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|  | **New Ross Educate Together National School**  **Barrett’s Park, New Ross, Co. Wexford**  **Tel: 0539105070**  [office@newrossetns.ie](mailto:office@newrossetns.ie)  www.newrossetns.ie  **Roll no 20458m** |

**Critical Incident Management Policy**

*This policy has been formulated by New Ross ETNS to assist school management and staff to react 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 students and staff.*

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| Contents  [School Details: 3](#_Toc529994658)  [Introductory Statement & Rationale: 3](#_Toc529994659)  [What is a Critical Incident? 3](#_Toc529994660)  [Creation of a Coping Supportive and Caring Ethos in the School 4](#_Toc529994661)  [Psychological Safety 5](#_Toc529994662)  [Critical Incidents Management Team (CIMT) 6](#_Toc529994663)  [1. Team Leader: (& Gardaí Liaison) 6](#_Toc529994664)  [2. Deputy Team Leader 7](#_Toc529994665)  [3. Garda Liaison 7](#_Toc529994666)  [4. Staff Liaison 7](#_Toc529994667)  [5. Student Liaison: 7](#_Toc529994668)  [6. Parent Liaison Role: 8](#_Toc529994669)  [7. Community/Agency Liaison 8](#_Toc529994670)  [8. Media Liaison Role: 8](#_Toc529994671)  [9. Administrator Role: 9](#_Toc529994672)  [**Record Keeping** 9](#_Toc529994673)  [Critical Incident Rooms 10](#_Toc529994674)  [Consultation and Communication regarding the plan 11](#_Toc529994675)  [Ratification and Review 11](#_Toc529994676)  [Appendix 1: Emergency Contact List 13](#_Toc529994677)  [Appendix 2 Critical Incident Management Team 2018/2019 14](#_Toc529994678)  [Appendix 3: Evaluation of Management of the Critical Incident 15](#_Toc529994679)  [Appendix 4: Checklist for Reviewing the Policy and Plan 16](#_Toc529994680)  [Appendix 5: Procedures & Action Plan 17](#_Toc529994681)  [Appendix 7: Sample Letters to Parents 21](#_Toc529994682)  [Appendix 8: Responding to Critical Incidents Guidelines and Resource Materials for Schools 22](#_Toc529994683) |

## School Details:

Name: New Ross Educate Together National School

Address: Barrett's Park, New Ross, Co. Wexford.

Telephone: 0539105070

Email: office@newrossetns.ie

Roll Number: 20458m

Principal: Elaine French

The school day starts at 8.30 and finishes at 1.10 for infant classes and 2.10 for all other classes.

## Introductory Statement & Rationale:

In New Ross Educate Together National School (hereafter N.R.E.T.N.S.) aims to protect the wellbeing of its students by providing a safe and nurturing environment at all times. We have taken a number of measures to create a coping, supportive and caring ethos in the school. The Board of Management through the principal, have formulated a policy 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**.**

**Aim:**

Recognising that the key to managing critical incidents is planning, N.R.E.T.N.S. have developed a Critical Incident Management Policy (CIMP) and an accompanying plan. Our hope is that in the event of an incident these will help staff to react quickly and effectively to maintain a sense of control. We have aimed to compile a policy and to return to normality as soon as possible after a potential critical incident and ensure that the effects on the students and staff would be limited.

**Issues addressed in this plan**

* Defining a critical incident
* Creation of a coping, supportive and caring ethos in the school
* Creation of a critical incident management team
* Development and communication of the plan
* Administrative tasks

## What is a Critical Incident?

N.R.E.T.N. S. recognises a critical incident to be defined as follows “an incident or sequence of events that overwhelms the normal coping mechanism of the school and disrupts the running of the school”. Responding to Critical Incidents – Guidelines for Schools, NEPS, 2007, p.15. Critical Incidents may involve one or more pupil, staff, the school, or our local community.

Types of incidents might include;

* The death of a member of the school community through accident, violence, suicide or suspected suicide or other unexpected death.
* An intrusion in the school
* An accident involving member of the school community or an accident/tragedy in the wider community
* Serious damage to the school building through fire, flood, vandalism, natural of technological disaster.
* A major illness/outbreak of disease
* Criminal incidents
* Civil unrest, war (newcomers may be traumatised by events that happened in their country of origin)
* Disappearance of student from home or school
* Unauthorised removal of student from school or home.
* World events that may affect the student body and/or staff (may be a need for provision of discussion and involvement in ceremonies e.g. 9/11, tsunami)

## Creation of a Coping Supportive and Caring Ethos in the School

New Ross ETNS have put systems in place to lessen the probability of the occurrence of an

incident. These include measures to address both the physical and psychological safety of both staff and students.

