its impact and utility." (p.223) This quote epitomises exactly how I would want this piece of research to be assessed; by its value and the impact it has on EPs who are responding to CIs.

I was very aware when undertaking this piece of research that it was not just undertaken as a 'tick box exercise' to fulfil one of the requirements of my doctoral training. At the point of

starting the research I was aware there was no national guidance across EPSs regarding responding to CIs. For example, some authorities attend in pairs, some receive an immediate post response debrief and others are not routinely offered supervision unless specifically requested. One of the aims of this research was to learn from those EPs who had responded to multiple CIs and utilise their experience to help inform our understanding of how and why EPs may respond to CIs in the way they do. I wanted the narratives to offer points of reflection based on 'real- life' incidents experienced by those working 'on the ground' and for these to potentially be used to inform service guidance.

3.13 Ethical considerations

When designing this piece of research, with specific reference to the interview, one of the ethical considerations I contemplated was how could I design the interview to ensure the participants felt as contained as possible. This was in particular reference to the end of the interview after speaking about responding to CIs, which are by nature, adverse and highly emotive events and they would have potentially shared some very personal experiences placing them in a potentially vulnerable situation. Therefore, in order to try and support participants and ensure they felt as contained as possible I offered to carry out the interview in a location of their choice, either their place of work, at my placement EPS or their home to help them feel as relaxed as possible. In the information sheet given to each participant I outlined they would be able to withdraw from the study at any point (up until the anonymisation of data) without having to give a reason. All their data would be anonymised and I would ensure their confidentiality was maintained throughout the research process and subsequent write up. All participants were asked to give informed consent to say they understood what was being asked of them and their rights as participants. Participants were

also made aware that full ethical approval had been sought through the Tavistock Research Ethics Committee (TREC).

Another question I continued to reflect on was around recruitment and why would EPs potentially want to participate in this piece of research? Critical incidents, by nature, are adverse, highly emotive events and although EPs are usually offered supervision following a CI (the timing and quantity of this supervision varies between services) they are potentially not a type of topic that family and friends want to hear about. Therefore, I reflected on the possibility of this being a source of motivation for those wanting to take part in my research. Did the interviews give participants 90 minutes of time to legitimately 'off load' about responding to incidents which may have included death, illness and suffering, criminal acts or natural disasters? Were they motivated by an unconscious desire to use the interview as unofficial supervision or as a therapeutic space? These thoughts prompted a point to be added to the participant consent form for the participant to acknowledge if they had access to supervision and if they found they were experiencing distress as a result of participating in the project, they would be able to seek support from their GP.

A second consideration, linked to the afore mentioned reflection, is why did I choose to carry out my research into CIs and was there any impact of my motivation onto the research? I previously worked in two different CAMH in-patient units before starting the EP Doctoral Training. I worked with many children and young people in highly distressed states, who had experienced traumatic life events. Many of the young people engaged in self-harm behaviours or had attempted to take their own lives. I feel my interest in this topic area stems from my work in these environments, and these experiences could be described as CIs of sorts. By bringing these thoughts into my consciousness and acknowledging them helped me

to be mindful of a particular slant I may bring either to the interviews in the form of response conversation or to the themes I pull from the transcription of the data. I cannot take away my past experiences, and in themselves they become part of the data, part of the analysis and part of threads which make up the narratives.

I feel by having an awareness of these considerations from the outset of the research process I was able to attend to them and keep them in mind during the process of data collection, analysis and discussion of the findings. These considerations will be revisited through the thesis and their impact discussed and reflected on at relevant points.

3.14 Chapter summary

This chapter has outlined my aims and research questions, the theoretical perspective of the research including my position as a researcher, the research design, how participants were recruited, the method used for data collection and analysis and ethical considerations that were taken into account. The following chapter will provide an analysis of the seven themes identified through the completion of the thematic analysis.

Chapter 4: Analysis

4.1 Introduction to analysis

The first part of this chapter provides a context for each of the three interviews including a brief description of the three CIs each participant described. Initial thoughts and reflections I had following the interviews are given.

Following this, the chapter moves to outline the 53 sub themes and seven overarching themes which were identified using a thematic analysis. These themes will be illustrated through a thematic map (Figure 2) alongside direct extracts from the interviews. These themes are considered in relation to how they may potentially affect or impact an EPs response to a CI from both the participants' and researcher's perspectives.

4.2 The participants

4.2.1 Rod

The three incidents Rod chose to share during the interview were a secondary school pupil completing suicide, the death of a secondary school pupil at a Pupil Referral Unit (PRU) due to an aneurism and a secondary school pupil killed by her half- brother.

I felt much of the underpinnings of Rod's story, the incidents he chose to share and the possible reasons for how he responded to them, were based on a theme of loss. This theme appeared to be woven through the parts of his life story which he chose to share with me.

Rod revealed his mother had experienced the loss of her parents at a very young age, one when she was aged three and the other aged five. She then moved from South Africa to England to be cared for by relatives, losing her home and life as she knew it. Therefore, the theme of loss seemed to be part of the family narrative even before Rod was born. Rod's mother then contracted tuberculosis shortly after he was born and he was not allowed to see her while she recovered, losing that early bonding period,

Connected to this story of loss Rod shared another personal reflection,

*"...the complete er well breakdown really that I had between the ages of 13 and 15. I ran away from *school name*, whenever I got myself back together. I don't know when, at some point and then went back to do A Levels." (Rod, lines 680- 683)*

He shared he did not remember feeling understood by anybody and I felt he had somehow lost his way. He had lost that initial connection to his mother and then he effectively lost part of his early teens.

Rod shared,

"But I do think that there was nobody there to understand. I don't remember having any, be feeling understood by anybody other than actually a great- aunt I think." (Rod, lines 683-685)

I feel this relationship that was a major catalyst to his recovery. He acknowledged this bond was one of the reasons he felt relationships, the relational aspect and the human bond were so important when responding to a CI. Perhaps this incident, and the help he received from his great- aunt at this time point in his life sparked an interest in wanting to help others, in particular children and young people.

Thirdly, Rod chose to speak about being a father and I felt by sharing this element of his identity, it highlighted it as a label of importance. In his interview Rod stated he did not feel being a father affected his response to a particular incident. However, I feel that as he drew attention to this label and shared that two of his daughters attended the school where one of the CIs, he chose to talk about, occurred that it may have had an impact on his response.

4.2.2 Freddie

The three incidents Freddie chose to share during his interview were the murder of a preschool child by his father, the sudden death of pupil at a school sporting event and the death of two brothers, suspected to be murder.

I felt Freddie's story had three key focuses which were interwoven through the three CIs he shared in the interview. The first focus was his identity as a father and this was mostly spoken about in reference to the first incident he responded to, the death of a pre- schooler. When he went into the nursery, he remembers he first felt upset because of a personal connection (at times his daughter accessed the resources on site). Although Freddie did not directly reflect on how he thought this personal connection had potentially impacted on his

response to the CI, I feel as it was one of the CIs which remained prominent in his mind due to the personal connection which left a lasting impact on him.

I felt the second key focus of Freddie's story was that of loss. In all three CIs he spoke about there was a loss of life, although it is pragmatic to assume with any CI there will be an element of loss, even if it is not loss of life. Freddie spoke about the physical move of his team from an idyllic setting in the countryside to a council office in the middle of the city where he lost his secure base (Bowlby, 1988). Based on my observations of how Freddie spoke about these changes I felt there was also a loss of happiness. Alongside the physical move there was a move towards adhering to more corporate policies which included the loss of the immediate debrief after responding to a CI. I also wondered if the idyllic setting fostered opportunities such as allowing time and space for more in- depth reflection following responses to CIs which again were lost following the move. Perhaps Freddie and the team also experienced a further loss of control regarding their autonomy as they were not consulted about the move or the instatement of more corporate based policies.

The third focus of Freddie's story was the conveyance of a loss of trust in the systems around him. I wondered about the three incidents which he chose to talk about and felt there was an element of trust to each one. The first was the murder of a pre- schooler by his father, a person of trust. The second was a pupil death at a martial arts show at a school, set in the place you have trust in and attended by friends and family; those who you have trust in. The third, again a murder which was still under investigation, allegedly involved a number of family members, those in a position of trust.

An overall theme I observed in all nine of the CIs described was that of endings. All the incidents discussed involved a death, the ultimate ending. I wondered if unconsciously the participants chose incidents which featured definitive endings so the incidents were not open-ended in any way (this does not reflect the impact of the incidents; the resounding impact could be indefinitely open ended). They could describe them, describe the response and there was a definitive element of closure to the incident.

4.2.3 Jane

The three CIs Jane chose to share in her interview were a fatal road traffic accident outside a school, a pupil fatality on school premises due to a drug overdose and a teacher completing suicide.

Interestingly, Jane's account was very bounded in comparison to the other two participants. Jane stuck very closely to describing the three incidents and commenting on them from a primarily pragmatic perspective. She did not share whether there were any life events or relationships which she felt may have influenced her choices, her views or experiences of CIs. Perhaps the presentation of her account was a direct representation of her life and on a conscious level she tries not to let her personal experiences influence or impact on her work. Jane very briefly acknowledged, at the end of the interview, her own life and life experiences have influenced her interest in crisis work but did not offer any specific examples or anecdotes of events or situations.

One recurring theme I noted during Jane's interview was the topic of social media. It was possibly coincidental that two out of three incidents had a strong connection with social media but it stood out for me and I wondered about the significance.

4.3 The themes

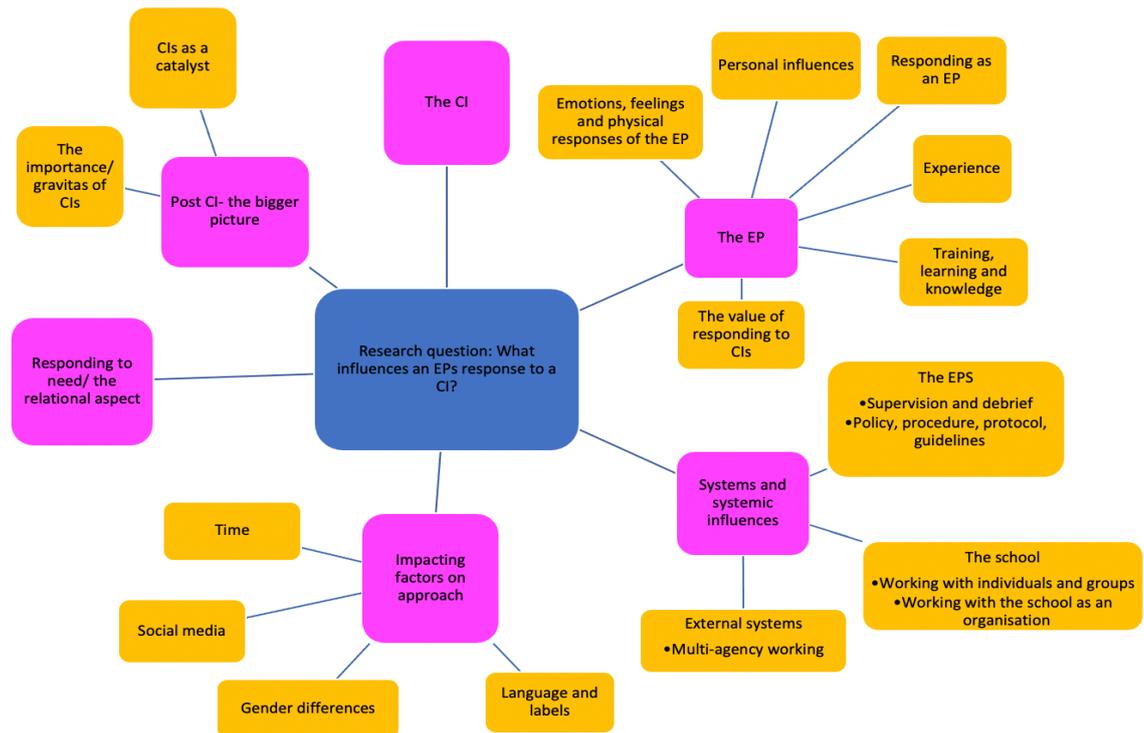


Figure 2: Thematic map illustrating the six themes (pink) and 20 subthemes (orange)

4.3.1 The CI

The CI itself was referenced in all three interviews in terms of the type of incident, those directly involved in the incident, the context of the CI and the location the incident occurred. Jane spoke how the type and frequency of these types of incidents she had responded to had changed over time. Acknowledging that in more recent years suicides have become more common.

“It varies, so there’s road traffic accidents, suicides have become increasingly prominent... sudden death, sudden unexpected death of a child, just collapsed and died. A parent collapsed in reception at school and the receptionist had to perform CPR. A head teacher had a nervous breakdown, got his car onto the playground and ran over a keyboard. Um so, so yeah, quite varied but definitely suicides become the theme over the last, or increase, massive increase in suicide.” (Jane, lines 681-687)

Freddie also acknowledged he felt the complexity, with reference to the type of incident, had increased over time

“But the complexity, we’ve had a riot, we’ve had two murders” (Freddie, line 631)

All three participants spoke about the context surrounding the CIs they chose to talk about in the interviews. Jane acknowledged that unpicking the complexity of the incident helped to inform the response,

“I mean it was all very complicated...” (Jane, line 143)

Rod also acknowledged by being aware of contextual information it gave more meaning to a teachers response,

“...why is that she’s kind of I mean it’s made so much sense that she wanted to support this young person who was her in my view now. The girl, but also why she

was struggling with it, all sorts of baggage...that she just hadn't connected to it..”

(Rod, lines 612-614)

4.3.2 The Educational Psychologist (EP)

4.3.2.1 Responding as an Educational Psychologist (EP)

During Jane’s interview she spoke about the role of the EP a number of times and in a number of different contexts. Jane initially discussed the practical aspects of the role in terms of being mindful of time and resources and therefore only one crisis co-ordinator should attend a CI,

“...or a link EP, so the link EP to that school would come in. So ideally it shouldn't be two coordinators because it's not a good use of time” (Jane, lines 480-481)

Freddie also spoke about the practical aspects of the role of the EP in listening to and looking out for staff and longevity of response to an CI,

“It was very much about active listening to, to, and keeping an eye on kind of how things were for the staff. Er, we would keep in contact with them by phone, and schedule meetings fortnightly er, until we felt that the staff, er, had, kind of no longer needed us to talk about the incident.” (Freddie, lines 77-80)

A comment made by Rod stripped back these aspects even further as he referenced basic support, offered to grieving parents as part of a response,

“...for the parents, err, the grieving process, if they're not sleeping, if they're not eating, what you might do, and all those sorts of things.” (Rod, lines 136-137)

All three participants spoke about how they felt providing containment to those involved or affected by a CI was a key part of the role of a responding EP,

“...the containment of those responses is so important.” (Jane, line 843)

“And I think we're in the same field where so much is about containing and supporting and helping, as opposed to really, analysis intervention.” (Rod, lines 1389-1390)

“So, we will hold the course, we will steady the boat.” (Freddie, line 924)

Linked to the idea of both containment and to the pragmatics of a response was highlighted by one of Freddie's comments,

“when there's an emergency you need one person of contact...” (Freddie, line 321).

This idea of likening the role of a responding EP to an emergency service featured in Jane's and Freddie's interviews,

“...here, I'm blue light, I'm going to sort it.” (Jane, line 861)

“...fire fight I suppose... fire is out.” (Freddie, lines 996-1000)

Freddie progressed to talk about the system his service used when a CI was first reported to the service and the importance of that first contact,

“...they'll be an expectation for us to absorb the first initial shock...and then take it from there.” (Freddie, lines 346- 350)

It feels as though that initial contact is key in setting the tone for the response and from the outset trying to provide as much containment as possible.

From the interviews, it appears the wider role of the EP, in relation to responding to CIs, is to provide containment including normalising a situation, feelings or behaviours. Both Jane and Rod commented on this as a component of the response to a CI.

“No, I'm okay with this, I should be okay with this...trying to get him to acknowledge that it was okay not to be okay with this. This was a very unusual event” (Jane, lines 328-330)

“...normalise them as far as possible.” (Rod, line 273)

Jane also highlighted how there seems to be, and continues to be, some discrepancy between her service definition of the EP role in relation to responding to CIs and how schools view the

role of the EP. Jane outlined that typically over the years the initial response or request from a school, following a CI, was around EPs coming into counsel the children.

“...whereas obviously that’s not our... that’s not how we work” (Jane, line 115)

However, there was one school which stood out in her mind who seemed to immediately recognise what the role of the responding EP was,

“...um whereas this school recognised that straight away that our role was to come and support them...” (Jane, lines 119-120)

Freddie spoke about managing the expectations of schools and individuals impacted by the CI as part of the EP role when responding to a CI,

“They’ll be an expectation for us to absorb the first initial shock.” (Freddie, line 346)

“But it just seemed, what I couldn’t get to the point is what this young man wanted from this.” (Freddie, lines 496-497)

Managing expectations of schools and individuals is also linked to setting and maintaining boundaries. Jane commented on this in reference to responding to a CI in one of her link schools. Due to this already developed relationship, the boundaries can sometimes be blurred,

“It can certainly blur boundaries...is respond in a different way...it can affect how you respond.” (Jane, lines 789-793)

Jane proceeded to acknowledge that a hugely influential part of her journey in responding to CIs has been around gaining a better understanding of these boundaries,

“... maybe there’s a bit of a drive that better understanding the boundaries around critical work is, is crucial. I think that’s certainly actually been quite a part of my journey is those boundaries around it, not necessarily in responding to schools.”

(Jane, lines 842-845)

Jane also spoke about what she felt a crisis response was not, it is not an EPs role to rescue but to empower and encourage; the role is about being prepared to listen. She also felt some thought also needed to be given to how EPs tailor their responses to individual CIs and this involved being led, to certain degree, by the schools we work with.

Overall, a substantial part of the role is trying to maintain a balance of meeting requests from school staff and abiding to what the service protocol or guidance outlines as the role of the EP,

“okay so it sounds like you, this is what you’d like us to do, this is how we work, this is our response to these kinds of incidents, and this is why...” (Jane, lines 163-164).

Jane also identified another aspect of the role of the EP as not just providing direct support to those affected by a CI but also to equip and empower members of school staff to support their pupils. She recognised that it is better for the child or young person to be supported by adults they already know and trust. She thought about whether direct support would be better

provided by an outside service, such as an EPS, or whether this pathologises people's reactions to CIs. Jane spoke of how it might be more appropriate for the support to be provided 'in-house'. Conversely, Jane commented that pathologising a response might be entirely appropriate for the situation or incident.

“Um so they recognised that it was better for the students to be supported directly by the adults they already knew rather than kind of pathologizing the response by saying you have to see an outsider.” (Jane lines 123-125)

Rod spoke about specific roles which he felt responding EPs were sometimes placed in, such as the role of leaders, and trying to move away from the role, or perceived role of expert,

“...and I suppose you could get quite Bion about it as well, people are looking for leaders at the time...um and come in as leaders. We may go in, saying we're not the expert of course...But we are still the person, to whom, people are turning at that time.” (Rod, lines 749-759)

Another role Rod spoke about was that of a helper. Educational Psychology is usually considered as a 'Helping Profession' so it is justifiable that schools and school staff would view us as being able to help, especially in a situation which is likely to be highly emotive,

“...we are called upon because we are able to help, it is assumed we are able to help in the situation.” (Rod, lines 768-769)

4.3.2.2 Experience

Experience was referenced by each of the three participants as an impacting factor on how they responded to a CI. This included the number of incidents they had responded to, gaining direct ‘hands on’ experience and the time point during their career as to when they responded. All of these factors led to a reported increase in confidence over time.

Freddie drew particular attention to the past year where there had been an increase in incidents,

“...we’ve had a year of incidents” (Freddie, line 355)

Jane spoke about how ‘hands on experience’ had given more depth to her practice,

“that’s what gives it more depth. So, I think that’s been helpful in itself.” (Jane, line 653)

As the three participants’ careers progressed, they all gained further experience of responding to CIs. In Jane’s interview I asked her,

Melissa: “Do you think you can think about anything that’s changed over your journey of responses? Or do you think is just experience of responding?” (lines 630-635)

Jane: “It is experience definitely” (line 637)

Freddie acknowledged that through gaining experience of responding to CIs it progressed his viewpoint of himself from amateur to professional,

“So kind of pride. Err, it was also probably the point, when I, the tipping point from amateur to professional” (Freddie, line 909-910)

These factors suggest that experience gained through attending multiple incidents across a career leads to an increase in confidence in attending CIs. Jane commented that her confidence had improved over time,

“I think, I think my confidence definitely is improved, my understanding of people's” (Jane, lines 646-647)

Freddie also commented that confidence was gained through feeling as though he had done a great job of responding to a CI,

“I think it's one of those incidents where you think, well that was a job well done.” (Freddie, line 905)

4.3.2.3 Training, learning and knowledge

This subtheme consists of three elements, the first relates to training, while the second regards learning from two main sources: ‘on the job’ from responding to CIs, which has been touched on briefly in relation to how EPs develop their experience and the utilisation of learning theory. The final sees these two aspects working in conjunction to build knowledge around responding to CIs.

Jane spoke about taught theory versus the practicality of applying theory to practice ‘in the field’. Although Jane had received training around trauma, suicide prevention and self-harm she had not attended any training specifically pertaining to responding to CIs.

“Erm, we've had a lot; We've had a lot of training on trauma. Erm, so it's a lot of theory behind trauma as well as the response. Um talks by people that different agencies that have responded to trauma. That was Noreen Tehrani.... Um, I've been on suicide prevention training and self-harm...” (Jane, lines 610-626)

Freddie felt using an approach based on ‘naïve curiosity’ was helpful. However, he proceeded this with an acknowledgement that it was useful to have some theoretical knowledge to bring to the response if needed. I felt he was referring to this as a ‘safety net’, there in his toolbox to use if needed.

“So that's always good to go in with that kind of naive curiosity and I suppose it's useful to have some kind of theoretical places to, to bring, or a theoretical idea to bring into a conversation...”(Freddie, lines 1039-1041)

The idea of ‘building a toolbox’ and being equipped with the ‘right tools’ to use when responding to a CI was also raised by Rod. Training and learning can equip you with certain tools but it is knowing how and when to use them during a response,

*“Yes, have all those tools but how they come out...depends on what people can do.”
(Rod, line 542-546)*

Freddie commented on having the resources but also the value of being able to check in with other team members. Here he identified two roles colleagues offer; adding to your knowledge base and also helping to ensure you are emotionally ready to respond .

“It’s about your emotional availability and how you feel about the whole notion of critical incidents. What resources, you’ve got, whether you’re prepared for it.”

(Freddie, lines 97-99)

The value of preparation and planning was also raised. Freddie particularly highlighted this in his interview,

“...but I would say now I would like our service to be ready for the Grenfell or the, you know... and we’ve had talks about this... and I’d like us to have, as an authority, to have a psychological response.” (Freddie, lines 1055-1058)

Both Rod and Freddie spoke about the process of learning and using responses to CIs as a way of learning and developing,

“... you write up the incident and keep a check so that people can come back to it.”

(Freddie, line 977)

Rod added to this idea by acknowledging the importance of being able to get things wrong with regard to responding to a CI but still being able to learn from this at any stage of our careers.

“Yes, I think we’ve got to be big enough old enough ugly enough, whatever the phrases are to risk getting it wrong.” (Rod, line 1261-1262)

4.3.2.4 The value of responding to CIs

This subtheme explores some of the wider learning of the participants in relation to responding to CIs. A particular question which stood out for me when carrying out the interviews was, ‘What is the appeal in responding to CIs?’ All three participants championed the ‘interestingness’ of the incidents they had responded to,

“I will just quickly talk about this one as it's interesting I think.” (Rod, lines 836-837)

Freddie commented,

“...seat of your pants stuff is exciting...So there's a buzziness to it.” (Freddie, line 933 and 937)

This may encapsulate what is so appealing about them. They are also a ‘break from the norm, one-off events which have an element of excitement about them. Freddie then described a key highlight of responding to CIs,

“...out of all the things you do, there's a kind of an essence of meaningfulness...” (Freddie, lines 941-942)

I wonder if this meaningfulness comes from the espoused importance of CIs in that when thinking about the type of work EPs carry out CIs are classed as a priority piece of work; usually second only to tribunals.

“...critical incidents always come first.” (Jane, line 559)

It is perhaps all of these aspects which help to grow a passion for responding to CIs and with that in turn commands a certain level of respect for them,

“...the passion we've got... The respect that we have.” (Freddie, line 971)

4.3.2.5 Emotions, feelings and physical responses of the EP

In Rod's interview he referred to CIs highlighting the rawness of human emotions. Due to the nature of CIs they have the potential to strip everything back and make way for human emotion to be exposed and this is what the responder (EP) is often met with when responding,

“And I like, sounds almost perverse, I quite like dealing with that rawness.” (Rod, line 646)

Freddie spoke about emotional resilience of responding EPs and how this may impact on their 'readiness' to respond.

“It’s about your emotional availability and how you feel about the whole notion of critical incidents. What resources you’ve got, whether you’re prepared for it.”

(Freddie, lines 97-98)

However, certain CIs and situations can break down this resilience and influence. Whilst responding to a CI at a PRU, Rod shared how the staff had described they knew the pupil had died as the colour of his skin changed.

“However, I do remember that getting through and really just wanted to throw up. As I was trying to deal with these colour changes, images...” (Rod, lines 510-511)

So, whilst trying to contain the staff at the PRU Rod had to manage his own feelings in reaction to the incident.

“But I just hadn’t thought of this particular thing beforehand. And it just got through all my defences...” (Rod, lines 525-526)

With regard to how her feelings may have impacted on a response Jane spoke about feeling “more vulnerable” (lines 185-186) attending a visit outside of her ‘school patch’. Where the emotions and feelings of others, either involved or impacted on by the CI, was a challenge,

“That can be quite challenging because people are already in a state of agitation or discomfort because of the situation so knowing how to sort of going with that sometimes is really quite difficult” (Jane, lines 779-781)

Rod also spoke about how the actions of others can also impact on a responding EPs feelings and emotions and, potentially, the response.

“key things from it that affected me. The head having gone down to see where, where she died, er juxtaposed against his clear defensiveness of not, well actually that's not anything to do with us” (Rod, lines 333-335)

4.3.2.6 Personal influences

Personal influences, which include personal attributes, connections and experiences were identified as contributing factors on an EPs response to a CI.

Jane shared how it was a personal interest in trauma which led her to be a Trauma Co-ordinator. Although Jane did not share any specific experiences, she acknowledged it was her own life and experiences which had sparked this interest.

“Erm, probably my own life. My own experiences. Being able to gain a better understanding of that stress response... an interest in trauma.” (Jane, lines 832-833)

Jane commented that experience had definitely been a factor in how she had developed through her journey of responding to CIs. However, she felt the anticipatory stress of responding to an incident never really goes away, despite the accumulation of experience.

“It is experience definitely...but that the kind of the sort of anticipating stress never goes...that's always so that doesn't seem to subside even with lots of experience.”

(Jane, lines 636-637)

Freddie expressed a similar sentiment that gaining experience had been essential in developing his confidence and passion when responding to CIs.

“...feeling more confident in the lead of critical incidents and more passionate about kind of what we do for schools, it's, you know, my practice has changed slightly or my views have changed slightly...” (Freddie, lines 572-574)

Rod and Freddie both shared they felt personal connections influenced their response. Rod responded to a CI in a school he knew well as his two daughters had attended the school, one of whom had a fairly negative experience.

“It's probably also relevant that I had two daughters who went there...and the first one had been fairly abysmally treated in the school and had left school in year 10, whether she had left then I can't remember; probably.” (Rod, lines 346-353)

Freddie also described a similar situation; he had responded to a CI at a nursery which his daughter's childminder used to access resources. On the day he went to the nursery although he did not see his daughter, he knew she was on-site somewhere.

“So, at the same time as walking up the drive, to the critical incident, er my daughter was also, although I didn’t see her, was obviously somewhere in the vicinity...which actually is, basically, caused a kind of conflict.” (Freddie, lines 50-55)

From the information shared by the interviewees early childhood experiences were also referenced in regard to potential influences on responding to CIs. Rod spoke about being separated from his mother when he was born as she had TB and experiencing a difficult time at secondary school which included experiencing a ‘breakdown’ between the ages of 13-15. Rod felt these experiences all directly impacted on how he had responded to CIs.

“I am aware of those sorts of things in my family, um, having a significant effect on me and I can quite easily make those links” (Rod, lines 707-708)

Rod and Freddie also commented on personal attributes and how they felt certain attributes influenced their responses to CIs. Rod identifies ‘arrogance’ as one of these attributes and Freddie ‘confidence’.

“I think it’s one of those incidents where you think, well that was a job well done...so kind of pride.” (Freddie, line 905)

4.3.3 Systems

Systems and systemic influences were discussed in each of the interviews. These were discussed in relation to the EPSs the EPs were working under when responding to the

incidents, school systems, family systems and working with the systems of other agencies (multi agency working).

4.3.3.1. The Educational Psychology Service (EPS)

Jane shared her EPS uses the ‘link school’ model but requires EPs to respond to CIs across the county and therefore outside of their school patch. As described in an earlier theme she felt responding to an unknown school was more difficult, specifically noting here the context of the systems which are entered into are unknown.

“it’s much harder if you don’t know the schools. Yeah, just trying to get a hand on everything literally, moment by moment, rather than going okay I’m aware of this head I know what their background is, I know what the context is.” (Jane, lines 465-467)

Jane also acknowledged a counter reflection, although it perhaps feels harder working in a school where the systems are unknown, there should also be an awareness of the potential for complacency when responding to a school you are familiar with,

“But each situation, you have to you know kind of judge at each time...” (Jane, lines 451-452)

One word which really stood out for me during Freddie’s interview was ‘austerity’. He referenced measures of austerity being put in place due to the then economic climate of the time,

*“...you know, *city name* the austerity came...” (Freddie, line 598)*

This idea was further supported by Rod outlining how a previous service he worked for did not allow further follow-up response as part of the response seemingly due to resources such as time and money.

“You can have this bit free but you can’t have anything else. To a large extent we did structure things around that sort of way of working.” (Freddie, lines 1023-1024)

Freddie also spoke about EPs leaving the service he currently works in due to feeling dissatisfied and a continuing dispute with the council about AEP terms and conditions. I felt this narrative around the ‘powers above’ and ‘corporate world’ was very strong throughout Freddie’s interview and felt it had a lasting impression, even up to the time of the interview.

“You know, EPs left. We had a massive, you know, group of close friends, who, and colleagues who left to work elsewhere, dissatisfied with us. We’ve, we had a situation where we’re in dispute with the council about the AEP...So you know there was a lot of things going off...And it’s still continued up to the last year. To still lose EPs. We’ve had two EPs resign...” (Freddie, lines 602-612)

Freddie spoke about how systemic changes within the wider EPS can impact the response to CIs and the importance of having the support from the wider system.

“...that became very complicated because suddenly, we’ve had a new service emerge, like a kind of a, like a volcanic eruption and then...there was nobody coordinating it.” (Freddie, lines 766-769)

Freddie commented there used to be one central communication person who received all the information about a critical incident when the request for a response came into the service. The role of the individual who facilitated this changed and that initial point of contact was lost and with it,

“...the clarity’s been lost.” (Freddie, line 627)

4.3.3.1 (a) Supervision and debrief

Jane spoke about how much she valued the opportunity to engage in an immediate debrief after responding to a CI

“...the debrief as well for me, being able to talk through how important that was something I had sort of trivialised before...with that one it was really useful for me to then talk through how I felt and to also hear how he’d felt” (Jane, lines 380-384)

Jane later commented there had been some changes to her EPS service, and she felt these changes had not made allowances for certain training to happen. In the example she gave she specifically referenced debriefing training

“...been so many changes in the service that it’s never actually happened.” (Jane, lines 623-624)

Freddie also spoke about the provision of support for EPs post CI response. He recounted, following the first incident he chose to discuss during the interview, no-one from his wider EPS checked in with him regarding his well-being following his involvement. The incident and the aftermath had still remained prominent for him due to his close personal proximity to the setting. Freddie commented that the loss of the post incident debrief was due to a policy and procedure change,

“I think it’s dangerous...it’s not dangerous in a kind of first world dangerous...I think there’s a danger of devaluing it and for not recognising how impactful it can be...it’s more about process and press rather than feelings and recognising people as human beings. So, I think there’s a danger of not having that debrief of not giving it the gravitas that it demands.” (Freddie, lines 271-285)

Freddie’s service has now reinstated the provision of a debrief in the form of an allocated time slot at the team’s service meeting. This space is provided for discussion and reflection on critical incidents which have been attended by the team .

Rod commented on the importance he placed on EPs having access to support following a response to a CI and felt this needed to be,

“...back to the office, to a safe space.” (Rod, line 1187)

The three narratives all indicate how much value is placed on post incident support, whether this is a debrief, supervision or a 'safe space' to talk. This provision feels as though it may need to be defined through a protocol as it risks not being recognised as a priority or taking place at all.

Freddie also referenced the importance of teamwork when thinking about support structures and having the team 'behind you' as a support system.

"...also, I suppose we need to be looking after each other and that's what, hopefully I'm trying to do with how I work is that we need to be a team that needs to be there for each other and at these moments we need to be kind and supportive." (Freddie, lines 260- 262)

4.3.3.1 (b) Policy, Procedure, Protocol, Guidance and Frameworks

One of the most interesting aspects of this theme was the diversity in the labels used by each of the different services in relation to the actual documents used to help provide structure to an EPs response to a CI. These labels included, policy, procedure, protocol, guidance or framework. I wondered how much difference using these different labels, and the effect on the responding EPs, had on the way the response was planned and executed. This theme also encompasses how different frameworks can be used to help structure a response to a CI.

Jane's EPS has a protocol which contains very specific requirements on EPs when they are responding to a CI. For example, they must always respond in pairs and parental permission must be sought prior to working directly with young people. However, there was one specific

area the protocol did not refer to regarding her remit in relation to managing the social media aspect of an incident which she provided a response to. In this particular incident (a road traffic accident) the aspect of social media was a key contextual factor and impacted on the way Jane formulated her response. Without this clarity she reflected on how this contributed to her feeling of vulnerability,

“I already felt more vulnerable going in less equipped. It was one of the first ones I’ve responded to and er because it involved the social media aspect... erm and I had no idea how what the protocol was what how you dealt with that kind of thing...” (Jane, lines 185-188)

Jane also referred to a policy and practice framework and described this as having a checklist of specific actions which need to be carried out when responding to a CI. Although Jane commented she does not use the checklist as much as she could she felt just by having access to it, as a tangible resource, has helped to build her confidence in responding to CIs.

“... we’ve just updated the policy and practice framework, framework, which ironically we never seem to look at but is there as a kind of checklist, and I have, I use that less but it is a checklist to make sure you’ve kind of covered everything you need to cover. You know, in relation to any particular type of incident, it’s quite comprehensive....my confidence definitely is improved.” (Jane, lines 641-646)

Jane commented directly about the ‘Facts, Feelings, Future Model’ and how she had used this as a structure to help ensure she had addressed all the areas she wanted to cover as part of her

response. Having this specific model to help structure a response provided a level of containment.

“I think the facts feelings future model. So how to kinda use that as a structure for, um, containing the situation and making sure you have kind of ticked all the boxes of everything you want to cover.” (Jane, lines 254-256)

A theme re-visited throughout the interview was protocols, pathways, guidance and ‘rigidity to response’. Rod commented on the importance he placed on being able to respond in the moment and not to be restricted by the rigidity of a strict protocol.

“I personally don’t believe in making rigid rules because I think they become too difficult to, to always ensure.” (Rod, line 1190-1191)

Rod spoke about the actual response being more important to him than adhering to a strict protocol. He referred to a previous service where the ethos was the actual response is more important, the logistics less so.

“So, there wasn’t a strict protocol?... we just responded.” (Rod, line 155-157)

A very prescriptive service protocol perhaps allowed less of a space for responding in the moment and potentially restricted the opportunity to build upon existing relationships.

“...and it worries me that we’re increasingly going down this sort of rigidity of path...we’ve got too many bloody pathways...actually there are times when it’s

important for somebody outside to come in and help contain it just because they're outside it." (Rod, lines 1151- 1155)

The suggestion that perhaps service guidance, rather than a protocol, is seen as more appropriate,

"Rules are made for fools and guidance for wise men." (Rod, line 1214-1215)

However, Rod stressed the importance of there being some guidance in place as,

"...of course, there are dangers in becoming too un rule bound." (Rod, line 1349)

Freddie spoke to how corporate changes affected the service's policy around post response debriefs. Following a response there would be a debrief available back at the office, which I felt the way Freddie described it was a way of gaining a type of closure on the incident and the response,

"The debrief was, was wrapped in I suppose in a kind of a rule that once there had been a critical incident you would you would meet back...so I guess if you're a disparate group of people to come back to base to talk through it with the team..."(Freddie, lines 228- 234)

However, due to the introduction of a more corporate based protocol this aspect of the response was lost.

4.3.3.2 The School

Working with schools was discussed by each of the three participants within two different remits: working with individuals and groups as part of the response and working with the school as an organisation.

4.3.3.2 (a) Working with individuals and groups

All three of the participants talked about the different members of school staff and pupils they worked with as part of their response and how these differences affected their response. Jane spoke about working with a particular pastoral team and how they identified the pupils who they felt needed support. Jane then worked with these identified pupils in twos and threes.

“...and then we met with groups of students in twos and threes which the pastoral team felt were most in need of talking through what had happened. (Jane, lines 76-77)

Later in the interview she acknowledged this pastoral team as a large team who had the capacity, within their own resources, to help manage the response.

“...it was it was a really um quite a good way of working and a good introduction to that kind of work because, in some sense, because they were so kind of aware of um the initial response and how to support staff.” (Jane, lines 104-106)

All three participants spoke about working with the headteacher of the school they were helping to support, and this appeared to be the desired contact from the school to make initial contact with.

“...they have been. They are the desired contact person.” (Freddie, line 646)

However, both Jane and Rod spoke about how headteachers could sometimes be difficult to work with. Rod mentioned one headteacher who was finding the situation difficult to manage, coping through the completion of related tasks and checking in with Rod after each one,

“Clearly, needing to do something and finding it really, really difficult to deal with it” (Rod, lines 483-484)

Jane talked about a headteacher who was willing to talk over the phone about the response but did not want ‘in person’ contact.

“And then the head teacher. I spoke to the head teacher on the phone but they, he didn't meet with us.” (Jane, lines 349-350)

Both Jane and Rod identified that the difference in people’s reactions to CIs also directly impacted on their responses. Jane spoke about a road traffic accident and highlighted the interest in differing responses of those who had directly witnessed the incident, those who had not seen the incident or those who had a direct relationship with the boy involved in the accident.

“But um yeah, the girls were very, very upset; distraught. Because it was their friend, that had.... Um. And then others were very distraught but hadn't seen it, hadn't seen the accident, didn't really know the boy, and yet there were other people that knew the boy and had seen it and were less...upset. So, there's this real kind of... this is interesting how the different responses.” (Jane, lines 214-218)

Jane also spoke of another CI where the caretaker of the school was directly involved with the incident following a drug overdose by a pupil in the grounds of the school after school hours. Jane recalled how she could feel his shock and distress but he declined any further support after the initial response.

“Because it was unusual in the sense that it was the caretaker...you know we could feel his shock and his distress.” (Jane, lines 422-423)

Both Rod and Freddie acknowledged group processes which they observed as part of CI response work. Rod spoke about a feeling of camaraderie,

“...it's like a second world war mentality or whatever that we're all down here in the shit and what can we do to help with it?” (Rod, lines 720-721)

And working as a group to help manage the situation,

“...that has happened, how are we going to manage it, to, to best survive.” (Rod, line 738)

Freddie also acknowledged how the group, in this incident Freddie was supporting a group of nursery staff workers, looked out for each other and therefore had the support he offered but resources within the group itself.

“But I was aware of, you know, that we were looking for, you know, the group how it was looking after each other with health checks.” (Freddie, lines 169-170)

4.3.3.2 (b) Working with the school as an organisation

In conjunction with thinking about how working with individuals and groups can impact on an EPs response, all three of the participants spoke about how working with the school as an organisation influenced their response. Aspects which contributed to how the responding EPs worked with the school included the culture and reputation of the school, or perceived reputation, the schools resources and managing the school’s expectations.

Jane spoke about an incident which involved the school caretaker as being the first one to witness a CI on school premises (the death of a pupil due to drug overdose). The caretaker had declined the uptake of support from the EPS and Jane wondered whether this was directly due to the culture of the school and them not wanting to draw attention to the incident,

I did wonder if the caretaker not wanting to be able to fully open up and talk through the situation was partly a reflection of the school culture because it had been very much like yeah yeah great come in but just talk to him. Yeah, and let's keep this

*separate from the rest of the school and it did feel like you know if he was to be to be kind of “****” to open up. I don't know, that was just a feeling. (Jane, lines 452-456)*

Jane acknowledged in her interview how differently schools respond to CIs,

“And the difference in not just from that one incident but to taking that one on was then how differently schools respond” (Jane, lines 261-262)

All three participants acknowledged how different schools varied in their response to a CI and how well they could manage using their own resources. Rod commented on how a particular incident stood out for him as he felt senior management did not managed the response well,

“And it sticks because of the, er the inability for all the difficulties that I believe senior management had in... well, flexing with the pain.” (Rod:228-229)

Conversely, Freddie acknowledged an incident where school staff,

“...responded very well they did...” (Freddie, line 867)

All three participants spoke about how part of their role, when entering into the school’s system, was managing school staff’s expectations and being clear about what the response would entail.

“So, you need to come in and counsel the students, well we don't counsel students, well what do you do then? (Jane, lines 777-778)

4.3.3.3 External systems

Jane also acknowledged how the wider community is a prominent factor when responding to a CI and it is important for consideration to be given to this wider system. Jane referred to one CI she responded to which involved several different schools within one area. She described how she practically managed to gain clarity around the complexities of the incident by drawing a diagram of all the individuals, groups, services and systems involved in the incident.

“So, it was a long piece of work. And I can remember getting up in the middle of the night one night and just coming downstairs, getting an A3 sheet of paper and just drawing a diagram of all the schools, all the links, the children, the different EPs that were involved, the different services involved, the different head teachers involved so I could actually visualise it because it was so all over the place in my head...” (Jane lines 521-527)

Jane also spoke about the importance of trying to understand the systems around the individual you are working with in terms of both the school and the wider school context. By being aware of the impact of these systems the response can be tailored.

So, you know, again, I mean with each incident you know the need to recognise the individual in relation to that school setting (M: Mmm) and that wider community becomes more and more (M: Mmm) prominent really (Jane, lines 457-459)

Rod and Freddie also acknowledged the significance of family systems when responding to a CI. Rod referred to a specific CI where two separate families were involved with children from each family attending the same school.

“But the families and the family relationships etc; there was at least one school where they were on both sides, they had both sides of the family in the school.” (Rod lines 908-909).

And Freddie spoke about one an incident which affected a larger family where their children were at a range of schools, making the effects of the CI wider reaching across the community.

