**Rineen N.S.**

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**Critical Incident Policy**

**Introduction**

In Rineen N.S., we aim to protect the well being of our pupils and staff by providing a safe, tolerant and well catered for environment as outlined in our school philosophy statement.

The BOM through the Principal and staff has drawn up a critical incident management plan. They have established a Critical Incidents Management Team to steer the development and implementation of the plan.

**Review and Research**

The CIMT have consulted resource documents available to schools on www.education.ie and www.nosp.ie including:

* 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)
* Well-Being in Primary Schools - Guidelines for Mental Health Promotion (DES, DOH, HSE 2015)

**What is a Critical Incident?**

‘A critical incident is any incident or sequence of events which overwhelms the normal coping mechanism of the school and disrupts the running of the school’.

**Examples:**

* Death, major illness/outbreak of disease
* Criminal incidents
* Major accidents, serious injury
* Suicide
* Fire, natural and technological disaster
* 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.

**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**

Our Health & Safety policy outlines how Rineen NS provides for the physical safety of pupils and staff. Below are some examples of procedures followed:

• Evacuation plan formulated

• Regular fire drills occur

• Fire exits and extinguishers are regularly checked

• Pre-opening supervision in the school yard 8.40-8:50

• Indoor and outdoor rules for pupils adhered to (see Code of Behaviour)

**Psychological safety**

The management and staff of Rineen NS 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.

* 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 and loss; communication skills; stress and anger management; resilience; conflict management; problem solving; help-seeking; bullying; decision making and prevention of alcohol and drug misuse. Promotion of mental health is an integral part of this provision
* Staff have access to training for their role in SPHE
* Staff are familiar with the Child Protection Guidelines and Procedures and details of how to proceed with suspicions or disclosures
* Books and resources on difficulties affecting the primary school student are available
* Inputs to students by external providers are carefully considered in the light of criteria about student safety, the appropriateness of the content, and the expertise of the providers. See DES Circulars 0022/2010
* The school has a clear policy on bullying and deals with 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 on 2007 for primary schools.
* Students who are identified as being at risk are referred to the appropriate staff member, 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.
* Staff is informed about how to access support for themselves.

**Critical Incidents Management Team**

A CIMT has been established in line with best practice. 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 to review and update the policy and plan. Each member of the team has a copy of the critical incident policy.

***Resources pertaining to each role are available at:***

[***https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/Resources-Publications.html***](https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/Resources-Publications.html)

**Critical Incidents Management Team:**

Leadership Role: Nicola Sheehan (Principal)

Communication Role: Nicola Sheehan (Principal)

Student Liaison/ Counselling Role: Ian Flanagan (Deputy Principal)

Chaplaincy Role: Fr. Donagh O’ Meara

Family Liaison Role: Nicola Sheehan (Principal)

B.O.M. Rep: Ann O’Brien (Chairperson BOM)

**Roles and Responsibilities**

**1. Leadership Role: Intervention**

* Confirm the event
* Activate the Critical Incident Response Team
* Liaise with the Gardaí/Emergency services
* Lead 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
* Express sympathy to family
* Clarify facts surrounding event
* Make contact with other relevant agencies
* Decide how news will be communicated to different groups (staff, pupils, outside school)

**Post-intervention**

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

**2. Communication Role: Intervention**

* With Team, prepare a public statement
* 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

**Post-intervention**

* Review and evaluate effectiveness of communication response

**3. Student Liaison/ Counselling Role: Intervention**

* Alert staff to vulnerable pupils
* Outline specific services available in the school
* Put in place clear referral procedures
* Address immediate needs of staff
* Provide materials for staff
* Provide information
* Provide counselling

**Post-intervention**

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

**4. Chaplaincy Role: Intervention**

* Visit home(s), if appropriate
* Assist with prayer services
* Make contact with other local clergy

Be available as personal and spiritual support to staff

**Post-intervention**

* Provide follow-up support to families in conjunction with Home School Community Liaison
* Work in partnership with Critical Incident team
* Review and Evaluate Plan

**4. Family Liaison Role: Intervention**

* Co-ordinate contact with families (following first contact by Principal)
* 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