The CIMP reflects the overall ethos of the school. The school has and continues to put systems in place to lessen the probability of the occurrence of an in incident and to help the resilience of both staff and students in coping with a range of life events. These include measures to address both the physical and psychological safety of the school community. These measures include but are not and exhaustive list of the following:

**Physical Safety:**

We have included into our Health and Safety Policy:

* Health &Safety Policy
* Evacuation plan formulated
* Regular fire drills occur
* Fire exits and extinguishers are regularly checked.
* Pre-opening morning time supervision starts at 8.20am and is the responsibility of the supervising staff member.
* Children cannot be taken from school during school hours without informing the school office
* Front gate with vehicular accessibility is locked during the school day.
* Pedestrian gate is closed during the school day.
* Main door is closed at all times and entry to the school is under supervision, a buzzer system to enter school during school hours
* All outside doors are checked and locked during class time with the exception of fire exit doors.
* Pupils are regularly reminded of the rules of the playground. These rules are discussed and reviewed at staff meetings.
* Building is alarmed
* CCTV cameras
* Creation of a physically safe environment (Refer to the Code of Behaviour, Health and Safety Statement)
* Health and safety officer appointed on BOM
* Health and safety staff representative appointed
* Staff participate in regular training.

## Psychological Safety

The management and staff of New Ross ETNS 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.

Some of these programmes are as follows:

* The school has an Anti-Bullying Policy in place and deals with bullying in accordance with this policy. This includes the completion of bullying surveys for the senior classes (2nd class upwards).
* The school also has a Discipline Policy in place which includes an approach to bullying.
* Social, Personal and Health Education (S.P.H.E.) is integrated into the work of the school. The curriculum addresses issues such as, grief and loss, communication skills, stress and anger management, resilience, conflict resolution, problem solving, help seeking, bullying decision-making, and prevention of alcohol and drug misuse
* Staff has access to training for their role in SPHE.
* Promotion of mental health is an integral part of SPHE provision.
* Staff, Parents and the B.O.M. are familiar with Child Protection Guidelines and Procedures and the schools Child Protection Policy.
* All staff are informed of difficulties affecting individual students, and are aware and vigilant of their needs.
* School has and is developing a resource library for staff including resources on difficulties affecting the primary school child.
* The school has developed links with outside agencies and staff are familiar of procedures to link with external agencies such as the relevant clergy, N.E.P.S., H.S.E, and the I.N.T.O. etc.
* The staff will be cognisant of the differing needs of pupils with special educational needs.
* Staff are informed of courses or supports for themselves such as the Employee Assistance Service (Free phone 1800 411 057)
* There is a care system in place in the school.
* Students who are identified as being at risk are referred to the designated staff member (DLP or in their absence DDLP), 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.
* There is a buddy system in place where older children or classroom peers act as buddies to younger children or new pupils in the school.
* Links have been forged with other schools and Family resource centres to provide access to the Rainbows Programme. for children who have experienced loss through separation or death in the school.

## Critical Incidents Management Team (CIMT)

A critical incident management team has been established in line with best practice. “Principal will play a key role, being responsible for many of the tasks.” Responding to Critical Incidents – Guidelines for Schools, NEPS, p.16.

The team members will be selected at a Board of Management meeting in Term One and will retain their roles for at least one school year. The members of the team will meet as required. The members of the team will meet annually to review and update the policy and a report will be made at the final staff and B.O.M. meeting of each school year. Each member of the team has a dedicated Critical Incident Folder containing a copy of the policy and a plan and relevant materials to be used in the event of an incident.

