




Coláiste Pobail  
an Bhóthair Bhuí

Enfield  
Community  
College

**BOM & LMETB Ratification/Resolution Process for  
This Policy**

CRITICAL Incident PLAN  
**BOM Ratification**

<b><i>Date Ratified by the Board of Management:</i></b>	1 <sup>st</sup> September, 2022
<b><i>Proposed By:</i></b>	TOMAS COONEY
<b><i>Seconded By:</i></b>	ASHLING DEMPSEY
<b><i>Signed:</i></b>	 NICK KILLIAN (Chairperson, BOM)
<b><i>Scheduled Date for Review of the Policy:</i></b>	September 2023

**LMETB Ratification/Resolution of the ETB Board**

<b><i>Date of Resolution of ETB Board</i></b>	
<b><i>Signed</i></b>	(Chairperson)



# Enfield Community College

## Critical Incident Plan

Review Dates                      Dates                                      Draft/Review/Ratified

Staff	August 2022	
Parents		
Student Council		
BOM	December 2020	Sept 2021

Signed:



Date: 1<sup>st</sup> September 2022

Chairperson, Board of Management

Due for next review: September 2023



# Enfield Community College

## Critical Incident Plan

### Introduction

Enfield Community College is committed to the provision of a complete education maximising student potential to the highest possible standards through a highly committed staff in a modern well-equipped college. We strive to create an atmosphere of mutual respect in a happy, caring, supportive but challenging and well-structured environment.

In keeping with the School Mission Statement which underlines our philosophy of fostering self-esteem, a positive attitude to learning, the promotion of responsible behaviour and the encouragement of dignity and respect in all our endeavours, we consider each student to be unique in personality and spirit. Enfield Community College aims to protect the wellbeing of its students and staff by always providing a safe and nurturing environment.

This policy refers to the response taken by this school should a critical incident occur.

The staff and management of Enfield Community College have formulated several policies and procedures to be followed with a view to ensuring the physical and psychological safety of both staff and students, and the creation of a supportive and caring ethos in the school, in ordinary time as well as in the event of a critical incident. Such policies include the school's Admissions Policy; its Pastoral Care Policy; the Special Education

Needs Policy; the school's Child Protection Policy; the Anti-Bullying Policy; the Health and Safety Policy and the school's Code of Behaviour. The staff and management have established a Critical Incident Management Team (CIMT) to steer the development and implementation of the plan.

### Context for development of the Policy and Plan

In drawing up this policy and plan the CIMT has consulted the following resource documents provided to schools:

- *Responding to Critical Incidents: Guidelines & Resource Materials for Schools (2016) National Educational Psychological Service (NEPS 2016)*
- *Responding to a Critical Incident: Pack for Schools (NEPS 2003)*
- *Responding to Critical Incidents; Guidelines for Schools (NEPS 2007)*
- *Template for the development of a Critical Incident Policy and Plan (NEPS)*
- *Suicide Prevention in Schools: Best Practice Guidelines (IAS, National Suicide Review Group 2002)*



## **Definition of a critical incident:**

The staff and management of Enfield Community College recognise a critical incident to be “an incident or sequence of events that overwhelms the normal coping mechanism of the school”.<sup>1</sup> Critical incidents may involve one or more students or staff members, or members of our local community.

Critical incidents of their very nature tend to occur without warning and at any time of the day or night. This policy provides guidance for those whose task it is to manage such incidents. However, each crisis will demand a different set of responses.

Types of incidents might include but are not limited to:

- The death of a member of the school community through accident, violence, suicide or suspected suicide or other unexpected death
- An intrusion into the school
- An accident involving members of the school community
- An accident/tragedy in the wider school community
- Serious damage to the school building through fire, flood, vandalism, etc
- The disappearance of a member of the school community
- Family bereavement
- Serious emergency on school premises
- Serious violence or the threat of serious violence to a member of the school community either within or without the school
- Serious injury or death of a student while involved in a school activity

## **Aim**

The aim of the CIMP is to help 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. Having a good plan should also help ensure that the effects on the students and staff will be limited. It should enable us to achieve a return to normality as soon as possible.

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<sup>1</sup> Source: Responding to Critical Incidents: Guidelines for Schools – NEPS. 20070





## 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.

### 1. Physical safety:

Some of the measures taken by the school to ensure the physical safety of the students include:

- Evacuation plan formulated and clearly visible in each room
- Regular fire drills occur
- Fully functional and regularly serviced Fire Alarm System
- Fire exits and extinguishers are regularly checked
- Health and Safety Plan (and rules) for all practical rooms and laboratories
- Supervision in the school before and after school and during all breaks
- Scheduled First Aid providers
- Induction for all new students and staff

### 2. Psychological safety

The management and staff of Enfield Community College 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 issues and to provide opportunities for reflection and discussion.

