

# ST.FELIM'S NATIONAL SCHOOL

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Roll No. 18564W

Principal:

Ms. Cathriona Meegan

LEITER

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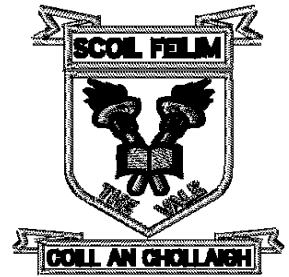
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January 2016

## *Critical Incidents Policy*

### **Overview**

Critical Incident Management Guidelines are essential in school life today. This document has been compiled by the Board of Management through the Principal Cathriona Meegan and the staff of St Felim's NS to offer a summary guide to our approach, should the need arise.

Our main reference materials are Responding to Critical Incidents: Guidelines for Schools and Responding to Critical Incidents: Resource Materials for Schools (Published by Department of Education & Skills (DES) and National Educational Psychological Service (NEPS), 2015.

### **Introduction & Rationale**

St. Felim's N.S. cherishes each child and, in partnership with the parents, aims to provide a safe and happy environment which promotes esteem for oneself, for other people and the value of life-long learning. To this end, St. Felim's N.S. aims to protect the well-being of its students by providing a safe and nurturing environment at all times which is reflected in our Mission Statement and is further supported by the school's Health & Safety and Child Protection Policies.

St. Felim's N.S. has taken a number of measures to create a coping, supportive and caring ethos in the school. The school has formulated a number of policies and procedures to be followed, with a view to ensuring the physical and psychological safety of staff and students, both in ordinary time and in the event of a critical incident.

### **Review and Research**

The CIMT will where necessary consult resource documents available to schools on [www.education.ie](http://www.education.ie) and [www.nosp.ie](http://www.nosp.ie). These include:

- Responding to Critical Incidents Guidelines for Schools (NEPS 2015) and Responding to Critical Incidents Resource Materials for Schools (NEPS 2015)
- Suicide Prevention in Schools: Best Practice Guidelines (IAS, National Suicide Review Group, 2002)
- Wellbeing in Primary Schools – Guidelines for Mental Health Promotion and Suicide Prevention (DES, DOH, HSE 2013)
- Suicide Prevention in the Community - A Practical Guide (HSE, 2011)

**What is a Critical Incident?**

As per DES / NEPS guidelines, St. Felim's N.S. recognises a critical incident to be:

***“an incident or sequence of events that overwhelms the normal coping mechanism of the school and disrupts the running of the school”.***

Critical incidents may involve one or more pupils, staff, the school or the local community. Examples include:

- *The death of a member of the school community through sudden death, accident terminal illness or suicide.*
- *Outbreak of disease or major illness in school or community.*
- *Serious injury sustained by a member of the school community as a result of violence on or off school grounds.*
- *A threatening or violent intrusion into the school.*
- *An accident / tragedy in the school or wider community.*
- *Serious damage to the school building through fire, flood, vandalism etc.*
- *The disappearance of a member of the school community.*
- *Unauthorised removal of student from school or home.*
- *Sexual, Physical & Psychological Abuse*

**Aim**

At St. Felim's N.S. we recognise that planning is the key to the effective management of critical incidents, so we have developed this Critical Incident Management Policy [CIMP] and accompanying Plan. It is our hope that in the event of an incident, these will help school management and staff to react quickly and effectively, to maintain a sense of professionalism and control and to ensure that appropriate support is offered to students and staff. The Policy and Plan should also help the school return to normality as soon as possible and to ensure that the effects on pupils and staff will be limited.

**Creation of a coping, supportive and caring ethos in the school**

We have put systems in place to help to build resilience in both staff and students, thus preparing them to cope with a range of life events. These include measures to address both the physical and psychological safety of the school community.

**Physical Safety:**

The following policies and strategies have been put in place in order to maintain the physical safety of the all members of the school community:

- Health and Safety Statement
- An Evacuation Plan has been formulated and is displayed in the each classroom and in the main corridor. This plan is brought to the attention of all staff and students during the school year.
- Regular fire drills, at least once a term.

