



Coláiste  
**Bhaile Chláir**

**CRITICAL INCIDENT POLICY**

**ADOPTED BY THE BOARD OF MANAGEMENT**

15 November 2017

**APPROVED BY GALWAY & ROSCOMMON EDUCATION AND TRAINING BOARD**

**13 February 2018**

**THIS POLICY HAS BEEN PREPARED IN CONSULTATION WITH PARENTS, STUDENTS, STAFF, THE  
BOARD OF MANAGEMENT AND GRET B**

## **LINK TO MISSION STATEMENT**

We aim to protect the well-being of our students by providing a safe and nurturing environment at all times. Dealing with death, loss and trauma is inevitable in a school community. It is recognised that responding to tragedies can never be fully prepared for - each situation is unique. Nonetheless this does not absolve the school community from considering what elements of preparedness can be in place. The key to managing a critical incident is planning. Having a plan enables staff to react quickly and effectively and to maintain a sense of control. It may also ensure that normality returns as soon as possible and that the effects on students and staff are limited.

## **PASTORAL GOALS FOR THE SCHOOL**

Schools which have a good network of relationships, where there is a concern for the whole person throughout the life of the school, will be in a better position to respond healthily to crises when they inevitably occur. We therefore strive to attain the following core pastoral goals:

- Personal attention to value and develop every student
- Acknowledgement of, and support for, each person's role in the school community
- Promoting an environment which meets students' needs
- Priority given to the nurturing of teaching and learning relationships
- Recognition of talents and abilities
- Clear values that animate the school
- Strong collaborative leadership
- Clarity of policies, roles, responsibilities and tasks
- Support for an engaging curriculum - content & methodologies
- On-going monitoring of progress at every level for the student
- Accountability, support and evaluation at every level
- Involving all concerned in the life of the school

In relation to responding to crises, we seek to:

- Provide a range of supports for all in the school community to call upon in a time of crisis - both in the short and long term.
- Raise issues of trauma in a variety of locations throughout the curriculum.
- Outline a policy for dealing with common traumas in the context of the school.
- Regularly review the structures of support and referral available in the school.

## **REVIEW AND RESEARCH**

The Critical Incident Management Team (CIMT) have consulted resource documents available to schools on [www.education.ie](http://www.education.ie) and [www.nosp.ie](http://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 do we mean by the term ‘critical incident’**

The staff and management of *Coláiste Bhaile Chláir* recognise a critical incident to be “an incident or sequence of events that overwhelms the normal coping mechanism of the school”. Critical incidents may involve one or more students or staff members, or members of 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 into the school*
- *An accident involving members of the school community*
- *An accident/tragedy in the wider community*
- *Serious damage to the school building through fire, flood, vandalism, etc*
- *The disappearance of a member of the school community*

### **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 effect a return to normality as soon as possible.

### **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**

- Evacuation plan formulated
- Regular fire drills occur
- Fire exits and extinguishers are regularly checked
- Pre-opening supervision in the school yard
- Signing of students in and out during the school day
- Rules of the school

#### **Psychological safety**

The management and staff of *Coláiste Bhaile Chláir* 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
- Caomhnóir system which forms part of Pastoral Care system in school and House System
- Staff have access to training for their role in SPHE/as a Caomhnóir
- 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 post primary school student are available
- Information is provided on mental health in general and such specific areas as signs and symptoms of depression and anxiety
- Staff are informed in the area of suicide awareness and some are trained in interventions for suicidal students
- The school has developed links with a range of external agencies – eg TUSLA, CAMHS, Youth Work Ireland
- 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 (Primary) or 0023/2010 (Post-Primary)
- 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 and 2010 for post primary schools. See also Student Support Teams in Post Primary Schools (2014). These documents are available on [www.education.ie](http://www.education.ie)
- Students who are identified as being at risk are referred to the designated staff member (i.e. guidance counsellor, Ms Hanley), 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 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.

**Team leader:** *Principal – Mr Mongey (Ms Ryan and Ms Kilroy act in his absence)*

#### **Role**

- 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
- Liaises with the bereaved family

**Garda liaison Role** *Principal – Mr Mongey (Ms Ryan and Ms Kilroy act in his absence)*

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

**Staff liaison** *Ms Ryan*

#### **Role**

- 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 the day progresses
- Is alert to vulnerable staff members and makes contact with them individually
- Advises them of the availability of the EAS and gives them the contact number.