So one of the things also happened was, it was a larger family, so there was still surviving children in different schools. (Freddie, lines 743-744)

4.3.3.3 (a) Multi agency working

All three participants referred to having to liaise with other agencies as part of their response. Working alongside or within other systems impacted on various aspects of the EPs response.

Jane commented on the impact on time when multiple agencies were involved,

“We had a number of meetings with different schools, some Primaries, some Secondaries, coming together with social services and with myself and with the Area Director, uh, Area Education Officer so it was a long piece of work” (Jane, lines 519-521)

As well as the challenge of coordinating with these other agencies,

“And the coordination of that was most challenging.” (Jane, lines 498-499)

Rod commented he found a particular incident which involved a large number of agencies emotionally intense,

“It was quite multi-agency, quite intense.” (Rod, lines 68-69)

Freddie felt a particular incident could be described as ‘major’ as there were multiple agencies involved,

“Er, major because it involved a multi-agency response.” (Freddie, line 681)

In addition to the narrative around working with other agencies both Rod and Freddie spoke about working with other EPs and how much they valued their expertise and input

“...there was someone absolutely brilliant (name) an EP in (county) ...who very helpfully informed...” (Rod, lines 138-141)

“Er, he had the clout, the gravitas...was doing a lot of the liaison with people like social services, like MAST...it was about information management so that people were getting the right message, so he soaked up a lot of that...” (Freddie, lines 887-891)

Both Freddie and Rod acknowledge the importance of teamwork and camaraderie and what a difference this can make in what are, very often, difficult circumstances.

“Second World War mentality or whatever that we're all down here in the shit and what can we do to help with it.” (Rod, lines 720-721)

“...that has happened, how are we going to manage it, to best survive.” (Rod, line 738)

“...looking after each other...we need to be a team that needs to be there for each other and at these moments we need to be kind and supportive.” (Freddie, lines 260-262)

4.3.4 Further Impacting Factors

4.3.4.1. Time

Time was referred to across all three interviews in two main capacities; firstly in terms of the time taken to complete the response and needing to do this in conjunction with the other

competing demands of the job role. Secondly, the timing of the actual incident itself and how this impacts on the response.

All three participants commented on the length of time taken to respond to a CI whilst being mindful of the other commitments as part of their role.

“Probably a month...Yeah it went on and on for a while.” (Jane, lines 540-543)

“And certainly, the amount of time I gave to particularly that one was you know not accounted for.” (Rod, lines 1013-1014)

*“So, what would what would really be you know I think one of the problems is, is it's a great thing but to make things better you do need to the time to get to do that”
(Freddie, lines 1063-1064)*

Freddie drew attention to the timing of when the actual CI occurred, making particular reference to an incident which had happened in the summer holidays. Due to the information regarding the incident was not relayed in the usual way as the school was closed for the holidays.

Because one of the... the timing of the critical incident are very impactful When it comes to holidays (Freddie, lines 716-721)

4.3.4.2 Language, Labels and Narratives

Jane acknowledged the importance of the use of language when responding to a CI, especially in reference to the interpretation of the incident.

“...language, I mean the influence of language, how people use language and their interpretation of events is so critical.” (Jane, lines 838-839)

Both Jane and Rod discussed the concept of labels in their interviews. Rod initially raised the idea in reference to definitions of CIs or sad events and can they actually be defined?

“...The other thing that stood out for... is that there is no definition of critical incident. A critical incident is a critical incident if you think it’s a critical incident.” (Rod, lines 1048-1050)

Rod also spoke about how he viewed or labelled CIs and when referring to one specific incident he felt he did not even view it as a CI. However, he responded to it as it was deemed part of the remit of his role as an EP.

“I suppose I never saw that as a critical incident because it wasn’t an incident, it was a whole process of things that had to be dealt with.” (Rod, line 280)

Rod queried the label ‘sad event’, and the subjectivity around that label, even more so that a CI.

“It’s still really important that there is a response service to the school in relation to that and as maybe we all know, who’ve lost um, anybody however much you know they’re going to die... is a crisis.” (Rod, lines 1070-1076)

Jane highlighted that labels were important in the very early stages of responding to a CI, prior to even going into the school in terms of planning the response. One of her initial key tasks was to gather the schools understanding of positive and negative labels, which labels they want to use and how they want to use them.

“...how do you define a critical incident and a sad event? You know initially, you think a critical incident is something that significantly disrupts the running of the school and it’s a very unusual event, so to impact, you know quite significantly. But to some schools a sad event to them is a critical incident, for another school a critical incident is a sad event.” (Jane, lines 747-751)

Jane also acknowledged the difficulty and repercussions, when the interpretation of an event is different between a school and the EPS.

“...is very difficult then at times to um say to a school if their interpretation and their experience of that event is really you know disrupting and um unsettling for everyone, but from our perspective, it’s, that’s not a critical incident. We don’t normally come into that but it’s clear then the school really need that support then you know that’s for us to make that decision, generally through the Principal... there have been times where schools have been unhappy about our choice not to go in.” (Jane, lines 759-761)

Linking in with the impact of labels, Jane shared part of her service's protocol was for the PEP to call the responding EPs post-incident but only when the incident was classed as 'serious'. It was unclear how the 'seriousness' of an incident is defined and who defines it.

"...the principal always phones us after an incident, such as that, not all incidents but the more serious ones he will always phone you." (Jane, lines 399- 400)

Rod drew attention to the possible impact of giving labels to those involved or affected by a CI and how he tried to avoid giving labels,

"Umm, had been to try not to label children as offenders or victims." (Rod, line 268)

Conversely, there appeared to be some benefits of using labels. The concept of labels also links with the legality around cause of death, for example Jane spoke about the restrictions of using the label 'suicide',

"You don't say suicide, you say unexpected death until the coroner's report is concluded, you can't say that it's suicide..." (Jane, line 598)

Freddie also drew attention to a label used for one of the CIs he spoke about. With this particular incident there was a high level of police involvement and Freddie flagged that it he felt it had moved from a CI into a 'major incident' due to level of multi-agency professional involvement. This label and subsequent level of involvement could therefore be impacting factors on the response to the CI.

“Very recent, it was in the news. Two young boys were believed murdered...Interesting; tipped into major incident territory...Kind of slightly started to straddle into major incident because of the criminal, criminality of it. Er, major because it involved a multi-agency response.” (Freddie, lines 675-681)

4.3.4.3 Gender Differences

Jane was the only participant to talk about the potential impact of gender on responses to CIs. Previous experiences had led her to some observations around how girls can react very differently to boys following a CI,

“What I've seen is that girls respond quite differently, they're much more emotive, much more verbal about how they are feeling. They also feed off each other's responses so if one girl is hysterical then before you know it you've got that kind of contagious” (Jane, lines 224-227)

Therefore, prior to a response if Jane is aware of a group of girls who may have been directly involved or impacted by the incident then she will make a plan to try and contain emotion quite quickly,

“There's a bit more of a pattern...we tend to say that if there are groups of girls it's important to contain that quite quickly” (Jane, lines 235-237)

4.3.4.4 Social Media

A strong theme running through Jane's interview was the impact of social media on CIs and how this can affect a response. Jane spoke about a fatal road traffic accident involving a school aged pupil) and she recounted a kebab shop owner, near to where the incident took place, filming the incident and uploading the footage onto social media. She described how these stories seemed to take on a life of their own,

“How that then manifested was that there was lots of implied stories emerged from that...” (Jane, lines 138-139).

Freddie also referred to social media in his interview and the impact of managing the multiple offers of input in relation to a CI,

“the problem now is that critical incidents don't go through a single channel...they go through media...everybody wants to help and I've heard and don't worry I'll sort it out for you.” (Freddie, lines 459-469)

4.3.6. Responding to Need and The Relational Aspect

Although the idea of responding to need was thought about and linked to the participants' narratives in very different ways there was an underpinning driver, or focus, on how responding to need was a key factor in formulating a response to the CI in the moment.

Jane spoke about the importance of responding to need based on the needs of an individual who had been directly impacted and affected by a CI,

“...our support then was very specific because it was the caretaker.” (Jane, line 342)

Jane also spoke about responding to need based on the type of CIs her service had been involved with, especially given the rise in suicides in recent years. She gave a specific example of starting a project around stress and wellbeing following the suicide of a headteacher in the county.

“So, we’ve had to kind of tailor how we respond.” (Jane line 747)

Whilst Jane’s narrative made reference to responding both to the needs of the individual and need based on the type of incident, she also referenced the importance responding completely in the moment,

“very much working in the moment or responding in the moment.” (Jane, 586)

Rod also made reference to this in his interview, framing it slightly differently,

“...made it up- effectively on the spot.” (Rod, lines 141- 145)

Rod also directly referred to the term ‘responding to need’ in his interview, in terms of providing a ‘human response’,

“And we need to be careful not to be rigid in your need to do this...have all those tools...sometimes it’s about giving somebody a hug...sometimes it’s a matter of having a fag in the wrong place...sometimes it’s about making someone a cup of coffee.” (Rod, lines 537-561)

And how the aspect of human care and containment was important to him,

*“I think that formulated for me the, the importance of human care and containment.”
(Rod, lines 289-290)*

Freddie drew attention to the idea of responding to need in a slightly different way. In the first incident he spoke about he described how he arranged follow-up meetings with school staff for as long as they felt they needed support to talk about the incident. Therefore, Freddie’s response was based more on what support the school felt they needed.

“I was looking in a sense for the lead and following their questions and responses from the people in the group” (Freddie, lines 184-185 referring to the staff at the nursery))

Freddie also drew attention to wanting to respond to need in the very immediate sense whilst being mindful of other demands on EPs’ time.

“I think a lot of things are fractured; we’ve moved offices... we are 10, 20 times busier...one of the issues I think that can happen is that people forget that a critical incident means you do have to drop everything.” (Freddie, lines 251-256)

The importance and influence of relationships on the response to CIs were discussed across all three interviews. However, there were difference between authorities with either EPs only responding to CIs in their school patch or expectations for them to respond to any CI within their LA and whether or not they responded in pairs.

Rod indicating that relationships were the crux of the response ,

“I love that, in the sense that it’s about relationship.” (Rod, line 565) “...all we have is relationship.” (Rod, line 368)

How involved are or should EPs be? Rod commented on the disparity between trying not to get too emotionally involved and not being able to respond to the best of your ability because of the restrictions on emotional involvement.

“...but it was, it was very much about not getting involved...about supporting schools to manage themselves. Now I don’t agree with that. Except I think there is something about being in the wood and being outside the wood.” (Rod, lines 1142- 1147)

Rod also identified the CI as a potential catalyst for change in the relationship between him and the school,

“One of the things that was really interesting was our relationship with this school was not good beforehand...and really changed it completely. Brilliantly.” (Rod, lines 489-494)

Rod then reflected on the importance of maintaining the balance between building these relationships and following service protocols. Rod advocated for sometimes having to step outside the protocols and rules to fulfil a person's needs and provide the support they require. Sticking rigidly to the rules,

“...actually, so often takes away from being able to work in a relationship.” (Rod, line 570)

And in relation to one particular school which he felt was

“cold in many ways... you saw some humanity coming from some and not from others.” (Rod, lines 358-363).

Freddie commented on the importance of the relationships between children and young people and those who work with them and how this may influence the response to a CI.

“...to see how people, care about children who work with them daily and how impactful that had been...so that was quite...I suppose salutary kind of experience.” (Freddie, lines 200-202)

Immediately prior to this, in his interview, Freddie spoke about at the time of responding to the first incident he was a dad to very young children and he linked this to his response to the CI.

“...I think many of the critical incidents each has its own particular spin and impact...in this case it was, it was still very raw cause at that point I was still, you know a Dad of young children...so that had a particular resonance with me.”

(Freddie, lines 190-196)

The theme of relationships also featured in Jane’s interview but in a wider context. She reflected on school senior management and the impact of their relationships, and the boundaries they set, with teaching staff and pupils. Jane considered how these boundaries may affect her response ‘in the moment’ and the possibility of tighter boundaries inhibiting her response.

“...because then there’s this expectation of oh, is that how I should be acting then in response to this? So, there’s this, that kind of knock- on effect and actually like checking out that, the somewhat more vulnerable students may not be responding in a typical way...so they may be the ones that need more support longer term...” (Jane, lines 241-244)

Jane commented she felt the relationship between senior management and school staff was a key influence,

“But each situation, you have to you know kind of judge at each time and I did wonder if the caretaker not wanting to be able to fully open up and talk through the situation was partly a reflection of the school culture because it had been very much like yeah, yeah great come in but just talk to him.. and let’s keep this separate from the rest of the school...” (Jane, lines 451-455)

4.3.6 Post CI- The Bigger Picture

4.3.6.1 The importance or gravitas of CIs

Jane and Freddie referenced the importance of CIs in their interviews and how this they both felt CIs should be afforded the gravitas and be responded to in a respectful and appropriate way. Jane confirmed that CIs take precedent over all other work other than tribunals

Melissa: “And how does that work with... does that take precedent over...?” (line 545)

Jane: “Yeah other than tribunals.” (line 547)

Melissa: “Okay, So it's tribunal's then criticals, then...?” (line 549)

Jane: “Well you wouldn't respond to a critical incident if you are in a tribunal.” (line 551)

Melissa: “Okay” (line 553)

Jane: “but if you're not in it, then you still respond.” (line 555)

Melissa “Right.”

Jane: “So critical incidents always come first.” (line 559)

Freddie also reiterated this in his interview,

“There is, one of the issues I think that can happen is that people forget that critical incident means you do have to drop everything.” (Freddie, lines 255-256)

Later in his interview Freddie referenced the fact that the EPS he worked for had stopped offering a debrief for the EPs following a CI response. Freddie felt this undermined the importance of the CI,

“So I think there’s a danger of not having that debrief, of not giving it the gravitas that it demands.” (Freddie, lines 287-288)

4.3.6.2 CIs as a catalyst

This sub theme encompasses the wider picture, i.e. moving away from the immediate repercussions of the CI and the response but consideration of wider reaching effects.

Freddie spoke a number of times about CIs being a catalyst,

“I mean I think what the Critical Incident does is it suddenly creates a kind of judder.” (Freddie, line 207)

“yeah, kind of like mini explosions, without being too dramatic.” (Freddie, line 901)

Describing CIs as mini explosions paves the way for individuals to stop, reflect and potentially make changes to situations or processes. These changes could be directly linked to the CI itself or could be an opportunity to make wider changes.

“...also, an opportunity for staff to sort of talk about the things, things that they don’t like about the school, gives us an example for how the head’s done things which reflects their other grievances.” (Freddie, lines 425-427)

Jane also spoke about how CIs can be seen as a catalyst for self-reflection,

“...you know your insight and understanding of the processes and procedures that you use yourself is helpful.” (Jane, line 650)

Whilst this was an interesting sub-theme identified through the thematic analysis it seemingly does not contribute as an influence on an EPs response to a CI.

4.4. Chapter summary

The five overarching and 12 themes identified from the data have been discussed in this chapter in relation to their potential affect or impact on a response to a CI. The following chapter will discuss these themes in more depth in relation to previously identified literature.

Chapter 5: Discussion

5.1 Introduction to discussion

The aim of this chapter is to discuss the research question, ‘What influences an EPs response to a CI?’ Themes identified from the thematic analysis will be initially discussed in relation to previously reviewed literature and current policies in order to answer the research question. The strengths and limitations of the research will then be outlined followed by professional implications of the research and suggestions for further research. The chapter will conclude with a section outlining the research process. This includes a reflective section detailing my journey as a researcher and what I have learned from the process of moving from a narrative study to thematic analysis.

5.2 Discussion of findings: Linking literature to practice

5.2.1 Theme 1: The CI

Each participant discussed three CIs which they had responded. All of these incidents involved a death, eight of them the death of a child and one the death of a teacher. I wondered if these remained in the memories of the three participants because of the type of incident and they had perhaps affected or impacted upon them more than other incidents they had responded to. The literature offered support for the idea that the type of incident can impact on the response. Greenway (2005) acknowledged a difference in reactions between those affected by murder and suicide compared to accidental death which fits with my reflections around the incidents my three participants chose to share and discuss. Houghton (1996) felt

incidents can be viewed on a continuum and in terms of severity and magnitude and Cornish (1995) emphasised the importance of considering the context of how a death occurred and the circumstances around the incident. However, from the data gathered in the interviews the three participants did not acknowledge that the type of incident influenced or impacted on their response.

5.2.2 Theme 2: The EP

5.2.2.1 Responding as an EP

The role of an EP is considered to be one of diversity. EPs are trained to use a variety of tools and to use their professional judgement as to when to use these tools and this is also applicable when responding to CIs. The role of the EP and the impact of the role on a response to a CI was discussed in both the literature review and throughout the participants' interviews. Houghton (1996) queried how well schools are actually informed about the EP role and being aware of what support is available to them. She felt this information, or lack of it, may impact on what is asked of the EP to provide in terms of a response. Greenway (2005) also felt the school's understanding of the EP role ultimately affects their expectations and therefore can impact on the response.

Interestingly, over 20 years after Houghton's original research the same issues are still current issues. Jane highlighted a discrepancy between the EPSs definition of the role of the EP in relation to supporting a CI and what the schools view as the role. I feel this lack of clarity around the role of the EP could be rectified by services having a clear policy (this may be part of service guidance or a more formal protocol; this theme will be discussed later in

the chapter) on what the role entails. Greenway (2005) provided support for this in her research stating the EP role needs to be mutually understood from all parties involved. Jane also felt some thought should be given to tailoring responses to individual CIs and being led, to some degree, by schools. For this to happen there needs to be a clear idea about the role of the EP so schools and settings are aware of their remit and what support can be offered.

None of the reviewed literature made reference to how information such as this is disseminated to schools and settings and Jane's account suggests this remains an ongoing issue. It appears it would be beneficial for this information to be disseminated to schools on a regular basis, especially when revisions are made.

Houghton's (1996) research highlighted that although the majority of support was initiated by schools (59%), in 32% of the incidents support was initiated by either the LEA or the EP. I wondered what the reason was for schools not initiating or requesting a response to these? Perhaps they felt they could manage the incident with the resources they had or perhaps they were not aware of the support available from the LEA/EP services. This again strengthens the evidence that the role of the EP and the support they can offer is not always made readily available and this needs to be more transparent and made easily accessible from services to schools and settings.

A second discussion point around the role of the EP centred around responding to CIs as part of the overall role of the EP. Alternatively, the role could be considered as more of a separate entity or standalone job role. One of the most interesting words used by Freddie in his interview was the work 'fractured'. The use of the word fractured raised a couple of points for consideration. Are CIs seen as a standalone entity, a 'fractured' arm of the role of an EP

and does this view of CIs affect how they are seen or responded to? Freddie's quote indicates that everything needs to be 'dropped' to respond to a CI, which indicates a degree of urgency, which given the circumstances is probably quite appropriate. However, there appears to be little time available for a switch in mindset, but perhaps this is part of being able to 'respond to need' and be able to not only switch mindset from one type of work to another, but also to respond to the needs of different individuals involved within the CI who have different needs to be met.

The breadth of the EP role was also discussed by Jane who shared details for a CI she had responded to which included offering support to the caretaker of a school who had been directly involved with a CI. This experience highlights both the breadth of the EP role when responding to a CI and the importance of flexibility within a response.

Cornish (1995) emphasised the importance of context and circumstances in relation to responding to a CI. This supports the argument for EPs primarily responding to CIs in their link schools as they will have an awareness of contextual factors. However, this model of working would not be possible in services which do not use the link model. Conversely, based on the role and remit of the EP there is a counter argument to be made that EPs should be able to respond to any CI without needing a mass of contextual and historical detail. The remit should potentially be to assess each CI on a case-by-case basis; some incidents would benefit from the responder being privy to contextual or background information others may be handled sufficiently by just responding to the incident, responding to exactly what is brought into the room at that time, akin to more of an experiential response.

The nature of CI work was portrayed to me during the interviews as highly emotive. EPs are supporting people who are in acute distress and it seems in some services, as Freddie reported, there is mismatch between what is expected of the EP in terms of the response they provide and the supporting systems behind the services and the teams. Lockhart and Woods (2017) reported four out of seven LAs who took part in the research identified there was a perceived reluctance for EPs to take part in CI work. This was not explored in further detail but I feel it would be interesting to look at this in more depth and provide some clarity around why there is reluctance to provide a response. I think these feelings could potentially impact on how an incident is responded to if EPs are feeling 'made' to respond to CIs without the support they require from their EPS.

Rod felt that following an occurrence of a CI people were looking for leaders. I wondered about the role of the EP is in terms of being a leader and thought about this in conjunction with Bion's (1961) ideas around group dynamics. If a CI has posed a threat to a group and the aftermath also potentially presenting as a threat, then one of the ways a group can ensure survival is to look for a leader to keep them safe and provide protection. Interestingly, this aspect, of EPs as leaders, was not discussed in any of the literature. Greenway's (2005) paper was the only one reviewed which took a psychoanalytic approach in order to try and make sense of staff reactions to CIs. Greenway commented "A leaderless organisation is a terrifying prospect at a psychological level for many because of the unmanageable fears it creates." (Greenway, 2005, p. 239) Being positioned in this role of leader may be easier if you are positioned in the outgroup as perhaps the EP would be when responding to a CI. Positioning in this way takes away the responsibility for staff members who are too emotionally involved in the incident and who are not able to undertake this role.

5.2.2.1 (a) EP in role as an emergency responder

Jane referred to herself, as a responder to a CI, as 'blue light'. I reflected on the use of this phrase from a couple of angles. Firstly, referencing the 'blue light' signified to me that the EP was being portrayed as an emergency service by being asked to respond to an emergency situation of sorts. On one hand this makes logical sense, an incident has occurred and those affected by it are looking for help and support to make sense of what has happened as a traditional emergency service would be requested to deal with emergencies. However, this potentially places the EP in a dangerous position as they are potentially being portrayed as an emergency service, with regard to the expectations placed on them. I considered how it may not always be the school or setting placing this label or expectation on the EP, but the EP themselves, based on Jane's language in her quote. Jane's account highlights the potential for this allocated role of being an emergency service could impact on the response to the CI.

Consistent with the 'blue light'/ emergency service theme I considered the process of responding to a CI in addition to the content of the response. Considering the role of the EP, and one of the roles being to contain anxiety, I felt this could be started from the first point of contact. It is unclear whether all services have one point of contact to report a CI or whether schools contact their link EP (if the service uses the link model). There was little reference made to what the initial contact between the EPS and schools looked like, although Freddie commented there used to be a person employed within his LA who had a 'central comms' role who was the first point of contact when a CI was reported into the service. However, that person's role changed and there seemed to be a lack of clarity around who was the replacement for this role and around the process of responding. For Freddie this affected his levels of anxiety and left him feeling less contained. It indicates that a clear 'one point of

contact' would help to set the tone for a CI response and act as an initial container for anxiety for all those involved.

5.2.2.2 Training, Learning and Knowledge

Both the literature and the interviews highlighted how valued and needed training is in relation to a CI response. Training was identified as a minor theme in the literature review because it featured less predominantly, despite the consensus of the reviewed research being that appropriate training needs to be provided to EPs who are responding to CIs (Houghton, 1996; Mallon and Best, 1995). Hayes and Frederickson (2008) recommended 'acted' crisis scenarios as part of the training and Cameron et al. (1995) felt post trauma care should be provided as part of initial EP training programmes. Posada (2006) felt multi- agency training should be made available for all agencies who are involved in CI responses so those involved are aware of others' roles and responsibilities. There is a general consensus that training in some form needs to be available, though there is limited clarity as to what this training should entail.

Within the three interviews training, learning and knowledge were acknowledged as key influences on the response of EPs to CIs. Jane shared she felt certain systemic changes had not made allowances for training to happen, particularly debriefing training. She outlined how a lot of training had been made available relating to trauma, but it was not clear if this was specifically CI related trauma or more general training.

A key observation here, which also links into supervision and post- incident support, is as all other work, with the exception of tribunals, is suspended while CIs are responded to, they are

presented as having a high level of importance. However, I feel there is a mismatch between how they are promoted in terms of importance and the amount of training and post incident support is reported to be provided. There also appeared to be limited clarity, consistency and guidance between services in terms of what training is offered and what is the uptake of this training between services.

5.2.3 Theme 3: Systems and systemic influences

Interestingly, the literature did not identify systems and systemic influences as a theme. This could perhaps be due systemic working being a less common aspect of EP work when the majority of the literature was written and therefore was not acknowledged.

However, the impact of systems and systemic influences was discussed throughout the participants interviews in a number of different contexts. Jane commented on the impact of systems in relation to both school systems and the wider community systems. Rod spoke about the impact of family systems and Freddie discussed the impact of systemic issues within his EPS.

5.2.3.1 The EPS as a system

Lockhart and Woods' (2017) research indicated there was a desire for a team, within an EPS, to be dedicated to a CI response. This could be an interesting avenue to explore further especially in terms of the professional make- up of the team. Multi- agency and co- working is discussed later in this section, but the literature suggests when managed and executed correctly then multi- agency working can be beneficial as part of a CI response.

Systemic issues within an EPS links very closely to the theme of guidelines and protocols and these are some of the links Freddie discussed. Freddie shared in his interview how his service moved towards adhering to a more corporate based protocol and this resulted in a number of losses for the team. The team lost their idyllic countryside base, where the team had previously resided, and were then asked to move to a more corporate office setting in the middle of the city. It felt as though there was a loss of identity with the move as all services were being placed in one building and the description felt to me like being swallowed up by the corporation with the loss of an individual voice. The post- response debrief was lost through these systemic changes and Freddie's interview indicated a loss of autonomy. This links into ideas around group identity and the conflict between wanting to belong to a group, but also to maintain our own individuality. (Stokes c.f. Obholzer and Roberts, 2019)

Freddie's example highlights the impact of a systemic change on a service and how it can affect wider processes and responses such as thoughts around our individuality and where we fit within a wider group.

5.2.3.1 (a) Supervision and debrief

There are many facets to the EP role where good quality supervision needs to be available to reflect on experiences and this is especially pertinent for those responding to CIs. Both the literature and the data showed a huge variation in whether post CI response support was offered to EPs and what this entailed.

Freddie very much valued the post- response debrief and we hear from him how deeply he felt the loss when it was stopped following a restructuring exercise within the county council.

Freddie described the loss of the immediate post- response debrief and then sometimes having to wait for almost a month to receive supervision as part of the monthly team meeting or in individual supervision. Jane described how EPs in her EPS respond to CIs in pairs and then have an immediate debrief together following the response to the CI. The PEP then offers a phone call to the responding EPs if the incident is classed as serious. Therefore, it is evident that there was a variation between my participants experiences and variation across the country in what they offer in terms of post- response support.

There is a general consensus that a form of post-incident support is vital for those responding to EPs. Both Carroll et al. (1997) and Cameron et al. (1995) highlighted supervision should be made available to every EP who responds to a CI and it should be delivered immediately after the response. Hayes and Frederickson (2008) advocated for individually tailored supervision as they felt a ‘one size fits all’ approach was not appropriate. They also encouraged using a framework to look at the emotional competencies of the responding EP. Rod agreed with these ideas and indicated that a degree of fluidity needs to be employed with each incident. Each response needs to be considered on an individual basis in terms of what support would be helpful for the responding EP and the time- frame for receiving this support.

Jane also indicated that the offer of a post- response peer debrief was an important part of the CI response yet her service had not provided any formal training on it. By identifying this in her interview I felt the absence of this offer was of concern to Jane which led to her feeling uncontained and again showed how vital current, relevant training is for EPs responding to CIs.

5.2.3.1 (b) Guidelines vs. protocols

Currently there are not any national guidelines available for EPs with regard to responding to CIs. In the introduction chapter I posed the questions; What does this mean for LA and Borough Councils in terms of having to devise their own local guidance or policy? And how is best practice disseminated if there is not a national policy or guidance? From the three interviews it was made clear there are a wide range of terminology used to describe the written documents to guide responding EPs. This includes policies, protocols, procedures, guidelines and frameworks; but what are the advantages and disadvantages of using each of these types of documents.

A more formal protocol can protect aspects such as time for completing and updating training and the offer of post- response support for the EP, whether this be a debrief, peer supervision or an alternative. Hayes and Frederickson (2008) acknowledge there needs to be a level of protection for EPs and without support and debrief there is the potential for secondary trauma or burnout. However, Freddie gave an example of a disadvantage of having a strict protocol. Freddie's EPS used a rigid protocol, primarily informed by council stipulations, which resulted in the loss of the highly regarded, and seemingly much needed, post CI debrief for EPs working in that service.

Using a less formal document, such as a guidance document, can also bring both advantages and disadvantages. Jane shared that by not having a protocol around managing social media left her feeling vulnerable. Conversely, Rod felt that by not having such a rigid protocol in place allowed him to respond to the needs that are immediately presented to him.

I feel these considerations indicate having a well thought out guidance document would be the most helpful to EPs when responding to CIs. Primary accounts (interviews) suggest that guidance or protocols would be best constructed by EPs who are involved in responding to CIs. By EPs having this involvement it would hopefully protect against aspects of practice which they highly value being lost and those which help provide a level of containment in often highly emotive situations to be included.

The literature offers support for the benefits of co- working. Carroll et al. (1997) recommended co- working and also advocated for one of the responding EPs to ideally be one who already has a connection to the school. O'Hara, Taylor and Simpson (1994) also advocated for co- working when responding to a CI. There are considerations for the service if multiple EPs are responding to incidents. Allowances need to be made for their other work to be covered, especially if post- response work is being negotiated between the EPS and the school and is not a predetermined amount of time.

A previous service Rod had worked for did not specify whether CIs should be responded to in pairs or not, it was felt the actual response itself was an integral part of the work and the logistics of how this occurred was less important. This message may give responding EPs a less containing environment in which to work. Without some guidance, EPs are potentially left working in uncertain terms and the process of how and who prioritises the CI work has potential for confusion.

Jane's experience was one of contrast and she spoke of how much of her services protocol focuses on practical arrangements of responding to a CI, for example, ensuring that the

incident is responded to as a pair. I think this difference in how services operate highlights, really well, that as a minimum there needs to be some guidance around what a response might look like as well as what is available for EPs in terms of pre- and post- response support.

5.2.3.2 External systems

5.2.3.2 (a) Multi agency working

Lockhart and Woods (2017) commented on some of the benefits of multi-agency working. These included providing a range of perspectives and being able to facilitate referrals to other agencies. However, the majority of the other examined literature focussed on the disadvantages on multi-agency working. Mallon and Best (1995) highlighted that multiple agencies being involved in an incident can be counterproductive if not managed appropriately. Recommendations to try and manage multi-agency involvement included ensuring all those involved are aware of other agencies and what their remit is. McCaffrey (2004) advised keeping a log of all key staff in agencies which may be involved and Lockhart and Woods (2017) recommended making personal contacts with other agencies to ensure a successful multi-agency response.

Comparatively, the accounts offered from the three participants did not offer a particular positive position in relation to multi-disciplinary working. Freddie highlighted that by having multiple agencies involved the incident was given a label of being 'major'. Labels and language used in relation to a CI is discussed earlier in this chapter, but this gives further evidence that an allocated label can impact on the perception of the incident and therefore

potentially impact on the response. Jane commented that when other agencies were involved with a response there was an impact on time and she found the coordination particularly challenging. Rod commented that he found having a large number of agencies involved was emotionally intense.

Interestingly, co-working, i.e., working with other EPs, was discussed more positively in the literature and by the three participants.

5.2.4 Theme 4: Impacting factors on approach

5.2.4.1 Time

Thinking in terms of the wider system of LAs and Borough Councils, I wondered about their influence on a response to a CI. For example, we know services have finite resources in terms of money and time. As a profession we are encouraged to be 'needs led'. This presents a confliction and potentially impacts on the response to a CI. A potential option would be for services to assess each CI independently and for a mutual agreement to be made regarding allocation of time and what the response will look like, much like we would negotiate any piece of work with the individuals or groups involved. In Rod's interview he spoke about certain incidents where schools had felt they needed additional time following the initial response but the EPS only allowed a set amount of time. He flagged up an additional confliction involving financial implications and being able to offer a specified amount of time as free and then any additional time would have to be arranged as part of the services traded offer. It was not ascertained through the interviews whether all responses to CIs are offered

without financial cost or whether all services offer a finite amount of time at no cost to the school and then additional time is to be paid for.

5.2.4.2 Language and labels

Labels are important to people and society; we identify with or against them and therefore how an incident is labelled could affect how the incident might be responded to. The interviews suggest defining a CI or sad event is very subjective and there seemed to be a level of conflict arising when a school had decided an incident was defined as a CI and the EPS did not agree. This presents difficulty for the EP, potentially more so when they are a link EP for that school as they will have built up a certain level of relationship and this conflict has the potential to damage that relationship. Rod highlighted that the concept of labels, the practicalities of traded services and service definitions may negatively impact on the relational aspect of the response to a CI. I wondered if this was the crux of the decision as to whether a CI is responded to or not? Is it solely based on a definition and who actually gets to allocate the label? The service, the school, the responding EP or those who have been involved or affected? Is it even possible to have a single 'formal' definition of a CI or should they be assessed on a case- by- case basis taking into consideration systemic factors, relationships and the pragmatic elements of the event?

Some of the literature suggests that it is not only the type of incident which can impact on how an EP might respond to an incident but also whether a school deems an incident to be a critical incident or sad event. "The decision as to whether an incident is critical was pertinent: 'Who are we to say what is sad, so it is again about contact with the school and finding out where they are at.'" (Lockhart and Woods, 2017, p.250) Cornish (1995) gave the example of

war and mass disaster ideally needing to be responded to through a preventative crisis intervention and regular monitoring post intervention. The label of 'war' or 'mass disaster' is a label which may afford it longer- term input but it could be questioned why we would not use regular post monitoring for all incidents? If we attribute a certain label to an incident then it is placed 'in a box' and runs the risk of the incident being responded in a formulaic way as it 'fits' into that box. I feel the evidence suggests CIs should not be responded to 'formulaically' and responding on a case- by- case basis makes for a more informed and hopefully a more effective response. However, by human nature we have a tendency to label and categorise things and interestingly, Jane framed labels in a more positive light. She felt identifying the labels school staff attribute to CIs early on in a response offers an insight into the schools understanding of the incident. Responding to incidents in a certain way may link into this, especially if the response is felt to be successful. Therefore, when a similar incident arises it would make sense to refer back to a previous incident with the same label and perhaps use that experience to inform the response.

Jane described an interesting process within her EPS whereby the PEP calls the EPs post-response, but only if the incident was classed as 'serious'. I wondered who chooses this label and at what point and by knowing whether or not the PEP is going to call you pre- labels the incident as serious, therefore potentially impacting on the response. I feel more thinking and reflection would be helpful around these labels and their meanings and their applicability to all schools due to the level of subjectivity. I think conversations with schools around their understanding of CIs and what they feel constitutes a CI or sad event be helpful, almost as a pre-emptive planning exercise. This would add clarity around CIs and sad events, the difference between the two, and what support EPs can offer to schools.

A second interesting point related to labels was raised by Rod within his interview. He spoke about trying to avoid labelling children and young people as either offenders or victims and trying to maintain a position of neutrality throughout a response. I think this is a really pertinent and important point to be mindful of when responding to an CI. If labels are attributed by responders, it creates the potential for a self- fulfilling prophecy to occur based on the assignment of the label. This also has the potential to remove some of the authenticity of an individual's response to a CI if they are aspiring towards a particular label.

5.2.5 Theme 5: Responding to need and the relational aspect

5.2.5.1 Responding to need

The concept of responding to need encompasses many of the previously discussed themes. I feel it is possibly the most fundamental concept when thinking about responding to a CI to such an extent that this is the theme which inspired the title of this research.

The research has highlighted some of the issues which may obstruct being able to respond to need including the impact of wider systems, the stipulations around what the role of the EP should look like, the labels attributed to an incident and the boundaries set around what the response should entail, who should be able or allowed to respond to the incident and how long and under what conditions can the response be offered. These constraints could be seen as barriers to the response or a reframe could be as protective boundaries. Rod gave a very specific example of during a response to CI which involved the death of a pupil due to a drug overdose the staff described how they knew they pupil was dead as his colour changed. This description broke through Rod's professional defences and whilst trying to manage his own

reactions he was also trying to provide a level of containment for staff members affected by the incident. Therefore, Rod's emotional capacity was divided as he was trying to manage his own feelings as well as help to support the containment of others. This reduction could have therefore impacted upon his response.

Rod spoke at length during his interview about responding to need and appealing to the basic needs of another human at that time in that moment. Rod used the term 'making it up' when referring to a specific incident where he felt he was responding directly to the need of those he was trying to support. A reframe could be reacting to what he was immediately presented with and responding to the specific need in that moment. Rod felt these features seemed to be more important to the EP than schools, with schools seeming to prioritise the structure of the response over the more human aspects. Rod directly referred to being able to provide a human response and how this could be affected by how prescriptive service protocols are. Perhaps these may inhibit, restrict or not allow for a completely genuine response to be given in relation to the rawness of human need in the moment.

But how emotionally involved should EPs be? And how does this balance impact on the response? Rod acknowledged the disparity between trying to support the schools to manage themselves juxtaposed against not feeling being able to respond to the best of your ability because of the restrictions on emotional involvement. Rod's observation perhaps highlights something around ingroup vs. outgroup (Tajfel, 1979). How do we position ourselves as EPs if we are perceived as the 'outgroup' and perhaps with a more negative connotation?

I wondered if responding to a CI makes EPs more mindful of the impact and influence of human emotion as it is at the forefront of the response. Perhaps in some of our day-to-day

work some of the focus around human emotion is lost as the catalyst is not there to draw it so readily to the forefront.

5.2.5.2 Relationships and the relational aspect

In Rod's interview he stripped back the response to a CI, stating fundamentally all we have is 'relationship'. CIs are events which are unexpected, raw, can result in loss and damage and in effect can strip everything away from us and everything we have known and have made meaning from. I feel Rod's observation represents exactly what a CI can do, in that the incident itself can strip everything away and reduce us back to basic human relationships. I think this quote is an ideal catalyst to open up the dialogue around relationships and their potential to impact on the response to CIs.

I think it is helpful to think about the different relationships an EP has and how these individually and collectively may influence a response. Thinking about working in a link school model there will already be a relationship made between the EP and some of the school staff and the EP and some of the pupils. The nature of these relationships are dependent on a number of factors including, the length of time the EP has been the link practitioner for the school and how the school promotes their relationship with the EP. There may be more of a focus on building the working relationship with the SENCO and SEN staff or in some schools the Senior Leadership Team (SLT) are keen to be part of this relationship. Aside from the relationships with school staff and pupils there was a very strong account from Rod that personal relationships made throughout his lifetime had a significant impact on how he responded to CIs. He also felt these relationships sparked an interest in this type of work. Rod's interview also raised the question of how involved should we, as EPs, be in the

response to CIs? I think it is crucial to acknowledge how our own life experiences can potentially affect the response to a CI. Rod shared a number of key life events which he felt impacted on his interest in CIs and his response. I felt this offered a more raw or real edge and genuineness to the interview and to the data, and also, I suspect, to the responses which Rod offers.

One of the key messages from the reviewed literature is that we should be supporting schools to manage themselves and providing support outlined by the EPSs guidance/procedures. Rod highlighted the fine line between managing the boundaries set by the service and responding to the needs of another person in that moment and not wanting to break down the relationship which has been built. We could be seen as being involved with two systems, part of the EPS and part of the school system and I feel there is the potential for the boundaries between these systems to become blurred. If we are positioned as the outgroup then what are we bringing into the system in which we are working? EPs are potentially at a benefit of being the 'outsider' in these situations and this presents a potential argument for EPs responding to schools outside their patch. This would also possibly allow for clearer boundaries in the response.

Rod also drew attention to another key factor when thinking about relationships and how they may impact on the response to a CI. As EPs we can only work with what is seen and voiced (Pearce and Pearce, 1990) and this is especially applicable to CIs which are responded to in schools which are unfamiliar to us. However, thinking about the schools with which we have a history and have built a relationship with, we are privy to details and knowledge (linked to some of the discussion around systemic impact on the response) which may influence the reactions of staff and pupils and in turn our response to the CI.

Freddie shared that he felt the occurrence of a CI created a 'judder'. I wondered about the systemic power of the 'judder'. Does it offer the opportunity for everyone involved, the EP, the staff, pupils and even extending to the wider community to stop and re-evaluate different aspects of life, including relationships? Generally, life reflection moments involve an element of risk as they invite the potential for change and in doing so the status quo may be altered. However, perhaps CIs force people into these reassessments or re-evaluations by creating this judder which could lead to something better.

Returning back to one of Rod's reflections in his interview around how he felt personal relationships affected his interest in CIs and probably how he responds to them. I considered the importance of these relationships and how to access the connection and reflect on the impact. One way might be to think about points such as these in supervision and this is discussed in more detail later in this chapter.

5.2.6: Theme 6: Post CI- the bigger picture

5.2.6.1 The importance or gravitas of CIs

The interviews suggest a certain level of conflict with reference to the importance of a CI in terms of response. When a CI response is requested by a school it takes precedent over all other work, other than a tribunal. This hierarchy in itself portrays CIs and the response as extremely important, but it appears as if some of the systemic constraints of services result in less support available both to the school or setting or to the EPs responding both during and following a response. This presents a conflict in terms of the importance of the piece of work

and the gravitas it is being afforded. Freddie's interview drew my attention to a number of other factors which have been catalysts or factors for change in his service with regard to how CIs are responded to. Specifically, the increased demand for needs assessments to inform Education Health and Care Plans (EHCPs) due to the more rigorous criteria of the Children and Family Act (2014). This has then impacted on other aspects of EP work including the different layers associated with a response to CIs. This may include time to attend or update training, being able to respond to the incident in pairs or having access to a post- response debrief or supervision. The interviews indicate CIs, and not just the physical response, and the associated layers involved including planning, training and the offer of post incident support need to be clearly stated in service guidelines or protocols.

5.2.6.2 CIs as a catalyst

Freddie felt a CI could create a 'judder'. I wondered about this judder and the power it might hold on a bigger scale. The jolt of a CI could possibly initiate a process of cognitive reorganisation in terms of trying to make meaning out of something which at face value perhaps has no meaning. Therefore, the CI could be viewed as a catalyst to help us keep things in perspective and maybe to even ward against complacency. A link can also be made between the potentially positive opportunities the CI presents for change and positive psychological change experienced as a result of post- traumatic growth (Calhoun and Tedeschi, 1991).

Taking the idea of a CI creating a judder and perhaps providing an opportunity to re- evaluate a situation the CI, therefore, has the potential to be used as a catalyst to foster systemic change within a school or setting. The CI could initiate the foundations of the relationship

being built between a responding EP and school staff. This could in turn act as a platform for discussions around making change happen, particularly within systems which might not have parts of it working as effectively as possible. Whilst this is an interesting concept to consider, and further exploration may be helpful, it should be noted that, from the data gathered, the possibility of CIs acting as a catalyst does not appear to impact on an EPs response to a CI.

5.3 The research process

5.3.1 My journey as a researcher

Following my viva in January 2021 the examining panel recommended to hone my research question using further data gathered from an examination of national policies and local guidance. In addition, it was recommended I reanalyse my previously collected data using a thematic analysis. Reworking the question and using an alternative method of analysis paved the way for a new set of learning points.