CIMT Roles and Responsibilities

|  |  |  |
| --- | --- | --- |
| **No** | **Role** | **Name** |
|  | Team Leader | Elaine French/ Aoife Mahon |
|  | Deputy Team Leader | Aoife Mahon / Leanne Hanrahan |
|  | Garda Liaison | Elaine French/ Aoife Mahon |
|  | Staff Liaison | Aoife Mahon / Leanne Hanrahan |
|  | Student Liaison | Aoife Mahon / Leanne Hanrahan |
|  | Parent Liaison | (PTA Rep) |
|  | Community Liaison | (BoM Rep) Niamh Fitzgibbon |
|  | Media Liaison | Elaine French/ Aoife Mahon |
|  | Administrator | Elaine French/ Aoife Mahon |
|  | Health & Safety Officer | Aoife Mahon / Leanne Hanrahan |

In the event of a critical incident the responsibilities of each role-holder will be as follows:

## Team Leader: (& Gardaí Liaison)

Intervention

* Confirm the event
* Activate the Critical Incident response team by alerting the team members to the crisis and convening a meeting
* Coordinates the tasks of the team
* Liaise with the Gardaí/Emergency services
* Liaise with BOM, DES, NEPS, Educate Together
* Decide how news will be communicated to different groups (staff, pupils, outside school)
* Consult with Staff Liaison and lead initial briefing meeting 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
* Liaises with affected family/ staff member
* Clarify facts surrounding event
* Ensures that information is checked for accuracy before being shared
* Assist with all communication dealing with parents of any student affected by critical incident

Postvention

* Ensure provision of on-going support to staff and students
* Facilitate any appropriate memorial events
* Review Plan

## Deputy Team Leader

In the absence of the Team Leader the Deputy Team Leader will take the lead

## Garda Liaison

* Liaises with the Gardaí.
* Ensures that information about deaths or other developments is checked out for accuracy before being shared.

## Staff Liaison

Intervention

* After initial meeting lead by Team Leader & Staff Liaison, will lead briefing meetings for staff on the facts as known, gives staff members an opportunity to express their feelings and ask questions, and 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)
* 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 EAS & Carecall and gives them the contact details

Postvention

* Ensure provision of on-going support to staff

## Student Liaison:

Intervention

* Advise the staff on the procedures for identification of vulnerable pupils
* Alert staff to vulnerable pupils (appropriately)
* Outline specific services available in the school
* Put in place clear referral procedures
* Address immediate needs of students e.g. provide information/counselling
* Provide materials for students (from critical incident folder)
* Liaises with students to be seen by external agencies and ensure protocols are followed.
* Keeps records of students seen by external agency staff
* Liaises with other team members to keep them up-dated with information and progress.
* Looks after setting up and supervising ‘quiet’ room where agreed

Postvention

* Provide on-going support to vulnerable students
* Monitor class most affected
* Refer as appropriate
* Review and evaluate Plan

1. Parent Liaison Role:

Intervention

* Co-ordinate contact with families (after consultation with team leader)
* Visits the bereaved family with the team leader
* Arranges parent meetings, if held
* May facilitate such meetings, and manage ‘questions and answers’
* Manages the ‘consent’ issues in accordance with agreed school policy
* Ensures that sample letters are typed up, on the school’s system and are ready for adaptation
* Sets up room for meetings with parents
* Meets with individual parents and maintains records of such meetings.
* Provides appropriate materials for parents (from their critical incident folder)
* Assist with all communication dealing with parents of any student affected by critical incident
* Ensures sample letters are typed up ready for adaptation. (See Appendix 2)

Postvention

* Provide on-going support to families affected by the incident
* Involve as appropriate the family in school liturgies/memorial services
* Offer to link family with community support groups
* Review and evaluate plan

## Community/Agency Liaison

* Maintains up to date lists of contact numbers of
  + Members of the CIMT
  + Key parents such as members of the PTA
  + Emergency support services and other external contacts and resources
* Liaises with agencies in the community for support and onward referral
* Is alert to the need to check credentials of individuals offering support
* Co-ordinates the involvement of these agencies
* Reminds agency staff to wear name badges
* Updates team members on the involvement of external agencies

## Media Liaison Role:

Intervention

* 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).
* In the event of an incident, will liaise where necessary with Educate Together, the Patron, the Communications Section in the DES, NEPS, teacher unions, media etc.
* Will draw up a press statement, give media briefings and interviews if absolutely necessary. (and as agreed by school management)
* Organise a designated room to address media promptly
* Ensure telephone lines are free for outgoing and important incoming calls
* Designate mobile numbers for contact
* Liaise with relevant outside support agencies
* Should it be deemed necessary letter or text will be sent home to parents requesting them not to speak to the media.
* NEPS advise School Staff not to speak to media.
* The media will not be allowed without prior permission of the CIMT and BOM onto the school campus.
* Specific guidelines/procedures for dealing with the media are set out in Responding to Critical Incidents – Guidelines for Schools, NEPS, 2007 p.43-44