- Fire exits and extinguishers are regularly inspected.
- The Fire Alarm is regularly serviced, at least twice a year.
- Parents are informed of the arrangements for entry to and egress from school.
- Pupils leaving early will only be released by a member of staff when an authorised adult arrives to accompany the child from the premises. Such departures are recorded in the 'Sign Out' book.
- Parents are requested to inform the school of any persons other than themselves who will be collecting their children on a given day.
- Rules of the playground and expectations of general pupil behaviour, as laid out in the school's Code of Behaviour and Anti-Bullying policy, encourage gentleness and positive relations and prohibit bullying in any form. These rules are taught to the children regularly and are discussed and reviewed at staff meetings.
- Pre-opening morning time supervision in the school yard is provided from 9.00 – 9.10 a.m.
- Outer School doors are secured during class time.
- First Aid box is maintained and kept in the secretary's office.

### **Psychological Safety**

The management and staff of St. Felim's N.S. aim to use available programmes and resources to address the personal and social development of students, to enhance a sense of safety and security in the school and to provide opportunities for reflection and discussion.

For example:

- The school supports the unique relationship which naturally develops between the pupil and his/her class teacher.
- Social, Personal and Health Education (SPHE) is integrated into the work of the school. It is addressed in the curriculum by addressing issues such as grief & loss; communication skills; stress & anger management; resilience; conflict management; problem solving; help-seeking; bullying; decision making and prevention of alcohol & drug abuse which are all delivered in a child-centred and age-appropriate manner. Promotion of mental health is an integral part of this provision.
- Staff have received training and have access to further training (if required) for the teaching of SPHE.
- Staff are familiar with the Child Protection Guidelines and Procedures and details of how to proceed with suspicions or disclosures. The Designated Liaison Person (DLP) is Ms. Cathriona Meegan and the Deputy Designated Liaison Person (DDL) is Mrs. Éilís Keegan.
- Students who are identified as being at risk are referred to the Designated Liaison Person (Ms. Cathriona Meegan), concerns are explored and the appropriate level of assistance and support is provided. Parents are informed and where appropriate, a referral is made to an appropriate agency.
- The school has an Anti-Bullying policy which fully complies with the Department of Education and Skills Anti-Bullying Procedures for Primary and Post-Primary Schools 2013. This policy is updated annually.
- Staff members accept their role in the pastoral care of pupils and colleagues.

- Staff are informed of difficulties affecting individual students and are aware of and vigilant regarding their needs.
- Staff have access to books and resources relating to difficulties affecting the primary school child.
- The school has developed links with outside agencies which may be utilised in the event of an emergency and also used for onward referral and support such as clergy, NEPS, HSE, school nurse, cigire, INTO, CPSMA, IPPN.
- Staff are informed about how to access support for themselves

### **Critical Incident Management Team [CIMT]**

A Critical Incident Management Team is defined by Mary Schoenfeldt as:

***“a group of individuals from the staff of the school who know the community, the students and each other well enough to make the necessary decisions called for when an incident occurs”***

St. Felim's N.S. has set up a CIMT in line with best practice and will maintain this team in future. The members of the team were selected on a voluntary basis and will retain their roles for at least one school year. The members of the team will meet annually (in September) to review and update the policy and plan. Each member of the CIMT will have a copy of the CIMP and a “Ready-to-Go” pack with relevant materials, to be used in the event of an incident.

### **Critical Incident Management Team**

- Team Leader: Principal - Cathriona Meegan, Deputy Principal - Eilís Keegan
- Staff Liaison: Deputy Principal: Eilís Keegan, Tara Kelly
- Student Liaison: Valerie Donohoe, Martina O'Connor
- Community Liaison: Lisa O'Reilly, Katie Gavin
- Chaplaincy Role: Fr. Michael Router
- Family Liaison: Martina O'Connor, Annette Purcell
- Media Liaison: Principal - Cathriona Meegan, Deputy Principal – Eilís Keegan
- Administrator: Secretary Marie Brady
- N.E.P.S: Teresa Mc Gahey (School Psychologist)
- B.O.M. Representative: Patricia Sheridan (Chairperson)