I feel I was too ambitious in my original piece of work as I wanted to explore how and why EPs respond to CIs in the way they do and to use this information to help inform future guiding principles. Therefore, the reworked project aimed to answer the question, ‘What influences an EPs response to a CI?’. I also wanted to address the question with a more exploratory undertone and with the aim of creating a foundation on which to build our understanding of the impacting factors on an EPs response to a CI.

Prior to this project I did not have any experience of carrying out a piece of qualitative research and I was completely unfamiliar with narrative analysis. I feel this was a potential

downfall in terms of my original project as my understanding of the methodology was acquired 'on the job' and added a huge learning curve to the process.

I was more familiar with thematic analysis and as Braun and Clarke (2006) outline, one of the benefits of using a thematic analysis is its flexibility. The process is clearly set out (Braun and Clarke, 2006) as six stages and in essence is a clear 'recipe' to follow. I found this method of analysis a much better fit with the data to identify a clearer path. I also felt I was playing more of an active role as a researcher using a thematic analysis. I felt more connected to the data and played more of an active process of developing the themes through the interaction with the data.

5.3.2 My positioning

During the course of carrying out this research I considered how my positioning as the researcher and as a TEP may have impacted on the way I collected or analysed the data. In the EPS where I carried out my second and third-year placements, I had not attended a CI, even as an observer. I had been offered this opportunity during my third-year but declined as I was not sure if or how it might impact on the analysis of my data and felt it better to maintain the position of the 'unknown' until my research was completed. This position remained throughout the re-write phase, up until the resubmission date.

Throughout the process of writing up the research I reflected on whether or not I was leaning more strongly towards some accounts. On reflection I think I did lean slightly more towards Rod and Freddie's accounts. I feel this was due to these two participants being more personally engaged with the interviews compared to Jane. As my aim was to explore what

influences an EPs response to a CI these two interviews seemed to offer a much deeper personal insight as to what had been influential for them.

5.3.3 The participants' life stories

In the initial part of the analysis, I described each participant's account as a whole and considered what each participant's account was about in its entirety. I feel it is important to acknowledge my impact as I interpreted each account a certain way and different researchers may hold different perspectives and may have interpreted the stories differently.

When thinking about each of the three accounts shared by the participants, I reflected on what impacts and contributes to our journey through life. I feel life events and experiences are part of the contribution, but it is how we interpret and make meaning from them. I feel the labels we give ourselves and others bestow on is, our experiences through life and how we process these and make sense of them all contribute to our stories. I was mindful of these reflections as I described the parts of the participants accounts which stood out for me and I felt were pertinent to this piece of research in trying to further understand how and why events and experiences EPs had experienced potentially influenced their responses to CIs.

5.3.4 Issues I encountered during data analysis

An interesting reflection I made was how emotionally draining I found carrying out the data analysis. I had already heard the stories the three participants had chosen to share with me during the interviews so I was aware of the incidents which they had described. However, when I was transcribing the interviews and really focused on the actual incidents, eight of

them involved the death of a child and one, the death of a teacher. I found I became emotionally drained very quickly and I needed to take regular breaks. I think this is a really interesting effect and perhaps mirrors some of the feelings EPs face when responding to an CI. EPs are on the periphery to an extent when they respond to a CI, as I was as the researcher, but they are involved similarly to my involvement as a researcher. I feel my reactions and feelings are important to acknowledge as they open up the discussion around the emotional component of a response to a CI and thinking about the emotional toll on responding EPs. This links in with post- response support, which is discussed later in the chapter, but also opens up the discussion around how responding to CIs might impact in a wider sense on their 'day to day' work.

5.3.5 Personal reflections regarding the data

This section outlines what I had anticipated I might see in the data, a reflection around the difference in themes identified from the literature review in comparison to the thematic analysis and what surprised me about the data with specific reference to the reviewed literature.

The majority of the studies critiqued as part of the literature review were carried out in the 1990s and early 2000s. Therefore, I anticipated topics such as social media would not be discussed as it was not as prevalent then as it is now. Equally it was not surprising that social media was discussed in the interviews. The theme featured more heavily in Jane's interview, but was also referenced by Rod and Freddie, as a factor to consider when responding to a CI and how to manage or mitigate the impact of social media as part of the response.

One aspect I noted from the themes identified in the literature search was they were much more discrete in nature compared to those themes identified from the participants interviews. The literature did not identify any themes around the relational aspect or more human elements of the response, whereas these were strong themes evidenced across all three of the interviews (discussed in section 5.2.5). I wondered if it was because the themes identified in the literature review were perhaps easier to quantify and therefore easier to report?

In addition to this reflection, it made sense to me for the relational aspect to be identified as a prominent theme based on what we know about the importance of a therapeutic alliance. Freud (1912) acknowledged that the therapeutic alliance between therapist and patient was important for therapeutic success. Therefore, based on this premise why would we not put the relationship with those we are working with as a result of a CI at the forefront of our response?

5.4 Strengths and limitations of the study

The design of the study was straightforward and the steps to carrying the research are clearly outlined. Therefore, the project would be easy to replicate but also easy to expand and focus on one of the themes in more detail.

However, the simplicity of the study could also be seen as a limitation as the study could be seen as lacking depth as the focus is only on EPs perspectives. Nonetheless, the study could be viewed as a foundation study from which further research could be built upon.

With regard to limitations, the sample size was small (n=3). Braun and Clarke (2013) recommend using between six and ten participants for a small-scale research project. This potentially reduces how generalisable the results of the study are. However, by only having three participants I was able to immerse myself in the data from very early on in the analysis process. I used a self-selecting recruitment strategy which means the sample had a potential bias. The EPs who offered to take part in the research potentially had an interest in CIs and this may have been a motivating factor in them putting their name forward which means the data may have been slightly skewed, but is also a way of gaining information from those who have experience and an interest in this area of work. In addition, only those EPs with access to EPNET would have seen the advert, again limiting the sample and potentially leading to a further biased sample.

5.5 Contextual factors of the research

We continue to live in a time of austerity. The public sector continues to face budget cuts (Institute for Government, 2021) and these cuts directly impact the budget for funded places on the Educational Psychology doctorate, LA and Borough council budgets and how many EPs they may be able to afford to employ. This can then impact on the amount of time services can 'afford' to allocate to responding to CIs and mandates such as being able to respond it pairs or receiving debriefs or supervision post response may be lost as outlined by the participants in this research.

In areas where EP time is an entirely traded entity it is a schools decision whether or not to buy in EP time to provide support following a CI. Again, linked to austerity, schools or

academies may see paying for EP time as not a good use of their money and perhaps may try to manage the aftermath of a CI using their own resources.

The global COVID-19 pandemic has led children and young people to manage a number of effects. This has included the deaths of loved ones, the physical and psychological symptoms of the virus itself, including in certain cases managing the effects of long COVID, disrupted learning or a disrupted start to their schooling including reduced opportunities to socialise and early play-based learning. The impact on learning and psychological wellbeing of these effects on children may lead to an increase in referrals for EP support. This may result in less time available to allocate to CI responses or may lead to an increased workload for EPs whilst they try to manage all requests and parts of the role of the EP.

5.6 Professional implications of the research (recommendations for practice)

The professional implications of the research will now be discussed using the six themes identified from the thematic analysis as a framework. As previously discussed in the strengths and limitations section of this chapter it is pertinent to reiterate at this point that the sample size of the study was very small ($n=3$). Therefore, the following recommendations should be considered from a critical standpoint given the data was gained in a more 'snapshot' capacity from only three participants.

5.6.1 The CI

- The research has suggested that there is not a 'one size fits all' model for responding to CIs. Considerations such as localised need in terms of geography, socio-economic

aspects, local resources and services would be helpful to consider when planning a response to a CI.

5.6.2 The EP

- The research suggests working in link schools, or where there is an already established relationship with a school, is more containing for the responding EP and the school staff they are supporting as part of the response.
- The research suggested how ‘on the ground’ knowledge gained through responding to CIs holds a huge amount of value. EPSs therefore may benefit from having critical incident working groups within their services. These could comprise of EPs who have a particular interest in CIs and who have had direct involvement with CI responses to help support those making wider service decisions around responding to CIs.
- CI specific training was highlighted to be highly valued by EPs who were responding to CIs. Therefore, it would be helpful for EPSs to identify relevant training, in-house or externally sourced, to support their EPs who are responding to CIs.
- Having access to current and relevant supporting materials was emphasised in the interviews as being highly valued. Access to materials such as these may help with feeling contained when responding to CIs and may provide useful frameworks from which to work with.
- The research highlighted how experience was held in high esteem with reference to feeling more confident in responding to CIs. EPSs may find it helpful to keep records of all CIs responded to with reflections and feedback from the EP and those they helped to support.

- Being clear about the role of the EP would also be helpful both within the expectations of the EPS and with the school. If a service has a protocol/ policy or guidelines this could be one aspect that is clarified within the document.
- Having a single point of contact was identified in the interviews as being beneficial and providing an initial level of containment for the school and for the EP. Working towards developing a streamlined process for schools to report CIs to the EPS would be helpful.

5.6.3 Systems

- Multi- agency working was not promoted in a wholly positive light in the three interviews but the reviewed literature suggests there is a benefit to multi-agency working if it is managed appropriately
- Co-working with other EPs when providing a response was described by the participants as beneficial and valuable. EPSs could consider 'paired working' when devising their CI policies/ protocols/ guidelines

5.6.4 Direct impacting factors

- Responding to CIs is one of the many aspects of the role of an EP. Being able to dedicate a sufficient amount of time to a response is an important factor as part of the response itself. It would be helpful for EPSs to perhaps explore the time constraints on EPs time and be able to exercise a degree of flexibility with regards to other commitments to ensure CIs are given the time they deserve.

5.6.5 Responding to need and the relational aspect

- As previously acknowledged, there is not a ‘one size model fits all’ for responding to CIs. Information gathered from the interviews suggests that one of the most important considerations when responding to a CI is responding to need, or responding to what is brought into the room at that time. Therefore, in line with previous recommendations it would be helpful for EPs to have access to a well-equipped ‘tool belt’. High quality training, robust policies, protocols or guidance and relevant supporting materials all lend to building a useful tool belt.

5.6.6 Post CI

- A common theme running through all the interviews was how much the participants all valued a post response debrief/ supervision. Therefore, it would be helpful for services to consider protecting time for EPs to have access to a debrief or supervision within a specific time frame.

5.7 Outstanding questions and directions for future research

Both the literature review and the three interviews have illustrated there are a number of factors which could potentially impact on an EPs response to a CI. However, there are a number of areas where research is lacking or limited which may offer a more detailed understanding around the ‘how’ and ‘why’ of the response.

The literature review revealed there has not been any research to date exploring how the type of CI potentially affects the type of response provided. An exploration into the potential affects would be an interesting aspect to explore to identify if there is any correlation.

Although this potentially could lead to incidents being responded to more formulaically with less focus on responding to need. It would also be interesting to explore in more detail the difference in response, if any, between incidents which have occurred due to human input vs. natural disasters to ascertain whether implicit bias (Greenwald & Banaji, 1995) affects a response.

Based on the interviews, in particular Freddie's, the personal impact of changes made by senior management and in turn the influence the response to CIs was really interesting. I feel this could be a topic area for further exploration to think about how the influence of 'powers above' or senior management on policies or guidelines impact on those 'on the ground' responding to CIs and how much of their voice is heard when policies and protocols are being written.

All three EPs interviewed as part of this research worked for LAs and council policies were indicated to be an influential factor in their responses to CIs. An expansion of the research would be to interview EPs working in different settings, who as part of their job role respond to CIs. Perhaps those working in social enterprises may be able to offer an additional insight into the flexibility of the response.

The theme of training was briefly discussed in the literature review but I do not feel there was a clear sense of what training had been made available with regards to the three participants.

As outlined earlier in the chapter, an interesting piece of research would be an exploration into what type of training EPs would find useful in relation to responding to CIs and to further explore how different types of training may impact on the response. The findings would also have the potential to help inform and develop training packages.

The impact of social media was discussed in the interviews but not in the literature, although much of the literature was too dated for social media to be an issue. With the huge rise in social media over the past couple of decades further research into its impact on CI's themselves, especially for incidents such as suicides, and the influence on the aftermath of the incident would be a particularly pertinent and a relevant topic for further exploration.

5.8 Conclusion

The aim of this research was to explore how and why EPs respond to CIs in the way they do. The themes identified from the three interviews have given a foundation from which to continue building our understanding of the varying influences on EPs when they are responding to CIs. Although this foundation provides a valuable insight it is important to acknowledge these results do have limited generalisability due to the small sample size.

The research highlighted although the type of CI did not seem to impact on response it may impact on the 'strength of memory' of these incidents. Clarity around our role, the importance of receiving current relevant training was highlighted as well as the importance of having protected space for a debrief following a response to a CI and the opportunity to receive supervision was emphasised. How our personal feelings and emotions may influence our response was also acknowledged. Being mindful of the different systems in which we

work, with specific reference to the EPS, the school and external systems were explored. The research recognised the importance and value which was placed on being able to co-work with other EPs and work in pairs. Working with other external supporting agencies can also impact on how we respond to a CI. How best to work in partnership with other supporting agencies to ensure a containing, appropriate and helpful to the response was also thought about. Impacting factors on approach were considered which included time, labels and language, gender and social media Attention was also given to the importance of being able to respond to need in the moment and to relating, on a human level, with those we are helping to support. Both of which are key influential factors on our response. Finally, although not directly related to answering my research question, CIs as a catalyst for further systemic change was identified as a prominent theme from the interviews.

The participants accounts have helped towards informing our understanding of how and why EPs respond to CIs in the in the way they do. In conclusion, a 'one size fits all' approach cannot be applied when responding to CIs yet a balance needs to be sought between the need to respond and responding to need.

Final Word Count: 39 727 at original submission.

References

Atwell, A, O'B. (2017). *An exploration of how schools cope psychologically with a critical incident, considering support processes with particular reference to decision- making regarding outside support, especially support available form a local authority CIRT (critical incident response team)*. (Doctoral Thesis, University of Birmingham).

Bearman, M. (2019). Focus on methodology: Eliciting rich data: A practical approach to writing semi-structured interview schedules. *Focus on Health Professional Education: A Multi Professional Journal*. 20 (3), 1-11.

Beeke, M. (2011). *Critical incidents- exploring theory, policy, and practice*. (Doctoral Thesis, IOE- University of London)

Beeke, M. (2013). Critical incidents: exploring theory, policy and practice. *Institute of Education Research Bulletin*. 1,3.

Bion, W.R. (1961). *Experiences in Groups and Other Papers*. London: Tavistock Publications.

Bowlby, J. (1988). *A secure base: Parent-child attachment and healthy human development*. New York: Basic Books.

Braun, V., and Clarke, V. (2006) Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101.

- Braun, V., and Clarke, V. (2013). *Successful Qualitative Research: A Practical Guide for Beginners*. London: SAGE.
- Braun, V., and Clarke, V. (2014). What can “thematic analysis” offer health and wellbeing researchers? *International Journal of Qualitative Studies on Health and Wellbeing*. 16(9) 1-2.
- Braun, V., Clarke, V. & Weate, P. (2016). Using thematic analysis in sport and exercise research. In B. Smith & A. C. Sparkes (Eds.), *Routledge handbook of qualitative research in sport and exercise* (pp. 191-205). London: Routledge.
- Burck, C. (2005). Comparing qualitative research methodologies for systemic research: The use of grounded theory, discourse analysis and narrative analysis. *Journal of family therapy*, 27(3), 237-262.
- Burnham, J. (2012). Developments in Social GRRRAAACCEEESSS: visible- invisible and voice-unvoiced in Krause, I.B. (2012) *Culture and Reflexivity in Systemic Psychotherapy: Mutual Perspectives*. London: Karnac Books.
- Cole, R., Hayes, B., Jones, D. and Shah, S. (2013). Coping Strategies Used by School Staff After a Crisis: A Research Note. *Journal of Loss and Trauma*, 18:5, 472-481.
- Calhoun, L.G. and Tedeschi, R.G. (1991). Perceiving benefits in traumatic events: some issues for practicing psychologists. *The Journal of Training and Practice in Professional Psychology*, 5, 45- 52.
- Cameron, R.J., Gersch, I., M’Gadzah, H., and Moyse, S. (1995). Educational psychologist and post-trauma stress management. *Educational and Child Psychology*, 12 (3), 5-20.

Carroll, D., Frew, D., Smith, A., Fitcher, A., Ladkin, M., Morey, Y. and Price, T. (1997) The Educational Psychology Crisis Intervention Service. *Educational Psychology in Practice*, 13:2, 112-114.

Cornish, U. (1995). Switchboard Operator or On- the- spot Helper? The EPs Task in the Face of Sudden Death in Schools. *Educational Psychology in Practice*, 11:2, 24-29.

Crossley, M. (2000). *Introducing Narrative Psychology: Self, Trauma and the Construction of Meaning*. Milton Keynes, OU Press.

Denzin, N.K. and Lincoln, Y.S. (eds) *The SAGE Handbook of Qualitative Research*. Thousand Oaks, California: SAGE.

Department for Education. (2013) *Preparation and planning for emergencies: Responsibilities of responder agencies and others*. Retrieved from <https://www.gov.uk/guidance/preparation-and-planning-for-emergencies-responsibilities-of-responder-agencies-and-others>

Department for Education (2014). *Children and Families Act*. London: HMSO.

Dunsmuir, S., Hayes, B., & Lang, J. (2018). Professional Narratives and Learning from Experience: Review of the Critical Incident Response to the Grenfell Tower Fire.

Greenway, C. (2005) Trauma in Schools- Understanding Staff Reactions Through the Application of Psychoanalytic Concepts and Systemic Metaphors. *Educational Psychology in Practice*, 21:3, 235- 243.

Greenwald, A. G., & Banaji, M. R. (1995). Implicit social cognition: attitudes, self-esteem, and stereotypes. *Psychological review*, 102(1), 4.

Folkman, S., and Lazarus, R. S. (1985). If it changes it must be a process: study of emotion and coping during three stages of a college examination. *Journal of personality and social psychology*, 48(1), 150.

Freud, S. (1958) The dynamics of transference. In J. Starchey (Ed.) *The standard edition of the psychological works of Sigmund Freud* (pp. 99-108). London: Hogarth Press. (original work published 1912).

Hayes, B. and Frederickson, N. (2008). Providing psychological intervention following traumatic events: understanding and managing psychologists' own stress reactions. *Educational Psychology in Practice*, 24:2, 91-104.

Hennessey, R.J. (2016). *Irish educational psychologists' responses to supporting schools following critical incidents: a psychosocial analysis*. (Doctoral Thesis, University of Exeter).

Hindley, K.M. (2015). *Critical incident support to schools: educational psychologists and the role of written guidelines*. (Doctoral Thesis, Cardiff University).

Horowitz, M.T. Wilner, N. and Alvarez, W. (1979). Impact of events scale: a measure of subjective stress'. *Psychosomatic Medicine*, 41, 200- 218.

Houghton, K. (1996). Critical incidents involving schoolchildren research update: The response from school psychology services. *Educational and Child Psychology*, 13 (3), 59-75.

Institute for Government Spending Review 2021: What it means for public services.

Retrieved from: <https://www.instituteforgovernment.org.uk/explainers/spending-public-services> 2nd February 2022.

Jung, C.G. (1958). *Psychology and Religion, Collected Works: 11 (2nd Ed.)* Princeton: Princeton University Press.

Labov, W. (2010). Oral narratives of personal experience. *Cambridge Encyclopedia of the Language Sciences*, 546-548.

Lewis-Beck, M.S., Bryman, A. and Futing Liao, T. (2003). *The Sage Encyclopedia of Social Science Research Methods*. Thousand Oaks, California: SAGE.

Lincoln, Y.S., and Guba, E.G. (1985). *Naturalistic Inquiry*. Beverley Hills, California: SAGE.

Lockhart, C.F. (2012). *Exploring the development of critical incident response team*. (Doctoral Thesis, University of Manchester).

Lockhart, C.F., and Woods, K. (2017). Exploring the development of critical incident response team. *International Journal of School and Educational Psychology*, 5:4, 243- 254.

- Long, A.F. (2005). *Evaluative Tool for Mixed Method Studies*. School of Healthcare, University of Leeds.
- Mallon, F. and Best, C. (1995). Trauma in School: A Psychological Service Response. *Educational Psychology in Practice*, 10:4, 231-237.
- McCaffrey, T. (2004). Responding to crisis in schools: A consultancy model for supporting schools in crisis. *Educational and Child Psychology*, 21 (3), 109-121.
- Noble, H. and Smith, J. (2015). Issues of validity and reliability in qualitative research. *Evidence Based Nursing*, 18 (2) 34-35.
- Obholzer, A., & Zagier Roberts, V. (2019). The Unconscious at Work. Abingdon, Oxon: Routledge.
- O'Hara, D.M., Taylor, R. and Simpson, K. (1994). Critical Incident Stress Debriefing: Bereavement Support in Schools- Developing a Role for an LEA Educational Psychology Service. *Educational Psychology in Practice*, 10 (1), 27-33.
- Pearce, W.B. and Pearce, K.A. (1990). Transcendent Storytelling: Abilities for systemic practitioners and their clients. *Human Sciences*, 9 (3-4) 167- 185.
- Poland, B.D., (2002) Transcription quality. In J.F. Gubrium and J.A. Holstein (eds). *Handbook of interview research: Context and method*. Thousand Oaks, CA: Sage.
- Posada, S.E. (2006). Applying Psychology in Local Authority Emergency Planning Processes. *Educational Psychology in Practice*, 22:3, 199-213.

Potter, J., (1996) Discourse analysis and constructionist approaches: theoretical background.

In Richardson, J.T.E. (ed). *Handbook for Qualitative Research Methods for Psychology and in the Social Sciences*. Leicester: British Psychological Society.

Randall, P. and Parker, J. (1997) Post- Traumatic Stress Disorder and Children of School Age. *Educational Psychology in Practice*, 13:3, 197-203.

Riessman, C.K. (1993). *Narrative Analysis*. Newbury Park, California: SAGE.

Riessman, C.K. (2005). *Narrative Analysis*. In: *Narrative, Memory & Everyday Life*.

University of Huddersfield, Huddersfield.

Riessman, C.K. (2008). *Narrative Methods for the Human Sciences*. Thousand Oaks, California: SAGE.

Rolfe, G. (2006). Validity, trustworthiness and rigour: quality and the idea of qualitative research. *Journal of Advanced Nursing*, 53 (3), 304- 310.

Sandelowski, M. and Barroso, J. (2002). Reading qualitative studies. *International Journal of Qualitative Methods*, 1,1.

Silver, L. (2014). *Critical Incidents: a local authority response*. (Doctoral Thesis, Cardiff University).

Smith, J. (2007). *Qualitative Psychology: A Practical Guide to Research Methods (2nd Ed)*.

London: SAGE.

Smith, J. A., Flowers, P., and Larkin, M. H. (2009). *Interpretative phenomenological analysis: Theory, method and research*. London: SAGE.

Stainton Rogers, W., and Stainton Rogers, R. (1997). Does critical psychology mean the end of the world? In T. Ibanez and L. Ibanex (eds). *Critical social psychology*. London: Sage

Strauss, A., and Corbin, J. M. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. Sage Publications, Inc.

Tajfel, H. (1979). Individuals and groups in social psychology. *British Journal of Social Psychology*, 18, 183-190.

The British Psychology Society (2017) *Practice Guidelines*. Leicester, BPS.

The British Psychology (2018) Guide for Commissioners of Educational Psychology Services. Leicester: BPS.

The British Psychology (2019) Quality Standards for Educational Services. Leicester: BPS.

Weiss, D.S., and Marmar, C.R. (1997). The impact of event scale – revised. In: Wilson, J.P., and Keane, T.M., editors. *Assessing psychological trauma and PTSD*. New York: Guilford Press.

World Health Organisation. (1998). *Wellbeing measures in primary health care: The Depcare Project*. Copenhagen, Denmark: WHO.

World Health Organisation. (2011). WHO-Five Well- being Index (WHO-5). Retrieved from <http://www.who-5.org>.

Willing, C. (2013). *Introducing Qualitative Research in Psychology*. Maidenhead, Berkshire: England.

Yardley, L. (2000). Dilemmas in qualitative research. *Psychology and Health*, 15, 215-228.

Appendix I: EPNET advert requesting services to share their guidance documents

Dear All,

A favour to ask of you: I am conducting my thesis research on critical incidents (CIs) and as part of the research I would like to explore similarities and differences between local service policies and guidance regarding responding to CIs. Therefore, I would be really grateful if your service wouldn't mind sharing their CI policy/guidance document with me. Please check with relevant management before sending to me and please be assured I will not be making any identifiable references to the policies in my final write up. If you have any questions about the research, please email me.

If you could send the policy to MPrestidge@tavi-port.nhs.uk it would be greatly appreciated.

Just for formality the research is being supervised by Dr Richard Lewis, a practicing Educational Psychologist and Research Supervisor at The Tavistock and Portman NHS Foundation Trust. This project has been given full ethical approval by the Tavistock Research Ethics Committee (TREC).

Many thanks in advance,
Melissa

Appendix II: Systematic Literature Search

An initial literature search was carried out on 13.02.2020. A subsequent search was carried out on 21.03.2020 to ascertain if any new literature had been published, no new publications were identified during this second search. The following chart shows the number of results for each search and which articles were identified as the most relevant and were subsequently critiqued to form my literature review.

Search Terms where AB= abstract and TI= title	Number of Results	Relevant articles meeting further exclusion criteria
(AB) 'education* psych*' AND (AB) 'critical incident'	9	4
(AB) 'school psych*' AND (AB) 'critical incident'	8	0
(TI) 'school psych* AND (TI) 'critical incident'	3	1
(TI) 'school psych* AND (TI) 'school emergency'	0	n/a
(TI) 'educational psychologist' AND (TI) 'critical incident'	0	n/a
(TI) 'education* psych*' AND (TI) 'school emergency'	0	n/a
(TI) 'school emergency'	8	0
(AB) 'educational psychologist' AND (AB) 'critical incident'	5	2
(TI) psychology AND (TI) 'critical incident'	11	1
(TI) psych* AND (TI) 'critical incident'	56	2
(AB) 'educational psych*' AND (AB) 'critical incident'	8	4
(AB) 'EPs' AND (AB) 'critical incident'	4	4

(AB) 'educational psych*' AND (AB) crisis	32	4
(AB) 'educational psych*' AND (AB) 'traumatic event'	2	2
(AB) 'educational psych*' AND (AB) disaster	7	2
(AB) 'educational psych*' AND (AB) 'disastrous event'	0	n/a
(AB) 'educational psych*' AND (AB) 'crisis situation'	0	n/a
(AB) 'educational psych*' AND (AB) 'emergency situation'	0	n/a
(AB) 'educational psych*' AND (AB) accident	3	0
(AB) 'educational psych*' AND (AB) suicide	9	1
(AB) 'educational psych*' AND (AB) violence	24	0
(AB) 'educational psych*' AND (AB) death	33	4
TOTAL	222	31- 21 duplications
		10

Appendix III: Educational Psychologists' Experiences of Responding to Critical Incidents.

Semi- Structured Interview Schedule and Prompt Questions

1. Gathering Basic demographics

Male/ female

How long have you been a qualified EP?

Which service do you work for (if willing to share)?

Approximately how many CIs have you responded to throughout your qualified career?

2. I'm going to be asking you to think about three separate CIs that you've responded to that remain prominent in your memory. One of the earlier ones, one towards the middle of those you have responded to and then one of the more recent.

3. Let's start with the earliest. Tell me about that.

Possible Prompt questions:

- At what point were you in your career?
- What can you remember about the situation?
- Did you attend alone?
- Who were the key people you worked with?
- What was it like working with another person/ colleague?
- Were there any driving factors behind your response?
- Why do you think that incident remains prominent for you?
- Why do you think you responded in that way?

- Why do you think it was particularly emotive?
- Where did it get to?
- What did you learn or take away?

4. Are you ready to think about the middle one?

Use prompt questions from the list above

5. Are you ready to think about the most recent one?

Use prompt questions from the list above

Appendix IV: Recruitment Advert for EPNET



The Tavistock and Portman

NHS Foundation Trust

RECRUITMENT ADVERT

An exploration into Educational Psychologists' experiences of responding to Critical Incidents.

Are you interested in Critical Incidents and how we respond? Have you attended three or more and would be willing to share your thoughts and learnings? I'm interested in Educational Psychologists (EPs) experiences of responding to Critical Incidents (CIs) and am therefore carrying out research to explore this area of interest.

My name is Melissa Prestidge and I am a Trainee Educational Psychologist at the Tavistock and Portman NHS Trust. One of our course requirements is to carry out an independent piece of research to form the basis of our thesis. My piece of research aims to explore Educational Psychologists (EPs) responses to Critical Incidents. I am being supervised by Dr Richard Lewis, a practicing Educational Psychologist and Research Supervisor on my training course. This project has been given full ethical approval by the Tavistock Research Ethics Committee (TREC).

In order to carry out this research I will be asking interested EPs to consent to take part in a semi-structured interview and for you to tell me your story of your experiences of responding to CIs. I will be using a narrative analysis approach as I want to stay true to what you have found/can share from these experiences. To be eligible to take part you must be a practicing EP of any grade and have responded to at least three CIs during your qualified career. I will recruit participants to the study on a first come, first served basis.

The interviews will last for approximately 60-90 minutes and I will arrange to hold them at place of convenience for you (either your place of employment or my placement EPS). The interviews will be digitally audio recorded. All data obtained will be confidential and will only be used for research purposes and not for any other reason. The results of the interviews will be used to inform a greater understanding of how and why EPs respond to CIs in the way they do.

If you would like to take part, I would be grateful if you could email me at MPrestidge@tavi-port.nhs.uk with your contact details (email and phone number). I will contact you to discuss the project further, answer any questions you may have and if you would like to take part arrange a time and place to meet for the interview.

Many Thanks,
Melissa

**Appendix V: Tavistock and Portman Research Ethics Committee (TREC) Application
for Ethical Review of Research Involving Human Participants**

The Tavistock and Portman 
NHS Foundation Trust

Tavistock and Portman Trust Research Ethics Committee (TREC)

APPLICATION FOR ETHICAL REVIEW OF RESEARCH INVOLVING HUMAN PARTICIPANTS

This application should be submitted alongside copies of any supporting documentation which will be handed to participants, including a participant information sheet, consent form, self-completion survey or questionnaire.

Where a form is submitted and sections are incomplete, the form will not be considered by TREC and will be returned to the applicant for completion.

For further guidance please contact Paru Jeram (academicquality@tavi-port.nhs.uk)

PROJECT DETAILS

Current project title	Educational Psychologists' Experiences of Responding to Critical Incidents.		
Proposed project start date	1 st April 2019	Anticipated project end date	May 2020

APPLICANT DETAILS

Name of Researcher	Melissa Prestidge
Email address	MPrestidge@tavi-port.nhs.uk
Contact telephone number	07929920127

CONFLICTS OF INTEREST

<p>Will any of the researchers or their institutions receive any other benefits or incentives for taking part in this research over and above their normal salary package or the costs of undertaking the research? YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> If YES, please detail below:</p>
<p>Is there any further possibility for conflict of interest? YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> If YES, please detail below:</p>

FOR ALL APPLICANTS

Is your research being conducted externally* to the Trust? (for example; within a Local Authority, Schools, Care Homes, other NHS Trusts or other organisations). *Please note that 'external' is defined as an organisation which is external to the Tavistock and Portman NHS Foundation Trust (Trust)	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
If YES, please supply details below:	
Has external* ethics approval been sought for this research? (i.e. submission via Integrated Research Application System (IRAS) to the Health Research Authority (HRA) or other external research ethics committee) *Please note that 'external' is defined as an organisation/body which is external to the Tavistock and Portman Trust Research Ethics Committee (TREC) If YES, please supply details of the ethical approval bodies below AND include any letters of approval from the ethical approval bodies:	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
If your research is being undertaken externally to the Trust, please provide details of the sponsor of your research?	
Do you have local approval (this includes R&D approval)?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>

COURSE ORGANISING TUTOR

- Does the proposed research as detailed herein have your support to proceed?
YES NO

Signed

Date

APPLICANT DECLARATION

I confirm that:

- The information contained in this application is, to the best of my knowledge, correct and up to date.
- I have attempted to identify all risks related to the research.
- I acknowledge my obligations and commitment to upholding our University's Code of Practice for ethical research and observing the rights of the participants.
- I am aware that cases of proven misconduct, in line with our University's policies, may result in formal disciplinary proceedings and/or the cancellation of the proposed research.

Applicant (print name)

Melissa Prestidge

Signed



Date

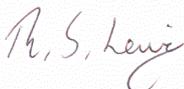
15.03.2019

FOR RESEARCH DEGREE STUDENT APPLICANTS ONLYName and School of
Supervisor/Director of
Studies

Qualification for which research is being undertaken	
---	--

Supervisor/Director of Studies –

- Does the student have the necessary skills to carry out the research?
YES NO
- Is the participant information sheet, consent form and any other documentation appropriate?
YES NO
- Are the procedures for recruitment of participants and obtaining informed consent suitable and sufficient?
YES NO
- Where required, does the researcher have current Disclosure and Barring Service (DBS) clearance?
YES NO

Signed	
Date	15.03.19

DETAILS OF THE PROPOSED RESEARCH

- 1. Provide a brief description of the proposed research, including the requirements of participants. This must be in lay terms and free from technical or discipline specific terminology or jargon. If such terms are required, please ensure they are adequately explained (Do not exceed 500 words)**

One of the roles of an Educational Psychologist (EP) is to respond to Critical Incidents (CIs) in schools across the UK. The role requires the provision of assistance to manage an incident that is outside of the schools normal resources/capacity to cope. These incidents can vary, as each school has varying levels of coping capacity; however there is a similarity in the process in supporting senior staff leaders who find themselves unsure how to manage and ensure their staff and pupils are psychologically protected. There is currently a limited amount of research exploring how and the way EPs respond to CIs, therefore this will be the focus of my piece of research.

I will be recruiting three participants nationally. To be eligible to participate in the study participants must have responded to a minimum of three critical incidents post qualification. If they are eligible to take part then participants will need to agree to meet with me for 60 to 90 minutes to answer questions from a semi-structured interview schedule. I will travel to meet with them and will meet them at a place of convenience to themselves. I will be mindful of confidentiality and these interviews will be carried out in a non- public location, e.g. their place of work or home address. I will adhere to my current placements lone worker policy. Participants must agree for the interview to be audio- recorded using a smart phone which will be locked with a numerical passcode and will only be accessible by the researcher. All data collected will be anonymised. Participants will have the option to withdraw from the study at any point prior to their data being anonymised.

- 2. Provide a statement on the aims and significance of the proposed research, including potential impact to knowledge and understanding in the field (where appropriate, indicate the associated hypothesis which will be tested). This should be a clear justification of the proposed research, why it should proceed and a statement on any anticipated benefits to the community. (Do not exceed 700 words)**

- There is a limited amount of existing research exploring Educational Psychologists (EPs) responses to Critical Incidents (CIs). Therefore, the aim of this research will be to explore how and why EPs have responded to CIs in the way they have and thinking about how this might inform future guiding principles.
- I will be collecting qualitative data using semi-structured interviews in order to explore participants' stories and their journey of responding to different CIs during their career. I will be using Narrative Analysis (NA) to analyse the collected data. This approach embraces the significance of personal stories

and aims to understand the ‘how’ and ‘why’ behind an individual’s story in order to make meaning from it. Therefore, it’s a fitting analytic tool for this piece of research.

- By exploring each participant’s journey and their responses to CIs I hope to build a rich picture of how and why these responses may vary. Through analysis of these narrations I want to ascertain key features of the responses to help inform a set of guiding principles regarding EPs response to CIs. On a more immediate level I feel that participants may find the experience of taking part in the research helpful in terms of being able to reflect on a key feature of their work and to think how their skills have adapted and honed over the span of their career. With reference to impact at a local level I feel my research will help inform the CI working group, and local guidance, within my Local Authority where I am currently on placement.

3. Provide an outline of the methodology for the proposed research, including proposed method of data collection, *tasks* assigned to participants of the research and the proposed method and duration of data analysis. If the proposed research makes use of pre-established and generally accepted techniques, please make this clear. (Do not exceed 500 words)

I will be recruiting three participants nationally who have a particular interest in the area of working with schools to support them through a critical incident and therefore will have a motivation to volunteer to take part in the research. I will be posting an advert on EPNET (an online discussion platform for Educational Psychologists) to advertise the study with the invite to interested participants to email me. I will then contact interested participants to ensure they meet minimum criteria for inclusion (are qualified EPs either through Masters or Doctoral training course and have attended a minimum of three CIs). Participants can be any grading, Principal Educational Psychologists (PEPs), Senior or Main Grade EPs. If they meet criteria and still want to take part I will arrange to meet them at a place of convenience for them (e.g. place of work or home). The context of the interviews will be confidential and I will need to record the session in order to prepare transcripts of the interviews. I will be adhering to my current placements lone worker policy.

Participants will be recruited on a first come first served basis and any further response to my posted advert following completion of my three interviews will be responded to in order to thank them for their interest and to explain that I have recruited enough participants to the project.

At the face to face interview participants will be given a hard copy of the information sheet with my contact details. Participants will be given two consent forms to sign, one for them to keep and one for my records. The vast majority of Educational Psychologists access regular supervision and it is expected that participants will have access to a supervisor if participating in the research project in order to ensure any issues that may rise from engagement in the research are able to be managed. One of the points of consent will be for the participant to confirm that they have access to regular supervision.

I will carry out extended semi-structured interviews with recruited participants and I will have a list of questions to use as prompts. I want to embrace the narrative approach as much as possible by letting participants tell their story how they see fit. I will ask questions to provide clarity (using an interview schedule with question prompts) and to stimulate the conversation as and when needed. All interviews will be audio recorded and these will be transcribed. In order to preserve anonymity only sections of the transcripts will be used in the appendices as, even though anonymised, they should only be identifiable to the participant themselves.

The interviews will aim to last for a minimum of 60 minutes to a maximum of 90 minutes. I will either transcribe the interviews myself or I will outsource to an external company/ service, this is yet to be decided.

I will be analysing the collected data using Narrative Analysis (NA). Narrative Analysis is a qualitative research approach through which I will analyse the stories that participants have recounted to me. This approach is used to help understand how people are representing themselves or their experiences to themselves or to others and typically tries to answer ‘how’ or ‘why’ questions. Therefore, it is a fitting tool for analysis when exploring why EPs have responded to CIs in the way they have.

PARTICIPANT DETAILS

- 4. Provide an explanation detailing how you will identify, approach and recruit the participants for the proposed research, including clarification on sample size and location. Please provide justification for the exclusion/inclusion criteria for this study (i.e. who will be allowed to / not allowed to participate) and explain briefly, in lay terms, why this criteria is in place. (Do not exceed 500 words)**

Participants will be recruited nationally through an advert placed on EPNET (online discussion platform for Educational Psychologists). By using a self-selecting recruitment strategy, I hope to recruit participants who have an interest in this subject area and would like to add to the knowledge base by participating in the project.

Using national recruitment will aim to give a diverse spread of participants from different services, and geographical areas. The advert will describe the project and what is required of participants (meeting for a face to face interview about their experiences of attending to critical incidents with the interview lasting approximately 60-90 minutes). My contact details will be provided and interested participants will be invited to contact me either through phone or email. I will then contact any interested participants to answer any further questions they may have and if they would like to take part I will arrange to meet them at a place of convenience for them. As the interviews will be recorded and the subject content is of a sensitive nature this needs to be considered when arranging a meeting place. Participants will need to be qualified EPs, either through completing the masters or the doctoral training programme and they must have attended to at least three CIs during their career. Participants will be recruited on a 'first come, first served' basis. If I fail to recruit three participants in a timely manner I will re-advertise on EPNET using the original advert. If this fails then I will ask fellow TEPS to draw attention to the advert in their team meetings and also in my own current placement. If this approach fails, I will then use a targeted approach through direct contact with EP services to enquire as to whether anyone in the team may have a special interest/ be willing to take part.

The purpose of the research is to explore EPs responses to CIs throughout their career. Three participants will hopefully fulfil this aim and is a realistic number of interviews to conduct and transcribe. Participants can be any grading (PEPs, Senior or Main Grade and can be either working in the public sector or in private practice).

I will be recruiting three participants which adds depth to using narrative analysis as fits with the interwoven thread running through the project of there being a beginning, middle and end to a participant's story. On a practical note I feel that with the time constraints of the thesis I will be able to carry out three 60-90 minute interviews and transcribe each interview within the given time frame.

- 5. Will the participants be from any of the following groups?(Tick as appropriate)**

- Students or staff of the Trust or the University.
- Adults (over the age of 18 years with mental capacity to give consent to participate in the research).
- Children or legal minors (anyone under the age of 16 years)¹
- Adults who are unconscious, severely ill or have a terminal illness.
- Adults who may lose mental capacity to consent during the course of the research.
- Adults in emergency situations.
- Adults² with mental illness - particularly those detained under the Mental Health Act (1983 & 2007).
- Participants who may lack capacity to consent to participate in the research under the research requirements of the Mental Capacity Act (2005).
- Prisoners, where ethical approval may be required from the **National Offender Management Service (NOMS)**.
- Young Offenders, where ethical approval may be required from the National Offender Management Service (NOMS).
- Healthy volunteers (in high risk intervention studies).
- Participants who may be considered to have a pre-existing and potentially dependent³ relationship with the investigator (e.g. those in care homes, students, colleagues, service-users, patients).
- Other vulnerable groups (see Question 6).
- Adults who are in custody, custodial care, or for whom a court has assumed responsibility.
- Participants who are members of the Armed Forces.

¹If the proposed research involves children or adults who meet the Police Act (1997) definition of vulnerability³, any researchers who will have contact with participants must have current Disclosure and Barring Service (DBS) clearance.

² 'Adults with a learning or physical disability, a physical or mental illness, or a reduction in physical or mental capacity, and living in a care home or home for people with learning difficulties or receiving care in their own home, or receiving hospital or social care services.' (Police Act, 1997)

³ Proposed research involving participants with whom the investigator or researcher(s) shares a dependent or unequal relationships (e.g. teacher/student, clinical therapist/service-user) may compromise the ability to give informed consent which is free from any form of pressure (real or implied) arising from this relationship. TREC recommends that, wherever practicable, investigators choose participants with whom they have no dependent relationship. Following due scrutiny, if the investigator is confident that the research involving participants in dependent relationships is vital and defensible, TREC will require additional information setting out the case and detailing how risks inherent in the dependent relationship will be managed. TREC will also need to be reassured that refusal to participate will not result in any discrimination or penalty.

6. Will the study involve participants who are vulnerable? YES NO

For the purposes of research, 'vulnerable' participants may be adults whose ability to protect their own interests are impaired or reduced in comparison to that of the broader population. Vulnerability may arise from the participant's personal characteristics (e.g. mental or physical impairment) or from their social environment, context and/or disadvantage (e.g. socio-economic mobility, educational attainment, resources, substance dependence, displacement or homelessness). Where prospective participants are at high risk of consenting under duress, or as a result of manipulation or coercion, they must also be considered as vulnerable.

