



Critical Incident Management Plan

For

Middleton College

APRIL 2021

Critical Incident Management Plan for Midleton College

Introduction

While very few schools will experience a major crisis, most schools at some time or other experience traumatic situations such as the sudden death of a student or teacher due to an accident or illness. The key to effectively managing such an incident is planning. Having an agreed Critical Incident Management Plan (CIMP), that has been disseminated to all members of staff and is understood by all members of staff, enables a school to cope more effectively in the aftermath of an incident.

Having a plan enables staff to react quickly and in an appropriate manner. This in turn allows all staff to assist in the maintenance of a sense of routine and order. It may also ensure that normality returns as soon as possible and that the effects on pupils and staff are limited.

Midleton College aims to provide a safe and nurturing environment for all pupils and staff at all times. This aim is reflected in the College Ethos Statement, Code of Behaviour, Staff Handbook, Child Protection Policies and Health and Safety Statement.

This CIMP has been developed by the Critical Incident Management Team (CIMT) using the following resource documents available on www.education.ie and www.nosp.ie:

- Responding to Critical Incidents Guidelines and Resources for Schools (NEPS 2016)
- Suicide Prevention in Schools: Best Practice Guidelines (IAS, National Suicide Review Group (2002)
- Suicide Prevention in the Community - A Practical Guide (HSE 2011)
- Well-Being in Post-Primary Schools Guidelines for Mental Health Promotion and Suicide Prevention (DES, DOH, HSE 2013)
- Child Protection Procedures for Primary and Post-Primary Schools 2017

The Board of Management has approved this CIMP for response to such incidents that may occur as one element of the College's policies and procedures aimed at supporting the safe and effective operation of the College.

What is a Critical Incident?

At Midleton College a "Critical Incident" is an incident or sequence of events that may overwhelm the normal coping mechanisms of the College. Such incidents may

involve one or more pupils or members of staff or members of our local community.

For example:

- The death of a member of the College community through accident, violence, suicide or suspected suicide or other unexpected death.
- An accident involving members of the College community
- The disappearance of a member of the College community
- An intrusion into the College
- Serious damage to the College buildings through fire/flood/vandalism, etc.
- An accident/tragedy in the local or wider community.

The aim of the Critical Incident Management Plan (CIMP)

The aim of the CIMP is to help the College management and staff to respond quickly and effectively in the event of an incident, to enable us to maintain a sense of control and to ensure that appropriate support is offered to pupils and staff as may be required. Having a clear plan, understood by all members of staff should also help ensure that the effects on our pupils and staff will be limited. The CIMP should also enable us to return to normality as soon as possible.

A caring ethos and supportive environment

Midleton College, as a co-educational second-level boarding and day school, already has systems in place to help build resilience in both pupils and staff, thus preparing them to cope with a range of life events. These include measures to address both the physical and psychological safety of the college community.

These include, by way of example, the provision of Form Teachers for all pupils, small class sizes, a low pupil-teacher ratio, regular staff meetings, a high level of staff resident on campus, the SPHE programme at Junior Cycle, a Personal Development Course at Transition Year, the Student Council, a Career Guidance Teacher, a Chaplain, a pastoral care team, nursing staff, heads of both girls and boys boarding and a strong commitment to supporting the pastoral welfare of all in the College community.

Physical Safety

Midleton College in line with its overall Health and Safety policy provides for the physical safety of all in the College community in the following ways:

- An evacuation plan in the event of fire has been formulated.
- Fire drills occur on a regular basis throughout the school year both during the school day and during boarding hours.

- Smoke detectors, fire extinguishers and fire blankets are located throughout the College and are checked on a regular basis by Chubb Fire Security.
- Chubb also provides a 24-hour response to alarm activation on the campus.
- The College campus is monitored by CCTV cameras supplied by ETL Security.
- A nurse is on duty during the school day and members of staff are trained first aiders.
- Members of staff are on duty with responsibility for the supervision of all pupils during the daily operation of the College and of boarding pupils at all times when the College is open.