*The first-named person has the responsibility as defined.*

*The second-named person assists and only assumes responsibility on the absence of the first-named.*

### **Roles & Personnel**

Key roles have been identified, assigned and responsibilities are as follows:

*(Further details of the action plan for each team-member are found in the “Ready-to-Go” pack.)*

**Team Leader: *Principal Cathriona Meegan, Deputy Principal – Eilís Keegan***

***Intervention***

- Confirms the event
- Alerts the C.I. management team members to the crisis and convenes a meeting
- Clarifies the facts surrounding event and ensures that information about deaths or other developments is checked out for accuracy before being shared
- Decides how news will be communicated to different groups (staff, pupils, outside school)
- Liaises with the bereaved family and extends sympathy to them in conjunction with class teacher
- Liaises with the Board of Management and the Department of Education including department inspectors and teaching practise inspectors, I.N.T.O., NEPS, Gardaí or other relevant agencies

***After the Event/Postvention***

- Ensure provision of ongoing support to staff and students
- Facilitate any appropriate memorial events
- Review and evaluate Plan

**Staff Liaison: *Deputy Principal: Eilís Keegan, Tara Kelly***

***Intervention***

- Leads briefing meetings for staff on the facts as known, give 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
- Provide materials for staff (from their critical incident folder)
- Keep staff updated as the day progresses
- Is alert to vulnerable staff members and makes contact with them individually
- Advises vulnerable staff of the availability of Carecall and gives them the contact number.

***After the event/Postvention***

- Ensure provision of ongoing support to staff
- Review and evaluate Plan

**Student Liaison/ Counselling Role: *Valerie Donohoe, Martina O'Connor***

***Intervention***

- Alerts other staff to vulnerable students
- Address immediate needs of staff & Pupils to include preparing and providing child-centred and age-appropriate support and materials for use by pupils for class teachers (as required)

- Liaise with Caretaker re: setting-up and preparation of “Quiet Room” space.
- Maintains a list of children who have consent to be seen by external agencies e.g. NEPS
- Co-ordinates the meetings of the external agency staff with pupils who have consent to be seen
- Keep a record of children seen by external agency staff

***After the Event/Postvention***

- Ongoing support to vulnerable students
- Monitor class most affected
- Refer on, as appropriate
- Review and evaluate Plan

**Community Liaison: *Lisa O'Reilly, Katie Gavin***

***Intervention***

- Compile and maintain up-to-date lists of contact details of key parents such as members of PA and of all emergency support services and other external community contacts and resources.
- Liaise with agencies in the community for support and onward referral.
- Update team members on the involvement of external agencies.
- Co-ordinates the involvement of these agencies
- Is alert to the need to check credentials of individuals offering support
- Remind agency staff to wear name badges

***After the Event/Postvention***

- Ensure provision of ongoing support from external agencies if applicable
- Refer on, as appropriate
- Review and evaluate Plan

**Chaplaincy Role: *Fr. Michael Router***

***Intervention***

- Visit home, if appropriate
- Assist with prayer services
- Be available as personal and spiritual support to staff

***After the Event/Postvention***

- Provide follow-up support to family
- Work in partnership with religious education team
- Review and Evaluate Plan

**Family Liaison: *Martina O' Connor, Annette Purcell***

***Intervention***

- Liaise with school secretary & Principal regarding the content, signing, photocopying and dissemination of “parents’ information letter” – advising parents in the first instance of the nature of the critical incident.
- Liaise with school secretary to ensure that templates are on the schools system in advance and ready for adaptation
- Co-ordinate contact with families (following first contact by principal)
- Visit the bereaved family, together with the Team Leader/Class Teacher.
- Consult with family around involvement of school in e.g. funeral service
- Assist with all communication dealing with parents of any student affected by critical incident
- Liaise with caretaker re: setting up and preparing room for meetings with parents
- Facilitate “questions & answer” meetings with groups of parents.
- Contact/meet with individual parents, especially parents who may be particularly affected by the specific critical incident.
- Maintain a record of parents seen
- Provide materials for parents from the “Ready-to-Go” pack.