Adults lacking mental capacity to consent to participate in research and children are automatically presumed to be vulnerable. Studies involving adults (over the age of 16) who lack mental capacity to consent in research must be submitted to a REC approved for that purpose.

6.1. If YES, what special arrangements are in place to protect vulnerable participants' interests?

If YES, the research activity proposed will require a DBS check. (NOTE: information concerning activities which require DBS checks can be found via <https://www.gov.uk/government/publications/dbs-check-eligible-positions-guidance>)

7. Do you propose to make any form of payment or incentive available to participants of the research? YES NO

If YES, please provide details taking into account that any payment or incentive should be representative of reasonable remuneration for participation and may not be of a value that could be coercive or exerting undue influence on potential participants' decision to take part in the research. Wherever possible, remuneration in a monetary form should be avoided and substituted with vouchers, coupons or equivalent. Any payment made to research participants may have benefit or HMRC implications and participants should be alerted to this in the participant information sheet as they may wish to choose to decline payment.

8. What special arrangements are in place for eliciting informed consent from participants who may not adequately understand verbal explanations or written information provided in English; where participants have special communication needs; where participants have limited literacy; or where children are involved in the research? (Do not exceed 200 words)

Recruited participants will be practicing EPs in England and I therefore feel that their level of understanding of spoken and written English will be high enough due to the nature of their work.

RISK ASSESSMENT AND RISK MANAGEMENT

9. Does the proposed research involve any of the following? (Tick as appropriate)

- use of a questionnaire, self-completion survey or data-collection instrument (attach copy)
- use of emails or the internet as a means of data collection
- use of written or computerised tests
- interviews (attach interview questions)
- diaries (attach diary record form)
- participant observation
- participant observation (in a non-public place) without their knowledge / covert research
- audio-recording interviewees or events
- video-recording interviewees or events
- access to personal and/or sensitive data (i.e. student, patient, client or service-user data) without the participant's informed consent for use of these data for research purposes
- administration of any questions, tasks, investigations, procedures or stimuli which may be experienced by participants as physically or mentally painful, stressful or unpleasant during or after the research process
- performance of any acts which might diminish the self-esteem of participants or cause them to experience discomfiture, regret or any other adverse emotional or psychological reaction
- investigation of participants involved in illegal or illicit activities (e.g. use of illegal drugs)
- procedures that involve the deception of participants
- administration of any substance or agent
- use of non-treatment of placebo control conditions
- participation in a clinical trial
- research undertaken at an off-campus location (risk assessment attached)
- research overseas (copy of VCG overseas travel approval attached)

10. Does the proposed research involve any specific or anticipated risks (e.g. physical, psychological, social, legal or economic) to participants that are greater than those encountered in everyday life?

YES NO

If YES, please describe below including details of precautionary measures.

The topic of the research project is Critical Incidents and the topic by nature could cause some distress when discussing. Discussing CIs, which may be highly emotive events, may trigger some psychological distress. If a participant became visibly distressed in an interview I would stop the interview and suggest that we take a break. Following a break, I would ascertain if the participant felt they were able to continue or whether ending the interview would be the best course of action for them. I would remind them to seek supervision from their supervisor. All participants have to consent to say they have current access to supervision to be able to take part in the project. I would also encourage them to seek support through their GP if they feel that their level of distress requires a more urgent response.

11. Where the procedures involve potential hazards and/or discomfort or distress for participants, please state what previous experience the investigator or researcher(s) have had in conducting this type of research.

I have previously worked in CAMHS services working with acutely distressed children and young people and have acquired skills in responding to those in crisis. If a participant became distressed in an interview I would employ these skills and work collaboratively with the participant to help them decide whether continuing or ending the interview would be the best course of action.

12. Provide an explanation of any potential benefits to participants. Please ensure this is framed within the overall contribution of the proposed research to knowledge or practice. (Do not exceed 400 words)

NOTE: Where the proposed research involves students of our University, they should be assured that accepting the offer to participate or choosing to decline will have no impact on their assessments or learning experience. Similarly, it should be made clear to participants who are patients, service-users and/or receiving any form of treatment or medication that they are not invited to participate in the belief that participation in the research will result in some relief or improvement in their condition.

There is a limited amount of existing research exploring Educational Psychologists (EPs) responses to Critical Incidents (CIs). Therefore, by participating in the project participants will be directly contributing to the knowledge base in this area. In addition, participants may enhance their own clinical practice through reflection on previous CIs that they have responded to during the interviews.

13. Provide an outline of any measures you have in place in the event of adverse or unexpected outcomes and the potential impact this may have on participants involved in the proposed research. (Do not exceed 300 words)

The topic of this research project is Critical Incidents which by very nature could cause some distress when discussing. Therefore, when consenting to take part in this research participants will be confirming that they have access to supervision and can bring any resulting issues to supervision. If using supervision does not resolve the issues then participants will be encouraged to seek further support through their GP.

14. Provide an outline of your debriefing, support and feedback protocol for participants involved in the proposed research. This should include, for example, where participants may feel the need to discuss thoughts or feelings brought about following their participation in the research. This may involve referral to an external support or counseling service, where participation in the research has caused specific issues for participants. Where medical aftercare may be necessary, this should include details of the treatment available to participants. Debriefing may involve the disclosure of further information on the aims of the research, the participant's performance and/or the results of the research. (Do not exceed 500 words)

Following completion of the interview I will conduct a short debrief to check in with the participant to establish how they feel following completion and how they found the interview process. Participants will be thanked for their time and they will be reminded that they can withdraw from the study if they wish up to the point of anonymisation of their data. Participants will be prompted to seek support through supervision if they feel distressed in any way. If distress ensues then participants are encouraged to seek further support through their GP.

Formal feedback from the research project will not be offered but participants will be reminded that once the thesis has been marked it will be submitted to the national e-thesis online data base. If participants are interested, then they will be able to search for the thesis using my name or the subject title once it has been uploaded.

--

PARTICIPANT CONSENT AND WITHDRAWAL

15. Have you attached a copy of your participant information sheet (this should be in *plain English*)? Where the research involves non-English speaking participants, please include translated materials. YES NO

If **NO**, please indicate what alternative arrangements are in place below:

16. Have you attached a copy of your participant consent form (this should be in *plain English*)? Where the research involves non-English speaking participants, please include translated materials. YES NO

If **NO**, please indicate what alternative arrangements are in place below:

17. The following is a participant information sheet checklist covering the various points that should be included in this document.

- Clear identification of the sponsor for the research, the project title, the Researcher or Principal Investigator and other researchers along with relevant contact details.
- Details of what involvement in the proposed research will require (e.g., participation in interviews, completion of questionnaire, audio/video-recording of events), estimated time commitment and any risks involved.
- A statement confirming that the research has received formal approval from TREC.
- If the sample size is small, advice to participants that this may have implications for confidentiality / anonymity.
- A clear statement that where participants are in a dependent relationship with any of the researchers that participation in the research will have no impact on assessment / treatment / service-use or support.
- Assurance that involvement in the project is voluntary and that participants are free to withdraw consent at any time, and to withdraw any unprocessed data previously supplied.
- Advice as to arrangements to be made to protect confidentiality of data, including that confidentiality of information provided is subject to legal limitations.
- A statement that the data generated in the course of the research will be retained in accordance with the University's Data Protection Policy.
- Advice that if participants have any concerns about the conduct of the investigator, researcher(s) or any other aspect of this research project, they should contact Simon Carrington, Head of Academic Governance and Quality Assurance (academicquality@tavi-port.nhs.uk)
- Confirmation on any limitations in confidentiality where disclosure of imminent harm to self and/or others may occur.

18. The following is a consent form checklist covering the various points that should be included in this document.

- University or Trust letterhead or logo.
- Title of the project (with research degree projects this need not necessarily be the title of the thesis) and names of investigators.
- Confirmation that the project is research.
- Confirmation that involvement in the project is voluntary and that participants are free to withdraw at any time, or to withdraw any unprocessed data previously supplied.
- Confirmation of particular requirements of participants, including for example whether interviews are to be audio-/video-recorded, whether anonymised quotes will be used in publications advice of legal limitations to data confidentiality.
- If the sample size is small, confirmation that this may have implications for anonymity any other relevant information.
- The proposed method of publication or dissemination of the research findings.
- Details of any external contractors or partner institutions involved in the research.
- Details of any funding bodies or research councils supporting the research.
- Confirmation on any limitations in confidentiality where disclosure of imminent harm to self and/or others may occur.

CONFIDENTIALITY AND ANONYMITY

19. Below is a checklist covering key points relating to the confidentiality and anonymity of participants. Please indicate where relevant to the proposed research.

- Participants will be completely anonymised and their identity will not be known by the investigator or researcher(s) (i.e. the participants are part of an anonymous randomised sample and return responses with no form of personal identification)?
- The responses are anonymised or are an anonymised sample (i.e. a permanent process of coding has been carried out whereby direct and indirect identifiers have been removed from data and replaced by a code, with no record retained of how the code relates to the identifiers).
- The samples and data are de-identified (i.e. direct and indirect identifiers have been removed and replaced by a code. The investigator or researchers are able to link the code to the original identifiers and isolate the participant to whom the sample or data relates).
- Participants have the option of being identified in a publication that will arise from the research.
- Participants will be pseudo-anonymised in a publication that will arise from the research. (I.e. the researcher will endeavour to remove or alter details that would identify the participant.)
- The proposed research will make use of personal sensitive data.
- Participants consent to be identified in the study and subsequent dissemination of research findings and/or publication.

20. Participants must be made aware that the confidentiality of the information they provide is subject to legal limitations in data confidentiality (i.e. the data may be subject to a subpoena, a freedom of information request or mandated reporting by some professions). This only applies to named or de-identified data. If your participants are named or de-identified, please confirm that you will specifically state these limitations.

YES NO

If NO, please indicate why this is the case below:

NOTE: WHERE THE PROPOSED RESEARCH INVOLVES A SMALL SAMPLE OR FOCUS GROUP, PARTICIPANTS SHOULD BE ADVISED THAT THERE WILL BE DISTINCT LIMITATIONS IN THE LEVEL OF ANONYMITY THEY CAN BE AFFORDED.

DATA ACCESS, SECURITY AND MANAGEMENT

21. Will the Researcher/Principal Investigator be responsible for the security of all data collected in connection with the proposed research? YES NO

If NO, please indicate what alternative arrangements are in place below:

22. In line with the 5th principle of the Data Protection Act (1998), which states that personal data shall not be kept for longer than is necessary for that purpose or those purposes for which it was collected; please state how long data will be retained for.

1-2 years 3-5 years 6-10 years 10> years

NOTE: Research Councils UK (RCUK) guidance currently states that data should normally be preserved and accessible for 10 years, but for projects of clinical or major social, environmental or heritage importance, for 20 years or longer.

(<http://www.rcuk.ac.uk/documents/reviews/grc/grcpoldraft.pdf>)

23. Below is a checklist which relates to the management, storage and secure destruction of data for the purposes of the proposed research. Please indicate where relevant to your proposed arrangements.

Research data, codes and all identifying information to be kept in separate locked filing cabinets.
 Access to computer files to be available to research team by password only.
 Access to computer files to be available to individuals outside the research team by password only (See 23.1).

Research data will be encrypted and transferred electronically within the European Economic Area (EEA).
 Research data will be encrypted and transferred electronically outside of the European Economic Area (EEA). (See 23.2).

NOTE: Transfer of research data via third party commercial file sharing services, such as Google Docs and YouSendIt are not necessarily secure or permanent. These systems may also be located overseas and not covered by UK law. If the system is located outside the European Economic Area (EEA) or territories deemed to have sufficient standards of data protection, transfer may also breach the Data Protection Act (1998).

Use of personal addresses, postcodes, faxes, e-mails or telephone numbers.
 Use of personal data in the form of audio or video recordings.
 Primary data gathered on encrypted mobile devices (i.e. laptops). **NOTE:** This should be transferred to secure UEL servers at the first opportunity.
 All electronic data will undergo secure disposal.

NOTE: For hard drives and magnetic storage devices (HDD or SSD), deleting files does not permanently erase the data on most systems, but only deletes the reference to the file. Files can be restored when deleted in this way. Research files must be overwritten to ensure they are completely irretrievable. Software is available for the secure erasing of files from hard drives which meet recognised standards to securely scramble sensitive data. Examples of this software are BC Wipe, Wipe File, DeleteOnClick and Eraser for Windows platforms. Mac users can use the standard 'secure empty trash' option; an alternative is Permanent eraser software.

All hardcopy data will undergo secure disposal.

NOTE: For shredding research data stored in hardcopy (i.e. paper), adopting DIN 3 ensures files are cut into 2mm strips or confetti like cross-cut particles of 4x40mm. The UK government requires a minimum standard of DIN 4 for its material, which ensures cross cut particles of at least 2x15mm.

23.1. Please provide details of individuals outside the research team who will be given password protected access to encrypted data for the proposed research.

If I decide to use an external transcription service, then the files will be password protected. They will be sent electronically and the passwords will be sent in a separate email as per NHS trust guidance.

23.2. Please provide details on the regions and territories where research data will be electronically transferred that are external to the European Economic Area (EEA).

n/a

OVERSEAS TRAVEL FOR RESEARCH

24. Does the proposed research involve travel outside of the UK? YES NO

24.1. Have you consulted the Foreign and Commonwealth Office website for guidance/travel advice?
<http://www.fco.gov.uk/en/travel-and-living-abroad/> YES NO

24.2. If you are a non-UK national, have you sought travel advice/guidance from the Foreign Office (or equivalent body) of your country? YES NO NOT APPLICABLE

24.3. Have you completed the overseas travel approval process and enclosed a copy of the document with this application? (For UEL students and staff only) YES NO
 Details on this process are available here <http://www.uel.ac.uk/qa/research/fieldwork.htm>

24.4. Is the research covered by your University's insurance and indemnity provision?
 YES NO

NOTE: Where research is undertaken by UEL students and staff at an off-campus location within the UK or overseas, the Risk Assessment policy must be consulted:

http://dl-cfs-01.uel.ac.uk/hrservices/documents/hshandbook/risk_assess_policy.pdf.

For UEL students and staff conducting research where UEL is the sponsor, the Dean of School or Director of Service has overall responsibility for risk assessment regarding their health and safety.

24.5. Please evidence how compliance with all local research ethics and research governance requirements have been assessed for the country(ies) in which the research is taking place.

24.6. Will this research be financially supported by the United States Department of Health and Human Services or any of its divisions, agencies or programs? YES NO

PUBLICATION AND DISSEMINATION OF RESEARCH FINDINGS

25. How will the results of the research be reported and disseminated? (Select all that apply)

- Peer reviewed journal
- Conference presentation
- Internal report
- Dissertation/Thesis
- Other publication
- Written feedback to research participants
- Presentation to participants or relevant community groups
- Other (Please specify below)

OTHER ETHICAL ISSUES**26. Are there any other ethical issues that have not been addressed which you would wish to bring to the attention of Tavistock Research Ethics Committee (TREC)?**

None to declare

CHECKLIST FOR ATTACHED DOCUMENTS**27. Please check that the following documents are attached to your application.**

- Letters of approval from ethical approval bodies (where relevant)
- Recruitment advertisement
- Participant information sheets (including easy-read where relevant)
- Consent forms (including easy-read where relevant)
- Assent form for children (where relevant)
- Evidence of any external approvals needed
- Questionnaire
- Interview Schedule or topic guide
- Risk Assessment (where applicable)
- Overseas travel approval (where applicable)

27.1. Where it is not possible to attach the above materials, please provide an explanation below.

The Tavistock and Portman

NHS Foundation Trust

PARTICIPANT INFORMATION SHEET

An exploration into Educational Psychologists' experiences of responding to Critical Incidents

This piece of research aims to explore Educational Psychologists (EPs) responses to Critical Incidents.

By consenting to take part in this research you will be asked to complete a face to face semi structured interview and for you to tell me your story of your experiences of responding to CIs. To be eligible to take part you must be a practicing EP of any grade and have responded to at least three CIs during your qualified career. I will recruit participants to the study on a first come, first served basis.

The interviews will last for approximately 60-90 minutes and I will arrange to hold them at a place of convenience for yourself (either your place of employment or at my placement EPS). The interviews will be digitally audio recorded. You are free to withdraw from the study at any point, up until the anonymisation of data, without having to state a reason.

The results of the interviews will be used to inform a greater understanding of how and why EPs respond to CIs in the way they do. All data obtained will be anonymised and will be kept confidential. Data will only be accessed by the Lead Researcher and will be kept in password protected files. Data will only be used for research purposes and not for any other reason. All data generated in the course of the research will be retained in accordance with the University's Data Protection Policy. It is to be noted that confidentiality is subject to legal limitations in data confidentiality.

I am being supervised by Dr Richard Lewis, a practicing Educational Psychologist and Research Supervisor on my training course. This project has been given full ethical approval by the Tavistock Research Ethics Committee (TREC).

Melissa Prestidge (Trainee Educational Psychologist and Lead Researcher) can be contacted via email: MPrestidge@tavi-port.nhs. If you have any concerns about the conduct of the researcher or any aspect of this research project please contact Simon Carrington, Head of Academic Governance and Quality Assurance via email: academicquality@tavi-port.nhs.uk.

Appendix VII: Consent Form

The Tavistock and Portman



NHS Foundation Trust

CONSENT FORM

An exploration into Educational Psychologists' experiences of responding to Critical Incidents

Lead Researcher: Melissa Prestidge

Please read each item and sign and date at the bottom of the consent form to indicate that you would like to take part in this research project.

1. I consent to taking part in a 60-90-minute semi-structured interview about my experiences of responding to Critical Incidents
2. I understand and agree to the interview being audio digitally recorded. This recording will be password protected and will only be accessed by the researcher for research purposes
3. I understand that any information I give will be treated confidentially and will only be used for research purposes. This confidentiality is subject to legal limitations in data confidentiality.
4. All information (including, but not exhaustive to, people's names, school names, references to specific incidents) will be anonymised so no individual, Critical Incident, or Local Authority will be identifiable
5. All data will be kept in password protected files and will only be accessed by the Lead Researcher
6. I understand that the data collected as part of the project will form the basis of the researcher's final year thesis and may be published in a peer reviewed journal
7. I understand that participation is entirely voluntary and I can withdraw at any point of the research process (prior to analysis) without having to provide a reason and all my data/ information will be destroyed
8. I have access to supervision should my participation in this research project prove to be distressing and will access my GP if I need further support following supervision

Signed: _____
 Name: _____
 Date: _____

**Appendix VIII: Example of transcribed interview converted to excel
(Interview 3: Freddie)**

line number	
1	M: Right, perfect, first of all, I'm just going to gather a few basic demographics,
2	and so do you identify as male female or other?
3	
4	F: male
5	
6	M: And how long have you been a qualified EP?
7	
8	F: Err, I think around 22 years
9	
10	M: 22 years, great. And approximately can be very ballpark
11	
12	F: Sure
13	
14	M: how many critical incidents have you responded to throughout your qualified career?
15	
16	F: Er, ballpark figure, probably about 10. Ten to 12
17	
18	M: Yep, perfect. So I'm going to be um, asking you to think about three separate critical
19	incidents that you've responded to that remain prominent in your memory
20	
21	F: Sure
22	
23	M: one of the earlier ones, one towards the middle of your career and one of the more
24	recents. Foes that sound okay?
25	
26	F: Yeah, absolutely
27	
28	M: So let's start with one of the earliest, one that kind of sticks in your mind that's very
29	prominent, can you tell me a little bit about that.
30	
31	F: Yes, that was er, a nursery where I was the EP
32	
33	M: Mm Hm
34	
35	F: Er, in Sheffield, we have a Critical Incident First Response Team. Er and I was informed by
36	the lead at the time that there had been a critical incident in the nursery
37	
38	M: Mm Hm
39	
40	F: Er, involving, which we later found out the murder of a, of a child. We believe by Father.
41	
42	M: Mm Hm
43	
44	F: And I was asked to attend that but at the same time my daughter was attending there, She
45	wasn't attending nursery but she'd been brought along by a childminder who'd use the
46	resources there

47	
48	M: Mm Hm
49	
50	F: So, at the same time as walking up the drive, to the critical incident, er my daughter was
51	also, although I didn't see her, was obviously somewhere in the vicinity
52	
53	M: Mmm
54	
55	F: which actually is, basically, caused a kind of conflict.
56	
57	M: Mmm
58	
59	F: (Pause) Um the incident, the first, the first response was to become very upset, er, because
60	obviously I was thinking about my daughter at the same time.
61	
62	M: Mmm
63	
64	F: Erm, whether I'd got that under control and then we went into the nursery err and what
65	we tend to do, err probably less so now, but what at that point we then spoke to the staff in
66	general. Err and following that there was two, two or three more, follow up meetings where
67	we spoke to a smaller number of staff, who were still felt they were struggling with the news
68	and the outcome of the.... No, there wasn't an outcome or an inquiry, or a coroner's report
69	but they were certainly still struggling with coming to terms with the whole event.
70	

71	M: Hmm, So what was kind of your role within that incident?
72	
73	F: Er, the role was was, was to be part of the critical incident response to the nursery.
74	
75	M: Mm Hm
76	
77	F: I would be supporting the lead critical incident er, EP er at the time, it was very much about
78	active listening to, to, and keeping an eye on kind of how things were for the staff. Er we
79	would keep in contact with them by phone, and schedule meetings fortnightly er, until we
80	felt that the staff, er, had, kind of no longer needed us to talk about the incident.
81	
82	M: Okay, at what point were you in your career then if you can...
83	
84	F: Err, probably, two third... a third into it, probably something like that
85	
86	M: Okay, and you mentioned a little bit about remembering very clearly um your daughter,
87	um not attending the nursery but being in that environment. What else do you remember
88	about that situation?
89	
90	F: Um,
91	
92	M: Or why do you think it sticks in your head so clearly or do you think that is just that your
93	daughter...
94	
95	F: I think it was the emotional impact of... I suppose one of the things I've been wary of since
96	I've become the lead with the critical incident team in **city name**, is, and at the time we also
97	knew about other EP's who weren't keen on going to critical incidents. It's about your
98	emotional availability and how you feel about the whole notion of critical incidents. What
99	resources, you've got, whether you're prepared for it. Er, and in, in a sense, having someone
100	who really I suppose in this instance should have kind of maybe checked with me about how
101	to, kind of, you know what, how things were and how we're going to go forward with it.

102	
103	M: Mm
104	
105	F: And I think, I think the other thing is as well in terms of the notion of future work is how it
106	can trigger things which are unexpected.
107	
108	M: Mm Hm
109	
110	F: Er, So that was, that was, that's probably why it sticks in my mind most ..I mean I did learn
111	from that experience. And also I suppose how impactful these things can be on a, on an
112	organisation. Er, and I suppose it was also an opportunity to watch someone else who'd had
113	experience in this
114	
115	Almost, not emotionally do it, but have a kind of way of being which was admirable for the
116	EP at the time who was going, can I do this? Is this something I'm going to be of help? Is there
117	something that I can do, you know, to be useful here?
118	
119	M: Mmm
120	
121	F: So it was interesting to kind of watch, watch, their practice in action as well.
122	
123	M: And so, who did you attend with?
124	
125	F: I attended with, as I mentioned, the, the, one of the leads for the incident team
126	
127	M: okay
128	
129	F: so the person I attended with had been responsible and still to this day we use some of the
130	resources that they'd put together.
131	
132	M: Mmm
133	
134	F: er, and establishing some of the protocols around critical incidents, which five years ago
135	were fairly robust.
136	
137	M: Mm Hm
138	
139	F: Since that time, things have changed an awful lot.
140	
141	M: Yeah
142	
143	F: Er, and as an authority, we are less. I think we're less 'together' in what we do for the
144	schools.

145	
146	M: Okay. And then within the nursery who were the key people there that you worked with?
147	
148	F: It was just a, it was certainly the, from what I can remember as it was some time ago, there
149	would be the nursery staff.
150	
151	M: Okay
152	
153	F: Er, I would like to say it clearly was the teacher of the child who was killed.
154	
155	M: Mmm

156	
157	F: I can't say there was (M: cough) just a group...a group of people. And I think it's interesting
158	because, from, why don't I remember them as individuals, because I was in a different role.
159	
160	M: Mm Hm
161	
162	F: I was kind of, you know, 'sitting in', to some extent
163	
164	M: And you mentioned you did the sessions, um so you did them as group sessions for a
165	number of weeks, like every fortnight um following that?
166	
167	F: Yeah, yeah but being mindful that obviously we didn't want to go in, as I know now, we
168	practice psychological first aid so we don't really wanna go in to the kind of counselling bit.
169	But I was aware of, you know, that we were looking for, you know, the group how it was
170	looking after each other with health checks.
171	
172	M: Yeah
173	
174	F: Seeing what else was needed to be done but really it was just that maintenance of the...
175	
176	M: Mm Hm
177	
178	F: and that's actually with the most recent one that I attended would also correspond with
179	our practice in that way
180	
181	M: Okay. Erm and what would you say were the driving factors behind your response. Um did
182	you take the lead from your co-worker or was it more of a collaborative approach?
183	
184	F: I would say it was, it was probably, I would say I would've, I was looking, in a sense, for the
185	lead and following their questions and responses from the people in the group. So very much
186	like kind of yeah, small participation as well. (Cough) Excuse me.
187	
188	M: Erm and why do you think that it was, if you deemed it to be, particularly emotive?
189	
190	F: I think, the, the, I think many of the critical incidents each has its own particular spin and
191	impact. Er and obviously, in this case it was, it was still very raw cause at that point I was still,
192	you know, a Dad of young children
193	
194	M: Mm Hm
195	
196	F: so that had particular resonance with me.
197	
198	M: Mm
199	
200	F: Um and I think, in a sense, also to see, to see how people care about children, who work
201	with them daily and how impactful that had been so that was quite, you know, quite a...I
202	suppose salutary (M: Mm Hm) kind of experience.
203	
204	M: Okay. And then from that incident, what did you learn or take away?
205	
206	F: Um, the beginnings of, the beginnings of experience, and I suppose practice, er, and how
207	you don't have, I mean I think what the Critical Incident does, is it suddenly creates a kind of
208	judder er and suddenly, what was reality, we know that about kind of trauma, essentially
209	what was real. And it's also very sudden. And I think that what it took away from that was by
210	watching my colleague and how she worked in the debriefing afterwards with her, which is
211	something we don't do anymore. Um that there is although there is still, still needs to be

212	respectful of everything.
213	
214	If not, you can actually be of help. I mean, you don't have to kind of take things personally,
215	and actually those situations there are some things that people want that are not necessarily
216	about being a, you know, an ego driven psychologist, it's about something else
217	
218	M: Okay. Um and you mentioned that you used to do a debrief

219	
220	F: Mm
221	
222	M: But you don't do that anymore?
223	
224	F: No we don't
225	
226	M: What did the debrief look like before?
227	
228	F: The debrief was was wrapped in I suppose in a kind of a rule that once there had been a
229	critical incident you would you would meet back.
230	
231	M: Okay
232	
233	F: so I guess if you're a disperate group of people to come back to base to talk through it with
234	the team.
235	
236	M: Mm Hm
237	
238	F: Er, I guess that's also about kind of crossing dots and you know and circling t's, it's about
239	making sure that all the information that you've talked about and you've got your facts
240	straight.
241	
242	M: Mm
243	
244	F: And we don't do that anymore. I think largely because at one point, say five years ago, the,
245	the authority had a policy, had a plan and schools had their critical incidents planned and they
246	were...could access support to develop them, and, you know, notionally we should be aware
247	that they had them.
248	
249	M: Mmm
250	
251	F: That's changed since then, I think a lot of things are fractured we've moved offices.
252	
253	M: Okay.
254	
255	F: We are 10, 20 times busier. We. There is, one of the issues I think that can happen is that
256	people forget that critical incident means you do have to drop everything.
257	
258	M: Mm Hm
259	
260	F: And it does take time and we also I suppose we need to be looking after each other and
261	that's what, hopefully I'm trying to do with how I work is that we need to be a team that needs
262	to be there for each other and at these moments we need to be kind and supportive.
263	
264	M: Mm
265	

266	F: That takes a little bit of time.
267	
268	M: So do you think the loss of the debrief has been detrimental to the response to critical
269	incidents?
270	
271	F: I think it's dangerous.
272	
273	M: Okay
274	
275	F: I mean it's, it's not dangerous
276	
277	M: Yep
278	
279	F: in a kind of first world dangerous. I do think. Because I think, there's a danger of devaluing
280	it and for not recognising how impactful it can be. Cough. I think in terms of its impact. Excuse
281	me I ate some nuts, it's all going down the wrong way.
282	
283	Laughter
284	
285	F: I think these days, it becomes, maybe a bit like kind of Parliament at the moment, it's, it's
286	more about process and press rather than feelings and recognising people as human beings.
287	So I think there's a danger of not having that debrief of not giving it the gravitas that it
288	demands.
289	
290	M: and are you able to bring it to supervision? If there are any residual...?
291	
292	F: There's a space, and were having, after this interview our service meeting

293	
294	M: Mm
295	
296	F: and we have standing items and one of those, sometimes, is critical incidents.
297	
298	M: Mm Hm
299	
300	F: We do have supervision. Erm but I guess what happens as well is that in the working and
301	the responding to critical incident, because we try not to do that individually we try and work
302	with the school EP or we will try and work with someone in the team
303	
304	M: Mm
305	
306	F: Clearly there's some discussions anyway. Erm so maybe what we're doing really, is
307	incidentally having supervision as were going along
308	
309	M: Mm, okay. Cough. Excuse me. Um and do you try and work it so if possible the link EP, do
310	you work on the link EP system for Sheffield?
311	
312	F: Are there systems in, within the Critical Incident world?
313	
314	M: Laugh. So I am wondering,
315	
316	F: Yes
317	
318	M: do you try and send the link EP to that school if there's a critical incident or is it just
319	whoever is...?

320	
321	F: We tend to, I think what we tend to do is the kind of, when there's an emergency you need
322	one person of contact
323	
324	M: Right, okay
325	
326	F: Yeah so, basically, there is, there should really a simple thread
327	
328	M: Mm
329	
330	F: that goes from school. It used to go to one other person in the authority
331	
332	M: Mm Hm
333	
334	F: And then they would cascade that and we usually, because we're first response, it goes to
335	our admin, our admin section, and then it's either me or **name**, who is the principal, or
336	** name**, who is the principal. We have two principals.
337	
338	M: you have two principals
339	
340	F: Yeah, just in case.
341	
342	F: So yeah, so at that point, we will inform the EP for the school but in the meantime
343	
344	M: Mm Hm
345	
346	F: they'll be an expectation for us to absorb the first initial shock.
347	
348	M: Yeah
349	
350	F: and then take it from there.
351	
352	M: Okay. Okay. Erm, so are you ready to think about a middle instance that was kind of
353	halfway, um during your career?
354	
355	F: Erm duh duh duh, let me think. The trouble is we've had a year of incidents. Yes ok, a
356	middle incident.
357	
358	M: Okay
359	
360	F: But unfortunately it won't be as middle...
361	
362	M: Cough. I'd rather be one that had a particular significance, or... yeah
363	
364	F: Sure, ok yeah, yeah, sure
365	
366	M: So can you describe, tell me a little bit about that incident?
367	
368	F: yes that was, that was probably one of the, one of the incidents, I've just been saying we
369	work as teams and we usually work with the EP but that was one that I was, that was pretty
370	solo actually. It involved the death of a young man who was at a martial arts tournament, and
371	who collapsed and died.
372	

373	M: Okay
374	
375	F: Er, We, we were immediately contacted and er went out to speak to the school.
376	
377	M: Mm Hm
378	
379	F: And that's probably one, one of the rare occasions where we've actually been asked to see
380	an individual young person, as a result of the issue. Okay. And that was a very. I often still
381	think about that because I suppose what happened.
382	
383	M: Mmm
384	
385	F: So that's probably why it resonates with me. Err
386	
387	M: Was he at secondary school?
388	
389	F: Secondary school. Yeah, Secondary School. And the young man that I eventually had two
390	individual sessions with was
391	
392	M: Okay
393	
394	F: the friend of the boy who died.
395	
396	M: and was he at the martial arts.. Um
397	
398	F: Yes, he was. He had all had all the kind of classic, the proximity to trauma.
399	
400	M: Yeah. Yeah
401	
402	F: He was you know he knew the boy. He was there at the... He saw the ambulance come.
403	His family was connected
404	
405	M: Okay
406	
407	F: with the boy's family, etc; etc;
408	
409	M: Erm, what was your involvement? So you said you went into the school but you also had
410	the sessions with the friend. What happened at the school? Erm...
411	
412	F: So the sessions involved consultancy with the head teacher,
413	
414	M: Mm Hm
415	
416	F: very kind of keen to obviously try and get the headteacher to be responsible and to be the
417	focal point although over the years that's changed quite a lot
418	
419	M: okay
420	
421	F: Um, so it was conversation with the head teacher who was, had a fair understanding
422	of critical incidents, had experience of critical incidents before, err, it was also to talk to the
423	support staff who were been, who through our kind of involvement, had been set up to, to,
424	to be there for the children around it. Erm, so, it was also about talking to them. And I suppose
425	in those instances it's also an opportunity for staff to sort of talk about the things that they
426	don't like about the school, gives us an example of how the head's done things which reflects
427	their other grievances and the other one then was to receive some phone calls, a phone call

428	to say we still think this young boys still having troubles, he would like to see you, his parents
429	would like to see you
430	
431	M: Mm Hmm
432	
433	F: Err, and we acquiesced to, to visit and this was at the time when the school were kind of
434	putting up a kind of remembrance and things and there was some issues about the length of
435	the remembrance. In other words it had been cleared away too quickly etc etc.
436	
437	M: Okay
438	
439	F: So certainly with two individual sessions with a young person about this
440	

441	M: Is that the first time, um, that you've had that kind of follow on?
442	
443	F: Err, was it the first time? Probably. But since then, no
444	
445	M: Okay and did you attend alone to that incident?
446	
447	F: Yes, I did. Yeah.
448	
449	M: So is that that's a change in policy as well that you used to go in.
450	
451	F: Well yeah I mean I suppose I suppose the thing is policy is, is a guideline.
452	
453	M: Okay
454	
455	F: yeah policy's a guideline. Er, and somethings are almost difficult to stop.
456	
457	M: Mm Hm
458	
459	F: So, I found in the critical incident, kind of, I've attended, the problem now is that critical
460	incidents don't go through a single channel.
461	
462	M: Mm Hm
463	
464	F: They go through media they go, someone, Sheffield is six degrees of separation.
465	Someone knows someone
466	
467	M: Yep
468	
469	F: So, um, everybody wants to help and I've heard, and don't worry I'll sort it out for you
470	
471	M: Mm Mm
472	
473	F: It's a bit cynical, so sometimes there is a pressure to, to respond individually. I think it's
474	difficult for parents and carers to appreciate the fact that doing that sort of initial response,
475	but I don't think actually meeting someone, and in the way that we work, and talking to them
476	is a bad thing per say, because obviously we're not there to kind of do a massive debrief,
477	we're still there to do a psychological; how are you? what resources have you got? That sort
478	of stuff. So, I think it can be handled carefully, but in this instance it was interesting cause it
479	was almost like it was a young person who... was...I don't know....part of me wondered what
480	this was about? The genuineness seemed strange.
481	

482	M: Okay, can you say more about that?
483	
484	F: Yeah I mean if a young person comes to see you (pause) we don't really know in a sense
485	what, who they are, what they're about, what their needs are. So, sort of say you could have
486	a girl with undiagnosed ASD, coming through so there's a different kind of angle to it. We
487	don't know, in a sense, how they're processing things or... so it didn't feel...
488	
489	I think what happened was, and I don't know if this is right or wrong, but I put in, I put in
490	capacity if I'd made the wrong decision, after the, like, the second meeting, it just seemed
491	that I saw the young man with his friends and they just seem to be like kind of having a laugh.
492	Now that's, that's perfect, course, it's perfectly fine.
493	
494	M: Yeah
495	
496	F: It's perfectly fine how people react is. It's completely up to them. But it just seemed, what
497	I couldn't get to the point is what this young man wanted from this, from this discussion
498	almost felt like someone thought it was a good idea, you should go along. Dad said you should
499	go along today rather than I'm not quite...And again, I think that probably confirmed again
500	this idea of what, you know, the, the care that we have to take when we've been out to see
501	individuals. So, yeah. I think that was...so after the second meeting I was kind of saying, look
502	I think this is probably okay. I'm not hearing anything in terms of you're not sleeping or any
503	signs of, you know, PTSD, what is it? Three months, or something, a general feel and so we
504	kind of closed, we kind of said to the young person I think that's enough but leave him with
505	capacity, you know?
506	
507	M: Yeah
508	
509	F: Rang the person up who referred him and said look if there are any more issues then we
510	can come back
511	
512	M: Mmm
513	
514	F: but we haven't heard any more from him since then

515	
516	M: So you don't know if those sessions were driven by him it was maybe parents or school
517	or....
518	F: It's difficult again. You'd be a fool to....
519	
520	M: Okay. Erm, and were there any specific driving factors behind your response for that
521	incident?
522	
523	F: I think that's one, not necessarily driving factors but that was certainly one of the early incidents
524	where I was lead.
525	
526	M: Okay
527	
528	F: So I think it's very different from the earlier
529	
530	M: Hm mm
531	
532	F: critical incidents we talked about where you were with someone.
533	
534	M: Yeah
535	
536	F: versus the, you know, it's the you know the on the quiz show it's easy to answer the
537	questions when you're sat at home shouting at the TV. But yeah.