Some of the measures taken by the school to ensure the psychological wellbeing of the students include:

- 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 alcohol and drug prevention. Promotion of mental health is included in 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 are familiar to all staff
- Annual Wellbeing Week



- Information is provided on mental health in general and such specific areas as signs and symptoms of depression and anxiety.
- The school has a designated Tutorial time each morning in which class tutors are available to listen to the concerns of students in their care and respond accordingly.
- The school offers the Friends for Life Programme to students, a WHO recognised course which seeks to build resilience and positive relationships among young people.
- Staff are informed in suicide awareness and interventions for suicidal students.
- Staff are offered formal training in suicide prevention through the ASIST (Applied Suicide Intervention Skills Training) and Safe TALK 'suicide alertness for everyone' half day training programme that prepares participants to identify persons with thoughts of suicide and connect them to suicide first aid resources.
- The school has developed links with a range of external agencies including:
  - National Education Psychological Services (NEPS)
  - Primary Care Psychology
  - Child and Family Mental Health Services (CAMHS)
  - Louth Meath Education and Training Board (ETB)
  - Social Services
  - National Council for Special Education (NCSE)
  - Túsla
  - Special Education Needs Officer (SENO)
  - Tusla (EWS) ○ Community Gardai ○ Local Clergy
  - Professional Development Service for Teachers (PDST)
  - JCT
- 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.
- 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. The Student Support Team comprised of the Deputy Principal, Guidance Counsellor, the SEN Coordinator, Year Head, Tutor meet every 2/3 weeks to review provision of pastoral care and to address specific cases.



- Students who are identified as being at risk are referred to the designated staff member (e.g. guidance counsellor or support teacher), concerns are explored and the appropriate level of assistance and support is provided. Where appropriate, a referral is made to an appropriate agency.
- Staff are informed about how to access support for themselves.

## **Critical Incident Management Team (CIMT)**

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 dedicated critical incident folder. This contains a copy of the policy and plan and materials particular to their role, to be used in the event of an incident. Each member of the team has been assigned a key role in line with best practice.

### The members of the CIMT are:

- Principal
- Deputy Principal
- Guidance Counsellor
- Year Head
- Tutor
- SEN Coordinator
- SPHE Coordinator
- The School Secretary
- The Critical Incident Management Team may co-opt other members of staff to assist them, should they deem it necessary.
- The Principal will act as Team Leader or in his absence the Deputy Principal(s)

### The key roles are as follows:

- Team leader
- Garda liaison
- Staff liaison
- Student liaison
- Agency liaison
- Parent liaison
- Community liaison
- Communications Officer
- Attendance Tracker



- Administrator

**Outlined below are some of the key responsibilities of each role:**

**Team leader: Mr. Shane Foley (Principal)**

- Alerts the team members to the crisis and convenes a meeting
- Coordinates the tasks of the team
- Liaises with the Board of Management; DES; NEPS; SEC; LMETB
- Liaises with the bereaved family

**Child Protection & Safeguarding Designated Liaison Person (DLP): Mr. Shane Foley**

**Child Protection & Safeguarding Deputy Designated Liaison Person (DDL): Mr. Gordon Mc Donnell**

**Garda liaison: Mr. Shane Foley**

- Liaises with the Gardaí
- Ensures that information about deaths is checked out before being shared

**Staff liaison: Mr. Shane Foley**

- 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)
- Keeps staff updated as day progresses
- Is alert to vulnerable staff members and contacts them individually. Advises them of availability of counselling services such as EAS and gives them the contact number.

**Student liaison: Mr. Gordon Mc Donnell and Student Support Team**

- Co-ordinate information from tutors and year heads about students they are concerned about





- Alerts other staff to vulnerable students (appropriately)
- Provides materials for students (from their critical incident folder)
- Keeps records of students seen by external agency staff
- Looks after setting up and supervision of 'quiet' room, where agreed

#### **Agency liaison: Mr. Gordon Mc Donnell**

- Maintains up to date lists of contact numbers of emergency support services and other external contacts and resources
- Liaises with agencies in the community for support and onward referral
- Is alert to need to check credentials of individuals offering support
- Coordinates the involvement of these agencies
- Updates team members on the involvement of external agencies

#### **Parent liaison: Mr. Gordon Mc Donnell and Student Support Team**

- 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 ready for adaptation
- 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)

#### **Community Liaison: Mr. Gordon Mc Donnell**

- Maintains an up-to-date list of contact names and numbers for local community organisations
- Ensures that accurate information is provided to local community groups who are linked in with the school



- Liaises with organisations in the community for support
- Provides information on an on-going basis where appropriate

**Communications Officer: Mr. Shane Foley**

- 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)
- Will draw up press statement, give media briefings and interviews (as agreed by school management)
- Will coordinate the monitoring of communications relating to the incident.