Psychological safety

At Middleton College the personal and social development of pupils is addressed through existing curricula and resources, to enhance a sense of safety, security and personal well-being in the College and to provide opportunities for discussion and reflection.

- Social, Personal and Health Education (SPHE) is an integral part of the junior cycle curriculum. Issues that are addressed within this course include handling grief and loss, communication skills, stress and anger management, problem solving, conflict management, how to seek assistance, decision-making and prevention of alcohol and drug misuse. Members of staff involved in teaching SPHE have access to appropriate in-service training.
- Board members and members of staff are familiar with the Child Protection Guidelines and Procedures and details of how to proceed with suspicions or disclosures.
- The College has developed links with a range of bodies and agencies such as the National Educational Psychological Services (NEPS), TUSLA (National Education Welfare Board) and has priority access to a local doctor.
- Inputs such as presentations or modular courses offered by external providers are carefully considered in light of criteria regarding student safety, the appropriateness of their content and the expertise of the providers. See DES Circular 0022/2010 and 0043/2018
- The College has an Anti-Bullying Policy and deals with incidents of bullying in accordance with this policy.
- There is a care system in place in the school using the "Continuum of Support" approach which is outlined in the NEPS documents published in 2010 for post primary schools. See also Student Support Teams in Post Primary Schools (2014). These documents are available on www.education.ie
- Boarding and day pupils who are identified as being at potential risk are referred to the relevant members of staff (form teacher, guidance

counsellor, pastoral care team, residential staff member, nurse, deputy principal, principal), concerns are explored, discussions between relevant members of staff may take place following which assistance and support will be provided. Parents and guardians will be informed, and where appropriate, a referral to an external agency is made.

- Members of staff are informed about ways to access support for themselves their own GP, accessing, 'Inspire Workplace Employee Assistance Support' or NEPS as may be appropriate.

The Critical Incident Management Team (CIMT)

A Critical Incident Management Team has been established in line with best practice. The members of the team were selected on the basis of the relevance of the roles they fulfil within the daily operation of the College. The members of the CIMT will meet annually to review and update this plan. Each member of this team will have a copy of the CIMP and any other relevant materials to be used in the event of an incident (*see Appendix 1*).

The members and roles of the Critical Incident Management Team at Middleton College (reserve persons are bracketed):

Critical Incident Management Team		
Role	Name	Position
Team leader	Dr Edward Gash (Kevin Stanley)	<i>Principal</i> <i>Deputy Principal</i>
Garda liaison	Kevin Stanley (Edward Gash)	<i>Deputy Principal</i> <i>Principal</i>
Board/Trustee liaison	Dr Jerry Lynch	<i>Chair of Board of Management</i>
Staff liaison	Dr Edward Gash (Kevin Stanley) Louise Curtin (Brian Gill) James Hickey	<i>Principal</i> <i>Deputy Principal</i> <i>Assistant Principal</i> <i>Assistant Principal</i> <i>Bursar</i>
Student liaison	Catriona Hassey (Cormac Nugent)	<i>Assistant Principal</i> <i>Assistant Principal</i>
Community liaison	Laura Guest (Louise Curtin)	<i>Assistant Principal</i> <i>Assistant Principal</i>
Parent liaison	Paul Cashman	<i>Assistant Principal</i>
Media liaison	Chris Baker Dr Jerry Lynch	<i>Assistant Principal</i> <i>Chair of Board of Management</i>
Legal liaison	Dr Edward Gash (Kevin Stanley)	<i>Principal</i> <i>Deputy Principal</i>
Counselling Support	Ruth Gillespie Andrew Orr Claire Flood (as required) Delphine O'Brien	<i>Guidance Counsellor</i> <i>Chaplain</i> <i>Head of Girls' Boarding</i> <i>SENCO</i>
Administrator	Nicola Nagle (Eimear Cashman)	<i>College Administration Team</i>

The key roles to be covered are as follows:

Team leader: *Principal* or in his absence *Deputy Principal*

- Alerts the team members of the crisis and convenes a meeting of CIMT
- Coordinates the tasks of the team
- Liaises with the Board of Management; DES; NEPS; SEC
- Liaises with the bereaved family
- Liaises with the Gardaí
- Ensures that information about deaths or other developments is checked out for accuracy before being shared

Liaison with Staff *Team Leader, Deputy Principal & Louise Curtin, Brian Gill, James Hickey*

- Leads briefing meetings for staff on the facts as known, gives staff members an opportunity to express their feelings and ask questions, outlines the routine for the day
- Advises staff on the procedures for identification of vulnerable students
- Provides materials for staff (from their critical incident folder - *see Appendix 1*)
- Keeps staff updated as the day progresses
- Is alert to vulnerable staff members and makes contact with them individually
- Advises them of the availability of the Employee Assistance Service (EAS) and gives them the free phone number: **1800 411 057**

Liaison with Students *Catriona Hassey, Cormac Nugent*

- Co-ordinates information from Form teachers, heads of Boarding, Pastoral Care team and Guidance Counsellor about students they are concerned about
- Alerts other staff to vulnerable students (appropriately)
- Liaise with Curriculum Access Support Team (CAST) regarding pupils needing extra support
- Provides materials for pupils (from their critical incident folder - - *see Appendix 1*)
- Maintains records of pupils seen by Guidance Counsellor and external agencies

Liaison with Community *Laura Guest*

- Maintains up to date lists of contact numbers of PTA, Emergency support services and other external contacts and resources, Past Pupils association
- Liaises with agencies in the community for support and onward referral
- Is alert to the need to check credentials of individuals offering support
- Contact with any external persons or agencies other than those listed must be approved in advance by the Team Leader
- Coordinates the involvement of these agencies
- Reminds agency staff to wear name badges
- Updates team members on the involvement of external agencies

Liaison with Parents *Paul Cashman,*

- Visits the bereaved family with the team leader
- Arranges parent meetings, if required
- May facilitate such meetings, and manage 'questions and answers'
- Manages the 'consent' issues in accordance with agreed school policy
- Sets up room for meetings with parents
- Maintains a record of parents seen
- Meets with individual parents
- Provides appropriate materials for parents (from their critical incident folder - see Appendix 1)

Liaison with Media *Chris Baker,*

- In advance of an incident, will consider issues that may arise and how they might be responded to (e.g. students being interviewed, photographers on the premises, etc.)
- In the event of an incident, will liaise where necessary with the SEC; relevant teacher unions etc.
- Is alert to the need to check media credentials.
- Any post on social media/app must be approved by the designated media liaison.
- Will draw up a press statement, give media briefings and interviews (as agreed by college management)

Counselling Support *Ruth Gillespie, Andrew Orr, Claire Flood, Delphine O'Brien*

- Looks after setting up and supervision of 'quiet' room where agreed
- Facilitates bereavement counselling and prayer

Administrator *Midleton College Administration Team*

- Maintenance of up to date telephone numbers of
 - Board of Management
 - Parents/Guardians
 - Staff
 - Emergency services
- Takes telephone calls and notes those that need to be responded to
- Ensures that templates are on the schools system in advance and ready for adaptation
- Prepares and sends out letters, emails and texts
- Photocopies materials needed
- Maintains records

Record keeping

In the event of a Critical Incident occurring each member of staff who has any direct involvement in responding to the incident, and any member of the CIMT will keep records of all communication that occurs including phone calls, made and received, letters sent and received, meetings held, persons met, interventions used, materials used.

The receptionist on duty will have a key role in logging phone calls, sending letters, photocopying materials and dealing with emails.