538	
539	Laughter
540	
541	M: And was there, were there any factors that made that that incident particularly emotive
542	for you?
543	
544	F: I think the emotive bit was about in a sense the... just seeing that thing, that moment, that
545	young man, almost feeling... cause I suppose that was the beginning. We'd just moved to
546	**place name**
547	
548	M: Mm Hmm
549	
550	F: Err, we'd been in a Dingly Dell environment, we were by woods and we could pick
551	blackberries at lunch time and you know.
552	
553	Laughter
554	
555	F: And suddenly we came into corporate land
556	
557	M: Yeah
558	
559	F: and people's time suddenly became precious and much shorter.
560	
561	M: Mmm
562	
563	F: So I think was probably kind of the idea of what I've got things to do here is this valuable?
564	
565	M: Mm
566	
567	F: And since then I've done some other work for a multi-agency psychological service called
568	MAPS which is about, which is with looked after children.
569	
570	M: Mm Hm
571	
572	F: So my practice and thinking has changed since then and having been, and feeling more
573	confident in the lead of critical incidents and more passionate about kind of what we do for
574	schools it's, you know, my practice has changed slightly, or my views have changed slightly.
575	
576	M: That's really interesting that you said about the previous setting, work setting and then
577	you moved to here.
578	
579	F: Mmm
580	
581	M: Do you think it's just the setting that changed the, kind of, erm, I don't know the nature of
582	the feel or was that coming from powers higher than that?
583	
584	F: I think the the the the whole territory has had a bit of a shift.
585	
586	M: Okay
587	
588	F: I think, I think there's been a number of factors. Certainly terms of demand for things like
589	EHCPs, we know that's well known in our profession
590	
591	M: Mm Hmm

592	
593	F: We know the code leaves a big kind of large gap 'may have special needs'. We are close to
594	corporate, a corporate world,
595	
596	M: Mm Hm
597	
598	F: you know, Sheffield the austerity came,
599	
600	M: Mm Hm
601	
602	F: you know, EPs left. We had a massive, you know, group of close friends, who, and
603	colleagues who left to work elsewhere, dissatisfied with us. We've, we had a situation where
604	we're in dispute with the council about the AEP.
605	
606	M: Mm Hm
607	
608	F: So you know there was a lot of things going off.
609	
610	M: Mm
611	
612	F: And it's still continued up to the last year. To still lose EPs. We've had two EPs resign
613	
614	M: Okay
615	
616	F: So there's a number of issues as to what that's about
617	
618	M: Yeah, yeah
619	
620	F: And yeah, certainly, the, the post which would have been the person who was like Central
621	Comms who would have got the information to pass it on. Their role has changed and in
622	**city name** there's a tendency if you stop long enough, someone will give you another job to
623	do.
624	
625	M: okay
626	
627	F: So, the clarity's been lost
628	
629	M: Mmm
630	
631	F: But the complexity we've had a riot, we've had two murders, you know. As I say but they've been
632	big news.
633	
634	M: Yeah
635	
636	F: Yeah big news. I think, does that answer that?
637	
638	M: Yeah, yeah. Erm, going back to a comment you made, um kind of at the beginning about
639	talking about that event you mentioned something about the head teacher. Are head
640	teachers the key contact person that you usually deal with?
641	
642	F: They have been,
643	
644	M: Yeah
645	
646	F: they have been. They are the desired contact person

647	
648	M: Okay
649	
650	F: Cause really in a sense I've had critical incidents where, er, there was a flood in Sheffield.
651	
652	M: Mm Hm
653	
654	F: A big flood, a long time ago. Not the big one in the 1800s but there was a big one and a
655	young boy drowned in a river, and I was contacted because I was the school EP at the time.
656	And I was contacted by someone who was very dissatisfied by the way in which the critical
657	incident was handled in school.
658	
659	M: Mm Hm
660	
661	F: But I remember doing a consult with a senior at the time and they were saying at the time
662	look we've got to go through the head because anything else, just gets dissipated, fractured,

663	stuff like that. Er but some heads pass it on.
664	
665	M: Mm Hm
666	
667	F: You know?
668	
669	M: Okay. So are you ready to think about a more recent critical incident.
670	
671	F: Sure
672	
673	M: Erm, so can you tell me a little bit about...
674	
675	F: Very recent, it was in the news. Two young boys were believed murdered. Err and this big...
676	Interesting tipped into major incident territory
677	
678	M: Okay
679	
680	F: Kind of slightly started to straddle into major incident because of the criminal, criminality
681	of it. Er, major because it involved a multi-agency response
682	
683	M: Okay
684	
685	F: From the very beginning. And that was probably, duh duh do, three or four months ago
686	and it also absorbed an incredible amount of time. And then it also triggered this focus group
687	that we're doing and wanted to revisit agencies who were supportive and what their critical
688	incident responses are and the sense to stop people trying to come in and stop doing stuff,
689	muddying the water, although they're trying to be helpful
690	
691	M: Mm Hm
692	
693	F: and also to keep politics out of response.
694	
695	M: Okay. So going back. So with these two, were they boys?
696	
697	F: Two boys, yeah
698	
699	M: So, what exactly happened in that case?
700	

701	F: well we, we, there is the sequence of events started with there's a police helicopter landing
702	in a primary school.
703	
704	M: Okay.
705	
706	F: It was just that the police helicopter needed somewhere to land
707	
708	M: right ok
709	
710	F: Yep and the two boys were found at home, er, one boy was errrr, let's think. No both boys
711	were in secondary school.
712	
713	M: Okay.
714	
715	F: It wasn't a secondary school of mine. Er, I'm not quite sure about timing. Because one of
716	the... the timing of the critical incident are very impactful
717	
718	M: okay
719	
720	F: When it comes to holidays, yadda, yadda er, and so the sequence of events went something
721	like Freddie, we need to talk to you and this will be someone, a manager, so again the normal
722	way of getting stuff to us hadn't happened. We need to talk to you, we think there's been a
723	murder, alright, and then suddenly a kind of explosion and very fast-moving things,
724	
725	M: Hmm
726	
727	F: And that was very difficult because one of the things that we weren't involved in which we
728	wants to change is that there was a police briefing
729	
730	M: Hm Hm
731	
732	F: It was given to the school where the two boys were, had been students, but we didn't get
733	the full facts
734	
735	M: Okay
736	

737	F: And the, my colleague I can, I can, you know, shake her by the hand when I meet her again;
738	Facts, Feelings, Future, seemed to be a natty way of keeping things in a nice way of thinking
739	about things so, so you can operate and we didn't have facts.
740	
741	M: okay
742	
743	F: So one of the things also happened was, it was a larger family, so there was still surviving
744	children in different schools.
745	
746	M: okay, so these were brothers?
747	
748	F: They were brothers
749	
750	M: They were brothers, okay
751	
752	F: yeah and they had two surviving male siblings, two surviving girl siblings but one was aged
753	three so much younger
754	

755	M: Okay
756	
757	F: So we've got one child in special school, one child in year six in another school
758	
759	M: Right
760	
761	F: And it's a community in a particular area of **city name** , probably has more community,
762	whatever that means, kind of more of a community feel than others.
763	
764	M: Okay. Yeah
765	
766	F: So, um yeah, so, so basically that became very complicated because suddenly, we've had
767	a new service emerge, like a kind of a, like a volcanic eruption and then, they're very quite
768	prominent now, and they were starting to get involved and there was nobody coordinating
769	it. So, I was fortunate on this occasion to be able to have the support of **PEPs name** the principal
770	
771	M: Uh huh
772	
773	F: who then, this is not written into our brief, almost became incident coordinator, having to
774	coordinate social services, having to coordinate other agencies. Er, we went to the schools,
775	to, to, to listen to briefings from the police. Since then we've had three or four post meetings.
776	Er we did, we were asked by the school to be available to staff to talk to
777	
778	M: Mm Hm
779	
780	F: We set up a rota. We did that with CAMHS, we did that with Social Services. It entered a
781	holiday period
782	
783	M: Right, okay
784	
785	F: So, over the weeks holiday some services felt that they needed to be there for the school
786	
787	M: Mm Mm
788	
789	F: Um, so yeah and we had, you know we realised that not everybody, not all our colleagues
790	in other departments have a critical incident policy.
791	
792	M: Mm Mm
793	
794	F: So, and it's an ongoing murder inquiry.
795	
796	M: Okay, so it is still is very, very recent
797	
798	F: Very recent. So young guys are not killed, sorry not been buried, they've not been released
799	from the coroner
800	
801	M: Okay
802	
803	F: coroner's report
804	
805	M: Yeah
806	
807	F: We can't. So, all the stuff about wording and who we contact
808	
809	

810	M: Mm Mm
811	
812	F: is interesting because one school used a faith-based support service with good listening to
813	them they were very, you know, but we had no, they had no credentials, they weren't on any
814	ones books. So, involved ringing them up, testing them out, see what they were. Yeah. So yeah,
815	so an awful lot of time probably, probably two weeks solid EP work
816	
817	M: Oh gosh, okay
818	
819	F: Yeah, big, big stuff
820	
821	M: Yeah. So, and your involvement today has been coordinating with all these different
822	agencies, and also providing direct support for support to the secondary school?
823	
824	F: Yeah, yeah, yeah, yeah
825	
826	M: again, dealing with the head teacher?
827	
828	F: Er, yeah, what we were trying to, trying to encourage the head to do was to have a critical
829	incident team.
830	
831	M: Okay
832	
833	F: So they're an academy so they also have the responsibility to the academy.
834	
835	M: right okay
836	
837	F: Er, so one of the things they don't have is a critical incident policy.
838	
839	M: Right, okay
840	
841	F: We found in the schools, there was a recent suicide of a young boy, where the school. And
842	this is just hot off, off of the focus group, where they did have, we have a critical incident
843	policy, (M: Cough) we know what we're doing
844	
845	M: Hmm
846	
847	F: Sometimes. So we suspect that but we can't say to them to get the details back off them.
848	And yeah it was quite complex really.
849	
850	M: Okay. And was the head very keen? Did, I don't know if it was a he or she?
851	
852	F: He
853	
854	M: He, did he have in mind what he wanted you guys to do or was he open to take the lead
855	from you?
856	
857	F: No, he wanted advice.
858	
859	M: Okay
860	
861	F: He wanted that crisis bit. Tell me what to do.
862	
863	M: right okay

864	
865	F: okay, not in so many words, as egos get in the way but really that was that was the general
866	gist of it. Er and that was that that's what we did. And that's what we gave the feel to. And
867	They responded very well they did, they did galvanised truths, but I guess one of the things I
868	suppose can happen is they, in the crisis bit in the first few weeks. You can, you can, you've
869	got that inertia. But I think what happened in this case was that, again, it's a pressure test.
870	
871	M: Hm mm
872	
873	F: The pressure reveals fissures and the fissures might be dissatisfaction with some staff, so
874	we took some staff who were actually dissatisfied as teachers
875	
876	M: Yeah
877	
878	F: Yeah, and so on and so on
879	
880	M: And did you respond, so from your service, cause obviously there was lots of services
881	involved, were you the only person again, was it a solo response from...?
882	
883	F: Well I am saying. It was really me and **PEP name** , because ** PEP name** was principal
884	

885	M: Yep
886	
887	F: Er, he had the clout, the gravitas and I think was, was bequeathed the job of saying look
888	you sort it out. So **PEP name** was doing a lot of the liaison with people like social services, like
889	MAST. So it was about, it was about information management, so that people were getting
890	the right message. You did say that didn't you, or you didn't mean that did you? This is what
891	we mean. So he soaked up a lot of that, er but in the mean time there were some decisions I
892	made that were beneficial. One of them was to, was to, have a meeting with particularly one
893	of the, one of the team, critical incident team in the school, who was becoming very distressed
894	by it all, not because it was distressing because she's also the safeguarding officer. And kids
895	were disclosing about the family. Yeah. So there was a, there was some things to absorb. There
896	were also young staff who were struggling and obviously, as we mentioned in the first
897	incidents there was triggering of other feelings brought on by this pressure and trauma.
898	
899	M: so more systemic issues going on?
900	
901	F: yeah, yeah, kind of like mini explosions, without being too dramatic.
902	
903	M: Oh yeah, yeah. And why do you think that that incident is particularly prominent for you?
904	
905	F: I think it's one of those incidents where you think, well that was a job well done.
906	
907	M: Yeah
908	
909	F: So kind of pride. Err, it was also probably the point, when I, the tipping point from amateur
910	to professional
911	
912	M: Yep
913	
914	F: So you kind of go, shit I do know what I'm doing
915	
916	M: yes
917	
918	F: and it does feel, you know, we do, we are, we are it.

919	
920	M: Mmm
921	
922	F: This is us, you know, we can do this. Er and I think it's also one of those things where you
923	look around you and you're kind of going, yeah we kind of know, you're not so sure are you.
924	So we will hold the course, we will steady the boat
925	
926	I mean, yeah and I suppose one of the things it's still, it's interesting, the colleague I talked
927	about with the first thing. She would come back and you would have to have that kind of dark humour
928	response to it
929	
930	M: Hmm
931	
932	F: But, the er you know, I guess, I don't know what job's equivalent. But I guess there are
933	things where the seat of your pants stuff is exciting.
934	
935	M: Mmm okay
936	
937	F: So, there's still a 'buzziness' to it
938	
939	M: Mm, uh huh
940	
941	F: Cause it's really; out of all the things you do, there's a kind of an essence of meaningfulness
942	about it, you know. So yeah
943	
944	M: And why do you think you have, say, I had, I was quite, very fortunate and had lots of
945	responses to my advert people seemed quite keen to want to participate
946	
947	F: Right
948	
949	M: in this research and my part of my thinking is around. What is it about critical incidents
950	that people find interesting, or why, why did I get so many responses? And you mentioned,
951	you used the word 'buzziness'. (F: laugh) And is that is that kind of what does it for you?
952	Because I know some I'm aware that some people would shy away from responding to critical
953	incidents it's not something they're particularly interested in, it's not their forte,
954	it is part of the role but they'd rather not do it. What is it for you on the other side of the table, you know,
955	apart from just the 'buzziness'?
956	
957	F: Erm
958	

959	M: What's grown your interest in it? In your...
960	
961	F: I suppose because... in some ways, you think, you could say ooo, it's because at the end of
962	that people will be, you know, better people for it, you've helped them through something,
963	but really all you're doing is, is helping an organisation to find its own strengths, and its
964	'familyness' you know and its essence of family err and actually some it's a pain in the arse
965	because you're dealing with people who want to be helpful that are actually not, you know,
966	so there's some things, it's quite, it is interesting, it's quite. I suppose what our job is, it's a
967	brilliant job you know the things we get to do with the privileges that we have
968	
969	M: Mmm
970	
971	F: you know, the passion, we've got, you know the respect that we have, yada yada, but I
972	guess the other thing is that it is something very, very different.
973	

974	M: Mmm
975	
976	F: I'd like to say it doesn't involve writing reports but it does because you have to write up
977	some sort of, you write up the incident and keep a check so that people can come back to it.
978	But I guess you don't get to write a report, I guess you get to be, you get to listen to people
979	not because they're in, in a position of pain, but in a sense, it's an opportunity to. I suppose if
980	you're a therapist, or a... it's probably that moment when maybe a light goes off in someone's
981	head that you know people can walk out the room, hopefully feeling a little better about
982	things and I suppose it's a quick fix for big bucks.
983	
984	M: Okay
985	
986	F: You go in and then it's actually very your 20 minutes of your time and, actually, there's a,
987	there's a lot of politics as well.
988	
989	M: cough
990	
991	F: You, you, it's a hot topic at the time being dealt with a group of people who know what
992	you're doing to make it not go away but can be helpful.
993	
994	M: Mmm
995	
996	F: Firefight I suppose
997	
998	M: Okay
999	
1000	F: Fire is out
1001	
1002	Laughter
1003	
1004	F: That's very unprofessional, please edit that bit out
1005	
1006	Laughter
1007	
1008	M: Okay, so that's been really helpful going through those three critical incidents, is there
1009	anything else that you think would be useful or helpful for me to know about your history
1010	with critical incidents or things you've learned along the way. More personal to your journey.
1011	
1012	F: Um. (Pause) I think it's helped, I think what's really helped is that I'm in an authority. The
1013	first critical incident I attended I didn't.
1014	
1015	M: Okay
1016	
1017	F: There was a fire in a school. And I remember, it was the middle of July, coming back to the
1018	office. This was in Kirklees, coming back to the office and it was literally like someone, the
1019	person who had attended it, whose husband was a firefighter, and I became involved, came
1020	in literally like, she didn't, but like, you know, comedy smoke coming out of her hair and
1021	cinders, and things like that, what've been doing? Well, there's been a critical incident at
1022	school but there was no policy or no joined-up ness. I think what's been really helpful is having
1023	those kind of emergency systems in place.
1024	
1025	M: Mmm
1028	
1027	F: And er and I suppose that's that's been really helpful so I've learned that that it's really
1028	important to have those systems, because at the point of panic or the point of uncertainty,
1029	you need certainty.

1030	
1031	M: Mm Hm
1032	

1033	
1034	F: So that's one thing. I think the other thing is that you can always be surprised by what the
1035	pressure of a critical incident and it's impact it can have on people.
1036	
1037	M: Hm mm
1038	
1039	F: So that's always good to go in with that kind of naive curiosity and I suppose it's useful to
1040	have some kind of theoretical places to, to bring, or a theoretical idea to bring into a
1041	conversation, but the idea of just being human and listening is really important.
1042	
1043	M: Mm
1044	
1045	F: Uh, and I think probably let's make it three. Er I think the thing is to be aware that some
1046	people don't, as you mentioned, don't want to do this
1047	
1048	M: Yeah
1049	
1050	F: And you have to massively respectful of that.
1051	
1052	M: Mmm
1053	
1054	F: We've been involved, I've been involved in major incident talks now, er, cause again it's a
1055	legacy from my colleague. And that's bewildering you know but I would say now I would like
1056	our service to be ready for the Grenfell or the you know... and we've had talks about this, we
1057	are liaising with CAMHS partners and clinical partners in Reigate, and I'd like us to have as an authority to have a
1058	psychological response.
1059	
1060	M: Yeah.
1061	
1062	F: So, what would what would really be you know I think one of the problems is, is it's a great
1063	thing but to make things better you do need to the time to get to do that and that's what
1064	we're working on.
1065	
1066	M: Okay and then this is more of a question for you, and it's a very service specific question.
1067	The focus groups you've been doing. Um how did that kind of spark off?
1068	
1069	F: Me
1070	
1071	Laughter
1072	
1073	F: That wasn't a top down thing, it was a bottom up thing
1074	
1075	M: okay
1076	
1077	F: So we, again after this last incident, the one I mentioned. If we have to be the coordinators,
1078	then let us coordinate. And let's do it and let us establish what will be robust protocols, no
1079	matter which government, economic era and people will come along dressed up as whatever
1080	there will be something which has robustness. So the focus group came out of that and also
1081	the fact that we've got assistant psychologists who were smart, passionate enough to kind of
1082	get it off the ground and get it all organised and hold the meetings.
1083	

1084	M: Okay
1085	
1086	F: So we're hoping that once we've got all the information together, we can go back with
1087	some evidence to do what I want them to do.
1088	
1089	M: Mm. Okay
1090	
1091	F: Laughs. Like a benevolent dictator, but really what I want you to do is this. The evidence
1092	seems to suggest that actually that's what we need to do. So yeah, the next focus group will
1093	be with the service providers, er, who were part of this last incident to get their view of critical
1094	incidents, so we can present it to whichever suit will listen to us
1095	
1096	M: Okay. Erm, is there anything else that you'd like to mention or talk about with regard to
1097	your experience of responding to critical incidents?
1098	
1099	F: No, I think that's it
1100	
1101	M: You think that's it
1102	
1103	F: Yeah, Yeah, Yeah
1104	
1105	M: Okay, perfect so we can turn this off

Appendix IX: Example of initial semantic coding by hand

Interview 3- Sheffield

95 D: I think it was the emotional impact of... I suppose one of the things I've been wary of since
 96 I've become the lead with the critical incident team in Sheffield, is, and at the time we also
 97 knew about other EP's who weren't keen on going to critical incidents. It's about your
 98 emotional availability and how you feel about the whole notion of critical incidents. What
 99 resources, you've got, whether you're prepared for it. Er, and in, in a sense, having someone
 100 who really I suppose in this instance should have kind of maybe checked with me about how
 101 to, kind of, you know what, how things were and how we're going to go forward with it.
 102
 103 M: Mm
 104
 105 D: And I think, I think the other thing is as well in terms of the notion of future work is how it
 106 can trigger things which are unexpected.
 107
 108 M: Mm Hm
 109
 110 D: Er, So that was, that was, that's probably why it sticks in my mind most .I mean I did learn
 111 from that experience. And also I suppose how impactful these things can be on a, on an
 112 organisation. Er, and I suppose it was also an opportunity to watch someone else who'd had
 113 experience in this.
 114
 115 Almost, not emotionally do it, but have a kind of way of being which was admirable for the
 116 EP at the time who was going, can I do this? Is this something I'm going to be of help? Is there
 117 something that I can do, you know, to be useful here?
 118
 119 M: Mmm
 120
 121 D: So it was interesting to kind of watch, watch, their practice in action as well.
 122
 123 M: And so, who did you attend with?
 124
 125 D: I attended with, as I mentioned, the, the, one of the leads for the incident team
 126
 127 M: okay
 128
 129 D: so the person I attended with had been responsible and still to this day we use some of the
 130 resources that they'e put together.
 131
 132 M: Mmm
 133
 134 D: er, and establishing some of the protocols around critical incidents, which five years ago
 135 were fairly robust.
 136
 137 M: Mm Hm
 138
 139 D: Since that time, things have changed an awful lot.
 140
 141 M: Yeah

- emotions

*emotional availability
supervision
support*

personal resources

supervision / support + resources

*- needing space to explore that (supervision / debrief)
- learning from experiences*

impact on organization - links to systems, systems influence of the CI

learning opportunity

*being helpful
- role of EP*

- learning from others / benefit of responding in pairs

resources / toolkit

protocols

*- change / evolution
- why is this*

③

**Appendix X: Example of fully coded transcript
(Interview 3: Freddie)**

line number		code
1	M: Right, perfect, first of all, I'm just going to gather a few basic demographics,	
2	and so do you identify as male female or other?	
3		
4	F: male	
5		
6	M: And how long have you been a qualified EP?	
7		
8	F: Err, I think around 22 years	
9		
10	M: 22 years, great. And approximately can be very ballpark	
11		
12	F: Sure	
13		
14	M: how many critical incidents have you responded to throughout your qualified career?	
15		
16	F: Er, ballpark figure, probably about 10. Ten to 12	
17		
18	M: Yep, perfect. So I'm going to be um, asking you to think about three separate critical	
19	incidents that you've responded to that remain prominent in your memory	
20		
21	F: Sure	
22		
23	M: one of the earlier ones, one towards the middle of your career and one of the more	

24	recents. Foes that sound okay?	
25		
26	F: Yeah, absolutely	
27		
28	M: So let's start with one of the earliest, one that kind of sticks in your mind that's very	
29	prominent, can you tell me a little bit about that.	
30		
31	F: Yes, that was er, a nursery where I was the EP	type of incident
32		
33	M: Mm Hm	
34		
35	F: Er, in Sheffield, we have a Critical Incident First Response Team. Er and I was informed by	dedicated team
36	the lead at the time that there had been a critical incident in the nursery	process of informing about the incident
37		
38	M: Mm Hm	
39		
40	F: Er, involving, which we later found out the murder of a, of a child. We believe by Father.	type of incident
41		
42	M: Mm Hm	
43		
44	F: And I was asked to attend that but at the same time my daughter was attending there, She	personal connection
45	wasn't attending nursery but she'd been brought along by a childminder who'd use the	
46	resources there	
47		
48	M: Mm Hm	
49		
50	F: So, at the same time as walking up the drive, to the critical incident, er my daughter was	split roles (EP responding to CI vs. parent) and wanting to protect
51	also, although I didn't see her, was obviously somewhere in the vicinity	
52		
53	M: Mmm	

54		
55	F: which actually is, basically, caused a kind of conflict.	confliction of roles/ allegiances
56		
57	M: Mmm	
58		
59	F: (Pause) Um the incident, the first, the first response was to become very upset, er, because	personal connection and its impact on initial feelings
60	obviously I was thinking about my daughter at the same time.	
61		
62	M: Mmm	
63		
64	F: Erm, whether I'd got that under control and then we went into the nursery er and what	not sure if those feelings were 'under control'
65	we tend to do, er probably less so now, but what at that point we then spoke to the staff in	first part of the actual response- speaking to the staff
66	general. Er and following that there was two, two or three more, follow up meetings where	funnel down as the response progressed to speak with a smaller
67	we spoke to a smaller number of staff, who were still felt they were struggling with the news	group of staff members
68	and the outcome of the.... No, there wasn't an outcome or an inquiry, or a coroner's report	
69	but they were certainly still struggling with coming to terms with the whole event.	part of the work- helping them to come to terms with the event.
70		Responding to their need
71	M: Hmm, So what was kind of your role within that incident?	
72		
73	F: Er, the role was was, was to be part of the critical incident response to the nursery.	Role of the EP
74		
75	M: Mm Hm	
76		
77	F: I would be supporting the lead critical incident er, EP er at the time, it was very much about	paired response with a lead and a supporting role
78	active listening to, to, and keeping an eye on kind of how things were for the staff. Er we	skills used
79	would keep in contact with them by phone, and schedule meetings fortnightly er, until we	what the support looked like
80	felt that the staff, er, had, kind of no longer needed us to talk about the incident.	length of response was led by the staff members
81		
82	M: Okay, at what point were you in your career then if you can...	
83		
84	F: Err, probably, two third... a third into it, probably something like that	time point in career when responding
85		
86	M: Okay, and you mentioned a little bit about remembering very clearly um your daughter,	
87	um not attending the nursery but being in that environment. What else do you remember	

88	about that situation?	
89		
90	F: Um,	
91		
92	M: Or why do you think it sticks in your head so clearly or do you think that is just that your	
93	daughter...	
94		
95	F: I think it was the emotional impact of... I suppose one of the things I've been wary of since	emotions connected with personal connection
96	I've become the lead with the critical incident team in **city name**, is, and at the time we also	development of role
97	knew about other EP's who weren't keen on going to critical incidents. It's about your	interest in critical incidents
98	emotional availability and how you feel about the whole notion of critical incidents. What	emotional availability
99	resources, you've got, whether you're prepared for it. Er, and in, in a sense, having someone	personal resources
100	who really I suppose in this instance should have kind of maybe checked with me about how	supervision/ support
101	to, kind of, you know what, how things were and how we're going to go forward with it.	
102		
103	M: Mm	
104		
105	F: And I think, I think the other thing is as well in terms of the notion of future work is how it	personal connections/ experience
106	can trigger things which are unexpected.	
107		
108	M: Mm Hm	
109		

110	F: Er, So that was, that was, that's probably why it sticks in my mind most ..I mean I did learn	personal connection
111	from that experience. And also I suppose how impactful these things can be on a, on an	organisational impact
112	organisation. Er, and I suppose it was also an opportunity to watch someone else who'd had	learning through observation
113	experience in this	
114		
115	Almost, not emotionally do it, but have a kind of way of being which was admirable for the	watching/ learning from a distance without being emotionally involved
116	EP at the time who was going, can I do this? Is this something I'm going to be of help? Is there	offering support as 'second' responder
117	something that I can do, you know, to be useful here?	Role of the EP
118		
119	M: Mmm	
120		
121	F: So it was interesting to kind of watch, watch, their practice in action as well.	learning from others/ benefit of responding in pairs

122		
123	M: And so, who did you attend with?	
124		
125	F: I attended with, as I mentioned, the, the, one of the leads for the incident team	service's system of responding
126		
127	M: okay	
128		
129	F: so the person I attended with had been responsible and still to this day we use some of the	first responder is responsible
130	resources that they'd put together.	using resources/ toolkit in the response
131		
132	M: Mmm	
133		
134	F: er, and establishing some of the protocols around critical incidents, which five years ago	protocols
135	were fairly robust.	
136		
137	M: Mm Hm	
138		
139	F: Since that time, things have changed an awful lot.	change/ evolution of protocols
140		
141	M: Yeah	
142		
143	F: Er, and as an authority, we are less. I think we're less 'together' in what we do for the	change has not been a positive and it is the schools who have missed out
144	schools.	
145		
146	M: Okay. And then within the nursery who were the key people there that you worked with?	
147		
148	F: It was just a, it was certainly the, from what I can remember as it was some time ago, there	who the EPs worked with (nursery staff members)
149	would be the nursery staff.	
150		
151	M: Okay	
152		
153	F: Er, I would like to say it clearly was the teacher of the child who was killed.	member of staff directly involved

154		
155	M: Mmm	
156		
157	F: I can't say there was (M: cough) just a group...a group of people. And I think it's interesting	role within the response and how this affects/ impacts on your interpretation
158	because, from, why don't I remember them as individuals, because I was in a different role.	and memory of the CI
159		
160	M: Mm Hm	
161		
162	F: I was kind of, you know, 'sitting in', to some extent	role of the EP/ observing and learning from observing the response by the
163		first responder
164	M: And you mentioned you did the sessions, um so you did them as group sessions for a	
165	number of weeks, like every fortnight um following that?	
166		
167	F: Yeah, yeah but being mindful that obviously we didn't want to go in, as I know now, we	veering away from counselling and using psychological first aid as part of the
168	practice psychological first aid so we don't really wanna go in to the kind of counselling bit.	response
169	But I was aware of, you know, that we were looking for, you know, the group how it was	group processes
170	looking after each other with health checks.	
171		
172	M: Yeah	
173		
174	F: Seeing what else was needed to be done but really it was just that maintenance of the...	using psychological first aid as a foundation for the response
175		but also responding to the needs they are presented with
176	M: Mm Hm	
177		
178	F: and that's actually with the most recent one that I attended would also correspond with	this model (having a foundation/ resources alongside responding to need)
179	our practice in that way	continues to be used
180		
181	M: Okay. Erm and what would you say were the driving factors behind your response. Um did	
182	you take the lead from your co-worker or was it more of a collaborative approach?	
183		
184	F: I would say it was, it was probably, I would say I would've, I was looking, in a sense, for the	responding to need
185	lead and following their questions and responses from the people in the group. So very much	small participation groups

186	like kind of yeah, small participation as well. (Cough) Excuse me.	
187		
188	M: Erm and why do you think that it was, if you deemed it to be, particularly emotive?	
189		
190	F: I think, the, the, I think many of the critical incidents each has its own particular spin and	individuality of each CI
191	impact. Er and obviously, in this case it was, it was still very raw cause at that point I was still,	personal connection/relational aspect
192	you know, a Dad of young children	
193		
194	M: Mm Hm	
195		
196	F: so that had particular resonance with me.	
197		
198	M: Mm	
199		
200	F: Um and I think, in a sense, also to see, to see how people care about children, who work	
201	with them daily and how impactful that had been so that was quite, you know, quite a...I	being able to observe firsthand how dedicated the staff team were in supporting
202	suppose salutary (M: Mm Hm) kind of experience.	and looking after the children they were working with
203		
204	M: Okay. And then from that incident, what did you learn or take away?	
205		
206	F: Um, the beginnings of, the beginnings of experience, and I suppose practice, er, and how	time point in career when responding
207	you don't have, I mean I think what the Critical Incident does, is it suddenly creates a kind of	catalyst for change
208	ludder er and suddenly, what was reality, we know that about kind of trauma, essentially	
209	what was real. And it's also very sudden. And I think that what it took away from that was by	importance of debriefing
210	watching my colleague and how she worked in the debriefing afterwards with her, which is	loss of debriefing
211	something we don't do anymore. Um that there is although there is still, still needs to be	respect?
212	respectful of everything.	
213		
214	If not, you can actually be of help. I mean, you don't have to kind of take things personally,	being helpful
215	and actually those situations there are some things that people want that are not necessarily	support offered is not always linked to offering psychological support
216	about being a, you know, an ego driven psychologist, it's about something else	
217		
218	M: Okay. Um and you mentioned that you used to do a debrief	

219		
220	F: Mm	
221		
222	M: But you don't do that anymore?	
223		
224	F: No we don't	loss of the debrief
225		
226	M: What did the debrief look like before?	
227		
228	F: The debrief was was wrapped in I suppose in a kind of a rule that once there had been a	post incident support for the responding EPs and the helpfulness of this
229	critical incident you would you would meet back.	
230		
231	M: Okay	
232		
233	F: so I guess if you're a disperate group of people to come back to base to talk through it with	
234	the team.	
235		
236	M: Mm Hm	
237		
238	F: Er, I guess that's also about kind of crossing dots and you know and circling t's, it's about	what the debrief looked like
239	making sure that all the information that you've talked about and you've got your facts	
240	straight.	
241		
242	M: Mm	
243		
244	F: And we don't do that anymore. I think largely because at one point, say five years ago, the,	loss of the debrief
245	the authority had a policy, had a plan and schools had their critical incidents planned and they	policy- EPs were avaible to support schools development of their policies
246	were...could access support to develop them, and, you know, notionally we should be aware	
247	that they had them.	
248		

249	M: Mmm	
250		
251	F: That's changed since then, I think a lot of things are fractured we've moved offices.	fractured/ broken
252		changes/ moved
253	M: Okay.	
254		
255	F: We are 10, 20 times busier. We. There is, one of the issues I think that can happen is that	managing other demands of the job alongside responding to CIs
256	people forget that critical incident means you do have to drop everything.	criticalness' of CIs
257		
258	M: Mm Hm	
259		
260	F: And it does take time and we also I suppose we need to be looking after each other and	response to a CI does take a big chunk of time
261	that's what, hopefully I'm trying to do with how I work is that we need to be a team that needs	the importance of team work
262	to be there for each other and at these moments we need to be kind and supportive.	supporting each other
263		
264	M: Mm	
265		
266	F: That takes a little bit of time.	takes time offer additional support to your team mates/ colleagues
267		
268	M: So do you think the loss of the debrief has been detrimental to the response to critical	
269	incidents?	
270		
271	F: I think it's dangerous.	loss of the debrief is 'dangerous'
272		
273	M: Okay	
274		
275	F: I mean it's, it's not dangerous	not 'first world dangerous'
276		
277	M: Yep	
278		
279	F: in a kind of first world dangerous. I do think. Because I think, there's a danger of devaluing	danger of getting rid of the debrief. There is a need for the debrief for us, as EPs
280	it and for not recognising how impactful it can be. Cough. I think in terms if its impact. Excuse	to feel supported/ valued

281	me I ate some nuts, it's all going down the wrong way.	
282		
283	Laughter	
284		
285	F: I think these days, it becomes, maybe a bit like kind of Parliament at the moment, it's, it's	processes are more important than human emotions/ value
286	more about process and press rather than feelings and recognising people as human beings.	
287	So I think there's a danger of not having that debrief of not giving it the gravitas that it	
288	demands.	
289		
290	M: and are you able to bring it to supervision? If there are any residual...?	
291		
292	F: There's a space, and were having, after this interview our service meeting	there is space to discuss CIs
293		
294	M: Mm	
295		
296	F: and we have standing items and one of those, sometimes, is critical incidents.	there is sometimes space for discussion of CIs in service meeting
297		
298	M: Mm Hm	
299		
300	F: We do have supervision. Erm but I guess what happens as well is that in the working and	supervision- this space can be used to discuss CIs
301	the responding to critical incident, because we try not to do that individually we try and work	process of responding: responding in pairs with one of the pair being the
302	with the school EP or we will try and work with someone in the team	link (school) EP
303		
304	M: Mm	
305		
306	F: Clearly there's some discussions anyway. Erm so maybe what we're doing really, is	supervision of sorts but is this formally recognised or more adhoc
307	incidentally having supervision as were going along	
308		
309	M: Mm, okay. Cough. Excuse me. Um and do you try and work it so if possible the link EP, do	
310	you work on the link EP system for Sheffield?	
311		
312	F: Are there systems in, within the Critical Incident world?	systems

313		
314	M: Laugh. So I am wondering,	
315		
316	F: Yes	
317		
318	M: do you try and send the link EP to that school if there's a critical incident or is it just	
319	whoever is...?	
320		
321	F: We tend to, I think what we tend to do is the kind of, when there's an emergency you need	system: one person to contact
322	one person of contact	
323		
324	M: Right, okay	
325		
326	F: Yeah so, basically, there is, there should really a simple thread	The system has changed
327		
328	M: Mm	
329		
330	F: that goes from school. It used to go to one other person in the authority	Previous system- there used to be one point of contact
331		
332	M: Mm Hm	
333		

334	F: And then they would cascade that and we usually, because we're first response, it goes to	
335	our admin, our admin section, and then it's either me or **name**, who is the principal, or	
336	** name**, who is the principal. We have two principals.	
337		
338	M: you have two principals	
339		
340	F: Yeah, just in case.	
341		
342	F: So yeah, so at that point, we will inform the EP for the school but in the meantime	link EP for the school is informed

343		
344	M: Mm Hm	
345		
346	F: they'll be an expectation for us to absorb the first initial shock.	Expectation of the role of the EP
347		Who does this expectation come from?
348	M: Yeah	
349		
350	F: and then take it from there.	and then make a plan of what the actual response will look like
351		
352	M: Okay. Okay. Erm, so are you ready to think about a middle instance that was kind of	
353	halfway, um during your career?	
354		
355	F: Erm duh duh duh, let me think. The trouble is we've had a year of incidents. Yes ok, a	increase in number of incidents
356	middle incident.	
357		
358	M: Okay	
359		
360	F: But unfortunately it won't be as middle...	not quite in the middle of career but holds more significance
361		
362	M: Cough. I'd rather be one that had a particular significance, or... yeah	
363		
364	F: Sure, ok yeah, yeah, sure	
365		
366	M: So can you describe, tell me a little bit about that incident?	
367		
368	F: yes that was, that was probably one of the, one of the incidents, I've just been saying we	worked solo
369	work as teams and we usually work with the EP buut that was one that I was, that was pretty	
370	solo actually. It involved the death of a young man who was at a martial arts tournament, and	type of incident
371	who collapsed and died.	
372		
373	M: Okay	

374		
375	F: Er, We, we were immediately contacted and er went out to speak to the school.	process
376		
377	M: Mm Hm	
378		
379	F: And that's probably one, one of the rare occasions where we've actually been asked to see	responding to need
380	an individual young person, as a result of the issue. Okay. And that was a very. I often still	
381	think about that because I suppose what happened.	type of incident
382		
383	M: Mmm	
384		
385	F: So that's probably why it resonates with me. Err	
386		
387	M: Was he at secondary school?	
388		
389	F: Secondary school. Yeah, Secondary School. And the young man that I eventually had two	age/ time point in life
390	individual sessions with was	
391		
392	M: Okay	
393		
394	F: the friend of the boy who died.	
395		
396	M: and was he at the martial arts.. Um	
397		
398	F: Yes, he was. He had all had all the kind of classic, the proximity to trauma.	trauma links
399		
400	M: Yeah. Yeah	
401		
402	F: He was you know he knew the boy. He was there at the... He saw the ambulance come.	
403	His family was connected	

404		
405	M: Okay	
406		
407	F: with the boy's family, etc; etc;	
408		
409	M: Erm, what was your involvement? So you said you went into the school but you also had	
410	the sessions with the friend. What happened at the school? Erm...	
411		
412	F: So the sessions involved consultancy with the head teacher,	content of response
413		
414	M: Mm Hm	
415		
416	F: very kind of keen to obviously try and get the headteacher to be responsible and to be the	
417	focal point although over the years that's changed quite a lot	transformation of roles of school staff
418		
419	M: okay	
420		
421	F: Um, so it was conversation with the head teacher who was, had a fair understanding	staff experience of critical incidents
422	of critical incidents, had experience of critical incidents before, err, it was also to talk to the	content of response
423	support staff who were been, who through our kind of involvement, had been set up to, to,	
424	to be there for the children around it. Erm, so, it was also about talking to them. And I suppose	thinking more widely- the CI can be seen as a catalyst for change
425	in those instances it's also an opportunity for staff to sort of talk about the things that they	
426	don't like about the school, gives us an example of how the head's done things which reflects	
427	their other grievances and the other one then was to receive some phone calls, a phone call	content of response
428	to say we still think this young boys still having troubles, he would like to see you, his parents	
429	would like to see you	
430		
431	M: Mm Hmm	
432		
433	F: Err, and we acquiesced to, to visit and this was at the time when the school were kind of	managing conflicting views
434	putting up a kind of remembrance and things and there was some issues about the length of	
435	the remembrance. In other words it had been cleared away too quickly etc etc.	

436		
437	M: Okay	
438		
439	F: So certainly with two individual sessions with a young person about this	content of the response
440		
441	M: Is that the first time, um, that you've had that kind of follow on?	
442		
443	F: Err, was it the first time? Probably. But since then, no	one off' type response. Respodning to need/ request from parents
444		
445	M: Okay and did you attend alone to that incident?	

446		
447	F: Yes, I did. Yeah.	solo response (did not attend in pairs)
448		
449	M: So is that that's a change in policy as well that you used to go in.	
450		
451	F: Well yeah I mean I suppose I suppose the thing is policy is, is a guideline.	policy, procedures, guidelines
452		
453	M: Okay	
454		
455	F: yeah policy's a guideline. Er, and somethings are almost difficult to stop.	
456		
457	M: Mm Hm	
458		
459	F: So, I found in the critical incident, kind of, I've attended, the problem now is that critical incidents don't go through a single channel.	no pathway for reporting CIs to and disseminating the information to the team
460		
461		
462	M: Mm Hm	
463		
464	F: They go through media they go, someone, Sheffield is six degrees of separation.	social media
465	Someone knows someone	information may not be being shared correctly
466		

467	M: Yep	
468		
469	F: So, um, everybody wants to help and I've heard, and don't worry I'll sort it out for you	no clear structure around roles
470		
471	M: Mm Mm	
472		
473	F: It's a bit cynical, so sometimes there is a pressure to, to respond individually. I think it's	responding individually (lack of protocol/ procedures)
474	difficult for parents and carers to appreciate the fact that doing that sort of initial response,	parents understanding of an initial response
475	but I don't think actually meeting someone, and in the way that we work, and talking to them	individual/ group work is not a bad thing
476	is a bad thing per say, because obviously we're not there to kind of do a massive debrief,	what our role is not
477	we're still there to do a psychological; how are you? what resources have you got? That sort	role/ incorporating psychological theory into our work
478	of stuff. So, I think it can be handled carefully, but in this instance it was interesting cause it	individual responses can be offered but need to be offered carefully
479	was almost like it was a young person who... was...I don't know....part of me wondered what	questioning the request for individual EP involvement
480	this was about? The genuineness seemed strange.	
481		
482	M: Okay, can you say more about that?	
483		
484	F: Yeah I mean if a young person comes to see you (pause) we don't really know in a sense	responding to an individual following a CI needs are possibly clearer
485	what, who they are, what they're about, what their needs are. So, sort of say you could have	
486	a girl with undiagnosed ASD, coming through so there's a different kind of angle to it. We	
487	don't know, in a sense, how they're processing things or... so it didn't feel...	
488		
489	I think what happened was, and I don't know if this is right or wrong, but I put in, I put in	uncertainty if this was the right way to respond
490	capacity if I'd made the wrong decision, after the, like, the second meeting, it just seemed	
491	that I saw the young man with his friends and they just seem to be like kind of having a laugh.	young persons reactions following CI
492	Now that's, that's perfect, course, it's perfectly fine.	
493		
494	M: Yeah	
495		
496	F: It's perfectly fine how people react is. It's completely up to them. But it just seemed, what	role/ expectations from the YP
497	I couldn't get to the point is what this young man wanted from this, from this discussion	
498	almost felt like someone thought it was a good idea, you should go along. Dad said you should	driver of the input
499	go along today rather than I'm not quite...And again, I think that probably confirmed again	
500	this idea of what, you know, the, the care that we have to take when we've been out to see	considerations for individual work
501	individuals. So, yeah. I think that was...so after the second meeting I was kind of saying, look	

502	I think this is probably okay. I'm not hearing anything in terms of you're not sleeping or any	being transparent with your observations- part of the response
503	signs of, you know, PTSD, what is it? Three months, or something, a general feel and so we	
504	kind of closed, we kind of said to the young person I think that's enough but leave him with	
505	capacity, you know?	
506		
507	M: Yeah	
508		
509	F: Rang the person up who referred him and said look if there are any more issues then we	support still available if needed at at later date
510	can come back	
511		
512	M: Mmm	
513		
514	F: but we haven't heard any more from him since then	
515		
516	M: So you don't know if those sessions were driven by him it was maybe parents or school	
517	or....	
518	F: It's difficult again. You'd be a fool to....	driver of the input
519		
520	M: Okay. Erm, and were there any specific driving factors behind your response for that	
521	incident?	
522		
523	F: I think that's one, not necessarily driving factors but that was certainly one of the early incidents	being lead on a response to a CI (role)
524	where I was lead.	
525		
526	M: Okay	
527		
528	F: So I think it's very different from the earlier	response is different when you respond in pairs and when you are not the lead
529		
530	M: Hm mm	
531		

532	F: critical incidents we talked about where you were with someone.	
533		
534	M: Yeah	
535		
536	F: versus the, you know, it's the you know the on the quiz show it's easy to answer the	easier when you're not in the 'midst' of the response
537	questions when you're sat at home shouting at the TV. But yeah.	
538		
539	Laughter	
540		
541	M: And was there, were there any factors that made that that incident particularly emotive	
542	for you?	
543		
544	F: I think the emotive bit was about in a sense the... just seeing that thing, that moment, that	multiple factors, the CI, at that moment, that YP
545	young man, almost feeling... cause I suppose that was the beginning. We'd just moved to	
546	**place name**	
547		
548	M: Mm Hmm	
549		
550	F: Err, we'd been in a Dingly Dell environment, we were by woods and we could pick	systemic changes impacting on response.
551	blackberries at lunch time and you know.	
552		
553	Laughter	
554		
555	F: And suddenly we came into corporate land	
556		
557	M: Yeah	
558		
559	F: and people's time suddenly became precious and much shorter.	autonomy taken away
560		
561	M: Mmm	

562		
563	F: So I think was probably kind of the idea of what I've got things to do here is this valuable?	need to demonstrate 'worthiness' ?linked to corporate ideals
564		
565	M: Mm	
566		
567	F: And since then I've done some other work for a multi-agency psychological service called	training/ experience
568	MAPS which is about, which is with looked after children.	
569		
570	M: Mm Hm	
571		
572	F: So my practice and thinking has changed since then and having been, and feeling more	training and experience have impacted on response
573	confident in the lead of critical incidents and more passionate about kind of what we do for	role change = more confidence passionate about what he does for schools
574	schools it's, you know, my practice has changed slightly, or my views have changed slightly.	training, experience, role and passion have changed his practice
575		
576	M: That's really interesting that you said about the previous setting, work setting and then	
577	you moved to here.	
578		
579	F: Mmm	
580		
581	M: Do you think it's just the setting that changed the, kind of, erm, I don't know the nature of	
582	the feel or was that coming from powers higher than that?	
583		
584	F: I think the the the the whole territory has had a bit of a shift.	change of physical work place but also change in expectations
585		
586	M: Okay	
587		
588	F: I think, I think there's been a number of factors. Certainly terms of demand for things like	competing demands/ expectations
589	EHCPS, we know that's well known in our profession	
590		
591	M: Mm Hmm	
592		
593	F: We know the code leaves a big kind of large gap 'may have special needs'. We are close to	change to more corporate approach/ change in systems

594	corporate, a corporate world,	
595		
596	M: Mm Hm	
597		
598	F: you know, Sheffield the austerity came,	reduction in public expenditure/ reduction in resources
599		
600	M: Mm Hm	
601		
602	F: you know, EPs left. We had a massive, you know, group of close friends, who, and	loss of team
603	colleagues who left to work elsewhere, dissatisfied with us. We've, we had a situation where	dispute/ contextual
604	we're in dispute with the council about the AEP.	
605		
606	M: Mm Hm	
607		
608	F: So you know there was a lot of things going off.	contextual
609		
610	M: Mm	
611		
612	F: And it's still continued up to the last year. To still lose EPs. We've had two EPs resign	experience of loss/ change of team
613		

614	M: Okay	
615		
616	F: So there's a number of issues as to what that's about	multiple reasons for loss/change
617		
618	M: Yeah, yeah	
619		
620	F: And yeah, certainly, the, the post which would have been the person who was like Central	change in role/ system
621	Comms who would have got the information to pass it on. Their role has changed and in	
622	**city name** there's a tendency if you stop long enough, someone will give you another job to	
623	do.	
624		

625	M: okay	
626		
627	F: So, the clarity's been lost	loss of clarity
628		
629	M: Mmm	
630		
631	F: But the complexity we've had a riot, we've had two murders, you know. As I say but they've been	types of incidents
632	big news.	high profile incidents
633		
634	M: Yeah	
635		
636	F: Yeah big news. I think, does that answer that?	multiple events/ changes which led to changes in the way CIs are reported/responded to
637		
638	M: Yeah, yeah. Erm, going back to a comment you made, um kind of at the beginning about	
639	talking about that event you mentioned something about the head teacher. Are head	
640	teachers the key contact person that you usually deal with?	
641		
642	F: They have been,	Head Teachers are usually the key contact person at the school and the desired contact
643		
644	M: Yeah	
645		
646	F: they have been. They are the desired contact person	
647		
648	M: Okay	
649		
650	F: Cause really in a sense I've had critical incidents where, er, there was a flood in Sheffield.	
651		
652	M: Mm Hm	
653		
654	F: A big flood, a long time ago. Not the big one in the 1800s but there was a big one and a	type of incident
655	young boy drowned in a river, and I was contacted because I was the school EP at the time.	link EP
656	And I was contacted by someone who was very dissatisfied by the way in which the critical	dissatisfaction with response

657	incident was handled in school.	
658		
659	M: Mm Hm	
660		
661	F: But I remember doing a consult with a senior at the time and they were saying at the time	Head Teacher needs to be the contact person
662	look we've got to go through the head because anything else, just gets dissipated, fractured,	
663	stuff like that. Er but some heads pass it on.	delegation
664		
665	M: Mm Hm	
666		
667	F: You know?	
668		
669	M: Okay. So are you ready to think about a more recent critical incident.	