**Administrator: School Secretary**

- Maintenance of up-to-date telephone numbers of
  - Parents or guardians
  - Teachers
  - Emergency support 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
- Reminds agency staff to wear name badges
- Prepares and sends out letters and emails
- Photocopies materials needed
- Maintains records

**Attendance Tracking: Year Head**

- In the immediate aftermath of the critical incident special care will be paid to attendance of students
- All absences will be carefully monitored
- Students signing in/out must be accompanied by a parent



## Record Keeping

In the event of an incident each member of the team will keep records of phone calls made and received, letters sent and received, meetings held, persons met, interventions used, material used etc.

**Ms. Etain O Leary** will have a key role in receiving and logging telephone calls, sending letters, photocopying materials, etc.

## Procedures to be followed in the Event of a Critical Incident Occurring



### 1. Hearing the News

Once a critical incident comes to the attention of a member of the school community, he/she should, where possible and practical, inform the senior management of the school. However, where it is apparent that an emergency exists, it may be necessary to call one or other of the emergency services in the first instance.

### 2. Establish the Facts

Before acting, it is crucial that the school has the correct information regarding the crisis. Therefore, it is important that senior management and involved staff gather to establish the facts – this may involve contacting Hospitals, Gardaí, Emergency / Medical Services, Parents, etc.



### 3. Senior Management to Convene a Meeting of the Critical Incident Team

Once the facts of the crisis have been established, a meeting of available members of the Critical Incident Team should be called. This group will need to agree an immediate plan of action, which may involve:

- Informing staff and students – where feasible all staff should be informed in the first instance
- Contacting parents
- Visiting families most intimately touched by the crisis
- Organising a school assembly
- Liaising with relevant support groups – Counsellors, HSE, NEPS, LMETB, DES, etc.
- Agreeing a factual and sensitive statement regarding the crisis – with a view to dispelling rumours while not adding to the distress of those involved or invading their privacy.
- Assigning tasks to members of the Critical Incident Team as outlined above
- Organising a timetable for the school to respond to the crisis – wherever possible adhering to normal timetables and routines – while avoiding any signs of insensitivity to those touched most intimately by the crisis.
- Where a funeral is involved and the school proposes to be involved in the funeral in some way, it will be necessary to liaise with the bereaved family regarding any such involvement; it should not be automatically assumed that the family will be happy to go along with whatever the school decides. Indeed, any public actions on the part of the school at the time of any such a bereavement should be discussed with the bereaved or their representatives before being embarked upon.
- Organising a staff meeting and deciding whether an outside professional will be invited to that meeting. Where students are going to be in the school, it is critical that appropriate supervision be put in a place for all students whose teachers or supervisors may be involved in meetings.

### 4. Staff Meeting

All staff (including support staff) should be invited to the meeting. The following matters should be addressed by the meeting.

- A sensitive account of the facts as known, having regard for the privacy of those involved in the incident. Information needs to be provided on a need-to-know basis.
- The views and feelings of staff.
- How, by whom and in what setting students and other members of the school community should be informed of the incident.
- An outline of the timetable that the Critical Incident Team has drawn up for responding to the crisis – the timetable may, if necessary and feasible, be amended at this meeting.





- Details regarding the outside agencies that have been contacted and the support programme that will be put in place for staff, students, and other members of the school community.
- Procedure for identifying vulnerable students.

## 5. Informing Students

It is important that all those needing to be informed of the incident receive the necessary information as soon as is practicable. In the course of preparing to inform students, the following matters should be taken into account:

- It will be helpful if a common statement is agreed before students are informed.
- Consideration should be given to providing those delegated the task of informing students with an agreed script. But, of course, each person will have his/her own way of relating to his/her group of students.
- If possible, all students should be told at the same time in class groups no larger than normal class size.
- The ideal person to inform a group of students is someone who knows them well and has their trust. Where a member of staff indicates that he/she would be uncomfortable undertaking the task of informing a group of students, his/her view should be respected.
- Indeed, where a member of staff feels, for whatever reason, that he/she is unable to be involved in the school's direct response to a serious trauma, he/she should be allowed to opt out readily.
- Clear unambiguous information (the facts as they are known) will reduce the spread of rumour. However, it is important to recognise that everyone does not have to be given full details of the event. Again, information needs to be provided on a need to-know basis.
- Details of a critical incident will obviously need to be communicated to a group of students in a sensitive manner and those informing a group of students should check the list of those they are informing carefully and note if there are any students in the group who are likely to be more seriously affected by the information than others.
- Those informing students of the details of the incident should spend a reasonable amount of time with the students to allow them to react to news of the incident.
- Where news of the death of a member of the school community is being communicated to students, it should be acknowledged that young and old will all find it difficult to cope with the sad news and that support will be provided through the Guidance Counsellor, NEPS and other support services.
- The statement should highlight the support that will be available to students in respect of the incident – both in the immediate and longer term.
- Where a clear plan of action has been agreed in respect of the incident this should be conveyed to the students. Where a plan is in the process of being prepared the students should also be advised of this and of the time/date that they may expect to be advised of the details of such a plan.



- In the case of a suspected suicide, great care should be taken not to use the term “suicide”, until it has been established categorically that the student’s death was because of suicide. Even then, it is important to respect the privacy and sensitivity of the deceased’s family and friends.

## 6. Where an Accident has Occurred on a School Activity / Trip

Different situations will call for different responses, but the following points should be considered.

- The preparation of a clear statement to assist those contacting the relatives of those who have been injured or affected by the incident.
- It is preferable to have a group of people involved so that all concerned are informed in or around the same time.
- Those contacted should be offered as much practical help as possible – transport, phone numbers, relevant contact persons and other resources
- Those contacting the most affected by the incident should check to see if the contacted are on their own and therefore in need of support.
- Ideally, the most seriously affected should be spoken to face to face rather than by phone.
- The communication should contain some element which allows the person conveying it to check that it has been fully understood.

## 7. Liaising with the Press

It is important that the school plan for the distinct possibility that the media will enquire about the incident, by nominating one person only to act as the spokesperson. In preparing a press statement the following issues need to be considered.

- Priority should be given to the sensitivities and needs of those affected directly by the incident.
- Other than where it is manifestly in the interest of those affected by the incident, the names, addresses and phone numbers of those affected by the crisis should not be provided to the media.
- Statements should be confined to the facts as known and conjecture should be avoided –other than where it is manifestly in the interests of those affected to speculate on what may have happened.
- Give some thought, in advance, to the kinds of question that the media are likely to ask. Where possible and practical, seek the advice of someone who has experience in dealing with the media prior to talking to the media.
- Understand that the media are not necessarily the enemy. Reporters also have a job to do, and the public is entitled to information that neither impinges on the privacy of those affected by the incident nor exacerbates the incident.





- Do not feel that you must answer a question from a reporter simply because it is asked. Where there is good reason for not answering a question, the reporter should be informed politely that you do wish to answer it.
- There are two ways in which the media may be spoken to – on the record and off the record. When a matter is put on the record, you are essentially giving the journalist the right to report what you say. On the other hand, if you speak off the record to a reporter, you are not giving them the right to report what you say. It may be good idea to, at the outset, talk to the reporter off the record and then only go on the record when you are clear on what you are happy to see reported in the media. Indeed, before initiating any discussion with a reporter, it may be prudent to clarify the issue of ‘off the record’ and ‘on the record’.
- Agree a specific time and place for media briefings – either on a once-off or on-going basis.
- A Press Statement should be simple and brief. It should, where appropriate, express the sorrow of the entire school community at the sudden death of one of their members and it should extend sympathy to the bereaved family. Again, other than where there is a clear need to do otherwise, the statement should be adhered to –and not elaborated on – in all communications with the media and it should be familiar to every member of the school staff.

## 8. Others to be Informed

Others will need to be informed of the incident in due course.

- **Chairperson of the Board of Management:** As soon as is practical, the Chairperson of the Board of Management should be informed, and it will be the responsibility of the Chairperson to decide whether an emergency meeting of the Board is necessary. Whether or not to close the school will depend on the judgment of the Chairperson and the Principal. Should it be decided to close the school, it is advisable to do so ONLY after informing the students of the details of the incident and of the routine that the school will follow over the coming days.
- **Parent Body:** As soon as is practical, all parents should be informed in writing of all relevant details of the incident-again on a need-to-know basis. The correspondence to parents should also provide clear information in respect of the following: how the school proposes to respond to the incident in the short, medium, and long term, and how parents may assist both their own sons/daughters and other students in recovering from any trauma that the incident may have caused them.
- **School Insurers:** Some incidents may require the school to inform their insurers.
- **State Examination Commission:** If the case of the death of a student, the State Examinations Commission should be informed.