***After the Event/Postvention***

- Provide ongoing support to bereaved family
- Involve as appropriate family in school liturgies/memorial services.
- Liaise with Community Liaison to offer to link family with community support groups
- Review and evaluate plan.

**Media Liaison: *Principal – Cathriona Meegan, Deputy Principal – Eilís Keegan***

***Intervention***

- In preparation for the role, the media liaison will consider issues that may arise during an incident 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 Communications Section of the DES.
- With the CIMT, prepare a public statement with accurate information, expressing sympathy for the affected parties.
- Organise a designated room to address the media

### ***After the Event/Postvention***

- Review and evaluate effectiveness of communication response.
- Give subsequent statements if necessary will be prepared by CIMT saying what has been done and what is going to be done.

### **Administrative Tasks: *Secretary - Marie Brady***

#### ***Intervention:***

- Maintain and have available up-to-date lists of contact numbers of parents/guardians, staff and emergency support services.
- Liaise with Parent Liaison, Staff Liaison and Community Liaison sections of CIMT as changes to the database occur.
- Use one nominated school telephone number for incoming 'critical incident' calls. The other telephone number to be used for other school business.
- Keep a written log of all critical incident telephone calls, offers of help & support etc. in the notebook specifically maintained for such an event. (see also Record Keeping, below).
- Ensure that staff know that all photocopying related to the critical incident gets priority over other photocopying.
- Ensure that number of people and noise level in school office is kept to a minimum.
- Liaise with Principal regarding the procurement of Mass cards, floral tributes etc. on behalf of the Board of Management.
- Liaise with Parent Liaison to ensure that templates are on the schools system in advance and ready for adaptation
- Liaise with Caretaker to ensure that school and grounds are opened, as required.
- Cathriona Meegan to liaise with Student Liaison group re: supervision & pastoral care elements of Quiet Room and pupil/staff support.

### ***After the Event/Postvention***

- Following a Critical Incident, the Administrator updates the school records and database to reflect any changes. This should ensure that any additional distress to bereaved families is avoided.
- Review and evaluate plan.

### **Record Keeping**

In the event of an incident, each member of the team will keep detailed records of phone calls made and received, letters sent and received, meetings held, persons met, interventions & materials used etc. The school secretary will have a key role in receiving and logging telephone calls, sending letters, etc. (see above). All communication record sheets from each of the sub-groups are to be lodged with the Team Leader as soon as possible after a Critical Incident. These will be held on a central file.



## Letter to Parents

Using the templates provided (electronic copies are on the office computer and hard copies contained in CIMT file), school secretary will liaise with the Principal/Deputy Principal regarding the exact content of the brief letter. It will include:

- the sympathy of the school community for the affected/bereaved family
- positive information or comments about the deceased/injured
- The facts of the incident
- What has been done
- What is going to be done

## Confidentiality and good name considerations

The management and staff of St. Felim's N.S. 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 the school staff will bear this in mind, and will seek to ensure that pupils do so also. For instance, the term "suicide" will not be used without the consent of the family involved or until it has been established categorically that the person's death was a result of suicide. The phrases "tragic death" or "sudden death" may be used instead. Similarly, the word 'murder' will not be used until it is legally established that a murder was committed. The term 'violent death' may be used instead.

## Critical Incident Room(s)

The Principal's Office is the nominated "Critical Incident Room". However, in the event of a critical incident, the following rooms will be used:

Room	What room will be used for
Principal's Office	<ul style="list-style-type: none"> <li>• Critical Incident Management Team meetings</li> <li>• Meetings with Chairperson of Board of Management</li> <li>• Individual visitors, support workers, parents &amp; pupils</li> </ul>
Secretary's Office	<ul style="list-style-type: none"> <li>• Reserved primarily for all administrative tasks associated with the critical incident.</li> <li>• Staff are asked, insofar as is possible, not to use the school office in Day 1 and 2 of a Critical Incident.</li> </ul>
Staff Room	<ul style="list-style-type: none"> <li>• Reserved solely for use of staff for meetings etc.</li> </ul>
GP Room	<ul style="list-style-type: none"> <li>• For meeting with larger groups of parents (if necessary)</li> <li>• Location of 'Quiet Room'</li> </ul>
Learning Support Room Mrs. Donohoe's Room	<ul style="list-style-type: none"> <li>• Meetings with students</li> </ul>
Learning Support Room Mrs. Smyth's Room	<ul style="list-style-type: none"> <li>• For use by the media</li> </ul>
Resource Room Principal's Old Office	<ul style="list-style-type: none"> <li>• Reserved solely for use in the event that an extra, more private, room is required.</li> </ul>