670		
671	F: Sure	
672		
673	M: Erm, so can you tell me a little bit about...	
674		
675	F: Very recent, it was in the news. Two young boys were believed murdered. Err and this big...	type of incident
676	Interesting tipped into major incident territory	enormity of the incident
677		
678	M: Okay	
679		
680	F: Kind of slightly started to straddle into major incident because of the criminal, criminality	criminality of the incident
681	of it. Er, major because it involved a multi-agency response	multiagency working
682		
683	M: Okay	
684		
685	F: From the very beginning. And that was probably, duh duh do, three or four months ago	time
686	and it also absorbed an incredible amount of time. And then it also triggered this focus group	catalyst for focus group
687	that we're doing and wanted to revisit agencies who were supportive and what their critical	exploring the responses of other agencies
688	incident responses are and the sense to stop people trying to come in and stop doing stuff,	clarity about the roles of EPs and other agencies

689	muddying the water, although they're trying to be helpful	
690		
691	M: Mm Hm	
692		
693	F: and also to keep politics out of response.	impact of politcs- responding from a neutral perspective
694		
695	M: Okay. So going back. So with these two, were they boys?	
696		
697	F: Two boys, yeah	Children involved
698		
699	M: So, what exactly happened in that case?	
700		
701	F: well we, we, there is the sequence of events started with there's a police helicopter landing	multiagency working
702	in a primary school.	
703		
704	M: Okay.	
705		
706	F: It was just that the police helicopter needed somewhere to land	
707		
708	M: right ok	
709		
710	F: Yep and the two boys were found at home, er, one boy was errrr, let's think. No both boys	context
711	were in secondary school.	age of boys
712		
713	M: Okay.	
714		
715	F: It wasn't a secondary school of mine. Er, I'm not quite sure about timing. Because one of	Not link EP
716	the... the timing of the critical incident are very impactful	Timing of the CI and its impact
717		
718	M: okay	
719		
720	F: When it comes to holidays, yadda, yadda er, and so the sequence of events went something	

721	like Freddie, we need to talk to you and this will be someone, a manager, so again the normal	way of communicating the incident to the EP team due to timing of the incident (summer holidays)
722	way of getting stuff to us hadn't happened. We need to talk to you, we think there's been a	type of incident
723	murder, alright, and then suddenly a kind of explosion and very fast-moving things,	explosion- catalyst (language used)
724		
725	M: Hmm	
726		
727	F: And that was very difficult because one of the things that we weren't involved in which we	multiagency working where EPs were not involved
728	wants to change is that there was a police briefing	
729		
730	M: Hm Hm	
731		
732	F: It was given to the school where the two boys were, had been students, but we didn't get	sharing information between agencies and how it's shared
733	the full facts	
734		
735	M: Okay	
736		
737	F: And the, my colleague I can, I can, you know, shake her by the hand when I meet her again;	Importance / value of co working
738	Facts, Feelings, Future, seemed to be a natty way of keeping things in a nice way of thinking	Model used to aid structure to the response
739	about things so, so you can operate and we didn't have facts.	Being able to respond even without all the facts
740		
741	M: okay	
742		
743	F: So one of the things also happened was, it was a larger family, so there was still surviving	impact on the wider family
744	children in different schools.	
745		
746	M: okay, so these were brothers?	
747		
748	F: They were brothers	those involved in the incident
749		
750	M: They were brothers, okay	
751		
752	F: yeah and they had two surviving male siblings, two surviving girl siblings but one was aged	family make up

753	three so much younger	
754		
755	M: Okay	
756		
757	F: So we've got one child in special school, one child in year six in another school	working across multiple schools to support
758		
759	M: Right	
760		
761	F: And it's a community in a particular area of **city name** , probably has more community,	close knit community
762	whatever that means, kind of more of a community feel than others.	
763		
764	M: Okay. Yeah	
765		
766	F: So, um yeah, so, so basically that became very complicated because suddenly, we've had	new service- getting to know and understand how they work
767	a new service emerge, like a kind of a, like a volcanic eruption and then, they're very quite	multiagency working
768	prominent now, and they were starting to get involved and there was nobody coordinating	importance of coordination/ policy, procedure around this
769	it. So, I was fortunate on this occasion to be able to have the support of **PEPs name** the principal	team support
770		
771	M: Uh huh	
772		
773	F: who then, this is not written into our brief, almost became incident coordinator, having to	policy/ procedure
774	coordinate social services, having to coordinate other agencies. Er, we went to the schools,	PEP became the incident coordinator
775	to, to, to listen to briefings from the police. Since then we've had three or four post meetings.	post incident support
776	Er we did, we were asked by the school to be available to staff to talk to	actual response (what the school asked for)
777		
778	M: Mm Hm	
779		
780	F: We set up a rota. We did that with CAMHS, we did that with Social Services. It entered a	multiagency working
781	holiday period	
782		
783	M: Right, okay	
784		
785	F: So, over the weeks holiday some services felt that they needed to be there for the school	responding to need given the time of the year

786		
787	M: Mm Mm	
788		
789	F: Um, so yeah and we had, you know we realised that not everybody, not all our colleagues	policy
790	in other departments have a critical incident policy.	
791		
792	M: Mm Mm	
793		
794	F: So, and it's an ongoing murder inquiry.	enormity of the incident
795		
796	M: Okay, so it is still is very, very recent	
797		
798	F: Very recent. So young guys are not killed, sorry not been buried, they've not been released	no closure
799	from the coroner	
800		
801	M: Okay	
802		
803	F: coroner's report	
804		
805	M: Yeah	
806		
807	F: We can't. So, all the stuff about wording and who we contact	language used
808		
809		
810	M: Mm Mm	
811		
812	F: is interesting because one school used a faith-based support service with good listening to	working with other services
813	them they were very, you know, but we had no, they had no credentials, they weren't on any	working with unknown
814	ones books. So, involved ringing them up, testing them out, see what they were. Yeah. So yeah,	
815	so an awful lot of time probably, probably two weeks solid EP work	time commitment
816		
817	M: Oh gosh, okay	

818		
819	F: Yeah, big, big stuff	
820		
821	M: Yeah. So, and your involvement today has been coordinating with all these different	
822	agencies, and also providing direct support for support to the secondary school?	
823		
824	F: Yeah, yeah, yeah, yeah	EP involvement is twofold- coordinating with different agencies and providing direct support to the secondary school
825		
826	M: again, dealing with the head teacher?	
827		
828	F: Er, yeah, what we were trying to, trying to encourage the head to do was to have a critical	encouraging the head to have a CI team within school
829	incident team.	
830		
831	M: Okay	
832		
833	F: So they're an academy so they also have the responsibility to the academy.	impact of school being part of an academy
834		
835	M: right okay	
836		
837	F: Er, so one of the things they don't have is a critical incident policy.	school not having a CI policy
838		

839	M: Right, okay	
840		
841	F: We found in the schools, there was a recent suicide of a young boy, where the school. And	vs. school having a CI policy and having more of a plan/ idea what to do/ how to respond
842	this is just hot off, off of the focus group, where they did have, we have a critical incident	
843	policy, (M: Cough) we know what we're doing	
844		
845	M: Hmm	
846		
847	F: Sometimes. So we suspect that but we can't say to them to get the details back off them.	suspect that they know (the school) what they are doing but cannot confirm it as they cannot get the details of the CI
848	And yeah it was quite complex really.	complex working in an academy with no CI team

849		
850	M: Okay. And was the head very keen? Did, I don't know if it was a he or she?	
851		
852	F: He	
853		
854	M: He, did he have in mind what he wanted you guys to do or was he open to take the lead	
855	from you?	
856		
857	F: No, he wanted advice.	what the school/ headteacher wanted
858		
859	M: Okay	
860		
861	F: He wanted that crisis bit. Tell me what to do.	Headteacher wanting direct instruction from the EPS
862		
863	M: right okay	
864		
865	F: okay, not in so many words, as egos get in the way but really that was that was the general	
866	gist of it. Er and that was that that's what we did. And that's what we gave the feel to. And	response was direct instruction/ telling school what to do
867	They responded very well they did, they did galvanised truths, but I guess one of the things I	used shock/ exciting truths about the CI
868	suppose can happen is they, in the crisis bit in the first few weeks. You can, you can, you've	doing nothing/ feeling frozen from the shock of the CI/ shock of crisis
869	got that inertia. But I think what happened in this case was that, again, it's a pressure test.	can the school survive the 'pressure test'
870		
871	M: Hm mm	
872		
873	F: The pressure reveals fissures and the fissures might be dissatisfaction with some staff, so	the pressure from the CI acts as a catalyst for systemic changes to made within the school/ setting
874	we took some staff who were actually dissatisfied as teachers	
875		
876	M: Yeah	
877		
878	F: Yeah, and so on and so on	
879		
880	M: And did you respond, so from your service, cause obviously there was lots of services	

881	involved, were you the only person again, was it a solo response from...?	
882		
883	F: Well I am saying. It was really me and **PEP name** , because ** PEP name** was principal	paired response
884		
885	M: Yep	
886		
887	F: Er, he had the clout, the gravitas and I think was, was bequeathed the job of saying look	using position to help manage the response
888	you sort it out. So **PEP name** was doing a lot of the liaison with people like social services, like	multi agency working
889	MAST. So it was about, it was about information management, so that people were getting	
890	the right message. You did say that didn't you, or you didn't mean that did you? This is what	clarification of what was said
891	we mean. So he soaked up a lot of that, er but in the mean time there were some decisions I	
892	made that were beneficial. One of them was to, was to, have a meeting with particularly one	managing distress
893	of the, one of the team, critical incident team in the school, who was becoming very distressed	
894	by it all, not because it was distressing because she's also the safeguarding officer. And kids	managing disclosures as part of CI response
895	were disclosing about the family. Yeah. So there was a, there was some things to absorb. There	supporting with the absorbtion of distress
896	were also young staff who were struggling and obviously, as we mentioned in the first	supporting younger staff members
897	incidents there was triggering of other feelings brought on by this pressure and trauma.	catalyst
898		
899	M: so more systemic issues going on?	
900		
901	F: yeah, yeah, kind of like mini explosions, without being too dramatic.	CIs as catalysts for change
902		
903	M: Oh yeah, yeah. And why do you think that that incident is particularly prominent for you?	
904		
905	F: I think it's one of those incidents where you think, well that was a job well done.	confidence from feeling as though you've done a great job
906		
907	M: Yeah	
908		
909	F: So kind of pride. Err, it was also probably the point, when I, the tipping point from amateur	experience led from feeling of amateur to professional
910	to professional	
911		
912	M: Yep	
913		

914	F: So you kind of go, shit I do know what I'm doing	confidence/ experience
915		
916	M: yes	
917		
918	F: and it does feel, you know, we do, we are, we are it.	confidence
919		
920	M: Mmm	
921		
922	F: This is us, you know, we can do this. Er and I think it's also one of those things where you	
923	look around you and you're kind of going, yeah we kind of know, you're not so sure are you.	providing stability through chaos
924	So we will hold the course, we will steady the boat	
925		
926	I mean, yeah and I suppose one of the things it's still, it's interesting, the colleague I talked	
927	about with the first thing. She would come back and you would have to have that kind of dark humour	using humour as a coping mechanism
928	response to it	
929		
930	M: Hmm	
931		
932	F: But, the er you know, I guess, I don't know what job's equivalent. But I guess there are	
933	things where the seat of your pants stuff is exciting.	part of the appeal of responding to CIs
934		
935	M: Mmm okay	
936		
937	F: So, there's still a 'buzziness' to it	
938		
939	M: Mm, uh huh	
940		
941	F: Cause it's really; out of all the things you do, there's a kind of an essence of meaningfulness	possibly more meaningful than other parts of the EP job
942	about it, you know. So yeah	
943		
944	M: And why do you think you have, say, I had, I was quite, very fortunate and had lots of	

945	responses to my advert people seemed quite keen to want to participate	
946		
947	F: Right	
948		
949	M: in this research and my part of my thinking is around. What is it about critical incidents	
950	that people find interesting, or why, why did I get so many responses? And you mentioned,	

951	you used the word 'buzziness'. (F: laugh) And is that is that kind of what does it for you?	
952	Because I know some I'm aware that some people would shy away from responding to critical	
953	incidents it's not something they're particularly interested in, it's not their forte,	
954	it is part of the role but they'd rather not do it. What is it for you on the other side of the table, you know,	
955	apart from just the 'buzziness'?	
956		
957	F: Erm	
958		
959	M: What's grown your interest in it? In your...	
960		
961	F: I suppose because... in some ways, you think, you could say ooo, it's because at the end of	role of helper
962	that people will be, you know, better people for it, you've helped them through something,	
963	but really all you're doing is, is helping an organisation to find its own strengths, and its	supporting the people in the system
964	'familyness' you know and its essence of family err and actually some it's a pain in the arse	
965	because you're dealing with people who want to be helpful that are actually not, you know,	negative side- working with people who want to be helpful but are not
966	so there's some things, it's quite, it is interesting, it's quite. I suppose what our job is, it's a	work is interesting, all the different things we get to do and the privileges we have
967	brilliant job you know the things we get to do with the privileges that we have	
968		
969	M: Mmm	
970		
971	F: you know, the passion, we've got, you know the respect that we have, yada yada, but I	passion and respect that we, as EPs, get for work such as this
972	guess the other thing is that it is something very, very different.	very different part of the role
973		
974	M: Mmm	

975		
976	F: I'd like to say it doesn't involve writing reports but it does because you have to write up	paperwork involved/ record or account of the work you've done
977	some sort of, you write up the incident and keep a check so that people can come back to it.	
978	But I guess you don't get to write a report, I guess you get to be, you get to listen to people	opportunity to use therapeutic skills
979	not because they're in, in a position of pain, but in a sense, it's an opportunity to. I suppose if	
980	you're a therapist, or a... it's probably that moment when maybe a light goes off in someone's	
981	head that you know people can walk out the room, hopefully feeling a little better about	click' of when things feel better/ start to make sense
982	things and I suppose it's a quick fix for big bucks.	small contribution for a potentially big reward
983		
984	M: Okay	
985		
986	F: You go in and then it's actually very your 20 minutes of your time and, actually, there's a,	
987	there's a lot of politics as well.	politics to manage as part of the response
988		
989	M: cough	
990		
991	F: You, you, it's a hot topic at the time being dealt with a group of people who know what	feeling of being helpful
992	you're doing to make it not go away but can be helpful.	
993		
994	M: Mmm	
995		
996	F: Firefight I suppose	reference to emergency services
997		
998	M: Okay	
999		
1000	F: Fire is out	fire is out/ contained
1001		
1002	Laughter	
1003		
1004	F: That's very unprofessional, please edit that bit out	
1005		
1006	Laughter	

1007		
1008	M: Okay, so that's been really helpful going through those three critical incidents, is there	
1009	anything else that you think would be useful or helpful for me to know about your history	
1010	with critical incidents or things you've learned along the way. More personal to your journey.	
1011		
1012	F: Um. (Pause) I think it's helped, I think what's really helped is that I'm in an authority. The	having the support of the LA has been helpful/ can be viewed as a positive
1013	first critical incident I attended I didn't.	
1014		
1015	M: Okay	
1016		
1017	F: There was a fire in a school. And I remember, it was the middle of July, coming back to the	
1018	office. This was in Kirklees, coming back to the office and it was literally like someone, the	
1019	person who had attended it, whose husband was a firefighter, and I became involved, came	
1020	in literally like, she didn't, but like, you know, comedy smoke coming out of her hair and	no policy or procedure in place- puts EPs at risk
1021	cinders, and things like that, what've been doing? Well, there's been a critical incident at	
1022	school but there was no policy or no joined-up ness. I think what's been really helpful is having	having systems/ policy/ procedure in place
1023	those kind of emergency systems in place.	
1024		
1025	M: Mmm	
1028		
1027	F: And er and I suppose that's that's been really helpful so I've learned that that it's really	positives of having systems/ policy. Provides containment
1028	important to have those systems, because at the point of panic or the point of uncertainty,	
1029	you need certainty.	
1030		
1031	M: Mm Hm	
1032		
1033		
1034	F: So that's one thing. I think the other thing is that you can always be surprised by what the	the impact of CIs on people is still surprising
1035	pressure of a critical incident and it's impact it can have on people.	
1036		

1037	M: Hm mm	
1038		
1039	F: So that's always good to go in with that kind of naive curiosity and I suppose it's useful to	how to approach
1040	have some kind of theoretical places to, to bring, or a theoretical idea to bring into a	using theory as a model
1041	conversation, but the idea of just being human and listening is really important.	human element/ relating
1042		
1043	M: Mm	
1044		
1045	F: Uh, and I think probably let's make it three. Er I think the thing is to be aware that some	Some EPs don't want to repsond to CIs
1046	people don't, as you mentioned, don't want to do this	
1047		
1048	M: Yeah	
1049		
1050	F: And you have to massively respectful of that.	and you need to respect that, CI response is not for everyone
1051		
1052	M: Mmm	
1053		
1054	F: We've been involved, I've been involved in major incident talks now, er, cause again it's a	
1055	legacy from my colleague. And that's bewildering you know but I would say now I would like	being prepared for major incidents
1056	our service to be ready for the Grenfell or the you know... and we've had talks about this, we	
1057	are liaising with CAMHS partners and clinical partners in Reigate, and I'd like us to have as an authority to have a	multi agency working
1058	psychological response.	
1059		
1060	M: Yeah.	
1061		
1062	F: So, what would what would really be you know I think one of the problems is, is it's a great	being able to respond to CIs is a great thing but there is a time pressure with respodning and being able to
1063	thing but to make things better you do need to the time to get to do that and that's what	complete all your other time commitments
1064	we're working on.	time pressure has been acknowledged and service are addressing it
1065		
1066	M: Okay and then this is more of a question for you, and it's a very service specific question.	
1067	The focus groups you've been doing. Um how did that kind of spark off?	
1068		

1069	F: Me	started focus groups around responding to CIs
1070		
1071	Laughter	
1072		
1073	F: That wasn't a top down thing, it was a bottom up thing	starting at the specific and making more general. Using one CI and applying knowledge/lessons to future CIs
1074		
1075	M: okay	
1076		
1077	F: So we, again after this last incident, the one I mentioned. If we have to be the coordinators,	Let us do what we need to do as part of our role
1078	then let us coordinate. And let's do it and let us establish what will be robust protocols, no	the importance of establishing robust protocols without the influence of external systems
1079	matter which government, economic era and people will come along dressed up as whatever	
1080	there will be something which has robustness. So the focus group came out of that and also	benefit of having Assistant Psychologists to offer support
1081	the fact that we've got assistant psychologists who were smart, passionate enough to kind of	
1082	get it off the ground and get it all organised and hold the meetings.	
1083		
1084	M: Okay	
1085		
1086	F: So we're hoping that once we've got all the information together, we can go back with	the establishment of a robust protocol/ going back to senior leaders with evidence
1087	some evidence to do what I want them to do.	
1088		
1089	M: Mm. Okay	
1090		
1091	F: Laughs. Like a benevolent dictator, but really what I want you to do is this. The evidence	Wanting or needing to take charge or change
1092	seems to suggest that actually that's what we need to do. So yeah, the next focus group will	
1093	be with the service providers, er, who were part of this last incident to get their view of critical	evidence suggests that a robust protocol is what is needed
1094	incidents, so we can present it to whichever suit will listen to us	next step is to gain views of service providers and then present these findings to senior leaders
1095		
1096	M: Okay. Erm, is there anything else that you'd like to mention or talk about with regard to	
1097	your experience of responding to critical incidents?	
1098		
1099	F: No, I think that's it	
1100		
1101	M: You think that's it	

1102		
1103	F: Yeah, Yeah, Yeah	
1104		
1105	M: Okay, perfect so we can turn this off	

Appendix XI: Full list of broader themes

1. Type of incident
2. Those directly involved in the CI
3. Context of the CI
4. Location of the incident
5. Suicide
6. Mental health
7. Role of the EP
8. Actual response/ follow up work/anniversaries
9. Link EP
10. Structure of the response
11. Using psychological theory/ evidence-based approaches/ models/ therapeutic skills
12. Tools/ toolbox
13. Boundaries
14. Number of CIs responding to
15. Time point in career
16. 'Hands on' experience
17. Confidence
18. Education around CIs
19. CIs as training + learning opportunities
20. Positive aspects of responding to CIs
21. Emotions, feelings and physical responses of the EP
22. Impact of personal attributes/views/ opinions/interest
23. Service set up
24. Traded services
25. Loss/change
26. Supervision and debrief
27. Policy, procedure, protocol and frameworks
28. Responding in pairs
29. Co-working (directly and indirectly)
30. School size
31. Those directly affected/ impacted on by the CI
32. School staff EP worked with
33. Reactions/ emotions of those involved in the CI (not EP)
34. Group processes
35. Acceptance or decline of support
36. Culture/ reputation of the school
37. The school's resources
38. Managing school's expectations
39. External systems (including communities and families)
40. Social factors
41. Multi-agency working
42. Time
43. Labels/ language
44. Stories/ narratives re: incident
45. Reference to emergency services
46. Gender differences
47. Social media
48. Responding to need

49. Relationships/ the relational aspect
50. Human elements
51. The importance/ gravitas of CIs
52. CIs as a catalyst

Appendix XII: Table indicating the relationship between segmented texts, codes and themes

Theme	Sub Theme	Code	Segmented Text
The CI		Type of incident	<p><i>Er, yes so that was a (pause) road traffic accident(1:43)</i></p> <p><i>It was a boy who was hit by the car and it had been a very serious accident he was, he was um airlifted to a hospital in London, and he had very serious injuries (1:201-202)</i></p> <p><i>in fact I can't even say whether he lived or not (1:202)</i></p> <p><i>and the boy did die (1:208)</i></p> <p><i>that was a drug incident (1:212)</i></p> <p><i>death of a boy (1:285)</i></p> <p><i>The student had um, overdosed on drugs in the school grounds (1:288)</i></p> <p><i>"my friend's dead" (1:300)</i></p> <p><i>a lady who worked in a school and she died by suicide (1:494)</i></p> <p><i>So that, yeah, that was because I also and I've still got the visual in my head, because he described what he'd seen in such detail, which was useful for him to do that but it stayed in my head. I could picture the scene exactly as he described it. (1:432-435)</i></p> <p><i>It varies so there's road traffic accident suicides become increasingly...um prominent. Um, sudden death, sudden unexpected death of a child just collapsed and died. Um, a little boy playing a game on the playground got bumped into, fell and hit his head in a way that sent him into seizure and he had to be air lifted off which was traumatic. A parent collapsed in reception at school and the receptionist had to perform CPR. A head teacher had a nervous breakdown, got his car onto the playground and ran over a keyboard. Um, that was a bizarre, very bizarre incident. Um, so yeah, quite varied (1:681-687)</i></p> <p><i>jumped. No, just before GCSEs, jumped from a third/ fourth storey in a carpark And died as a result (2:46-51)</i></p>

			<p><i>Prior to that I had to take part, a school where there had been significant sex abuse, a residential MLD school which is closed (2:252-254)</i></p> <p><i>but he came back and died of an aneurism (2:434-435)</i></p> <p><i>But I just hadn't thought of this particular thing beforehand. And it just got through all my defences into, oh God (2:524-525)</i></p> <p><i>quite intense and I realised, which nobody else had realised at all, he says egocentrically (2:69-70)</i></p> <p><i>the balloon that went on fire at 400 feet, whatever feet I can't remember what happened. They died and it happened to be the local scoutmaster and a new teacher at the school or the teachers wife (2:789-791)</i></p> <p><i>but I will just quickly talk about this one as it's interesting I think.(2:836-837)</i></p> <p><i>she was killed in the end it was found that she was killed by her er half-brother (2:890-891)</i></p> <p><i>And again, they're all ones, I suppose, where something has got through to me as well. (2:813-814)</i></p> <p><i>I remember getting through to me in that and I still sometimes have slight images about it was her head was found in Sainsburys bag like a football sort of thing. (2:897-899)</i></p> <p><i>Yes, that was er, a nursery where I was the EP (3:31)</i></p> <p><i>F: Er, involving, which we later found out the murder of a, of a child. We believe by Father. (3:40)</i></p> <p><i>F: I think, the, the, I think many of the critical incidents each has its own particular spin and impact (3:190-191)</i></p> <p><i>Two young boys were believed murdered. (3:675)</i></p> <p><i>It involved the death of a young man who was at a martial arts tournament, and who collapsed and died (3:370-371)</i></p> <p><i>I often still think about that because I suppose what happened. So that's probably why it resonates with me. Err (3:380-385)</i></p> <p><i>we've had a riot, we've had two murders (3:631)</i></p>
--	--	--	--

			<p><i>As I say but they've been big news (3:631-632)</i></p> <p><i>Cause really in a sense I've had critical incidents where, er, there was a flood in Sheffield. A big flood, a long time ago. But there was a big one and a young boy drowned in a river (3:650-655)</i></p> <p><i>We think there's been a murder (3:722-723)</i></p>
		Those directly involved in the CI	<p><i>Secondary, teenager. (1:285)</i></p> <p><i>He was found with another guy who was much older but was unconscious but not dead, whereas it was the student who had died. (1:289-291)</i></p> <p><i>Er, I would like to say it clearly was the teacher of the child who was killed. (3:153)</i></p> <p><i>Yes, he was. He had all had all the kind of classic, the proximity to trauma. F: He was you know he knew the boy. He was there at the... He saw the ambulance come. His family was connected. F: with the boy's family, etc; etc. (3:398-407)</i></p> <p><i>They were brothers. (3:748)</i></p> <p><i>Two boys, yeah. (3:697)</i></p> <p><i>No both boys were in secondary school. (3:710-711)</i></p>
		Context of the CI	<p><i>So it was different. It was a different situation. (1:213)</i></p> <p><i>But he was found by another student. (1:285)</i></p> <p><i>so it was the sort of summer (M: after year 11) GCSE. (1:286)</i></p> <p><i>I think, he, the shop was across the other side and they'd run across to the middle (1:136-137)</i></p> <p><i>During the evening (1:288-289)</i></p> <p><i>So the school was empty (1:289)</i></p> <p><i>He was found by his friend on the school grounds. (1:291)</i></p>

			<p><i>I mean it was all very complicated. (1:143)</i></p> <p><i>Found by her daughter in her home. (1:495)</i></p> <p><i>And she'd also had links with another school so in fact there was six schools, 1,2,3,4,5,6, yes six schools involved. And the coordination of that was most challenging (1:497-499)</i></p> <p><i>Also because the daughter had found the body. (1:499)</i></p> <p><i>Well, it's not that recent but it is one of the biggest (M: that's perfect) and most prominent incidents (1:493-494)</i></p> <p><i>Obviously which I wasn't aware of until I got there. (1:575)</i></p> <p><i>But what was amazing, is this was an inner city school in Bristol 70-80 % Muslim population and this girl had disappeared to Syria, bright girl, you know doing GCSEs, A-Levels. (2:840-842)</i></p> <p><i>She, part of the reason she fell apart, she was, because her next door neighbour had had this child in care at some points and this child had played with her own daughter. (2:936-938)</i></p> <p><i>So people were feeling it was quite racist as well. (2:918)</i></p> <p><i>This person at the age of 19. No, sorry, younger than that, her brother was 19 at the time had been driven 250 miles in silence by the KGB across Russia, where she was not Russian; Eastern Germany, Eastern Bloc, anyway I can't remember which country etc etc to her dead brother. (2:604-607)</i></p> <p><i>But that affected 7, 7 schools. Erm, It affected the...she was post school at the time (2:904)</i></p> <p><i>R: She still doesn't know, to this day, exactly what happened etc etc with her parents I think. Why is that she's kind of I mean it's made so much sense that she wanted to support this young person who was her in my view now. The girl, but also why she was struggling with it, all sorts of baggage and chip that she just hadn't connected to it. (2:611-614)</i></p>
--	--	--	--

			<p><i>God am I getting confused about different cases? (2:977)</i></p> <p><i>The two boys were found at home. (3:710)</i></p> <p><i>So, and it's an ongoing murder inquiry. (3:794)</i></p> <p><i>It was the news. Interesting tipped into major incident territory (3:675-676)</i></p> <p><i>Kind of slightly started to straddle into major incident because of the criminal, criminality. (3:680)</i></p> <p><i>So you can operate and we didn't have facts. (3:739)</i></p> <p><i>F: Very recent. So young guys are not killed, sorry not been buried, they've not been released from the coroner (3:798-799)</i></p>
		Location of the incident	<p><i>Where a student had been hit by a car outside of the school, a secondary school student. (1:46)</i></p> <p><i>Outside the school (1:47)</i></p> <p><i>It was on the main road... it was...the school is on a very busy road it's a big main road and it's almost like a dual carriageway but it's not cause it's four lanes, two lanes going one way and two lanes going another and er. (1:134-136)</i></p> <p><i>Like I said it was out of area so I was, I felt. I already felt more vulnerable going in less equipped. (1:185-186)</i></p> <p><i>Knowing what other kind of support services were available in the area because south of **county name**is not my quadrant (1:61-62)</i></p> <p><i>Who was at the PRU at the time not at the secondary school. (2:427)</i></p>
		Suicide	<p><i>Schools you know needing to understand suicide prevention (729-730)</i></p> <p><i>And I can remember years ago, being taught, we had a Skype, kind of web link thing with a service in Australia, who talked to us about suicide prevention. (1:730-731)</i></p> <p><i>I remember thinking, why would you need suicide prevention? You know you can't, you know that suicide to me has always been something you responded to after you know not. (1:731-733)</i></p>

			<p><i>It wouldn't be something you'd be thinking about stopping obviously an individual you would but not as a school. (1:733-735)</i></p> <p><i>And suddenly there we are doing suicide (M: mmm) prevention work with schools, raising their awareness of things to look out for. (1:735-736)</i></p> <p><i>Classic type of follow up by people who have lost someone um from suicide. (1:512-513)</i></p> <p><i>Definitely suicides become the theme over the last, or increase, massive increase in suicide the last five years. Yes, that was not just... headteachers, teachers, parents and children; students (1:687-696)</i></p>
		Mental Health	<p><i>The increased pressure on schools to meet, emotional, and mental health needs children and young people the need for school. (1:728-729)</i></p> <p><i>Mum suffered with depression (1:500)</i></p> <p><i>She was depressed (1:511-512)</i></p>
The EP	Responding as an EP	Role of the EP	<p><i>Um so the actual response or the role that we had to that was to initially make contact with the pastoral support team and the head of pastoral care of the school; (1: 74-75)</i></p> <p><i>And, and their understanding was cause typically I found over the years is that a schools', initial response or request to us is to come in and counsel the children (1:110-111)</i></p> <p><i>Obviously that's not our. (1:115)</i></p> <p><i>Um whereas this school recognised that straight away that our role was to come in and support them and to go through the 'you know' Do they need to do this do they need to do that? kind of thing so sort of checking what they needed to do and asking us to support the staff meeting the needs of the students although we did see some students. (1:119-123)</i></p> <p><i>They did want us to actually like have a conversation with them (1:166)</i></p> <p><i>Yeah and we tend to say, okay, so it sounds like you, this is what you'd like us to do, this how we work, this is our response to these kinds of incidents and this is why. (1:163-164)</i></p> <p><i>Like checking out that, the somewhat some more vulnerable students may not be responding in a typical way (1:242-244)</i></p>

			<p><i>Containing the situation (1:256)</i></p> <p><i>It was only that initial response, I didn't have any follow up (1:149)</i></p> <p><i>He may experience some shock symptoms some stress afterwards, you know, and sort of see things, cause he'd seen the body. (1:330-331)</i></p> <p><i>actually trying to get him to acknowledge that it was okay not to be okay with this that this is (1:329)</i></p> <p><i>Erm yeah, I think, I think just observation and listening and containing (1:861-862)</i></p> <p><i>But certainly in um, you know what does a crisis response look like? It's not rescuing, it's not disempowering in the sense that we're going to come in and sort this whole terrible mess for you. (1:853-855)</i></p> <p><i>You know it is about encouraging you know the people to use the resources they have available to them to manage the situation, the best way they can and. (1:855-856)</i></p> <p><i>So well that's not actually how it works. (1:782)</i></p> <p><i>Um, because then there's this expectation of oh, is that how I should be acting then in response to this? So, there's this, that, kind of knock on effect, and actually. (1:241-242)</i></p> <p><i>J: um, so a teacher might have died but not by, so either not suddenly or by suicide but a teacher died over the summer holidays and then want us to go in and counsel the children or there has been a critical incident but what they want us to do is something we wouldn't do, as in counsel the children. (1:770-773)</i></p> <p><i>No I'd been to, I'd attended incidents as a link EP but not as a crisis coordinator. (1:661)</i></p> <p><i>Um, or send it by email if we don't need to visit. (1:595)</i></p> <p><i>Our, my involvement in it was you know, something's happened so you go in to have a meeting. (2:68-69)</i></p> <p><i>Brilliant intervention (2:90)</i></p>
--	--	--	---

			<p><i>It was all about what you might expect from your children. For the parents, err the grieving process, if they're not sleeping, if they're not eating, what you might do, and all those sort of things. (2:131-137)</i></p> <p><i>It sticks because of the ridiculousness of not realising what is obviously... yeah it's not too good idea to have everybody come in to national exams (2:219-220)</i></p> <p><i>You know with their first official knowledge, because it is going to go viral on. (2:224)</i></p> <p><i>Which is quite an interesting thing to have to do. (2:279)</i></p> <p><i>Where so much is about containing and supporting and helping, as opposed to really, analysis intervention. (2:1389-1390)</i></p> <p><i>R: But we are still the person to whom, people are turning at that time. (2:758)</i></p> <p><i>We are called upon because we are able to help, it is assumed we are able to help in the situation. Now, whether we. And we may do that, in a way. (2:767-768)</i></p> <p><i>And I suppose you could get quite Bion about it as well, people are looking for leaders, at the time. (2:748-749)</i></p> <p><i>Um and we come in as leaders. (2:753)</i></p> <p><i>We may go in, saying we're not the expert of course etc etc but fundamentally we may not be the therapeutic cure. (2:753-754)</i></p> <p><i>Um and we were faced, we were asked to go in to talk to the staff at that point, we did also talk to some some kids later on. (2:839-840)</i></p> <p><i>We were talking to the staff, how might you support the kids and how might you talk through this because lots of the kids are coming in saying you know this is Muslim indoctrination. (2:843-845)</i></p> <p><i>And his head of year, her head of year really wanted to support her. And I was asked in, I don't know about two months later, something like that, his head of year is really struggling</i></p>
--	--	--	--

			<p><i>with it, you know, would you be happy to talk to us. Yeah, fine, okay. (2:597-599)</i></p> <p><i>R: about supporting schools to manage themselves. now i don't disagree with that. Except I think there is something about being in the wood and being outside the wood. That is probably quite important whichever way round it. (2:1146-1151)</i></p> <p><i>Um so that was much more about how to operate in court which I've also got experience from. (2:983-984)</i></p> <p><i>in, which was really useful to say It's not going to be like cross examination, it's not like the movies, that sort of thing although some of it is a little bit and help them and also ask them some nasty questions beforehand in a safe environment. (2:985-987)</i></p> <p><i>But our role, my role is quite clear, within that. (2:934)</i></p> <p><i>And I spent quite a long time probably going way beyond my area of expertise, etc, etc (2:942-943)</i></p> <p><i>Um, your boundaries, she's got through, no wonder. (2:948)</i></p> <p><i>Even though that's not what I'm going to talk about. I'm going to talk about how do I feel, how do I deal with the sort of questions that might come from the kids etc. And again, I find these things evolve. (2:973-976)</i></p> <p><i>So, the notion of containment within the ordinary was strong. (2:265-266)</i></p> <p><i>To work out what to do and, and normalise them as far as possible. (2:273)</i></p> <p><i>It was very much about not getting involved. (2:1142)</i></p> <p><i>even though this is a highly, highly competent person, and yeah those 10 Appendix D's you've still got to this week still need to be done. (2:1200-1201)</i></p> <p><i>But what I remember what people wanted really is much more, how do we deal with this? which also included, I think, how do, how do I deal with how I feel? (2:972-973)</i></p> <p><i>At 8:30, having got in at 8 or something I got this phone call from said deputy saying help,</i></p>
--	--	--	---

			<p><i>could you come in please, it's chaos. (2:450-451)</i></p> <p><i>I don't talk, some people do, I know but I never talk about no were not going to do therapy, no we don't do that, no we're not going to do that, blah, blah blah, we don't do counselling, etc etc. I entirely agree with. (2:768-770)</i></p> <p><i>This school visits got to be stopped. I know you've had to redo it twice already and those parents are going to sue the arse off everybody, whatever. And that schools threatening to go to a different provider or whatever it might be. (2:1205-1207)</i></p> <p><i>They were going to have to...it was the first time they were going to have to be...I think they were going to be asked into court. (2:978-979)</i></p> <p><i>So, at the same time as walking up the drive, to the critical incident, er my daughter was also, although I didn't see her, was obviously somewhere in the vicinity. (3:50-51)</i></p> <p><i>Which actually is, basically, caused a kind of conflict. (3:55)</i></p> <p><i>Er, the role was was, was to be part of the critical incident response to the nursery. (3:73)</i></p> <p><i>Is this something I'm going to be of help? Is there something that I can do, you know, to be useful here? (3:116-117)</i></p> <p><i>but they were certainly still struggling with coming to terms with the whole event. (3:69)</i></p> <p><i>I can't say there was just a group...a group of people. And I think it's interesting because, from, why don't I remember them as individuals, because I was in a different role. (3:157-158)</i></p> <p><i>So we, again after this last incident, the one I mentioned. If we have to be the coordinators, then let us coordinate. (3:1077-1078)</i></p> <p><i>So yeah, so at that point, we will inform the EP for the school but in the meantime (3:342)</i></p> <p><i>F: they'll be an expectation for us to absorb the first initial shock. (3:346)</i></p> <p><i>Because obviously we're not there to kind of do a massive debrief. (3:476)</i></p>
--	--	--	---

			<p><i>But it just seemed, what I couldn't get to the point is what this young man wanted from this, from this discussion. (3:496-497)</i></p> <p><i>I think that's one, not necessarily driving factors but that was certainly one of the early incidents where I was lead. (3:523-524)</i></p> <p><i>So, um, everybody wants to help and I've heard, and don't worry I'll sort it out for you (3:469)</i></p> <p><i>We're still there to do a psychological; how are you? what resources have you got? That sort of stuff. (3:477-478)</i></p> <p><i>I suppose because... in some ways, you think, you could say ooo, it's because at the end of that people will be, you know, better people for it, you've helped them through something. (3:961-962)</i></p> <p><i>Guess the other thing is that it is something very, very different. (3:972)</i></p> <p><i>I think it's also one of those things where you look around you and you're kind of going, yeah we kind of know, you're not so sure are you. So we will hold the course, we will steady the boat. (3:922-924)</i></p> <p><i>In the mean time there were some decisions I made that were beneficial. One of them was to, was to, have a meeting with particularly one of the, one of the team, critical incident team in the school, who was becoming very distressed by it all, not because it was distressing because she's also the safeguarding officer. (3:891-894)</i></p> <p><i>And kids were disclosing about the family. (3:894-895)</i></p> <p><i>Yeah. So there was a, there was some things to absorb. (3:895)</i></p> <p><i>There were also young staff who were struggling. (3:895-896)</i></p> <p><i>I was kind of, you know, 'sitting in', to some extent. (3:162)</i></p>
		Actual response/ follow up work/ anniversaries	<p><i>We met with groups of students in twos and threes. (1:76)</i></p> <p><i>A couple of members of staff. (1:78)</i></p>

			<p><i>And because we were there they then saw them, erm the... in twos and threes. (1:172-173)</i></p> <p><i>In hindsight I mean it worked quite well. (1:179)</i></p> <p><i>Just go talk to that person and then that's it. (1:355)</i></p> <p><i>rescue as such but, yeah, just to kind of normalise the situation and be saying well this is perfectly normal for you to be feeling like this, etc; so yeah. (1:388-389)</i></p> <p><i>Which was a very difficult session because I wasn't expecting quite so many people. So when I arrived there was sort of five or.</i> <i>Six members of staff and then more people kept arriving so by the end there was about 20 odd people in the room. (1:513-516)</i></p> <p><i>So this was one of the first ones I had responded to as a coordinator, and that I'd been the first responder so I had been the person taking the call and the details and that kind of thing, so that was the difference with those. (1:665-667)</i></p> <p><i>And that was because that was a, an evening they wanted to meet coordinating early evening, when the school had shut and they had got rid of everyone but then they could bring other people in. (1:569-571)</i></p> <p><i>What I remember about this, well one was my response was to the school that she worked in, the PRU. (1:503-504)</i></p> <p><i>Um And we actually, we did have a follow up conversation about how to erm, because some students wanted to have a memorial. (1:360-361)</i></p> <p><i>And that one the kind of follow up of that after. (1:529)</i></p> <p><i>Not have happened, there would not have been an intervention prior to Monday. If I hadn't said, you know, for Christ's Sake these kids are going to meet, they're...what's happened to **young person's name** blah blah blah. (2:117-119)</i></p> <p><i>Erm so that's what we did. (2:164)</i></p> <p><i>More vulnerable kids and staff and things and who might like to talk to us in groups or what. (2:496-497)</i></p>
--	--	--	--