## Summary of Actions and Roles Assigned:

Short Term Actions: First Day	
Task	Assigned Person
Gather accurate information: Who, what, where, when?	Principal and Deputy Principals Student Support Team
Contact appropriate agencies	Deputy Principal: Gordon Mc Donnell
Convene a CMIT Meeting	Principal: Shane Foley
Arrange supervision of students	Deputy Principal: Gordon Mc Donnell
Hold staff meeting	Principal: Shane Foley
Agree schedule for the day	Deputy Principal: Gordon Mc Donnell
Inform Parents	Gordon Mc Donnell and Student Support Team
Inform students – (close friends and students with learning difficulties to be told separately)	Principal, Deputy Principals and Student Support Team
Compile a list of vulnerable students	Student Support Team
Make contact with the bereaved family	Principal: Shane Foley
Prepare and agree media statement and deal with media	Principal: Shane Foley
Hold end of day staff debriefing	Principal: Shane Foley





Medium Term Actions: 24-72 hours	
Task	Assigned Person
Convene a meeting of the CIMT to review the events of day 1	Critical Incident Management Team
Meet external agencies	Principal, Deputy Principals and Student Support Team
Meet whole staff	Principal and Deputy Principals
Arrange Support for individuals, groups, parents, students and teachers	Deputy Principal: Gordon Mc Donnell Student Support Team
Plan the re-integration of staff and students	Principal and Deputy Principals
Plan visit to bereaved families	Principal and Deputy Principals
Plan visits to injured	Principal and Deputy Principals
Liaise with families regarding funeral arrangements, attendance, and participation at funeral service	Principal: Shane Foley
Make decisions about school closures	Principal: Shane Foley



Long Term Actions: Beyond 72 hours	
Task	Assigned Person
Monitor students for continuing signs of stress	Class teachers
Liaise with agencies regarding referrals	Student Support Team
Plan for the return of bereaved student(s)	Student Support Team (Tutor)
Evaluate response to incident and amend Critical Incident Plan appropriately	Critical Incident Team
Inform new staff	Deputy Principals
Decide on appropriate way to deal with anniversaries	Principal and Deputy Principals



## Confidentiality and good name considerations

The management and staff of Enfield Community 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 the school staff will bear this in mind and will seek to ensure that students do so 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' or 'sudden death' may be used instead. 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.

### Critical incident rooms:

In the event of a critical incident,

- *Room03* will be the main room used to meet the staff
- *TBC* will be used for meetings with students
- *TBC* for parents
- *TBC* for press
- *Room 3A* for individual sessions with students
- *TBC* for other visitors
- *TBC* for a "quiet" space for students

*Rooms to be confirmed on the day due to the nature of the temporary school.*

### School Tours and Trips:

In the case of School Tours, the Tour Leader will compile an information pack to include:

- Name of the Tour Leader
- A list of all participating teachers and pupils
- A list of mobile phone numbers for all participating teachers and pupils
- Passport details and (in the case of tours outside the country)
- Photographs of participating pupils
- Home contact numbers and mobiles of all involved
- Relevant medical information on pupils and permission forms from parents in case of a medical emergency
- Insurance details
- Copy of itinerary

A copy of this file should be left with the Principal prior to departure



## Critical Incident Debriefing

As soon as is practicable after the core elements of the crisis (critical incident) have ended, the College will take every reasonable step to provide all members of the school community, who were most deeply affected by the incident/crisis, with an opportunity to participate in a critical incident debriefing programme. Furthermore, the College will seek to persuade those who may be reticent about taking part in such a programme of the advantages of taking part in it.

## Consultation and communication regarding the plan

The relevant staff was consulted, and their views sought in the preparation of this policy and plan. Our school's final policy and plan in relation to responding to critical incidents has been presented to all staff for review and agreement. Each member of the critical incident team has a personal copy.

Parent representatives were also consulted and asked for their comments.

All new and temporary staff will be informed of the details of the plan by the Deputy Principals

The plan will be updated annually (*September of each year*).

## Conclusion:

While it is hoped that this policy will be of assistance in the event of a crisis occurring in our school community, it is nevertheless important to recognise that this policy cannot replace the most vital qualities needed in dealing with such personal issues as suicide, bereavement and loss – the sensitivity, care and compassion we offer to one another and to our students on a daily basis.

Signed:

Date: 01<sup>st</sup> September 2022

Chairperson (BOM)

Date: 01<sup>st</sup> September 2022

Principal