**Post-intervention**

* Provide ongoing 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

**Action Plan**

**SHORT-TERM ACTIONS (Day 1)**

* Immediate contact with family/families
* Consult with the family regarding appropriate support from the school, e.g. funeral service
* Ensure that a quiet place can be made for students/staff

**Media Briefing (if appropriate)**

* Designate a spokesperson (Leader)
* Gather accurate information
* Prepare a brief statement (Team)
* Protect the family’s privacy
* It is important to obtain accurate information about the incident
  + What happened, where and when?
  + What is the extent of the injuries?
  + How many are involved and what are their names?
  + Is there a risk of further injury?
  + What agencies have been contacted already?
* Contact appropriate agencies
  + Emergency services
  + Medical services
  + H.S.E. Psychology Departments/Community Care Services
  + NEPS
* Convene a meeting with Key Staff/Critical Management Team
* Organise a staff meeting, if appropriate
* Ensure any absent staff members are kept informed
* Organise timetable/routine for the day. (Adhering to the normal school routine is important, if this is possible)
* Class teachers to take note of any absentees who might need to be contacted, list of friends etc, or any other relevant information. This is to be given to the Student Liaison person
* Arrange supervision of students
* Liaise with the family regarding funeral arrangements/memorial service
* The Chaplain/Principal will liaise with the family, to extend sympathy and clarify the family’s wishes regarding the school’s involvement in funeral/memorial service
* Arrange a home visit by two staff representatives within 24 hours, if appropriate.
* Have regard for different religious traditions and faiths

**MEDIUM-TERM ACTIONS (24-72 HOURS)**

* Preparation of students/staff attending funeral
* Involvement of students/staff in liturgy if agreed by bereaved family
* Facilitation of students/staffs responses, e.g. Sympathy cards, flowers, Book of Condolences, etc.
* Ritual within the school
* Review the events of the first 24 hours
* Reconvene Key Staff/Critical Incident Management Team
* Decide arrangements for support meetings for parents/students/staff
* Decide on mechanism for feedback from teachers on vulnerable students
* Have review of Critical Incident Management Team meeting
* Establish contact with absent staff and pupils
* Arrange support for individual students, groups of students, and parents, if necessary
* Hold support/information meeting for parents/students, if necessary, in order to clarify what has happened
* Give any teacher who feels uncomfortable with involvement in support meetings the choice of opting out
* Arrange, in consultation, with outside agencies, individual or group debriefings or support meetings with parental permission
* Plan for the re-integration of students and staff e.g. absentees, injured, siblings, close relative etc)
* Student Liaison person to liaise with above on their return to school.
* Plan visits to injured
* Family Liaison person + Class Teacher + Principal to visit home/hospital, if appropriate
* Attendance and participation at funeral/memorial service (To be decided)
* Decide this in accordance with parent’s wishes, school management decisions and in consultation with close school friends
* School closure (if appropriate)
* Request a decision on this from school management

**LONGER TERM ACTIONS**

Monitor students for signs of continuing distress. If over a prolonged period of time, a student continues to display the following, he/she may need assistance from the Health Board. Constant communication with family is essential.

* Uncharacteristic behaviour
* Deterioration in academic performance
* Physical symptoms — e.g. weight loss/gain, lack of attention to appearance, tiredness, restlessness
* Inappropriate emotional reactions
* Increased absenteeism

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?

Formalise the Critical Incident Plan for the future

* 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.

Decide on appropriate ways to deal with anniversaries (Be sensitive to special days and events)

* Anniversaries may trigger emotional responses in students/staff and they may need additional support at this time
* Acknowledge the anniversary with the family
* Need to be sensitive to significant days like Birthdays, Christmas, Mother’s Day, and Father’s Day
* Plan a school memorial service
* Care of deceased person’s possessions. What are the parent’s wishes?
* Update and amend school records

**Communication**

This policy will be communicated to staff and the school community as appropriate.

**Ratification and Review**

This policy was ratified by the Board of Management on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. It will be reviewed periodically by the BOM as deemed necessary.

**Signed:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chairperson, Board of Management

**Signed:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Principal