## Action Plan

### Summary Checklist for Team Leader

1. Gather the facts – Who? What? When? and Where?
2. Contact appropriate agencies
3. Convene the Critical Incident Management Team
4. Organise for the supervision of students
5. Inform staff
6. Agree on a statement of the facts & consult with BOM as to statement
7. Identify high risk students
8. Appoint someone to deal with phone enquiries
9. Organise timetable for the day

***(MAINTAIN THE NORMAL SCHOOL ROUTINE WHEN AT ALL POSSIBLE)***

10. Inform parents/guardians
11. Inform students
12. Make contact with the bereaved family
13. Organise support
14. Respond to the media.

### **Critical Incident Management Team**

<b>Name</b>	<b>Contact Numbers</b>
Cathriona Meegan – Principal	
Eilís Keegan – Deputy Principal	
Valerie Donohoe	
Martina O' Connor	
Tara Kelly	
Lisa O' Reilly	
Katie Gavin	
Annette Purcell	
Marie Brady	
Patricia Sheridan – BOM	
Fr. Michael Router	
Teresa McGahey - NEPS Psychologist	

**SHORT-TERM ACTIONS and ROLES ASSIGNED****1ST DAY**

<b>Task</b>	<b>Name (Key &amp; Support)</b>
<p>Gather accurate information</p> <p>Establishing whether there will be media interest.</p> <p>Locating NEPS' publications (Responding to Critical Incidents: Guidelines for Schools and Responding to Critical Incidents: Resource Pack for Schools).</p> <p>Alerts CIMT members to the crisis and convenes a meeting</p> <p>Decides how news will be communicated to different groups</p>	<p>Team Leader and Witnesses (accidents)</p>
<p>Contact appropriate agencies: This may have been done prior to the Critical Incident Management Team Meeting by the Principal.</p> <p>Emergency services</p> <p>Medical services</p> <p>H.S.E Psychology Departments/Community care services</p> <p>NEPS</p> <p>B.O.M.</p> <p>DES/Schools inspector</p>	<p>Team Leader</p>
<p>Convene a meeting with all staff members:</p> <p>Share as much factual information as possible</p> <p>Provide a timetable/schedule for the day (keeping routine as normal as possible for the day)</p> <p>Inform the staff that it is ok to be upset</p> <p>Distribute appropriate documents and appropriate literature to the staff: e.g. 'A classroom session following news of a critical incident' and discuss how to share facts with the students</p> <p>Identify vulnerable students with the staff (close friends/relatives, those who have suffered a recent loss/relationship breakdown, those with social, emotional, behavioural difficulties, children who have suffered abuse, students with learning disabilities)</p> <p>Discuss the importance of cultural sensitivities</p> <p>What rooms will be available for teachers and various external personnel during the day.</p>	<p>Staff Liaison</p>
<p>Arrange supervision of students</p>	<p>ALL STAFF</p>
<p>Inform parents – following decisions made at CIMT meeting</p>	<p>Family Liaison</p>

Inform students - following decisions made at CIMT meeting	Student Liaison/ Class teachers
Make contact with the bereaved family	Team Leader in conjunction with family liaison and class teacher.
<p>Dealing with media</p> <p>In dealing with enquiries from the media the Principal will act as a liaison. Names, addresses and telephone numbers will not be released. Students and staff will be discouraged from dealing with the media. The agreed statement will also be given as a response to enquiries from anxious parents.</p> <p>The CIM Team prepare a brief statement:</p> <p>Protect the family's privacy.</p> <p>Provide accurate information detailing some of the following: What happened, where and when?</p> <p>What is the extent of the injuries/fatalities?</p> <p>How many are involved?</p> <p>Is there a risk of further injury?</p> <p>What agencies have been contacted already?</p>	Team Leader
Hold an end of day staff meeting	All Staff