Confidentiality and Good Name considerations

All members of staff at Middleton College have a responsibility to protect the privacy and good name of the people involved in any incident and will be sensitive to the consequences of any public statements. The members of staff will bear this in mind and will seek to ensure that pupils do also. For instance, the term suicide will not be used unless there is solid information that death was due to suicide, and that the family involved consents to its use. The phrases 'tragic death' and 'sudden death' may be used instead. Similarly the word 'murder' should not be used until it has been legally established that a murder was committed. The term 'violent death' may be used instead.

Critical Incident Rooms

Critical Incident Rooms	
In the event of a critical incident, the following rooms are designated for the indicated purposes	
Designated Purpose:	Room Name:
CIMT Base room	<i>Library</i>
Main room for meeting staff	<i>Board Room Staff Room Dining Hall</i>
Meetings with students	<i>Assembly Hall Meeting Room Guidance Room Chaplaincy Designated classroom</i>
Meetings with parents	<i>Board Room Meeting Room Principal's Office Deputy Principal's Office Guidance Room Bursar's Office</i>
Meetings with media	<i>Board Room Bursar's Office Principal's Office</i>
Individual sessions with students	<i>Meeting Room Guidance Room Chaplaincy Individual classroom Deputy Principal's Office</i>
Meetings with other visitors	<i>Meeting Room Bursar's Office</i>

Consultation and communication regarding the plan:

- All stakeholders were consulted in the preparation of this policy and plan. Staff, Student Council and the Parent Teachers' Association (PTA) were consulted and asked for their comments.
- Our school's final policy and plan in relation to responding to critical incidents has been presented to all staff. Each member of the critical incident team has a personal copy of the plan.
- All new and temporary staff will be informed of the details of the plan by *Deputy Principal*
- The plan will be updated annually in *February* to ensure all information is up to date.

Ratified by Board of Governors September 2008
Adopted by Board of Management June 2009
Revised & Ratified by Board of Management February 2011
Revised & Ratified by Board of Management May 2019
Revised & Ratified by Board of Management April 2021

Short term actions – Day 1

Task	Name
Gather accurate information Who, what, when, where?	Principal Deputy Principal Guidance Counsellor Nurse College Administration
Convene a CIMT meeting – specify time and place clearly	Principal Deputy Principal
Contact external agencies	Principal Deputy Principal Guidance Counsellor
Arrange supervision for students	Deputy Principal Student Liaison
Hold staff meeting	Principal All members of staff
Agree schedule for the day	CIMT then communicated to all staff
Inform students – (close friends and students with learning difficulties may need to be told separately)	Specific one-to-one meetings Small group meetings Full College assembly CIMT and other staff as appropriate
Compile a list of vulnerable students	Form Teachers Nurse Guidance Counsellor CAST
Contact / visit bereaved family	Principal Deputy Principal Chair of BOM Guidance Counsellor Chaplain
Prepare and agree media statement and deal with media	Principal Deputy Principal Board liaison Legal advisors Media Liaison
Inform parents / guardians	In writing: Principal Parent Liaison College Administration
Hold end of day staff briefing	Principal All staff External agency representative

Medium term actions - (Day 2 and following days)

Task	Name
Convene a CIMT meeting to review the events of day 1	Team leader
Meet external agencies	Principal Garda Liaison Community Liaison Guidance Counsellor Chaplain
Meet whole staff	Principal Deputy Principal Staff Liaison
Arrange support for students, staff, parents	Principal Guidance Counsellor Chaplain Student Liaison Staff Liaison Parent Liaison
Visit the injured	Principal Deputy Principal Chaplain
Liaise with bereaved family regarding funeral arrangements	Principal Deputy Principal Chaplain
Agree on attendance and participation at funeral service	CMIT
Make decisions about school closure	Principal BOM

Follow-up – beyond 72 hours

Task	Name
Monitor students for signs of continuing distress	Class teachers Form Teachers Boarding Staff Guidance Counsellor
Monitor staff for signs of continuing distress	Class teachers Guidance Counsellor Chaplain/ Principal/Deputy Principal
Liaise with agencies regarding referrals	Principal/Guidance Counsellor Pastoral Care Team
Plan for return of bereaved student(s)	Principal/Guidance Counsellor
Plan for giving of ‘memory box’ to bereaved family	Guidance Counsellor Student Liaison Form Teacher (as appropriate)
Decide on memorials, anniversaries & upcoming events	Principal
Review response to incident and amend plan	CIMT/Staff/BOM