Postvention

* Review and evaluate effectiveness of communication response

## Administrator Role:

* Maintenance of up to date telephone numbers of
* Parents or guardians
* Teachers
* 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 faxes
* Photocopies materials needed
* Maintains records

*(Roles may be doubled up as deemed appropriate*)

### **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, meeting held, persons met, interventions used, materials used etc.
* The administrator/office manager will have a key role in receiving and logging telephone calls, sending letters, photocopying materials, etc.
* These records will be kept indefinitely.
* The Principal is responsible for these records. The Principal, the CIMT and the Board of Management will have access to these records.

**Confidentiality and good name consideration**

The management and staff of N.R.E.T.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 students do so also e.g. certain terms will not be used.

There are particular issues that need to be addressed in the event of a suicide/suspected suicide, road traffic accident or violent death set out in the Responding to Critical Incidents – Guidelines for Schools, NEPS, 2007 p.30-42 For instance, the term “suicide” will not be used unless there is solid information that death was due to suicide, and that the family consents to its use. Similarly, the word “murder” should not be used until it is legally established that a murder was committed. The term “violent death” may be used instead.

**Administrative Tasks:**

**Contact numbers**

* Maintaining an up to date list of contact numbers. Numbers should be available for:

o Pupils, Parents/Guardians, Staff

o Emergency support services

(Refer to R23 in Responding to Critical Incidents – Resource Materials for Schools, NEPS, 2007)

* The school office manager, in consultation with the named administrator, will compile and update these lists regularly. These lists will be kept in the office
* The list of emergency support services will be displayed in the office and the staff room

**Resources**

* Resources can be prepared in advance of an incident e.g. templates for letters to parents, templates for press releases, list of emergency contact details, checklist for first 24 hours, map of school building
* A plan of the school building, with exits highlighted, will be displayed
* Rooms have been assigned to use should a critical incident arise (see below)

**Information for school trips**

* The class teacher will compile list of all pupils/staff involved and the teacher in charge
* The class teacher compile list of mobile phone numbers for the accompanying teacher/s
* The school will ensure that it has up to date medical information on pupils by referring to the Child Profiles on Aladdin updated in September of each year.

## Critical Incident Rooms

In the event of a critical incident;

* Staff Room will be the main room used to meet the staff
* Room 2 (Class Room 2) will be used for meetings with students
* Room 1 (GPR/ Classroom 1) will be used for meetings with parents
* Room 2 (GPR/ Classroom 1) will be used for meetings with media
* Room 3 (SET/ Principals’ Office) will be used for individual sessions with students
* Staff Room will be used for other visitors

## C**onsultation and Communication regarding the plan**

**Development of Plan**

* Staff were consulted and their views canvassed in the preparation of this policy and plan.
* Members of the parent body and Board of Management were consulted in drafting the plan
* All staff were consulted prior to its ratification by the Board of Management

**Communication**

* Each member of the Critical Incident Management Team has a personal copy of the plan.
* The plan is readily accessible to all members of staff in the Plans & Policies Folder.
* All new and temporary staff will be informed of the details of the plan by the S*taff Liaison. Deputy Principal or Principal*.
* The plan will be communicated to parents/guardians via the school website. It will be available for viewing by appointment in the school office.
* The plan will be reviewed and updated if necessary, at the first Critical Incident Team meeting, of each academic year.

## Ratification and Review

This policy was ratiﬁed by the board of management on 18/10/18. It is scheduled for review on the September/ October 2019.