**MEDIUM TERM ACTIONS AND ROLES ASSIGNED  
24 – 72 HOURS**

<b>Task</b>	<b>Name / Group</b>
<p>It is sometimes the case that the first day following an incident is quite calm as people may be in shock. Day 2 may be a day when more support is needed as the news begins to sink in.</p> <p>Day 2 will entail:</p> <p>Preparation of pupils/staff attending funeral.</p> <p>Involvement of pupils/staff in liturgy if agreed by bereaved family. Facilitation of pupils/staffs responses, e.g. Sympathy cards, flowers, book of condolences, etc. Ritual within the school.</p> <p>Review the events of first 24 hours. The Critical Incident Management Team will meet early in the morning (8:30am) to discuss:</p> <ul style="list-style-type: none"> <li>• What has been done to date.</li> <li>• Make a decision about school closure (it is advisable that the school remains open and normal routine is maintained if possible).</li> <li>• Make decision about funeral arrangements (what pupils and staff will attend). List tasks for the day.</li> <li>• List items to be addressed by the Principal at the staff meeting.</li> <li>• Review the schedule for the day.</li> <li>• Review list of vulnerable pupils that was gathered at the End of Day 1 Session with teachers the previous day and plans to monitor these pupils will be discussed.</li> </ul> <p>Staff meeting will be held at 9:00am.</p> <p>Decide arrangements for support meetings for parents/pupils/staff if necessary.</p> <p>Decide on mechanism for feedback from teachers on vulnerable students.</p> <p>Have a review Critical Incident Management Team meeting at the end of the school day (3.00 p.m.).</p> <p>Establish contact with absent staff and pupils.</p>	<p><b>CIM Team plus Staff</b></p>
<p>Arrange support for individual pupils, groups of pupils, and parents, if necessary (e.g. HSE support, Rainbows, Barnardos etc).</p> <p>Hold support/information meeting for parents/pupils, if necessary, in order to clarify what has happened.</p> <p>Teacher for each age group to talk separately (depending on age) certain things they don't need to know.</p> <p>Give any teacher who feels uncomfortable with involvement in support meetings the choice of opting out.</p> <p>Arrange, in consultation, with outside agencies, individual or group debriefings or support meetings.</p>	<p><b>Relevant key members of CIMT</b></p>

<p>Liaise with family re: Funeral arrangements / memorial service</p> <p>Attendance and participation at funeral/memorial service (to be decided). Decide this in accordance with parents' wishes and school management decisions and in consultation with close school friends.</p>	<p><b>Family Liaison</b></p>
<p>School closure. Request a decision on this from school management.</p>	<p><b>BOM</b></p>
<p>Plan visits to the household, prior to a bereaved child's return Chaplin, and/or Class teacher and Principal to visit home/hospital to see what the parents and/or child would like to happen when they return to school.</p> <p>The school representative may bring cards/ notes/ pictures from the bereaved child's classmates which will let him/her know that they are in their thoughts.</p> <p>Class teacher will talk to the student's classmates about how people are affected by grief and encourage them to share their own feelings. How have they coped with bereavements in their own life and what has helped. How might their classmate like to be treated on her return.</p>	<p><b>Team Leader, Family Liaison, Class Teacher</b></p>

