

CRISIS MANAGEMENT FLOWCHART

1 Immediate Response

Emergency protocols

In a crisis event, activate emergency response protocols. These may be outlined in a digital citizenship policy. Actions may include having emergency meetings, scheduling staff meetings, suspending *ākonga* for the rest of the day. An extreme case may require Police to be contacted to de-escalate a situation. This would involve unlawful or dangerous behaviour. In some scenarios, schools have not contacted Police when they should have, and dealing with the fallout from parents of victims can then make this a regrettable decision.

Crisis communication

School senior leaderships, deans, counsellors and any other relevant staff members should be immediately notified of the crisis event to quickly mobilise restorative action. Parents and caregivers should be immediately notified of the incident and helped to understand why the incident is being considered a crisis and what the school is proactively doing to remedy the situation. Address safety measures and provide any guidance for their home environment, such as Internet moderating suggestions. In the event that media are involved, communications to media should be handled by the Principal and Board of Trustees.

2 Support for victims

Trauma response

In the event that the event may lead to trauma, a trauma response team may be required. Contact the [Ministry of Education](#) for advice. At the least, counselling services should be provided either by a School Counsellor or another professional, such as an Educational Psychologist or similar. Ongoing wellbeing and emotional support should be offered to those involved.

Implement safety measures

Ensure there are safety measures in place for the victim. Assess cybersafety protocols in place and make any adjustments as necessary, for example, blocking social media sites where the cyberbullying incident is taking place. In some cases, schools may collaborate with Police to ensure a safe online environment.

Investigation and documentation

Conduct a thorough investigation of the crisis incident. Gather all evidence and testimonies from involved parties and gather contextual information for how and why the cyberbullying crisis occurred. Where there are legal implications, document these and cooperate fully with legal authorities.

Engage with external support if necessary

As outlined above, a trauma response team may be a helpful resource to deal with childhood trauma. Mental health professionals and psychologists may provide support also. Community resources may be useful, such as in supporting minority and marginalised groups or complex family dynamics.

3 Review & revise protocols

Conduct a post-incident review

Evaluate the school's response to the crisis incident. Identify areas for improvement in protocols and intervention strategies.

Review policies and procedures

Following the crisis incident, related policies and procedures should be reviewed with a lens of improving them for any future incidents and addressing any problems. Communicate changes to the school community to help prevent and future crisis events.

4 Community engagement

Community meeting

A crisis event may involve many ākongā or be very wide in scope. In such a case, the school/kura community may be engaged in a meeting to discuss the event, the processes being followed by the school/kura to remedy the situation and provide support to families/whānau. This may provide essential information to keep ākongā safe at home, engage families and whānau in open conversations with their children around Internet usage, and help prevent future instances of cyberbullying.

Educational campaigns

The school/kura may also create educational campaigns, such as in the form of newsletters, posters, educational resources etc. that engage ākongā and their families/whānau in digital citizenship and raise awareness of cyberbullying and prevention. These should align with school values and have clear messages around treating others as one would want to be treated.