			<p><i>So we did that. And I think that went really well parents came in kids came in there was just time for coffee there was, various people spoke (2:123-124)</i></p> <p><i>We were then involved thereafter I didn't have any involvement. I had meeting involvement, the EPs didn't have direct involvement. (2:165-166)</i></p> <p><i>We also thought it was really, really important that an anniversary, anniversary was recognised. (2:179-180)</i> <i>Anniversary...but be aware that</i> <i>human beings just seem to work on an annual time table. (2:197-201)</i></p> <p><i>Which angered me. (2:393)</i></p> <p><i>Manage Yeah, there needs to be that that human support environment where you can come back to the office to a safe space. Yeah. (2:1187-1188)</i></p> <p><i>And I think it worked excellently and GCSEs happened. (2:164-165)</i></p> <p><i>That was, that process. (2:205)</i></p> <p><i>So that's was interesting to take her and a couple of the other staff through. (2:963)</i></p> <p><i>It was the present principal of the who I line managed. (2:103-108)</i></p> <p><i>We were doing all the right things has happened this happened for other reasons. (2:234)</i></p> <p><i>Umm, But just going through it but her evolving her understanding was enormously powerful and, and in some sense, beautiful, if that makes any sense. (2:635-636)</i></p> <p><i>But again amazing. (2:796)</i></p> <p><i>So, with one particular school that I worked with through this, couple of times I think with, with staff meetings. (2:976-977)</i></p> <p><i>Sometimes therapy can be a really nice thing to say right, we need therapy here, and its an injection of some form. (2:290-291)</i></p> <p><i>Working with children in care and being closer to more parenting. (2:1278-1279)</i></p>
--	--	--	---

			<p><i>And there isn't room to be antagonistic within that. So, why, why waste your energy on that when you need when you need to not waste but command your energy in what what to do in this situation. (2:742-744)</i></p> <p><i>We tend to do, err probably less so now, but what at that point we then spoke to the staff in general. (3:65-66)</i></p> <p><i>But they were certainly still struggling with coming to terms with the whole event. (3:69)</i></p> <p><i>the other one then was to receive some phone calls, a phone call to say we still think this young boys still having troubles, he would like to see you, his parents would like to see you. (3:427-429)</i></p> <p><i>Err, it was also to talk to the support staff who were been, who through our kind of involvement, had been set up to, to, to be there for the children around it. Erm, so, it was also about talking to them. (3:422-424)</i></p> <p><i>So certainly with two individual sessions with a young person about this. (3:439)</i></p> <p><i>F: So the sessions involved consultancy with the head teacher, very kind of keen to obviously try and get the headteacher to be responsible and to be the focal point. (3:412-417)</i></p> <p><i>And then take it from there. (3:350)</i></p> <p><i>Yeah, yeah but being mindful that obviously we didn't want to go in, as I know now, we practice psychological first aid so we don't really wanna go in to the kind of counselling bit. (3:167-168)</i></p> <p><i>Err, was it the first time? Probably. But since then, no. (3:443)</i></p> <p><i>So, yeah. I think that was...so after the second meeting I was kind of saying, look I think this is probably okay. I'm not hearing anything in terms of you're not sleeping or any signs of, you know, PTSD, what is it? Three months, or something, a general feel and so we kind of closed, we kind of said to the young person I think that's enough but leave him with capacity, you know? (3:501-505)</i></p> <p><i>Er we did, we were asked by the school to be available to staff to talk to. (3:776)</i></p> <p><i>Yeah, yeah, yeah, yeah. (3:824)</i></p>
--	--	--	---

			<p><i>And that was that that's what we did. And that's what we gave the feel to. (3:866)</i></p> <p><i>Would keep in contact with them by phone, and schedule meetings fortnightly. (3:79)</i></p> <p><i>Following that there was two, two or three more, follow up meetings where we spoke to a smaller number of staff, who were still felt they were struggling with the news and the outcome of the.... No, there wasn't an outcome or an inquiry, or a coroner's report. (3:66-68)</i></p> <p><i>active listening to, to, and keeping an eye on kind of how things were for the staff. (3:78)</i></p> <p><i>So very much like kind of yeah, small participation as well. (3:185-186)</i></p> <p><i>If not, you can actually be of help. (3:214)</i></p> <p><i>But I don't think actually meeting someone, and in the way that we work, and talking to them is a bad thing per say. (3:475-476)</i></p> <p><i>So, I think it can be handled carefully. (3:478)</i></p> <p><i>But in this instance it was interesting cause it was almost like it was a young person who... was...I don't know....part of me wondered what this was about? The genuineness seemed strange. (3:478-480)</i></p> <p><i>Yeah I mean if a young person comes to see you (pause) we don't really know in a sense what, who they are, what they're about, what their needs are. So, sort of say you could have a girl with undiagnosed ASD, coming through so there's a different kind of angle to it. We don't know, in a sense, how they're processing things or... so it didn't feel. (3:484-487)</i></p> <p><i>And again, I think that probably confirmed again this idea of what, you know, the, the care that we have to take when we've been out to see individuals. (3:499-501)</i></p> <p><i>Rang the person up who referred him and said look if there are any more issues then we can come back but we haven't heard any more from him since then. (3:509-514)</i></p> <p><i>Yeah big news. (3:636)</i></p> <p><i>Since then we've had three or four post meetings. (3:775)</i></p>
--	--	--	---

			<p><i>You did say that didn't you, or you didn't mean that did you? This is what we mean. So he soaked up a lot of that. (3:890-891)</i></p> <p><i>I'd like to say it doesn't involve writing reports but it does because you have to write up some sort of, you write up the incident and keep a check so that people can come back to it. But I guess you don't get to write a report. (3:976-978)</i></p> <p><i>So that's always good to go in with that kind of naive curiosity. (3:1039)</i></p>
		Link EP	<p><i>Or a link EP, so the link EP to that school would come in. (1:480)</i></p> <p><i>Um but generally you would go in with a link EP so somebody would know the school context. (1:483-484)</i></p> <p><i>Wasn't the link EP for the school. (1:505)</i></p> <p><i>It's much harder to know if you don't know the school. (1:465)</i></p> <p><i>And I also knew the PRU, I had been there many times so it wasn't unfamiliar to me. (1:509)</i></p> <p><i>Just trying to get a hand on everything literally, moment by moment, rather than going okay I'm aware of this head I know what their background is, I know what the context is. (1:465-467)</i></p> <p><i>So it was out of area for me. (1:53)</i></p> <p><i>But did know ** town name **. (1:505)</i></p> <p><i>The person who spoke, **name** was actually the school EP at the time. I had been previously, she was then. (2:213-214)</i></p> <p><i>But we were just before in the previous week. (2:80)</i></p> <p><i>And this was a secondary school that I was the patch EP for. (2:441)</i></p> <p><i>I was contacted because I was the school EP at the time. (3:655)</i></p>

			<i>It wasn't a secondary school of mine. (3:715)</i>
		Structure of the response	<i>Um, I think the facts feelings future model. So how to kinda use that as a structure for, um. (1:255)</i> <i>And making sure you have kind of ticked all the boxes of everything you want to cover. (1:256-257)</i>
		Using psychological theory/ evidence-based approaches/ models/ therapeutic skills	<i>In my view, if you don't mind me taking it back to that, to do with data and big data. (2:1407)</i> <i>Because what paradigm we're coming with what psychology we're coming with, in the first place will inform what we find from the situation and therefore evidence will bring to bear on him and what type of intervention so it's not as simple as an objectivity. (2:1396-1398)</i> <i>And we need to be really careful not to lose relationship in it which we're doing. (2:1408)</i> <i>And that's actually with the most recent one that I attended would also correspond with our practice in that way. (3:178-179)</i> <i>And I suppose it's useful to have some kind of theoretical places to, to bring, or a theoretical idea to bring into a conversation. (3:1039-1041)</i> <i>Facts, Feelings, Future, seemed to be a natty way of keeping things in a nice way of thinking about things so. (3:738-739)</i> <i>I guess you get to be, you get to listen to people not because they're in, in a position of pain, but in a sense, it's an opportunity to. (3:978-979)</i> <i>I mean, you don't have to kind of take things personally, and actually those situations there are some things that people want that are not necessarily about being a, you know, an ego driven psychologist, it's about something else. (3:214-216)</i>
		Tools/ toolbox	<i>Using a different set of skills to, to initially go in, you know, with your, armed with consultation and goodness knows motivational interviewing. (1:857-858)</i> <i>It's just not going to happen, is not about that. (1:858-859)</i> <i>Something comes out. (1:607)</i> <i>Yes have all those tools but how they come out. (2:542)</i>

			<i>Still to this day we use some of the resources that they'd put together. (3:129-130)</i>
		Boundaries	<p><i>Boundaries, that's been a big. (1:862)</i></p> <p><i>Knowing when knowing, it's okay to acknowledge, knowing when to stop really because I, you know, again I wanted to sort of continue support to go back. (1:448-449)</i></p> <p><i>I think maybe there's a bit of a drive that better understanding the boundaries around critical work is, is crucial. I think that's certainly actually been quite a part of my journey is those boundaries around it, not necessarily in responding to schools. (1:845-848)</i></p> <p><i>It can certainly blur boundaries, yeah and you can be more likely to respond to something. (1:792)</i></p> <p><i>And that would be set up at the beginning. But, but it never kind of stopped at that, if that makes sense. (2:1028-1029)</i></p> <p><i>So her boundaries that she had very very well had been shattered. (2:942)</i></p>
	Experience	Number of Cls responded to	<p><i>I can't remember um, because there was another incident very soon after that one in a school very nearby. (1:203-204)</i></p> <p><i>So I'm not sure...there were two. (1:208)</i></p> <p><i>The trouble is we've had a year of incidents. (3:355)</i></p>
		Time point in career	<p><i>So that was one of the first ones I went to. (1:52-53)</i></p> <p><i>No, no, that was probably, that was probably five or six years in, maybe. (1:87)</i></p> <p><i>It was one of the first ones I've responded to. (1:186)</i></p> <p><i>Well that would have been, the first one would have been, maybe, 8 years ago. 13 years ago, I would have just qualified. Yeah, so 8/9 years ago that would have been. (1:717-718)</i></p> <p><i>It is experience definitely. (1:637)</i></p> <p><i>Well, I would argue. Also, if you have the space, ask a few who have only responded to one or two. (2:1243-1244)</i></p> <p><i>Um in a sense I suppose, you get used to dealing with these things, bits do get through.</i></p>

			<p><i>Um and that's difficult when they do. (2:933-934)</i></p> <p><i>But I found it there and have done on two or three Critical Incident occasions, of different forms, in this one. (2:987-988)</i></p> <p><i>Very dangerous. (2:997)</i></p> <p><i>Err, probably, two third... a third into it, probably something like that. (3:84)</i></p> <p><i>The beginnings of, the beginnings of experience, and I suppose practice. (3:206)</i></p> <p><i>But unfortunately it won't be as middle. (3:360)</i></p> <p><i>Secondary school. Yeah, Secondary School. And the young man that I eventually had two individual sessions with was. (3:389-390)</i></p> <p><i>Feeling more confident in the lead of critical incidents. (3:572-573)</i></p> <p><i>So kind of pride. Err, it was also probably the point, when I, the tipping point from amateur to professional. (3:909-910)</i></p> <p><i>I've become the lead with the critical incident team in (3:96)</i></p> <p><i>My practice has changed slightly, or my views have changed slightly. (3:574)</i></p>
		'Hands On' experience	<p><i>That's what gives it more depth. So I think that's been helpful in itself. (1:653)</i></p> <p><i>Um, yeah. I think it's a very useful experience for all EPs to have at different times and differing levels of involvement. (1:654-655)</i></p> <p><i>Having delivered training on grief and loss and deliver training on critical incident or developed and delivered training in both areas to schools and senior management teams, you know your insight and understanding of the processes and procedures that you use yourself is helpful because you're kind of doing something where you, you probably know from your own experience, you do something a lot but until you verbalise it and actually put it into words and explain it. (1:648-653)</i></p> <p><i>And over time. (2:782)</i></p>
		Confidence	<p><i>I think, I think my confidence definitely is improved, my understanding of people's. (1:646-647)</i></p> <p><i>I think it's one of those incidents where you think, well that was a job well done. (3:905)</i></p>

			<p><i>So you kind of go, shit I do know what I'm doing. (3:914)</i></p> <p><i>F: and it does feel, you know, we do, we are, we are it. This is us, you know, we can do this. (3:918-922)</i></p>
	Training, learning and knowledge	Education around CIs	<p><i>By siblings or cousins or whatever, having committed suicide put together website. Because of the lack of understanding in their view in that age group of the, the, well death is terminal. Yeah, I can hang myself and I can somehow get out of it and of course you can't and particularly with things like hanging as you only have a few seconds to change your mind whereas pills maybe, you can. (2:1128-1132)</i></p> <p><i>The feedback was that it was absolutely excellent, which worried me. Not because it was excellent, but it was. (2:1141-1142)</i></p>
		CIs as training + learning opportunities	<p><i>We've had a lot of training on trauma. (1:611)</i></p> <p><i>Erm, so it's a lot of theory behind trauma as well as the response. Um talks by people that different agencies that have responded to trauma. That was Noreen Tehrani. (1:615-616)</i></p> <p><i>She's quite big in that field and she does a lot of um, training courses. So, each coordinator attended different workshops and then we fed back to each other on those. (1:620-621)</i></p> <p><i>No no direct training. (1:621-622)</i></p> <p><i>Debriefing was something we've been sort of banded about and said we'll get, but we never, it's never actually happened. (1:622-623)</i></p> <p><i>I've been on suicide prevention training and self-harm, but they're more general to work generally with the suicide one isn't really but the self-harm one certainly is. All sort of general to EP work. (1:624-626)</i></p> <p><i>They've been some quite specific workshops rather than training generally. (1:627)</i></p> <p><i>That was a senior colleague who's not trained in crisis (M: Oh ok) but she, she was around. (1:565)</i></p> <p><i>Been so many changes in the service that it's never actually happened. (1:623-624)</i></p> <p><i>Um, But it was something I mean I remember on the induction day, ***, who was the guy that I did the first two I talked about with. He talked about crisis support. (1:667-669)</i></p>

			<p><i>There wasn't any ISPA training around there wasn't any of that. (2:41)</i></p> <p><i>There may have been but it wasn't generally. (2:45)</i></p> <p><i>I've been ISPA trained. (2:439)</i></p> <p><i>I've got about 10-15 minutes to train you in Critical Incidents, is that all right? (2:468-469)</i></p> <p><i>And we're going into, into this this school, and I don't think I'd done the ISPA training, because I did, ISPA training's a week, but I did a day of it for the service. (2:473-474)</i></p> <p><i>I may have done it before or not. (2:478)</i></p> <p><i>went through, mainly the ISPA sort of training stuff, which was good, good I think for two reasons good, because it gave a structure, which certainly I found really helpful, err. (2:498-499)</i></p> <p><i>I think the other thing that worries me is, we used to, I mean we do, well it's once every three years because we do a series of mini conferences in Cardiff. Um, to cover certain topics, one of which was critical incidents. (2:1116-1121)</i></p> <p><i>I mean I tried to say, from the very beginning, and some services are different in this that it is important that we're all trained. (2:1034-1035)</i></p> <p><i>But it is really important to be able to take those risks, a part of that for me comes from something that's very different. (2:1272-1273)</i></p> <p><i>I think we've got to be big enough old enough ugly enough, whatever the phrases are to risk getting it wrong. Not in an arrogance and that's really important. (2:1261-1262)</i></p> <p><i>But, obviously, consider, you have to do this with whatever the right words are with appropriate humility. (2:1267-1268)</i></p> <p><i>It stimulated me to read the Qu'ran that summer. (2:881)</i></p> <p><i>I didn't read the whole of it but I read quite a lot of it and actually my reading of it is not</i></p>
--	--	--	---

			<p><i>great in terms of what, I can understand how it can be interpreted in a fairly fire and brimstone manner, but then so can the Bible. (2:885-887)</i></p> <p><i>Key people, key incident, key people. (2:288-289)</i></p> <p><i>And also because of what happened in Bridgend come in and talk about that. You know the spate of suicides. And that was really interesting because a couple of kids, who'd been affected by it. (2:1122-1124)</i></p> <p><i>And since then I've done some other work for a multi-agency psychological service called MAPS which is about, which is with looked after children. (3:567-568)</i></p> <p><i>F: So my practice and thinking has changed since then. (3:572)</i></p> <p><i>That wasn't a top down thing, it was a bottom up thing. (3:1073)</i></p> <p><i>Er, and I suppose it was also an opportunity to watch someone else who'd had experience in this. (3:112-113)</i></p> <p><i>Almost, not emotionally do it. (3:115)</i></p> <p><i>Um that there is although there is still, still needs to be respectful of everything. (3:211-212)</i></p> <p><i>Versus the, you know, it's the you know the on the quiz show it's easy to answer the questions when you're sat at home shouting at the TV. But yeah. (3:536-537)</i></p> <p><i>We've been involved, I've been involved in major incident talks now, er, cause again it's a legacy from my colleague. And that's bewildering you know but I would say now I would like our service to be ready for the Grenfell or the you know. (3:1054-1056)</i></p>
	The value of responding to CIs	Positive aspects of responding to CIs	<p><i>But it's not antagonistic in the way that. (2:714-715)</i></p> <p><i>Cause it's really; out of all the things you do, there's a kind of an essence of meaningfulness about it, you know. So yeah. (3:941-942)</i></p> <p><i>You know, the passion, we've got, you know the respect that we have. (3:971)</i></p>

			<p><i>I suppose if you're a therapist, or a... it's probably that moment when maybe a light goes off in someone's head that you know people can walk out the room, hopefully feeling a little better about things. (3:979-982)</i></p> <p><i>And I suppose it's a quick fix for big bucks. You go in and then it's actually very your 20 minutes of your time. (3:982-986)</i></p> <p><i>so there's some things, it's quite, it is interesting, it's quite. I suppose what our job is, it's a brilliant job you know the things we get to do with the privileges that we have. (3:966-967)</i></p> <p><i>F: You, you, it's a hot topic at the time being dealt with a group of people who know what you're doing to make it not go away but can be helpful. (3:991-992)</i></p>
	<p>Emotions, feelings and physical responses of the EP</p>	<p>Emotions, feelings and physical responses of the EP</p>	<p><i>So that, I can remember feeling quite stressed about actually finding the school. (1:57)</i></p> <p><i>Like I said it was out of area so I was, I felt. I already felt more vulnerable going in less equipped. (1:185-186)</i></p> <p><i>Of but you know I wanted to say oh no, you can't be ok. (1:336)</i></p> <p><i>I mean I exhausted afterwards. (1:517)</i></p> <p><i>Type feelings. (2:509)</i></p> <p><i>However, I do remember that getting through and really just wanting to throw up. As I was trying to deal with these colour changes images, Umm. (2:509-510)</i></p> <p><i>Yes, people very frequently have these sorts of feelings in these sorts of situations. (2:529)</i></p> <p><i>Still sticks with me, that erm both in a egocentrically, wow aren't I wonderful type way. (2:115)</i></p> <p><i>I mean I'm being very jumbled about it. (2:535-536)</i></p> <p><i>F: I think it was the emotional impact of. (3:95)</i></p> <p><i>The college I talked about with the first thing. She would come back and you would have to have that kind of dark humour response to it. (3:926-928)</i></p> <p><i>F: Erm, whether I'd got that under control and then we went into the nursery err. (3:64)</i></p>

			<p><i>I think what happened was, and I don't know if this is right or wrong, but I put in, I put in capacity if I'd made the wrong decision. (3:489-490)</i></p> <p><i>I think the emotive bit was about in a sense the... just seeing that thing, that moment, that young man, almost feeling... cause I suppose that was the beginning. (3:544-545)</i></p> <p><i>So I think was probably kind of the idea of what I've got things to do here is this valuable? (3:563)</i></p>
	<p>Impact of personal attributes/ views/ opinions/ interest</p>	<p>Impact of personal attributes/ views/ opinions/ interest</p>	<p><i>Erm, probably my own life. My own experiences. Being able to gain a better understanding of that stress response. (1:833-834)</i></p> <p><i>An interest in trauma. (1:838)</i></p> <p><i>I remember thinking then, that's something I would quite like to do. So, it had been kind of there on my radar for quite a while. (1:669-670)</i></p> <p><i>Position comes up within the team, he puts out a...for you to put out an expression of interest which I did. (1:671-675)</i></p> <p><i>It's probably also relevant that I had two daughters that went there, not this one. (2:346)</i></p> <p><i>Sorry and the first one had been fairly abysmally treated in the school and had left school in year 10, whether she had left then I can't remember, probably. Er, the other one did very well in the school but also spent a lot of time, oh so you're Rebecca's sister. (2:352-354)</i></p> <p><i>This was in a school that I knew well, my children went through. Whether they were there at that particular moment I cannot remember now. (2:52-56)</i></p> <p><i>And I was just recently divorced at the time so, it was, I needed childcare of course so I could go and do it. So primed her etc. (2:112-113)</i></p> <p><i>R: I don't believe in this, you know, work life balance logic. (2:413)</i></p> <p><i>Yeah, so that's probably the driver. (2:713)</i></p> <p><i>And I used to pretty much major on that. (2:1121-1122)</i></p>

			<p><i>Because I was completely screwed up at secondary school and into all sorts of ontological crises. (2:659-660)</i></p> <p><i>And I suppose in in **LA name** I was, I was the go to person in terms of critical incidents so I was often er the support to. (2:1033-1034)</i></p> <p><i>And everything went downhill for me from that. Get less O Levels than Prince Philip, not Prince Philip, Mark Philips. (2:667-668)</i></p> <p><i>Um but I'm sure that has something to do with it, the complete er well breakdown really that I had between the ages of 13 and 15. I ran away from *school name*, whenever I got myself back together. I don't know when, at some point and then went back to do A Levels. (2:680-683)</i></p> <p><i>R: Really more than anything else. Um, and um probably arrogance but we'll leave that bit. (2:971)</i></p> <p><i>R: I'd say yes but I'd say all religions are, not just Muslims. But I didn't say that on the day. (2:849)</i></p> <p><i>I can go back further my mother's parents died when she was, she was ever brought back to England or to Scotland. (2:687-689)</i></p> <p><i>And I really love that about Critical Incidents and by this time I was. I think there in that, I really understood that, much more. (2:581-582)</i></p> <p><i>But that it is part of the ordinary main grade expectation. Of course there needs to be times when this is not appropriate. You know, my mum, my mum hung herself last week, I really don't feel like I can do this. All right could you do it next week? (2:1166-1172)</i></p> <p><i>I think they should, I would be unimpressed if they didn't. But I am also impressed when they do. (2:404-405)</i></p> <p><i>Massively. (2:418)</i></p> <p><i>The second day at *school name* we were told that we were the cream of the country, we would be ruling the country and therefore we ought to work which made me feel, what? (2:661-663)</i></p>
--	--	--	--

			<p><i>And I was asked to attend that but at the same time my daughter was attending there, She wasn't attending nursery but she'd been brought along by a childminder who'd use the resources there. (3:44-46)</i></p> <p><i>Um the incident, the first, the first response was to become very upset, er, because obviously I was thinking about my daughter at the same time. (3:59-60)</i></p> <p><i>Is, and at the time we also knew about other EP's who weren't keen on going to critical incidents. (3:96-97)</i></p> <p><i>What resources, you've got, whether you're prepared for it. (3:98-99)</i></p> <p><i>And I think, I think the other thing is as well in terms of the notion of future work is how it can trigger things which are unexpected. (3:105-106)</i></p> <p><i>Er, So that was, that was, that's probably why it sticks in my mind most .I mean I did learn from that experience. (3:110-111)</i></p> <p><i>More passionate about kind of what we do for schools. (3:573-574)</i></p> <p><i>Er I think the thing is to be aware that some people don't, as you mentioned, don't want to do this. (3:1045-1046)</i></p> <p><i>And you have to massively respectful of that. (3:1050)</i></p> <p><i>I suppose one of the things I've been wary of since. Its about your emotional availability and how you feel about the whole notion of critical incidents. (3:95-98)</i></p> <p><i>But I guess there are things where the seat of your pants stuff is exciting. So, there's still a 'buzziness' to it. (3:932-937)</i></p>
Systems	The EPS	Service set up	<p><i>Um since the service it all went through a particular service which I had managed previously. (2:157-158)</i></p> <p><i>But I was an Area senior at that point and set up which was EPs who were also involved with CAMHS which we had six cross county. Who were half time CAMHS, half time patch EPs, working with mainly EBD type stuff. (2:158-163)</i></p> <p><i>I'd heard some other way, probably from the school. (2:444)</i></p>

			<p><i>I was informed by the lead at the time that there had been a critical incident in the nursery. (3:35-36)</i></p> <p><i>I attended with, as I mentioned, the, the, one of the leads for the incident team. (3:125)</i></p> <p><i>Er, We, we were immediately contacted and er went out to speak to the school. (3:375)</i></p> <p><i>So, I found in the critical incident, kind of, I've attended, the problem now is that critical incidents don't go through a single channel. (3:459-460)</i></p> <p><i>They go, someone, Sheffield is six degrees of separation. Someone knows someone. (3:464-465)</i></p> <p><i>We've, we had a situation where we're in dispute with the council about the AEP. (3:603-604)</i></p> <p><i>So you know there was a lot of things going off. (3:608)</i></p>
		Traded services	<p><i>Time management, traded services. Erm, I was, I suppose always in a position where none of that really mattered too much. (2:1004-1005)</i></p> <p><i>In any way. I've never, never done, and would not like to say, yep fine I'll come back, that's 500 quid though. (2:1018-1019)</i></p> <p><i>Time management, traded services. Erm, I was, I suppose always in a position where none of that really mattered too much. It did matter but. (2:1004-1009)</i></p>
		Loss/change	<p><i>EPs left. We had a massive, you know, group of close friends, who, and colleagues who left to work elsewhere, dissatisfied with us. (3:602-603)</i></p> <p><i>To still lose EPs. We've had two EPs resign. (3:612)</i></p> <p><i>So there's a number of issues as to what that's about. (3:616)</i></p> <p><i>That's changed since then, I think a lot of things are fractured we've moved offices. (3:251)</i></p> <p><i>I think the the the the whole territory has had a bit of a shift. (3:584)</i></p> <p><i>So, the clarity's been lost. (3:627)</i></p> <p><i>Like a benevolent dictator, but really what I want you to do is this. (3:1091)</i></p>

	Supervision and debrief	Supervision and debrief	<p><i>Yeah, so um really, the debrief as well for me, being able to talk through how important that was something I had sort of trivialised before. (1:380-381)</i></p> <p><i>Thinking oh yeah I can see why you go in twos but how much do we need to kind of go through that afterwards? (1:381-382)</i></p> <p><i>And I was expecting to sort of give this debrief to a group it actually. (1:516)</i></p> <p><i>For people to develop their own emotional coping strategies. (1:386-387)</i></p> <p><i>With each other. (1:393)</i></p> <p><i>That if I feel if any of us feel we need it, we can always talk to anyone else the principal always phones us after an incident, such as that, not all incidents but the more serious ones he will always phone you. You can talk through with him on the phone. (1:398-400)</i></p> <p><i>And then as crisis coordinators we meet three or four times during the year. Where we talk through incidents. (1:400-401)</i></p> <p><i>Yes. Yeah. And do you think the structure of having the debrief and the separate supervision is quite....? Yeah, I think the immediate debrief is really important. (1:404-407)</i></p> <p><i>Yeah, I think the immediate debrief is really important. (1:407)</i></p> <p><i>J: Straight after. J: So we go and sit in one of each others cars and go through what's happened. M: And that's your protocol? J: Yeah. (1:411-419)</i></p> <p><i>You do reflect on practice. (1:386)</i></p> <p><i>I think it's really important that it's, I think it's really important that there is support. (2:1165-1166)</i></p> <p><i>Yeah, those sort of things. Obviously there should be some sensitivity within that and there isn't always. There needs to be support. (2:1178-1179)</i></p> <p><i>There needs to be the opportunities for debriefing afterwards. Yeah, but what that debriefing is I think also depends on the situation</i></p>
--	-------------------------	-------------------------	--

			<p><i>and things and whether it's immediately afterwards or whether it's er, later afterwards is also of relevance and should be available. (2:1179-1182)</i></p> <p><i>She hadn't been able to get hold of support from Registrar's, from Consultants etc. (2:1376-1377)</i></p> <p><i>Who really suppose in this instance should have kind of maybe checked with me about how to, kind of, you know what, how things were and how we're going to go forward with it. (3:100-101)</i></p> <p><i>And I think that what it took away from that was by watching my colleague and how she worked in the debriefing afterwards with her. (3:209-210)</i></p> <p><i>Which is something we don't do any more. (3:210-211)</i></p> <p><i>No we don't. (3:224)</i></p> <p><i>And we don't do that anymore. (3:244)</i></p> <p><i>F: The debrief was was wrapped in I suppose in a kind of a rule that once there had been a critical incident you would you would meet back. F: so I guess if you're a desperate group of people to come back to base to talk through it with the team. (3:228-234)</i></p> <p><i>Er, I guess that's also about kind of crossing dots and you know and circling t's, it's about making sure that all the information that you've talked about and you've got your facts straight. (3:238-240)</i></p> <p><i>And we don't do that anymore. (3:244)</i></p> <p><i>There's a space. (3:292)</i></p> <p><i>And were having, after this interview our service meeting. F: and we have standing items and one of those, sometimes, is critical incidents. (3:292-296)</i></p> <p><i>We do have supervision. (3:300)</i></p> <p><i>F: I think it's dangerous. (3:271)</i></p>
--	--	--	--

			<p><i>F: I mean it's, it's not dangerous</i> <i>F: in a kind of first world dangerous. (3:275-279)</i></p> <p><i>Because I think, there's a danger of devaluing it and for not recognising how impactful it can be. I think in terms of its impact. (3:279-280)</i></p> <p><i>F: Clearly there's some discussions anyway. Erm so maybe what we're doing really, is incidentally having supervision as were going along. (3:306-307)</i></p>
	<p>Policy, procedure, protocol</p>	<p>Policy, procedure, protocol and frameworks</p>	<p><i>Always work in twos. (1:70)</i></p> <p><i>I had no idea how what the protocol was what how you dealt with that kind of thing as it was. (1:187-188)</i></p> <p><i>Parents' permission. That was something that I hadn't even thought about before I went in. Suddenly that actually we would probably be seeing students and parents needed to be okay with that. (1:257-259)</i></p> <p><i>We try to do it, how it should work is that the crisis coordinator can either go in with an, EP, so it doesn't have to be another crisis coordinator, it could be what we used to have first contact group but we don't have those anymore so they're are people who would say yeah, I'm happy to respond but I don't want to coordinate. (1:473-476)</i></p> <p><i>When I went to the next crisis coordinators meeting was that actually that would be it would have been a time when there should have been two coordinators. (1:529-531)</i></p> <p><i>No, um I tend to go through certain documents. So we've got key documents that we give to staff. (1:590-591)</i></p> <p><i>I had to sort of have a sort of checklist in my head, of things that I go through to think, that I need to remember. So I need to think about this, I need to think about that. (1:596-597)</i></p> <p><i>We've just updated the policy and practice framework, framework, which ironically we never seem to look at but is there as a kind of checklist, and I have, I use that less but it is a checklist to make sure you've kind of covered everything you need to cover. You know, in relation to any particular type of incident, it's quite comprehensive. (1:642-646)</i></p>

			<p><i>Yes we did officially go in, in pairs now etc; that hasn't always happened, but it did at this time. (2:441-442)</i></p> <p><i>I think the only other Main Grade who was in there at the time, the only other EP who was in there at the time. (2:467-468)</i></p> <p><i>Circles of Vulnerability and Circles of Support and those sorts of things. (2:479-480)</i></p> <p><i>We went through circles of vulnerability. (2:496)</i></p> <p><i>Looking down at my crib sheet metaphorically, if not literally. (2:530)</i></p> <p><i>So useful to have a crib sheet, in that sense be it in my head or be it physically there which is what I've said to lots lots of people since that was. (2:534-535)</i></p> <p><i>And therefore things that you do go wrong because they're never done. (2:1385)</i></p> <p><i>And, of course, there are dangers in becoming too un rule bound. (2:1349)</i></p> <p><i>Is it two and half hours? Three hours? I don't know for God's sake, or one hour. (2:1345)</i></p> <p><i>So, kids aren't learning. (2:1318)</i></p> <p><i>stuff from on the other side. But one of the things that came out so clearly in that was these horror stories more recently of. Well, a child being left to drown because couple of policemen haven't done they're drowning training. I mean for fucks sake. Some poor 85 year old people being called pervert because he is standing in a queue in the sweet shop and offered a child a sweet, he was with his wife, you know. (2:1298-1302)</i></p> <p><i>Sort of thing. And you have to deal with what's there, as opposed to a set of rules. (2:776)</i></p> <p><i>I phoned or texted. I probably texted to say would it be alright to phone, I can't remember now. (2:796-797)</i></p> <p><i>But I do think one of the reasons is people want those rules to be certain they're getting it right. (2:1260-1261)</i></p>
--	--	--	--

			<p><i>I think we should have guidance that, and I think we should see ourselves as adult enough to to follow guidance with appropriate flexibility. (2:1208-1210)</i></p> <p><i>Rules are made for fools and guidance for wise men. (2:1214-1215)</i></p> <p><i>I personally don't believe in making rigid rules, because I think they become too difficult to, to always ensure. (2:1190-1191)</i></p> <p><i>And actually, Is it right to pull somebody, you know you've got to go in because there's got to be two people. (2:1195-1196)</i></p> <p><i>So, yeah, some of that worries me. (2:1159)</i></p> <p><i>And it worries me that we're increasingly going down this sort of rigidity of path. This is a sad event, therefore x happens, we've got too many bloody pathways and things like that. (2:1151-1153)</i></p> <p><i>That weren't counted and that and that whole notion that now that we've got CRB checking or DBR whatever it's called now, we assume, I think, she's checked so we don't need to watch. (2:1309-1314)</i></p> <p><i>But I think we could monitor it. (2:1353)</i></p> <p><i>Because I think that the reason that we go for rules is defensive. (2:1248)</i></p> <p><i>There were other schools I went into sometimes by by myself rather than with anybody else, just because of practicalities of time. (2:966-967)</i></p> <p><i>But which was so important and also the power of just going through the structure of group crisis intervention or whatever it's called. As, as a process. (2:628-629)</i></p> <p><i>Which is the other thing, but I think I learned from the ISPA training as well. And that, That's all right. Umm but we fundamentally work through circles of support and circles of vulnerability and then worked with the relevant groups within that, going through group crisis stuff. And some of that was individually, rather than group. (2:586-589)</i></p> <p><i>But I had a structure. But I had a structure. (2:514)</i></p>
--	--	--	---

			<p><i>So I went through group crisis intervention. single person, but went through that process with her. (2:599-604)</i></p> <p><i>You can have this bit free but you cant have anything else. To a large extent we did structure things around that sort of way of working. (2:1023-1024)</i></p> <p><i>But guess what, let's just talk through something logical and sensible and rational and all the rest of it, etc etc you find yourself in the middle of Eastern Germany somewhere in the Cold War. (2:622-624)</i></p> <p><i>Er, and establishing some of the protocols around critical incidents, which five years ago were fairly robust. (3:134-135)</i></p> <p><i>Since that time, things have changed an awful lot. (3:139)</i></p> <p><i>I think largely because at one point, say five years ago, the, the authority had a policy, had a plan and schools had their critical incidents planned and they were...could access support to develop them, and, you know, notionally we should be aware that they had them. (3:244-247)</i></p> <p><i>And let's do it and let us establish what will be robust protocols, no matter which government, economic era and people will come along dressed up as whatever there will be something which has robustness. (3:1078-1080)</i></p> <p><i>The evidence seems to suggest that actually that's what we need to do. (3:1091-1092)</i></p> <p><i>So we're hoping that once we've got all the information together, we can go back with some evidence to do what I want them to do. (3:1086-1087)</i></p> <p><i>Person who had attended it, in literally like, she didn't, but like, you know, comedy smoke coming out of her hair and cinders, and things like that, what've been doing? Well, there's been a critical incident at school but there was no policy or no joined-up ness. (3:1019-1022)</i></p> <p><i>I think what's been really helpful is having those kind of emergency systems in place. (3:1022-1023)</i></p> <p><i>And er and I suppose that's that's been really helpful so I've learned that that it's really</i></p>
--	--	--	--

			<p><i>important to have those systems, because at the point of panic or the point of uncertainty, you need certainty. (3:1027-1029)</i></p> <p><i>And there was nobody coordinating it. (3:768)</i></p> <p><i>Well yeah I mean I suppose I suppose the thing is policy is, is a guideline.yeah policy's a guideline. Er, and somethings are almost difficult to stop. (3:451-455)</i></p> <p><i>It's a bit cynical, so sometimes there is a pressure to, to respond individually. (3:473)</i></p> <p><i>This is not written into our brief. (3:773)</i></p> <p><i>Um, so yeah and we had, you know we realised that not everybody, not all our colleagues in other departments have a critical incident policy. (3:789-790)</i></p> <p><i>Er, so one of the things they don't have is a critical incident policy. (3:837)</i></p> <p><i>We found in the schools, there was a recent suicide of a young boy, where the school. And this is just hot off, off of the focus group, where they did have, we have a critical incident policy, (M: Cough) we know what we're doing. (3:841-843)</i></p> <p><i>Um. (Pause) I think it's helped, I think what's really helped is that I'm in an authority. The first critical incident I attended I didn't. (3:1012-1013)</i></p>
		Responding in pairs	<p><i>It was a bit like ooh but I was meeting another umm EP there. (1:66)</i></p> <p><i>Yeah; No! Same one, same one. He's a senior in the south and very experienced crisis Coordinator. (3:371-372)</i></p> <p><i>J: Um, he's very calm. (1:376)</i></p> <p><i>But actually with that one it was really useful for me to then talk through how I felt, and to also hear how he'd felt because for, you know, for him there was an element of really wanting to the same, he really wanted the caretaker to kind of open up. (1:382-385)</i></p> <p><i>So I visited there with a senior colleague is not a coordinator and she. (1:504)</i></p>

			<p><i>Um, so on those occasions and quite a few other occasions there's been two coordinators going into incidents. (1:482-483)</i></p> <p><i>So to have said actually can somebody coordinate those two schools (M: Yep) and I'm going to coordinate these two schools or these three and so, deal with it in that way. (1:535-536)</i></p> <p><i>But quite often it was difficult to find an EP that would come in. (1:481-482)</i></p> <p><i>The person who was speaking (R: Laughs) Says that was the worst moment for her. (R: Laughs) but she was fine when she saw me and the back and thought oh God what do I say, duh duh duh but she was absolutely fine and. (2:129-131)</i></p> <p><i>R: Erm, nope, not at that time. R: Not at all. (2:149-153)</i></p> <p><i>And I don't know whether that is still happening? (2:1044)</i></p> <p><i>At this moment but that certainly was and yes I stood out very very much for that. (2:1048)</i></p> <p><i>So it was interesting to kind of watch, watch, their practice in action as well. (3:121)</i></p> <p><i>I would be supporting the lead critical incident er, EP er at the time. (3:77)</i></p> <p><i>But have a kind of way of being which was admirable for the EP at the time who was going, can I do this? (3:115-116)</i></p> <p><i>I guess what happens as well is that in the working and the responding to critical incident, because we try not to do that individually we try and work with the school EP or we will try and work with someone in the team. (3:300-302)</i></p> <p><i>Yes that was, that was probably one of the, one of the incidents, I've just been saying we work as teams and we usually work with the EP buut that was one that I was, that was pretty solo actually. (3:368-370)</i></p> <p><i>Yes, I did. Yeah. (3:447)</i></p> <p><i>So I think it's very different from the earlier critical incidents we talked about where you were with someone. (3:528-532)</i></p>
--	--	--	--

			<p><i>Well I am saying. It was really me and **PEP name**, because ** PEP name** was principal. (3:883)</i></p> <p><i>So the person I attended with had been responsible. (3:129)</i></p>
		Co-working (directly and indirectly)	<p><i>The students without the pastoral team being there. (1:167)</i></p> <p><i>Whether they do or don't want you to, that has to be agreed by the principal it's not for me to say yay or nay to. (1:852-853)</i></p> <p><i>There was someone absolutely brilliant, **EP name**, erm, who was an EP in in **LA name** at the time, who er did a lot of CAMHR-y type work and who was also a psychotherapist, who very helpfully informed about, but that's what it is. (2:138-141)</i></p> <p><i>And I was directing. (2:250)</i></p> <p><i>For me, and certainly the way that we dealt with the residential MLD school which is where there was sex abuse, and they'd been serious fights about this. (2:266-267)</i></p> <p><i>No, not in the direct sense. (2:243)</i></p> <p><i>No, she would have certainly been on my shoulder somewhere supporting. I would have been asking her (M: Yep) what to do etc. She would have been a guidance to me. I would see her as a guidance to me. (2:247-250)</i></p> <p><i>I can't remember whether she was directly involved or not. (2:249)</i></p> <p><i>I did actually in the end I was able to turn up in the audience. (2:128-129)</i></p> <p><i>I went in with a wonderful EP who doesn't think she's very good in those situations but I think she's brilliant. (2:837-839)</i></p> <p><i>But I was also, I mean I suppose the other side of it I was really impressed by how people like Ros, er would, would jump to, and give up a Saturday morning, etc. (2:399-400)</i></p> <p><i>F: Er, in Sheffield, we have a Critical Incident First Response Team. Er and. (3:35)</i></p> <p><i>So, I was fortunate on this occasion to be able to have the support of **PEPs name** the principal. (3:769)</i></p>

			<p><i>We also I suppose we need to be looking after each other and that's what, hopefully I'm trying to do with how I work is that we need to be a team that needs to be there for each other and at these moments we need to be kind and supportive. (3:260-262)</i></p> <p><i>That takes a little bit of time. (3:266)</i></p> <p><i>And the, my colleague I can, I can, you know, shake her by the hand when I meet her again. (3:737)</i></p> <p><i>Almost became incident coordinator, having to coordinate social services, having to coordinate other agencies. Er, we went to the schools, to, to, to listen to briefings from the police. (3:773-775)</i></p> <p><i>Er, he had the clout, the gravitas and I think was, was bequeathed the job of saying look you sort it out. (3:887-888)</i></p> <p><i>So the focus group came out of that and also the fact that we've got assistant psychologists who were smart, passionate enough to kind of get it off the ground and get it all organised and hold the meetings. (3:1080-1082)</i></p>
	The school	School size	<p><i>School. (1:75)</i></p>
	Working with individuals and groups	Those directly affected/ impacted on by the CI	<p><i>Witnessed by a lot of other students (1:47)</i></p> <p><i>So then the woman who had hit the child. Um or she'd been involved in the accident in some way, was being blamed because of this video indicated that well actually she was, she wasn't to blame at all, (M: Hmm) so and there was a bus involved as well, with restricted views. (1:139-143)</i></p> <p><i>It had alerted the caretaker who was still around (1:296)</i></p> <p><i>Normally have been gone (M: Yeah) for some reason he was still around, I think maybe coming towards the end of term, he had extra stuff to do (1:297-298)</i></p> <p><i>Yes it was (1:326)</i></p> <p><i>Was the caretaker who'd responded to the incident (1:304)</i></p> <p><i>Actually initially aren't getting any attention because they're not the ones wailing and crying. (1:245-246)</i></p> <p><i>He'd been the first to respond to, he'd given um CPR. (M: Okay) so he'd done a lot (1:331-332)</i></p>