**LONGER TERM ACTIONS AND ROLES ASSIGNED  
BEYOND 72 HOURS**

<b>Task</b>	<b>Name / Group</b>
<p>Monitor students for signs of continuing stress:</p> <ol style="list-style-type: none"> <li>1. Uncharacteristic behaviour</li> <li>2. Deterioration in academic performance</li> <li>3. Physical symptoms – e.g. weight loss/gain, lack of attention to appearance, tiredness, restlessness</li> <li>4. Inappropriate emotional reactions</li> <li>5. Increased absenteeism.</li> </ol> <p>If, over a prolonged period of time, a student continues to display the above, she may need assistance from the services of the HSE (i.e. Community Care Psychology).</p>	<b>Class Teachers</b>
<p>Evaluate response to incident and amend Critical Incident Management Plan appropriately</p> <ol style="list-style-type: none"> <li>1. What went well?</li> <li>2. Where were the gaps?</li> <li>3. What was most/least helpful?</li> <li>4. Have all necessary onward referrals to support services been made?</li> <li>5. Is there any unfinished business?</li> </ol>	<b>Staff &amp;BOM</b>
<p>Formalise the Critical Incident Plan for the future. Consult with NEPS psychologist.</p>	<b>Staff &amp;BOM &amp; NEPS where appropriate</b>
<p>Inform new staff/new school pupils affected by Critical Incidents where appropriate.</p> <p>Ensure that new staff is aware of the school policy and procedures in this area.</p> <p>Ensure they are aware of which pupils were affected in any recent incident and in what way.</p> <p>When individual pupils or a class of pupils affected by an incident are transferring to a new school, it would be useful to brief the Principal of the new school.</p>	<b>Cathriona Meegan Principal</b>
<p>Decide on appropriate ways to deal with anniversaries (be sensitive to special days and events)</p> <ol style="list-style-type: none"> <li>1. Anniversaries may trigger emotional responses in pupils/staff and they may need additional support at this time.</li> <li>2. Acknowledge the anniversary with the family.</li> <li>3. Be sensitive to significant days like Birthdays, Christmas, Mother's Day, and Father's Day.</li> </ol> <p>Plan a school memorial service e.g. plant tree. Care of deceased persons possessions. What are the parents' wishes?</p> <p>Update and amend school records.</p>	<b>Staff &amp;BOM &amp; Parents where appropriate</b>

## **Preventative Approaches**

- Policies & Curriculum
  - Anti-Bullying Policy
  - Anti-Cyber Bullying Policy
  - Health & Safety
  - Behaviour Policy
  - Child Protection
  - Circle Time
  - Incredible Years Programme
  - Peer Mediation
  - Walk Tall/Stay Safe Programme
  - SPHE Policy
  - Staff Alert To Students With Difficulties (e.g. bereaved students, self harming, eating difficulties etc)
  
- Support
  - NEPS/EAS
  - Parish priest/Clergy
  - Community Garda
  - Claide Mór Family Services
  - Rainbows
  - TUSLA Child and Family Services etc
  
- Physical Environment
  - Fire Drill – Evacuation Of Pupils & Staff
  - Maintain Fire Extinguishers, Staff Able To Use Fire Extinguishers
  - Health And Safety Policy
  - Playground Supervision, regular checks for safety



## Development and communication of this Critical Incident Policy & Plan

In the development of this Critical Incidents policy & plan, all staff were consulted and asked for their comments. The draft plan was offered for consideration to all staff members, the Parents Association and the Board of Management, where their views were taken into account.

The final Policy and Plan was passed to the Board of Management for approval in February 2016.

The plan will be updated annually at the October Staff Meeting.

Each member of staff has a personal copy of the Policy and agrees to abide by the provisions of same. All new and temporary staff will be informed of the details of the plan by the staff liaison member of the CIMT.

Each member of the CIMT has a personal copy of the Policy and the Plan. The Board of Management authorises the members of the CIMT to hold a copy of the relevant contacts off-site, in a secure location (e.g. locked filing cabinet) to ensure that the Plan can be put into place should the school itself be inaccessible.

Members of the CIMT undertake to use all contact details strictly for the purposes of this Critical Incident Management Plan and not to disclose staff or pupil details to any third party. Members of the CIMT undertake to return all contact details to the school on the cessation of their employment and/or their stepping down from the CIMT.

Members of the CIMT undertake to keep confidential, and to treat with sensitivity, all information received in connection with the implementation of this Critical Incident Policy & Plan. See Confidentiality Agreement attached (Appendix 1).

### Feedback, Assessment & Review

This policy will be reviewed in October annually, or within three months of any critical incident, whichever is the earlier.



Signed: \_\_\_\_\_ Date: **10<sup>th</sup> February 2016**

**Ms. Cathriona Meegan, Principal.**



Signed: \_\_\_\_\_ Date: **10<sup>th</sup> February 2016**

**Mrs. Patricia Sheridan, Chairperson, Board of Management**