**Index to the Appendices**

Appendix 1: Emergency Contact List

Appendix 2: Critical Incident Management Team (CIMT)

Appendix 3: Schedule of Events

Appendix 4: Evaluation of the Management of the Critical Incident

Appendix 5: Team Leader Checklist

Appendix 6: Procedures

Appendix 7: Letter to Parents

Appendix 8: Further Reference Material

## Appendix 1: Emergency Contact List

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| **Agency Contact Numbers** | |
| GARDAÍ New Ross  COMMUNITY GARDAÍ John Haley  Superintendent John McDonald | 051 426 030 |
| HEALTH CENTRE New Ross  HOSPITAL Wexford General | 051 440 200  053 915 3000 |
| FIRE BRIGADE New Ross | 051 421 777 |
| LOCAL GPS  Northgate Medical Centre | 051 421 250 |
| HSE/COMMUNITY CARE TEAM  Heath Centre – New Ross    Community Welfare Office  Child Protection Services PHN Monica Donnelly | 051 440 200  051 448950  051 440 200  087 629 7085 |
| SCHOOL INSPECTOR Mary Regan | 087 250 9785 |
| NEPS PSYCHOLOGIST Reception  NEPS PSYCHOLOGIST Pat Morrissey | 01 4614824  01 889 2494 / 889 2480 |
| DES | 090 6483600 |
| INTO | 01 8047700  1850708708 |
| EDUCATE TOGETHER NATIONAL OFFICE | 01 4292500 |
| EMPLOYEE ASSISTANCE SERVICE | 1800 411 057 |
| Care Call (for teachers & SNAs) | 1800 411 057 |

## Appendix 2 Critical Incident Management Team 2018/2019

**ole** Name Telephone

Number

|  |  |  |
| --- | --- | --- |
| **Team Leader** | **Elaine French/ Aoife Mahon** | **0858516421/0868910731** |
| **Garda Liaison** | **Elaine French/ Aoife Mahon** | **0858516421/0868910731** |
| **Staff Liaison** | **Aoife Mahon/ Leanne Hanrahan** | **0868910731/087994887** |
| **Student Liaison** | **Aoife Mahon/ Leanne Hanrahan** | **0868910731/087994887** |
| **Parent Liaison** | **Anthony Connolly/ Elaine Ronan** | **0873695755/0879488702** |
| **Community Liaison** | **Niamh Fitzgibbon** | **0861664274** |
| **Media Liaison** | **Elaine French/ Aoife Mahon** | **0858516421/0868910731** |
| **Administrator** | **Aoife Mahon/ Jayme Lyng** | **0868910731/** |

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## Appendix 3: Evaluation of Management of the Critical Incident

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| **Evaluate response to incident and amend Critical Incident Management Plan appropriately** | |
| What went well? |  |
| Where were the gaps? |  |
| What was most/least helpful? |  |
| Have all necessary onward referrals to support services been made? |  |
| Is there any unfinished business? |  |
| **Formalising the Critical Incident Plan for the future** | |
| Task | Comment |
| Consult with NEPS Psychologist |  |
| Inform new staff/new school pupils affected by Critical Incidents where appropriate |  |
| Ensure that new staffs are aware of the school policy and procedures in this area |  |
| Ensure they are aware of which pupils were affected in any recent incident and in what way |  |
| When individual pupils or a class of pupils affected by an incident are transferring to a new school, the Principal should brief the Principal of the new school |  |

## Appendix 4: Checklist for Reviewing the Policy and Plan

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| 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 suitable? |  |
| Is the Emergency Contact List 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? |  |

## Appendix 5: Procedures & Action Plan

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| **Action Plan for Principals: Short Term Actions Day 1** | |
| Gather the facts - what has happened, when, how, where, and who is injured or dead |  |
| Consult Responding to Critical Incidents: Guidelines and Resource Materials for Schools (available on the DES website [www.education.ie](http://www.education.ie)) |  |
| Is it an incident requiring a NEPS Response at Level 1, 2 or 3? |  |
| Who do I need to call (see Emergency Contact List)? |  |
| Meet with the other Critical Incident Management Team |  |
| Meet with other agencies, if involved, to agree roles and procedures |  |
| Have administration staff photocopy appropriate literature |  |
| Arrange for the supervision of students |  |
| Agree content of communication for school social media site, if appropriate |  |
| Address the staff meeting Identify vulnerable students |  |
| Draft a media statement |  |
| Prepare for a media interview, |  |
| Draft a letter to parents |  |
| Meet with the staff group |  |
| Make contact with the affected family/families. |  |
| Meet with the CIMT to review the day and arrange an early morning meeting for the following day |  |