Immediate Response (Short Term Actions - 1st Day)

1. Establish facts

- Gather accurate information: It is important to obtain accurate information about the incident; otherwise rumours may take over and add to the distress of those involved.
- Establish the facts: What has happened? When it happened? How it happened? The number and names of students and staff involved; are there other schools involved? The extent of the injuries; and the location of those injured.
- Decide on Response level required:
 - 1:** The death of a student or staff member who was terminally ill/death of a parent/sibling; a fire in the school not resulting in serious injury; serious damage to school property.
 - 2:** The sudden death of a student or staff member.
 - 3:** An incident or event involving a number of students; a violent death; an incident with high media profile or involving a number of schools.
- Contact appropriate agencies: Emergency services, medical services, BOM, NEPS, HSE, ASTI, DES, local clergy. (see school's Emergency Contact List)
- Convene a meeting with CIMT. Depending on the incident it is advisable to arrange an evening or early morning meeting to ensure that the team is well prepared and has a plan in place for the school day ahead.

2. Convene meeting with CIMT

- Share full details of the event.
- Agree on the facts. These will need to be relayed in a clear, appropriate and consistent manner by all staff to the pupils.
- Discuss what agencies have been contacted and whether there are additional ones that should be informed, ensuring to only use HSE approved agencies.
- Managing communication needs careful attention. (*see R22*).
- Discuss how to break the news to relatives and close friends and who should do this (remember that they must always be told separately).
- Discuss how to break the news to the rest of the pupils. It is often best to do this with class groups, rather than large assemblies. Remind pupils of the appropriate use of social media.
- If there are students of various nationalities and religions in the school, this needs to be taken into consideration when organising prayer services, attendance at the funeral, etc.
- When a number of external agencies are involved in a response, co-ordination will be needed and procedures will need to be agreed. An agency such as NEPS may take on this role.
- Students may need to be consulted about what to do if there is an event scheduled such as a trip, concert, match, etc. This should reduce the likelihood of students being angry later on as a result of any school action or in-action.

- Discuss issues relating to school routine, including school closure. Remember it is important to maintain a normal routine where at all possible. It is recommended that the school timetable runs as normal. This will provide a sense of safety and structure which is comforting for many students. Teachers should give students the opportunity to talk about what has happened and temporarily shelve all academic activities if necessary.
- Plan procedures for the day.
- Agree statement of facts for staff, pupils, parents and the media (where appropriate). Communication with individual parents and with the general parent body needs to be considered.
- Delegate responsibilities to CIMT members.
- The team leader is to consult with the Chair of the BOM and the PTA.
- The College Administration team and the Duty staff need to be briefed.
- The Principal is to deal with media queries with agreed response.
- No media is allowed on campus without prior permission from the Team Leader - school gates will be closed allowing authorised access only.
- Only the designated media liaison is authorised to speak to the media, all queries should be directed to them.
- Ensure that staff and pupils know that they must not make any comments to the media.
- Identify an emergency phone line to remain open and available for enquires and incoming/outgoing calls throughout the day.
- Organise timetable/routine for the day, whilst adhering to normal school routine as much as possible. School closure may be required.
- Organise a FULL staff meeting as soon as possible.
- Organise the supervision of pupils during any staff meeting.
- Decide whether an outside professional is to be invited to staff meeting.
- Decide whether to contact external agencies for additional support.
- Discussion on how/when/where to break the news to pupils.
- Discussion on vulnerable pupils and staff.
- Assign rooms for use by external agencies.
- Assign a member of CIMT to look after consent forms.
- Arrange supervision of pupils, where necessary.
- Agree time and place for next follow-up meeting.