			<p><i>Because it was unusual in the sense that it was the caretaker (1:423)</i></p> <p><i>And that worked. Well, nobody heard anything afterwards. (2:275)</i></p> <p><i>But you know I would trust her in that sort sense of what she was saying. (2:460-461)</i></p> <p><i>And at one point they mentioned I knew he was dead because his colour stated changing, and by that time I knew most of the things to expect you could defend yourself from, yeah, yeah, yeah well, they only died didn't they. Well inside of me I mean, and deal with it by, to some extent, I've seen it all before. (2:502-505)</i></p> <p><i>Didn't find that I did a lot of work with an individual who would phone me at different times and again, fascinating (2:935-936)</i></p> <p><i>I think the other thing is that you can always be surprised by what the pressure of a critical incident and it's impact it can have on people. (3:1034-1035)</i></p> <p><i>Also I suppose how impactful these things can be on a, on an organisation (3:111-112)</i></p> <p><i>After the, like, the second meeting, it just seemed that I saw the young man with his friends and they just seem to be like kind of having a laugh.</i> <i>Now that's, that's perfect, course, it's perfectly fine. (3:490-492)</i></p> <p><i>Yeah and they had two surviving male siblings, two surviving girl siblings but one was aged three so much younger (3:752-753)</i></p> <p><i>Actually some it's a pain in the arse because you're dealing with people who want to be helpful that are actually not, you know. (3:964-965)</i></p> <p><i>Almost felt like someone thought it was a good idea, you should go along. Dad said you should go along today rather than I'm not quite. (3:498-499)</i></p> <p><i>It's difficult again. You'd be a fool to. (3:518)</i></p>
		School staff EP worked with	<p><i>Team felt were most in need of talking through what had happened. (1:77)</i></p> <p><i>Yes, and err, head; deputy head teacher. Um, that was it there. That was qu.. er...with the. (1:96)</i></p>

			<p><i>Yes, yeah it was it was it was a really um quite a good way of working and a good introduction to that kind of work because, in some sense, because they were so kind of aware of um the initial response and how to support staff. (1:104-106)</i></p> <p><i>No, there was a few that the, um, pastoral team felt it was really important to be there for at that point. (1:171-172)</i></p> <p><i>And then the head teacher. I spoke to the head teacher on the phone but they, he didn't meet with us. (1:349-350)</i></p> <p><i>Yeah, it was teaching staff, TAs, yeah. (1:579)</i></p> <p><i>Yeah, any school staff, yeah. (1:583)</i></p> <p><i>Go round, you can't get through this thing. (2:384-385)</i></p> <p><i>And I felt quite a lot of that, at that point. (2:389)</i></p> <p><i>Um and met with the senior management team, and the head. (2:480-481)</i></p> <p><i>On bouncing in and saying, 'I've just done this, is that all right?' and then bouncing out again and then bouncing in again and out. Clearly, needing to do something and finding it really, really difficult to deal with it. (2:482-484)</i></p> <p><i>Three female senior management team who managed him brilliant and his nuttiness. (2:484-485)</i></p> <p><i>This particular head is really, really good. And she knows her staff really well. (2:988-989)</i></p> <p><i>And she's really good at helping when the questions, when someones not really sure how to answer it and then starts to go eurgh... try and make some sort of sense, um and she will come in and be helpful without undermining. (2:989-992)</i></p> <p><i>But, you know, there was that bit, dealing with the PRU and their... cause they were fine to begin with but then actually they weren't and they needed to talk through it. (2:644-646)</i></p>
--	--	--	---

			<p><i>I suppose they had been close to this girl, **name**, in particular as a manager felt she should have shouted louder at various different meetings, and she does now she's all right now. But it took a long time to get over that. (2:963-966)</i></p> <p><i>It was just a, it was certainly the, from what I can remember as it was some time ago, there would be the nursery staff. (3:148-149)</i></p> <p><i>Um, so it was conversation with the head teacher who was, had a fair understanding of critical incidents, had experience of critical incidents before. (3:421-422)</i></p> <p><i>They have been, they have been. They are the desired contact person. (3:642-646)</i></p> <p><i>But I remember doing a consult with a senior at the time and they were saying at the time look we've got to go through the head because anything else, just gets dissipated, fractured, stuff like that. (3:661-663)</i></p> <p><i>Er, yeah, what we were trying to, trying to encourage the head to do was to have a critical incident team. (3:828-829)</i></p> <p><i>Although over the years that's changed quite a lot. (3:417)</i></p> <p><i>And I was contacted by someone who was very dissatisfied by the way in which the critical incident was handled in school. (3:656-657)</i></p> <p><i>Er but some heads pass it on. (3:663)</i></p>
		<p>Reactions/ emotions of those involved in the CI (Not EP)</p>	<p><i>What I remember most about it was the difference in people's reactions to the event. (1:78-79)</i></p> <p><i>Some girls just sort of talked through it what had happened and that was fine and others were very really distressed, and yet sometimes they were the most removed from the actual incident. (1:79-81)</i></p> <p><i>The girls that saw....some of the girls were really emotional. (1:196-197)</i></p> <p><i>And then others were very distraught but hadn't seen it, hadn't seen the accident, didn't really know the boy, and yet there were other people that knew the boy and had seen it and were less (M: Jmmm) upset. So there's this real kind of... this is interesting how the different responses. (1:216-219)</i></p> <p><i>Um, and like I said the difference in the way people respond to those types of incidents. (1:264)</i></p>

			<p><i>But anyway he had turned up, seen the boy, screaming and, run... you know, just in a complete state. (1:298-299)</i></p> <p><i>You know we could feel his shock and his distress. (1:423-424)</i></p> <p><i>Response, the staff were devastated (M: Mmm) because they felt the guilt, you know, around, why didn't we know? You know we talked to her...she was a teacher there. (1:510-511)</i></p> <p><i>That can be quite challenging because people are already in a state of agitation or discomfort because of the situation so knowing how to sort of going with that sometimes is really quite difficult. (1:782-784)</i></p> <p><i>He was very um kind of like no I'm okay with this I should be okay with this. (1:328)</i> <i>The difference in people's responses how they cope with. (1:647-648)</i></p> <p><i>Um yeah, why didn't we do anything. (1:512)</i></p> <p><i>Who don't want to go in and rescue as such. (1:387-388)</i></p> <p><i>Their organisation was fine but their sense was minimal. (2:237)</i></p> <p><i>And I think that worried me that schools, well this school, didn't really know what it was facing. (2:237-238)</i></p> <p><i>That's how I remember it, I'm sure she didn't speak in a whiny voice but that's how I remember it. (2:459-460)</i></p> <p><i>Um and I think, in a sense, also to see, to see how people care about children, who work with them daily and how impactful that had been so that was quite, you know, quite a...I suppose salutary kind of experience. (3:200-202)</i></p> <p><i>I think it's difficult for parents and carers to appreciate the fact that doing that sort of initial response. (3:473-474)</i></p>
		Group processes	<p><i>But you know, it's like a second world war mentality or whatever that we're all down here in the shit and what can we do to help with it? (2:720-721)</i></p> <p><i>So that, in a sense, it's the same thing. This is a group er that has an... I know it's internal in one sense but it's an external stress. (2:732-734)</i></p>

			<p><i>R: that has happened, how are we going to manage it, t, to best survive. (2:738)</i></p> <p><i>But I was aware of, you know, that we were looking for, you know, the group how it was looking after each other with health checks. (3:169-170)</i></p>
		Acceptance or decline of support	<p><i>So yeah, so he was like no I'm ok, no I don't need any support and that was quite hard. (1:333-334)</i></p> <p><i>Because it was then knowing when to go, actually ok, we're here if you need us give us a call, you know on the end of the phone, I can always come back down, so it was that type. (1:334-335)</i></p> <p><i>So it really is knowing when to just go (M: Yeah) ok, I hear what you're saying. (1:342)</i></p> <p><i>The, boy (M: mmm) who actually didn't want to see us, which was fine. (1:304-305)</i></p> <p><i>Yeah, understanding that it's not always the right time. (1:385-386)</i></p> <p><i>Head was quite paralysed but he didn't really want us around either so we just sat around for the morning. (2:791-792)</i></p>
	Working with the school as an organisation	Culture/ reputation of the school	<p><i>No, it was actually the owner of a kebab shop. (1:130)</i></p> <p><i>It was all like I don't want it to be part of the school. (1:355-356)</i></p> <p><i>We don't want to get this to contaminate our reputation. (1:356-357)</i></p> <p><i>I did wonder if the caretaker not wanting to be able to fully open up and talk through the situation was partly a reflection of the school culture because it had been very much like yeah yeah great come in but just talk to him. Yeah, and let's keep this separate from the rest of the school and it did feel like you know if he was to be to be kind of "****" to open up. I don't know, that was just a feeling. (1:452-456)</i></p> <p><i>This was also a very high achieving school. Or prided themselves in being high achieving at the time. (2:82-86)</i></p> <p><i>And it was a high achieving and I think quite cold school in many ways. (2:358)</i></p> <p><i>With the effective whitewash, the school was trying to do of it. (2:178-179)</i></p> <p><i>I was shocked at that time by the...What I saw as defensive practice of um, the school. The head very much wanting to say</i></p>

			<p><i>nothing to do with us actually, the parents, you know it's a dysfunctional family, blah blah, blah. (2:166-169)</i></p> <p><i>Blaming that was happening from the head, not in a direct sense. (M: mmm) It was much more about not our fault and often not our fault effectively implicates someone else. (2:207-209)</i></p> <p><i>At the school, didn't think it was. (2:128)</i></p>
		The schools resources	<p><i>Particularly emotionally literate in a sense. (1:99)</i></p> <p><i>So they recognised that it was better for the students to be supported directly by the adults they already knew. (1:123-124)</i></p> <p><i>And the difference in not just from that one incident but to taking that one on was then how differently schools respond. (1:261-262)</i></p> <p><i>What their perspectives are on... um that kind of you sort it out cause we don't want to or actually we're quite well equipped to deal with this kind of thing. (1:262-263)</i></p> <p><i>So we had some talks, some discussion with the school I think with somebody in pastoral care about how to um, the best kind of way of dealing with that sort of thing, providing that sort of thing. (1:365-367)</i></p> <p><i>And I always leave it, that if you need anything do call but it's not up to use to call them again unless you plan to say I'm going to call you Friday to see how you are. (1:449-451)</i></p> <p><i>So, you know, again, I mean with each incident you know the need to recognise the individual in relation to that school setting. (1:457-458)</i></p> <p><i>And there have been times where schools have been unhappy about our choice not to go in. (1:764-765)</i></p> <p><i>There was a significant friction in the teachers which I did talk to some teachers about who were really angry. (2:177-178)</i></p> <p><i>The school organised that really really well but it. (2:115)</i></p> <p><i>But there was a lot of tension between some staff feeling that the girl hadn't been supported not about them as individuals, (M: yeah) but the girl hadn't been supported. (2:205-207)</i></p> <p><i>So I suppose that's kind of what we did. (2:213)</i></p>

			<p><i>And it sticks because of the, er the inability for all the difficulties that I believe senior management had in... well, flexing with the pain. (2:228-229)</i></p> <p><i>Deputy head had said no, no, no fine, we'll be fine come in when you're coming in, 11 o'clock in the morning, whatever. I thought bit weird but whatever. (2:448-449)</i></p> <p><i>But the first day of this was, I suppose how a critical incident unfolds in my view that it is, it is really, really wrong. (2:536-537)</i></p> <p><i>But the vast majority of the staff had no knowledge at all of the Qu'ran. (2:857-858)</i></p> <p><i>I just thought it was unbelievable, of what, what the Muslim religion was about, and I remember you know those moments when you sort of go uh, uh? And your mouth goes; And I must close my jaw and get on.. well of course. (2:862-864)</i></p> <p><i>Well for Christ's sake, it's an inner city school M: mmm and they didn't have any idea. (2:868)</i></p> <p><i>From that against the social worker involved with school and psychiatrist who felt they should be therapised for life if you like. (2:273-275)</i></p> <p><i>God why the hell don't people think of the obvious. (2:116)</i></p> <p><i>Have to say they did organise really well. Given, they had 48 hours or something to organise the Saturday morning. They did that brilliantly, got hold of all the parents etc etc. (2:235-236)</i></p> <p><i>No, he wanted advice. (3:857)</i></p> <p><i>He wanted that crisis bit. Tell me what to do. Okay, not in so many words, as egos get in the way but really that was that was the general gist of it. (3:861-866)</i></p> <p><i>Err, and we acquiesced to, to visit and this was at the time when the school were kind of putting up a kind of remembrance and things and there was some issues about the length of the remembrance. In other words it had been cleared away too quickly etc etc. (3:433-435)</i></p> <p><i>So we suspect that but we can't say to them to get the details back off them. (3:847)</i></p>
--	--	--	---

			<p><i>They responded very well they did, they did galvanised truths. (3:867)</i></p> <p><i>But I guess one of the things I suppose can happen is they, in the crisis bit in the first few weeks. You can, you can, you've got that inertia. (3:867-869)</i></p> <p><i>But I think what happened in this case was that, again, it's a pressure test. (3:869)</i></p> <p><i>And, actually, there's a, there's a lot of politics as well. (3:986-987)</i></p> <p><i>And also to keep politics out of response. (3:693)</i></p>
		Managing school expectations	<p><i>So you need to come in and counsel the students, well we don't counsel students, well what do you do then? Well, kind of what else is there. (1:777-778)</i></p> <p><i>Um and there's certain characters at work within education that are used to getting what they want. (1:784-785)</i></p> <p><i>But it's clear then the school really need that support then you know that's for us to make that decision, generally through the principal who... we'd contact him and say is this. (1:762-764)</i></p> <p><i>There was less emphasis on the need to council some students. (1:165)</i></p> <p><i>Recognition, but erm it was much more about recognising that others may think that so we need to... the school needs to be ready. Not let's make a big thing of it. (2:192-193)</i></p> <p><i>They'll be an expectation for us to absorb the first initial shock. (3:346)</i></p>
	External systems (including communities and families)	External systems (including communities and families)	<p><i>System in that school is quite unique in the sense that they had a very large pastoral care. (1:97)</i></p> <p><i>But I think that that was a lot to do with how the school works. (1:179-180)</i></p> <p><i>He was at home with his family. His family situation was really complex. Um, he wasn't well supported he was known to social services. (1:305-306)</i></p> <p><i>Um so there were people, I think, actually he had gone to stay at a friends. He had gone to stay at a friends house. Yea so he wasn't even at home. (1:307-312)</i></p>

			<p><i>But he didn't want to see us and the school were aware and we'll do what we can to support him. But his own family situation was one that was. There was a lot of drugs and other stuff going on. (1:316-318)</i></p> <p><i>But then, what I've done in situations like that is, is respond in a different way so don't put it under the crisis umbrella necessarily so although the initial crisis would be one that I would go in with two EPs and then any follow up work I would do independently. But yeah, it can affect how you respond. (1:793-796)</i></p> <p><i>And that wider community becomes more and more (M: Mmm) prominent really. (1:458-459)</i></p> <p><i>The impacts of the situation was that she was a member of staff in a PRU in Maidstone. (1:495-496)</i></p> <p><i>She had four children who all went to different schools. So it impacted on all those schools. (1:496-497)</i></p> <p><i>And I can remember getting up in the middle of the night one night and just coming downstairs, of her, all the schools, all the links, the children, the different EPs that were involved, the different services involved the different head teachers are involved so I could actually visualise it.(1:522-526)</i></p> <p><i>There was already a lot of problems around the family. (1:499-500)</i></p> <p><i>I think the son had left home was living with the Father. One of the other children was living with another father. (1:501-502)</i></p> <p><i>Each day I was following up on one or the other. (1:527)</i></p> <p><i>It's not but they are close knit in the sense that um this particular family. (1:440-441)</i></p> <p><i>That had a head in it, interestingly who was dismissed a little bit later. But not in relation to this. (2:56-60)</i></p> <p><i>So, to be fair to the school they organised incredibly well. (2:100-101)</i></p> <p><i>But there were, which emerged not from key people just emerged significant tensions that need to be resolved. (2:308-309)</i></p>
--	--	--	--

			<p><i>I do remember key things from it that affected me. The head having gone down to see where, where she died ,er, juxtaposed against his clear defensiveness of not, well actually that's not anything to do with us. (2:333-335)</i></p> <p><i>R: But again, the reason I picked this is, I suppose, because it went on and other things happen. So, this child, I just find these things fascinating. The boy who died had a younger sister. (2:591-593)</i></p> <p><i>It was also in the same area, where there had been a lockdown because of um, well actually I think because of the Syrian girl going. (2:913-914)</i></p> <p><i>But the families and the family relationships etc there was at least one school where they were on both sides, they had both sides of the family in the school. (2:908-909)</i></p> <p><i>This person at the age of 19. No, sorry, younger than that, her brother was 19 at the time had been driven 250 miles in silence by the KGB across Russia, where she was not Russian; Eastern Germany, Eastern Bloc, anyway I can't remember which country etc etc to her dead brother. (2:604-607)</i></p> <p><i>Actually, there are times when it's important for somebody outside to come in and help contain it just because they're outside it. (2:1153-1155)</i></p> <p><i>Are there systems in, within the Critical Incident world? (3:312)</i></p> <p><i>We tend to, I think what we tend to do is the kind of, when there's an emergency you need one person of contact. (3:321-322)</i></p> <p><i>Yeah so, basically, there is, there should really a simple thread. (3:326)</i></p> <p><i>That goes from school. It used to go to one other person in the authority, and then they would cascade that and we usually, because we're first response, it goes to our admin, our admin section, and then it's either me or **name**, who is the principal, or ** name**, who is the principal. (3:330-336)</i></p> <p><i>We'd just moved to **place name**. Err, we'd been in a Dingly Dell environment, we were by woods and we could pick blackberries at lunch time and you know. And suddenly we came into corporate land. (3:545-555)</i></p>
--	--	--	--

			<p><i>We are close to corporate, a corporate world. (3:593-594)</i></p> <p><i>But really all you're doing is, is helping an organisation to find its own strengths, and its 'familyness' you know and its essence of family. (3:963-964)</i></p> <p><i>So basically that became very complicated because suddenly, we've had a new service emerge, like a kind of a, like a volcanic eruption. (3:766-767)</i></p> <p><i>And as an authority, we are less. I think we're less 'together' in what we do for the schools. (3:143-144)</i></p> <p><i>And people's time suddenly became precious and much shorter. (3:559)</i></p> <p><i>Sheffield the austerity came. (3:598)</i></p> <p><i>Certainly, the, the post which would have been the person who was like Central Comms who would have got the information to pass it on. Their role has changed and in **city name** there's a tendency if you stop long enough, someone will give you another job to do. (3:620-623)</i></p> <p><i>So one of the things also happened was, it was a larger family, so there was still surviving children in different schools. (3:743-744)</i></p> <p><i>So we've got one child in special school, one child in year six in another school. (3:757)</i></p> <p><i>And it's a community in a particular area of **city name** , probably has more community, whatever that means, kind of more of a community feel than others. (3:761-762)</i></p> <p><i>So they're an academy so they also have the responsibility to the academy. (3:833)</i></p> <p><i>And yeah it was quite complex really. (3:848)</i></p>
		Social factors	<p><i>This particular school does serve a certain area which is well known for having difficulties as a community, a high level of unemployment, and low socio economic status, high level drug use, drug dependency. So um yeah it is a difficult; it is a difficult area. (1:441-443)</i></p>
	Multi agency working	Multi agency working	<p><i>The police had to get involved so it did. (1:144)</i></p> <p><i>So they called the police. (1:300-301)</i></p>

			<p><i>He was at home with his family. His family situation was really complex. Um, he wasn't well supported he was known to social services. (1:305-306)</i></p> <p><i>That was quite a unique situation because it was we were alerted by the AEO, so the Area Education Officer. (1:348-349)</i></p> <p><i>Then I had several meetings with social services, um because of the safeguarding around the children. We had a number of meetings with different schools some primaries, some secondaries coming together with social services, and with myself and with the Area Director, uh, Area Education Officer. (1:518-521)</i></p> <p><i>Getting an A3 sheet of paper and just drawing a diagram. (1:523)</i></p> <p><i>Because it was so all over the place in my head, there were so many. (1:526-527)</i></p> <p><i>quite multi-agency. (2:69)</i></p> <p><i>CAMHS seemed quite therapy therapy therapy. (2:91-92)</i></p> <p><i>And wasn't sure how that was going to be at the time. (2:96)</i></p> <p><i>There was also a couple of great people in CAMHS. (2:250-251)</i></p> <p><i>suppose that's a critical incident, why didn't I mention that? (2:252)</i></p> <p><i>Later on we talked to the people in the PRU, or I talked to people in PRU with a CAMHS person, **staff name** who is just brilliant. (2:501-502)</i></p> <p><i>The police not allowing them back to the houses and things while they were investigating people. (2:918-919)</i></p> <p><i>An investigation as to whether hospital. A should have done more or not. (2:920-921)</i></p> <p><i>In fact I think hospital A they did everything they could have done but there were a couple people in the hospital A who felt, she wasn't at it any longer but she'd been at risk and if only they had taken more notice of her shouted more loudly at social services. Things would have happened beforehand, it wouldn't have got to what it got to which was horrendous. (2:925-929)</i></p>
--	--	--	--

			<p><i>But I think it probably informed... and. But it would have informed erm, what I was, how I was thinking in. (2:281-283)</i></p> <p><i>Well I think it only impacted. (2:288)</i></p> <p><i>It wasn't an investigation that was ever going to lead to any sackings or anything but that's not what it feels like on the receiving end. (2:957-959)</i></p> <p><i>And we've had talks about this, we are liaising with CAMHS partners and clinical partners in Reigate, and I'd like us to have as an authority to have a psychological response. (3:1056-1058)</i></p> <p><i>Major because it involved a multi-agency response. From the very beginning. (3:681-685)</i></p> <p><i>Started with there's a police helicopter landing in a primary school. It was just that the police helicopter needed somewhere to land. (3:701-706)</i></p> <p><i>And that was very difficult because one of the things that we weren't involved in which we wants to change is that there was a police briefing. (3:727-728)</i></p> <p><i>It was given to the school where the two boys were, had been students, but we didn't get the full facts. (3:732-733)</i></p> <p><i>They were starting to get involved. (3:768)</i></p> <p><i>Sense to stop people trying to come in and stop doing stuff, muddying the water, although they're trying to be helpful. (3:688-689)</i></p> <p><i>We set up a rota. We did that with CAMHS, we did that with Social Services. It entered a holiday period. (3:780-781)</i></p> <p><i>So **PEP name** was doing a lot of the liaison with people like social services, like MAST. So it was about, it was about information management, so that people were getting the right message. (3:888-890)</i></p> <p><i>Is interesting because one school used a faith-based support service with good listening to them. (3:812-813)</i></p> <p><i>Wanted to revisit agencies who were supportive and what their critical incident responses are. (3:687-688)</i></p>
--	--	--	--

			<i>They were very, you know, but we had no, they had no credentials, they weren't on any ones books. So, involved ringing them up, testing them out, see what they were. Yeah. So yeah. (3:813-814)</i>
Further impacting factors	Time	Time	<p><i>The incident did continue for longer as a result of that. (1:144-145)</i></p> <p><i>May be the ones that need more support longer term. (1:244)</i></p> <p><i>So the other one, which is very soon after this one. (1:284)</i></p> <p><i>The next day. He had found him that night, the night before, we were in the next morning. (1:428)</i></p> <p><i>(loud exhale) Probably a month. (1:540)</i></p> <p><i>So ideally it shouldn't be two coordinators because it's not a good use of time and a lot of travelling. (1:480-481)</i></p> <p><i>So it was a long piece of work. (1:521-522)</i></p> <p><i>Yeah it went on and on for a while. (1:543)</i></p> <p><i>And certainly, the amount of time I gave to particularly that one was you know not accounted for. (1:1013-1014)</i></p> <p><i>That GCSEs were starting the following Monday. (2:74)</i></p> <p><i>So, um, and, like bloody investigations they take forever. So it took two years and then the Local Authority didn't give any answers for a long time and so on and so forth. (2:956-957)</i></p> <p><i>But that kind of went on in a sense for about two years. (2:919-920)</i></p> <p><i>According to them it took three quarters of an hour, it was actually less than 10 minutes. (2:515)</i></p> <p><i>But I didn't mean they didn't say it took three quarters of an hour, it took so long. And of course, time changes, I can deal with all that. (2:519-520)</i></p>

			<p><i>I'm not quite sure about timing. Because one of the... the timing of the critical incident are very impactful. When it comes to holidays, (3:715-720)</i></p> <p><i>So again the normal way of getting stuff to us hadn't happened. (3:721-722)</i></p> <p><i>Three or four months ago and it also absorbed an incredible amount of time. (3:685-686)</i></p> <p><i>So an awful lot of time probably, probably two weeks solid EP work. Yeah, big, big stuff. (3:815-819)</i></p> <p><i>So, what would what would really be you know I think one of the problems is, is it's a great thing but to make things better you do need to the time to get to do that and. (3:1062-1063)</i></p> <p><i>We are 10, 20 times busier. (3:255)</i></p> <p><i>I think, I think there's been a number of factors. Certainly terms of demand for things like EHCPs, we know that's well known in our profession. (3:588-589)</i></p> <p><i>Felt that the staff, er, had, kind of no longer needed us to talk about the incident. (3:80)</i></p> <p><i>And it does take time. (3:260)</i></p> <p><i>That's what we're working on. (3:1063-1064)</i></p>
	Language, labels and narratives	Labels/ language	<p><i>Rather than kind of pathologizing the response by saying you have to see an outsider. (1:124-125)</i></p> <p><i>Language I mean the influence of language how people use language and their interpretation of events is so critical. (1:838-839)</i></p> <p><i>Erm because, you know, the containment of those responses is so important and if you're using language like that's terrible, that's shocking, that's duh duh duh. There are times for that and there are times not for that so that's really important. (1:843-845)</i></p> <p><i>There's also the kind of sort of how do you define a critical incident and a sad event? You know initially, you think critical incident something that significantly disrupts the running of the school and it's a very unusual event, so to impact, you</i></p>

			<p><i>know, quite significantly. But some schools, a sad event to them is a critical incident, for another school a critical incident is a sad event. (1:747-751)</i></p> <p><i>And this is very difficult then at times to um say to a school if their interpretation and their experience of that event is really you know disrupting and um unsettling for everyone, but from our perspective, it's that's not a critical incident we don't normally come in to that. (1:760-762)</i></p> <p><i>And obviously the kind of legal aspects. You don't say suicide, you say unexpected death until the coroner's report is concluded, you can't say that it's suicide, even though she was found, you know the way she was found it was, and there was a note it was clearly suicide. (1:598-600)</i></p> <p><i>Umm, had been to try not to label children as offenders or victims. (2:268)</i></p> <p><i>And they were both because they become perpetrators through victimisation etc etc. (2:272)</i></p> <p><i>I never saw that as a critical incident because it wasn't an incident, it was a whole process of things that had to be dealt with. (280-281)</i></p> <p><i>But I remember feeling, why are we going to therapise everybody? Yeah, shit has happened, absolutely bit that doesn't mean that we need to, you know, move to finding vulnerable people. Almost, making them victims as well in therapy therapy. (2:302-304)</i></p> <p><i>I will talk more about the other one as its more of critical, critical incident. (2:836)</i></p> <p><i>And why are we doing that? (2:1111)</i></p> <p><i>The word sad event. Which is being used a lot. (2:1102-1106)</i></p> <p><i>Now I know a lot of other services. Have not and maybe increasingly have gone down the line of, what the hell are you phoning us about that for? (2:1080-1086)</i></p> <p><i>They're not critical instance in the sense of not knowing what's going to happen beforehand, etc, etc, where children have died of cancer over two years and things. (2:1064-1066)</i></p> <p><i>It's still really important that there is a response service to the school in relation to that and as maybe we all know, who've lost um, anybody however much you know they're going to die. At the moment of their death. (2:1070-1072)</i></p>
--	--	--	--

			<p><i>Of some form or other so I have very much held out for that. (2:1080)</i></p> <p><i>Other thing that stood out for is that there is no definition of critical incident. A critical incident is a critical incident if you think it's a critical incident. (2:1049-1050)</i></p> <p><i>But if it is a CI to her then it is a CI, that's the point I was trying to make. Because if you get into something else. (2:1059-1060)</i></p> <p><i>That's changed since then, I think a lot of things are fractured we've moved offices. (3:251)</i></p> <p><i>We can't. So, all the stuff about wording and who we contact. (3:807)</i></p>
		Stories/narratives re: incident	<i>How that then manifested was that there was lots of implied stories emerged from that. (1:138-139)</i>
		Reference to emergency services	<p><i>I think, if you know, you go in thinking right I'm here, I'm blue light, I'm going to sort it. (1:860-861)</i></p> <p><i>Firefight I suppose. (3:996)</i></p> <p><i>Fire is out. There was a fire in a school. (3:1000-1017)</i></p>
	Gender differences	Gender differences	<p><i>But um yeah, the girls were very, very upset; distraught. Because it was their friend, that. (1:215)</i></p> <p><i>Well, I think, as times gone on what I've seen is that girls can respond quite differently, they're much more emotive much more verbal about how they're feeling. (1:224-225)</i></p> <p><i>They, they also feed off each other's responses so if one girl is hysterical then before you know it, you've got that kind of contagious. (1:225-227)</i></p> <p><i>A whole group of hysterical girls. (1:231)</i></p> <p><i>There's a bit more of a pattern and it's something that, you know, there is an incident in school and in primary, we tend to say that if there are groups of girls it's important to contain that quite quickly. (1:235-237)</i></p>
	Social media	Social media	<p><i>Filmed (1:48)</i></p> <p><i>Um by an adult who then uploaded it onto YouTube. (1:52)</i></p>

			<p><i>And then sort of filmed the whole incident. (1:137)</i></p> <p><i>Because it involved the social media aspect. (1:187)</i></p> <p><i>Protocol was what how you dealt with that kind of thing as it was. (1:188)</i></p> <p><i>It pretty much goes, to erm the press office, so they deal with it. So the school were told they go to the press office and they deal with any kind of queries that come in as a result of that um but actually it's kind of out of our hands; pretty much out of the schools hands so. (1:188-191)</i></p> <p><i>And that was another one that had a social media kind of twist as well because then a Facebook page opened for the dead student (M: Mmm) and that got a mixed response, some people were quite... (M: Mmm) And there was media coverage as well. (1:318-321)</i></p> <p><i>Obviously, social media could well be an influencing factor. Undoubtedly, it probably is. There's a factor in that as well as other pressures on children, young people and adults. (1:737-739)</i></p> <p><i>Social media is definitely been a tricky, erm, issue, it has its benefits. (1:718-719)</i></p> <p><i>To that aspect, it does become an increasing concern. (1:727)</i></p> <p><i>And the press had been around and dealing with that and advising them on that and what they can say to the kids and what they cant say to the kids because you cant stop them talking to them. (2:853-855)</i></p> <p><i>They go through media. (3:464)</i></p>
<p>Responding to need/ the relational aspect</p>		<p>Responding to need</p>	<p><i>Um our support then was very specific. (1:303)</i></p> <p><i>It's a very different type of response I think being, being this, being prepared to listen and being led to a degree is quite important. (1:859-860)</i></p> <p><i>But each situation, you have to you know kind of judge at each time. (1:451-452)</i></p>

			<p><i>So we've had to kind of tailor how we respond. (1:747)</i></p> <p><i>It was very much thinking on your feet type response. (1:517-518)</i></p> <p><i>So, yeah, I just I mean sometimes I think you just do it and it's afterwards you think, hmm how did I actually get through that? You just kind of open your mouth. (1:601-603)</i></p> <p><i>Pretty much, to be fair, made up (M: okay) on the spur of the week with...we looked up what we could on the net. (2:137-138)</i></p> <p><i>We made it up. (2:141)</i></p> <p><i>Effectively on the spot. (2:145)</i></p> <p><i>We just responded. (2:157)</i></p> <p><i>I thought and what did we do? We did in a in a very vague way not heavily, heavily structured. No not vague way but in a random way if I can call it that. (2:494-496)</i></p> <p><i>And we need to be careful not to be too rigid in you need to do this, you need to do that, you need to do that, you need to do that. (2:537-538)</i></p> <p><i>Depends on what people can do. Sometimes it's about giving somebody a hug. Sometimes it's a matter of having a fag in the wrong place. And I mean having a cigarette by that, sorry. (2:546-554)</i></p> <p><i>But I said we've got to do something beforehand. So we actually arranged to open the school on Saturday morning. (2:101-102)</i></p> <p><i>Then what you end up with is only defensive practice, which means you never take the risk of doing anything that might go wrong. (2:1379-1381)</i></p> <p><i>Yeah, we're actually creating by going down this rule, structure, and assuming that we've created safety in those things and order is crap. (2:1320-1321)</i></p> <p><i>And unless we go back to something that is more fluid and that is based on guidance information, those sort of things and that should be available, but not so much that it makes \</i></p>
--	--	--	--

			<p><i>no sense either. (2:1325-1327)</i></p> <p><i>Again I think you have to. (2:786)</i></p> <p><i>That but I don't see its helpful to talk about it. Maybe what would what would be more useful in this situation is let's just have a chat sort of thing. (2:771-772)</i></p> <p><i>But you cannot know exactly what's going to come out. (2:582)</i></p> <p><i>Rather than standing up rigidly, no, not our fault. (2:230)</i></p> <p><i>And it is actually a defence mechanism in itself and it doesn't have that. (2:292)</i></p> <p><i>I think that's I mean that wasn't conscious. (2:382)</i></p> <p><i>But they were certainly still struggling with coming to terms with the whole event. (3:69)</i></p> <p><i>I would say it was, it was probably, I would say I would've, I was looking, in a sense, for the lead and following their questions and responses from the people in the group. (3:184-185)</i></p> <p><i>Seeing what else was needed to be done but really it was just that maintenance of the. (3:174)</i></p> <p><i>And that's probably one, one of the rare occasions where we've actually been asked to see an individual young person, as a result of the issue. (3:379-380)</i></p> <p><i>So, over the weeks holiday some services felt that they needed to be there for the school. (3:785)</i></p>
		Relationship/ relational aspect	<p><i>I think that formulated for me the, the importance of human care and containment. (2:289-290)</i></p> <p><i>That engagement and that care it is something you can do. (2:292-293)</i></p> <p><i>And we don't have anything else and we shouldn't have anything else. (2:373)</i></p> <p><i>Structure was more important to the school (M: mmm) than the human relationship. (2:341-342)</i></p> <p><i>So I'm sure that affected me as well. And you saw some humanity coming from some and not from others. (2:362-363)</i></p>

			<p><i>I don't think this is specific to that. But I think my journey from there, until now, and maybe on forward is actually all we have is relationship. (2:368-369)</i></p> <p><i>But that has been a journey of my life (M: yep, yep) and that will have been part of that. (2:383-384)</i></p> <p><i>Obviously a lovable rogue. However, clearly they loved him. Um, all the girls loved him, including all the teachers. (2:427-429)</i></p> <p><i>One of the things that was really interesting was our relationship with this school was not good beforehand. R: and really changed it completely. brilliantly. (2:489-494)</i></p> <p><i>And we chatted to people. (2:497)</i></p> <p><i>All that stuff goes, I love that, in the sense that it's about relationship. (2:565)</i></p> <p><i>Lots and lots of just difficult things, like, having to work with an individual child at... I to go in on Friday night, and say, Hi, you've never met me before have you? Mr and Mrs Jones, your son, great, do you mind coming in court on Monday, please? (2:276-278)</i></p> <p><i>And we need to be really careful not to lose relationship in it which we're doing. (2:1408)</i></p> <p><i>Then, and that openness to have a human conversation about it. We're going to end up losing, far, far more than we gain, I think. (2:1331-1332)</i></p> <p><i>Plus she was taken away from me anyway because she had TB after I was born, so before, and then again after I was born feeds into a loss of relationship, which actually, I can get back through Critical Incidents. (2:693-696)</i></p> <p><i>And I am quite conscious, though not as conscious, as I have just been but I am aware of those sort of things in my family. Um Having had a significant effect on me and I can quite easily make those links. Now maybe they're relevant but maybe they're irrelevant. I think they probably are relevant. (2:706-709)</i></p> <p><i>If you want to get to the underpinning reasons that relationship is so important is to do with that. (2:686-687)</i></p> <p><i>I don't love the fact that something. But it cuts through all that bollocks and political correctness that we seem to work in and actually so often takes away from being able to</i></p>
--	--	--	--

			<p><i>work in a relationship. (2:569-571)</i></p> <p><i>It was actually the person who already has a relationship. R: is the main person to deal with a Critical Incident. (2:1035-1040)</i></p> <p><i>And of course that completely undermines the principles upon which I kind of been talking about the relational. R: principle, cause it just doesn't make sense, (2:1091-1096)</i></p> <p><i>And if you do that, then that's so risky. Oh and you did that and dah dah dah and then somebody complains or, or they don't, but you know it's wrong. It's not, it's about human relationship and trying to work with people. And yes, of course things jar. (2:575-577)</i></p> <p><i>And I'm really worried that we're going ever increasingly and it's partly and it's a post- enlightenment problem. (2:1402-1403)</i></p> <p><i>Er and obviously, in this case it was, it was still very raw cause at that point I was still, you know, a Dad of young children. F: so that had particular resonance with me. (3:191-196)</i></p>
		Human elements	<p><i>Yes it is raw. (2:714)</i></p> <p><i>Umm, I'm not sure it was particularly emotive. (2:320)</i></p> <p><i>One or two teachers who'd obviously cared for her and been concerned about her and whether they had been cared and concerned in the appropriate way or not I don't know they're feeling a wretchedness, sorry there was, well a callousness. (2:339-341)</i></p> <p><i>And I like, sounds almost perverse, I quite like, I like dealing with that rawness. (2:646-647)</i></p> <p><i>Because it's human. (2:651)</i></p> <p><i>Because it's real. (2:655)</i></p> <p><i>And I think that was informing part of how I was thinking, umm during that process, not in the conscious where I'm trying to obviously think about it now. (2:297-298)</i></p> <p><i>Umm, I'm not sure it was particularly emotive. (2:320)</i></p>

			<p><i>One or two teachers who'd obviously cared for her and been concerned about her and whether they had been cared and concerned in the appropriate way or not I don't know they're feeling a wretchedness, sorry there was, well a callousness. (2:339-341)</i></p> <p><i>Hopefully being free enough and, and human enough with person, but also not saying in the middle. 'Ooo, there you are, there's the answer, innit, darlin' woo, bit obvious innit'. (2:633-634)</i></p> <p><i>You know, or whatever metaphorically. Sometimes it's about making someone a cup of coffee. (2:560-561)</i></p> <p><i>But I do think that there was nobody there to understand. I don't remember having any, be feeling understood by anybody other than actually a great- aunt I think. (2:683-685)</i></p> <p><i>But the idea of just being human and listening is really important. (3:1041)</i></p> <p><i>I think these days, it becomes, maybe a bit like kind of Parliament at the moment, it's, it's more about process and press rather than feelings and recognising people as human beings. So I think there's a danger of not having that debrief of not giving it the gravitas that it demands. (3:285-288)</i></p>
Post CI- The bigger picture	The importance/ gravitas of CIs	The importance/ gravitas of CIs	<p><i>(M: Yeah) but that the kind of the sort of anticipating stress never goes (M: Okay) that's always so that doesn't seem to subside even with lots of experience and that's something we agree on as coordinators that doesn't matter how many years you've been doing it, you still feel that initial blank. When you get the call to say, the school has and you're like what do I do. (1:637-642)</i></p> <p><i>J: yeah other than tribunals. J: Well you wouldn't respond to a critical incident if you are in a tribunal. J: but if you're not in it, then you still respond. (1:547-555)</i></p> <p><i>J: So Critical Incidents always come first. (1:559)</i></p> <p><i>It was a kind of like, yeah, this has happened but it was quite isolated. (1:354)</i></p> <p><i>There is, one of the issues I think that can happen is that people forget that critical incident means you do have to drop everything. (3:255-256)</i></p>
	CIs as a catalyst	CIs as a catalyst	<p><i>Impact on us as a school that there was drugs being taken on school grounds and obviously the death of a student. (1:357-358)</i></p>

			<p><i>young people and adults. It also generated a project that we did with in **county name** for Headteacher stress and wellbeing and that was a big follow up following a death by suicide of a Headteacher, very, um, a very successful Headteacher but you know behind it all he was having very significant mental health issues and... so, yeah, it has had a knock on effect in that respect. (1:739-743)</i></p> <p><i>To me incredibly important was we found a way of enabling kids to come in and do their GCSEs, because after all GCSEs are national not school. And so I'm not sure what would have happened if the school had written saying "excuse me all our people who were expecting to get A stars are actually getting Ds because of what happened". (2:97-100)</i></p> <p><i>If you looked at groups in crisis, groups in stress etc. It's often been said hasn't it that the way to sort out the world is to have an intergalactic... you know if we could only be attacked by Mars then we wouldn't need to have our bickering. (2:726-728)</i></p> <p><i>One was much bigger and fairly crazy in all sorts of ways. (2:889)</i></p> <p><i>So, I suppose I'm not actually talking about Critical Incidents now. I'm talking about how I believe EP's should be managed. (2:1182-1183)</i></p> <p><i>Also, it is really nice, that when working with critical incidents people are positive about it. (2:713-714)</i></p> <p><i>Due to something horrendous having happened that before it had happened, wasn't so problematic. (2:313-314)</i></p> <p><i>I mean I think what the Critical Incident does, is it suddenly creates a kind of judder er and suddenly, what was reality, we know that about kind of trauma, essentially what was real. And it's also very sudden. (3:207-209)</i></p> <p><i>And I suppose in those instances it's also an opportunity for staff to sort of talk about the things that they don't like about the school, gives us an example of how the head's done things which reflects their other grievances. (3:424-427)</i></p> <p><i>Then suddenly a kind of explosion and very fast-moving things. (3:723)</i></p> <p><i>The pressure reveals fissures and the fissures might be dissatisfaction with some staff, so we took some staff who were actually dissatisfied as teachers. (3:873-874)</i></p> <p><i>As we mentioned in the first incidents there was triggering of other feelings brought on by this pressure and trauma. (3:896-897)</i></p>
--	--	--	---

			<p><i>yeah, yeah, kind of like mini explosions, without being too dramatic. (3:901)</i></p> <p><i>F: Me. (3:1069)</i></p> <p><i>So yeah, the next focus group will be with the service providers, er, who were part of this last incident to get their view of critical incidents, so we can present it to whichever suit will listen to us. (3:1092-1094)</i></p> <p><i>And then it also triggered this focus group that we're doing. (3:686-687)</i></p>
--	--	--	--