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| **Action Plan for Principals: Medium-Term Actions - Day 2 And Following Days** | |
| **Meeting with The CIMT And Other Agencies** | |
| The principal or critical incident team leader normally conducts the meeting.  *Suggested Agenda*   * Review what has been done to date * Make a decision about school closure * List tasks for the day and assign roles - media: liaison with other agencies: contact with bereaved family: attendance and participation in the funeral service * List items to be addressed by the principal at the staff meeting * Review the schedule for the day * Go through the list of students and staff who may be vulnerable and review how they are doing * Develop a plan for monitoring students over the next few weeks, especially those identified as vulnerable. |  |
| **Meeting with Whole 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 the staff, if appropriate.   Sample script for a principal  *“Yesterday was a difficult day for you, as well as for many of your students. You did really well in keeping the routine going as much as possible despite everything. Yesterday there was a sense of numbness and quietness in the school. Today people may begin to feel the reality and pain of the loss. It may be a difficult day for everyone but I’d like to just remind you again to give students and yourselves an opportunity to talk about (name of the deceased) and about what has happened.”*   * Update on any new information and outline schedule for the day. * Give an opportunity for questions. |  |

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| **Action Plan for Principals: Follow-Up Long Term** | |
| Meet with appropriate staff to review the list of affected staff and students. Identify who will be responsible for follow-up |  |
| Discuss referral procedures and when an onward referral may be indicated |  |
| Prepare for the return of bereaved student(s) |  |
| Discuss what the school will do in memory of the student(s). A representative from the school should liaise with the family/ies of the deceased regarding the memorial. Remember that whatever policy or precedent the school sets at this time may need to apply to all future deaths |  |
| Discuss what to do with respect to events that the deceased student would have been part of e.g. the Debs, award ceremonies and exam results, if applicable |  |
| Discuss the management of exam results and the return of practical work submitted to the SEC. Notify the SEC of the need to attend to the issuing of results of the deceased |  |
| Return personal belongings to the family or families. Bereaved parents often find it helpful to visit the school at a later date. This offers the school an opportunity to return the student’s personal belongings and/or school work to the family. It may be an idea to put them in a ‘memory folder’ or ‘memory box’ |  |
| Mark the school’s calendar in advance with the anniversary date. Anniversaries may trigger emotional responses in students or staff and they may need additional support at this time. The school may decide to acknowledge the anniversary and should link with the family on any proposed commemoration |  |
| Be sensitive to significant days like birthdays, Christmas, Mother’s Day and Father’s Day |  |
| Where the school does not have a Critical Incident Management Plan in place this is a good time to begin working on developing one |  |
| Evaluate the school’s response to the incident and amend the Critical Incident Management Plan appropriately - What went well? Where were the gaps? What was most/least helpful? Have all necessary onward referrals to support services been made? Is there any unfinished business? |  |
| The school may also decide to review the whole school approach to promoting health and wellbeing and student support. The Well-being Guidelines (2013), (2015) and Student Support Teams in Post-Primary Schools (2014) will be useful references. |  |

## Appendix 7: Sample Letters to Parents

Dear Parent/Guardian,

The school has experienced (the sudden death, accidental injury, etc.) of Name of student(s). We are deeply saddened by the deaths/events. Our thoughts are with (family name).

We have support structures in place to help your child cope with this tragedy (elaborate).

It is possible that your child may have some feelings and questions s/he may like to discuss with you. It is important to give factual information that is age appropriate.

You can help your child by taking time to listen and by encouraging him/her to express feelings. All children are different and will express their feelings in different ways. It is not uncommon for children to have difficulty concentrating or be fearful, anxious, or irritable. They may become withdrawn, cry, complain of physical aches and pains, have difficulty sleeping or have nightmares. Some may not want to eat. These are generally short-term reactions. Over the course of the coming days, please keep an eye on your child and allow him/her to express their feelings without criticism.

Although classes will continue as usual, I anticipate that the next few days will be difficult for everyone.

(Optional) An information night for parents is planned for (date, time and place). At that time, further information about how to help children in grief will be given.

We have enclosed some information which you may find useful in helping your child through this difficult time.

Young people frequently turn to social media to see what others are saying, or to find out more. At these times it is important that you monitor their use and engage with them about what they read. We urge you to emphasise and reinforce the need to be extremely sensitive and careful about what they post.

If you would like advice you may contact the following people at the school (details).

Principal’s signature

Additional samples may be found in the NEPS Responding to Critical Incidents Guidelines and Resources Materials for Schools.

## Appendix 8: Responding to Critical Incidents Guidelines and Resource Materials for Schools

<https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/Responding%20to%20Critical%20Incidents.pdf>