3. Hold Staff Meeting

It may be necessary to do this in two shifts, thus ensuring staff members are available to support students and to provide cover at all times. ALL staff members are to be invited to attend. The following areas might be covered:

- An account of the facts as known
- An opportunity for staff to express their views and feelings
- Discussion with staff on how the news will be shared with pupils
- An outline routine for the day

- Information for staff regarding which external agencies have been contacted, or are involved, and the supports that will be put in place for both staff and pupils
- Information pack to be given to all teaching staff
- Establish a procedure for identifying vulnerable pupils
- Ensure that any absent non-teaching staff are informed of the facts
- Staff should be aware of the need to support senior staff members who are dealing directly with the crisis

4. Informing Pupils

Pupils need to be with people they know and trust so, if at all possible, it is better that teachers and other school staff provide support for pupils. The external “expert” should be primarily used to advise and support school staff.

- It is important that any pupil(s) related to, and close friends of, those involved in the incident, and any other vulnerable students be told privately.
- Give facts and avoid speculation, thus helping to dispel rumours which can cause unnecessary stress.
- Inform pupils what support services have been organised for them, allowing them to ask questions, tell their stories and express their feelings.
- Provide support materials to pupils (see R9, R10, R11) to help them realise that overwhelming emotions are natural and normal following a critical incident.
- Pupils with learning difficulties will be a different developmental age to their peers, and their understanding will be in accordance to that level.
- Focus on friends of those involved in the incident; these friends will need support as they attempt to find ways to be of help.
- Remind students of the dangers of commenting on the critical incident on social media.

5. Organise reunion of vulnerable pupils with their parents, if necessary

- Contact parents of vulnerable pupils, asking them to collect their children, where appropriate.
- Inform pupils that their parents/guardians will be collecting them.
- Facilitate distressed pupils and their parents by providing a private room where they can meet following an incident. This could be an emotional time. Provide tea/coffee/tissues.
- Where appropriate, offer help with transport, especially for younger students.

6. Dealing with the Media

In the event of a very serious incident there may be media interest. Media enquiries should be dealt with by one person, normally the Principal or the Chair of the BOM. It may be deemed necessary to brief staff and pupils, advising them

on dealing with unsolicited media attention. Ensure that staff and pupils know that they must not make any comments to the media. A room may need to be set aside for media.

Prepare a written statement, which should be adhered to and not elaborated on in all communications with the media, to include:

1. The facts about the incident (avoiding all speculation)
2. What has been done already
3. What is going to be done
4. Positive information or comments about the injured/deceased person(s)
5. Expression of sympathy to those involved, their family and friends
6. Consider likely questions and a response to them OR conclude meeting
7. Agree with the press/media a time for further briefings, if this is necessary

Mid Term Action Response (24 – 72 hours)

1. Meeting with CIMT and/or Other Agencies

The impact of the incident needs to be reviewed on an on-going basis; the initial response may need to be followed up with an alternative strategy.

- Review the events of the first 24 hours and what has been done. Possible discussions areas:
 1. Need for outside agencies
 2. Funeral arrangements
 3. Handling of media
 4. Assess the need for school closure
 5. Assess the need for counselling
- List tasks for the day and assign roles to CIMT.
- Make contact with family/ies of those involved in the incident, where appropriate.
- List items to be addressed by the Principal at the staff meeting.
- Review schedule for the day.
- Review list of vulnerable pupils and staff, arrange support for individual pupils, groups of pupils, staff members and parents with NEPS personnel, if necessary. Parents need to be aware of support services available.
- Arrange parental consent permission for attendance at funeral if required.
- Implement a plan for monitoring students over the next few weeks, especially those identified as vulnerable.
- Plan an on-going support mechanism both for the community and for closely affected individuals.
- If there has been a fatality or fatalities, decide, in consultation with parents, on participation in any funeral(s) or memorial events.

2. Meeting with FULL staff

- The Principal outlines the schedule for the day and updates staff on any information from the family, funeral arrangements etc.
- A representative from another agency may address staff, if necessary.

- Allow time for comments and questions.
 - Establish contact with absent staff and pupils.
 - Maintain a normal daily routine as far as possible.
- 3. Visiting injured and/or bereaved**
- Decide on key personnel to visit home and/or hospital.
 - If pupils request to visit home and/or hospital, the school will phone ahead to check that this is appropriate. Visiting the bereaved may well be distressing – support may need to be offered to those involved.
- 4. Liaison with family regarding funeral arrangements/memorial service**
- The Principal will liaise with the family to extend the sympathy of the College.
 - The Chaplain will clarify the family’s wishes regarding the College’s involvement in the funeral/memorial service.
 - The Principal/Deputy Principal will decide what representation is appropriate, following consultation with the family.
 - The College will have regard for different religious traditions and faiths.
 - Pupils attending the funeral will be prepared in advance, and given time for a debrief afterwards.
 - Support and advice will be offered to pupils wishing to write a personal message of sympathy. Alternatively, a common expression might be sent.
 - Appropriateness of floral tributes may be checked with funeral directors.
- 5. Plans for reintegration of pupils and staff (e.g. absentees, injured, siblings, close relatives)**
- A member of the CIMT should liaise with the above on their return to school.
 - The appropriate form teacher or boarding personnel will be available to meet student(s) on return.
- 6. Attendance and participation at funeral/memorial services**
- Decision to be made in accordance with parents’ wishes, Principal/Deputy Principal’s decisions and in consultation with close school friends.
 - Choir or orchestra (or part of same) may take part if deemed appropriate and desired by family.
- 7. School Closure**
- If deemed appropriate, the Principal may request a decision on this from the Chair of the BOM.

Long Term Follow-up Action Response

Follow-up is the work carried out in the weeks, months and years following a critical incident. The goal of the follow-up is to help the College community cope

with the impact of the event in the longer term and to monitor those individuals with ongoing difficulties. The school should also review the CIMP and discuss memorials, if appropriate.

Following a critical incident it is expected that there will be 'normal' distress among a number of pupils, especially close friends or relatives. Within approximately six weeks, most students will have returned to normal functioning. However if pupils continue to show signs of distress a number of weeks after the incident, they may need to be referred on. Any pupil or staff member who has expressed suicidal intent should be further screened. Information on warning signs and a guide to steps the school should take is contained in:

Responding to Critical Incidents Guidelines and Resources for Schools – Section 7

- Monitor pupils for signs of ongoing distress; remind them of the supports available.
- Support staff members as necessary.
- CIMT to review list of affected staff and pupils.
- Referral procedures will be discussed, and when an onward referral may be indicated.
- Consider if a bereavement programme with an outside agency would be of assistance.
- Consider a special day of reflection for those most affected.
- Prepare for the return of bereaved student(s).
- Return personal belongings to the family or families, if need be.
- Liaison with the deceased person's family/ies regarding any memorial considered appropriate.
- Consider what to do with respect to forthcoming events that the deceased would have been part of (e.g. Governor's Reception, forthcoming examination results etc.).
- Notify the SEC of the need to attend to the issuing of the results of the deceased, and discuss the management of exam results and the return of practical work submitted to the SEC.
- Decide on an appropriate way to manage anniversaries.
- Review curricular provision (e.g. RE, SPHE, CSPE classes in the area of change, loss, death and crisis issues).
- Ensure new staff are informed of the recent critical incident and that policies and procedures are in place.

Evaluation and Review

Evaluating the response to a critical incident and amending the CIMP appropriately is essential. This policy will be reviewed immediately after an incident, should there be one, and when it is fresh in the minds of those involved, or annually in the absence of an incident (*see Appendix 2*).

- Evaluate the response to the incident and amend the CIMP as appropriate
 1. What went well?
 2. Where were the gaps?
 3. What was most/least helpful?
 4. Have all the onward referrals to support services been made?
 5. Is there any unfinished business?

The policy will be reviewed annually in February to ensure all information is up to date.



R21 EMERGENCY CONTACT LIST
**(To be displayed in staff-room, school office and
 Principal’s Office etc.)**

AGENCY	CONTACT NUMBERS
PRINCIPAL	(086)1855059
DEPUTY PRINCIPAL	(087)6687735
GARDA Sergeant Séan Leahy Community Garda: Eddie Crockett	(085)8057480 (086)8282155
HOSPITAL (Cork University Hospital) A&E Department	(021)4922000 (021)4920200
FIRE BRIGADE	999/112
LOCAL GPS Dr John Barry (Main Street Medical Centre) South Doc Midleton (out of hours)	(021)4613613 1850 335999
HSE/Community Care Team/Child and Family Centre/CAMHS	North Lee East (021)4927821(2)
Duty Social Worker	(021)4927000
SCHOOL INSPECTOR	(021)4906011
NEPS PSYCHOLOGIST Colette Phelan	(021)4321607
DES	(090)6474621
ASTI	(01)6719144

PARISH PRIEST/CLERGY Dean Susan Green Chaplain Andrew Orr	(021)4631449 (087) 4196051
STATE EXAMS COMMISSION	(090)6442700
EMPLOYEE ASSISTANCE SERVICE	1800 411 057



Critical Incident Report Sheet			
Date:		Time:	
Name of Student(s):			
Name of Member of Staff:			
Brief Summary of Incident:			
Actions Taken:			
Name(s) of other members of staff to whom this incident has been reported:			

1. Have Parents/Guardians been contacted	Yes <input type="checkbox"/>	No <input type="checkbox"/>
2. Has Deputy Principal/Principal been informed?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Appendix 1

RESOURCES: RESPONDING TO CRITICAL INCIDENTS

Responding to Critical Incidents Guidelines and Resources for Schools –
Section 11

- R1 Student contact record
- R2 Sample letter to parents/guardians - sudden death/accident
- R3 Sample letter to parents/guardians - violent death
- R4 Sample announcement to the media
- R5 A classroom session following news of a critical incident
- R6 Children’s understanding and reaction to death according to age
- R7 Stages of grief
- R8 How to cope when something terrible happens
- R9 Reactions to a critical incident
- R10 Grief after suicide or suspected suicide
- R11 Reintegration of the bereaved child in school
- R12 Ways to help your child through this difficult time
- R13 A general interview guide for guidance counsellors, chaplains & other designated staff
- R14 Checklist - students at risk
- R15 Exploring suicide risk
- R16 Frequently asked questions - principals
- R17 Frequently asked questions - teachers
- R18 Frequently asked questions - parents
- R19 Critical incident policy & plan - framework
- R20 Critical incident management template for school plan
- R21 Emergency contact list
- R22 Guidance on social media use and critical incidents
- R23 Teachers helping students in times of crisis or emergency

R24 Useful websites and helplines for accessing resources

Appendix 2

Checklist for reviewing annually the Critical Incident Management	
Has serious consideration been given to the school's approach to prevention?	
Has the school defined a critical incident and given examples?	
Have key roles been clearly identified and the assigned tasks outlined?	
Have staff members been nominated to each of the assigned roles/tasks?	
Are telephone numbers on contact lists up to date?	
Have all the staff been consulted about the plan/policy?	
Has a date been set for a review of the plan?	
Who will be given copies of the plan?	
Are the personnel assigned to each role the most suitable?	
Is the Emergency Contact List (R21) appropriate and complete?	
Are letters and press releases readily available on school headed paper, for adaptation to suit the particular circumstances?	
Has contact been made with external agencies?	
Has each member of the team compiled their emergency pack (photocopies of relevant handouts)?	
Where will copies of the plan be kept?	
Have parents been consulted about the plan?	
Have the students been consulted about the plan?	
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	
Has the Board put in place an action plan to address any areas for improvement?	

Signed _____
Chairperson of Board of Management

Date _____

Signed _____
Principal

Date _____