**Student liaison** (*Ms Hanley*)**Role**

- At post-primary level, may 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)
- Maintains student contact records (R1).
- Looks after setting up and supervision of 'quiet' room where agreed

**Community/agency liaison** (*Ms Joyce*)**Role**

- Maintains up to date lists of contact numbers of
  - Key parents, such as members of the Parents Council
  - 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
- Coordinates the involvement of these agencies
- Reminds agency staff to wear name badges
- Updates team members on the involvement of external agencies

**Parent liaison** *Ms Hanley***Role**

- 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)

**Media liaison** *Ms Kilroy while Mr Mongey will give briefings and interviews as required***Role**

- In advance of an incident, will consider issues that may arise and how they might be responded to (e.g. students being interviewed, photographers on the premises, etc)
- In the event of an incident, will liaise where necessary with the SEC; relevant teacher unions etc.
- Will draw up a press statement, give media briefings and interviews (as agreed by school management)

**Administrator** *Ms Kilroy***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 texts

- Photocopies materials needed
- Maintains records

**Record keeping** *Ms Parker & Ms O'Connell*

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.

**Confidentiality and good name considerations**

Management and staff of *Coláiste Bhaile Chláir* have a responsibility to protect the privacy and good name of people involved in any incident and will be sensitive to the consequences of public statements. Members of school staff will bear this in mind, and seek to ensure that students do so also, e.g. 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.

<b>Critical Incident Rooms</b>	
In the event of a critical incident, the following rooms are designated for the indicated purposes	
<b>Room Name:</b>	<b>Designated Purpose:</b>
<i>Staffroom</i>	Main room for meeting staff
<i>Pastoral Student Support Room</i>	Meetings with students
<i>Principal's office</i>	Meetings with parents
<i>Principal's Office</i>	Meetings with media
<i>Guidance Counsellors Office</i>	Individual sessions with students
<i>Principals Office</i>	Meetings with other visitors

**Consultation and communication regarding the plan**

All staff were consulted and their views canvassed in the preparation of this policy and plan. Students and parent/guardian representatives were also consulted and asked for their comments.

Our school's final policy and plan in relation to responding to critical incidents has been presented to all staff. Each member of the critical incident team has a personal copy of the plan.

All new and temporary staff will be informed of the details of the plan by (Ms Kilroy)

The plan will be updated annually (During the Month of June)

<b>Critical Incident Management Team</b>		
<b>Role</b>	<b>Name</b>	<b>Phone all members have each other's mobile Nos. also</b>
<b>Team leader:</b>	<i>Mr Mongey</i>	091-799001
<b>Garda liaison</b>	<i>Mr Mongey</i>	091-799001
<b>Staff liaison</b>	<i>Ms Ryan</i>	091-799001
<b>Student liaison</b>	<i>Ms Hanley/Ms Joyce</i>	091-799001
<b>Community liaison</b>	<i>Ms Joyce</i>	091-799001
<b>Parent liaison</b>	<i>Mr Hanley with Mr Mongey</i>	091-799001
<b>Media liaison</b>	<i>Ms Kilroy with Mr Mongey</i>	091-799001
<b>Administrator</b>	<i>Ms Parker &amp; Ms O'Connell</i>	091-799001

#### **SCHOOL LEADERSHIP RESPONSIBILITIES: PRINCIPAL / DEPUTY PRINCIPAL**

##### **Prevention Responsibilities**

- Develop and implement a policy on suicide prevention, intervention and postvention
- To have in place a trained Crisis Response Team
- Provide in-service to staff around issues of loss and trauma
- Promote the inclusion of programmes that deal with bereavement, loss and related issues in the curriculum
- Put in place a resource list of personnel and agencies including: school psychologist, mental health professionals, clergy, Gardai, local doctors and relevant voluntary agencies

##### **Intervention Responsibilities**

- As outlined above

##### **Postvention Responsibilities**

- Ensure the provision of on-going support to students, staff and parents
- Hold a meeting of the crisis team to evaluate the effectiveness of the response
- Facilitate any appropriate memorial events

#### **COUNSELLOR RESPONSIBILITIES**

##### **Prevention Responsibilities**

- Assist with the development of programmes dealing with bereavement and suicide prevention
- Support and resource those teachers involved in the facilitation of such programmes within the Social, Personal and Health Education programme
- Contribute to the organisation and delivery of in-service to staff around issues of loss, crisis management and suicide
- Co-ordinate a panel of personnel from within the staff who will assist in the support of students and staff in distress. Any staff member who has received training in the area of bereavement counselling can be a member of this panel.

- Developing a network of, and a working relationship with, the school psychologist, mental health professionals, clergy, Gardai, local doctors and relevant voluntary agencies

### **Intervention Responsibilities**

- As outlined above

### **Postvention Responsibilities**

- On-going support to vulnerable students with a particular eye to the concern around copycat incidents. An effective identification and referral strategy will be a significant resource in this area.
- Continue to monitor the bereaved class group
- With the Crisis Response Team, evaluate the overall effectiveness of the school's response and put in place any changes necessary. In particular, the counsellor will be concerned with the effectiveness of the referral procedures; support panel of staff; the liaison with outside personnel/agencies and the programmes dealing with loss, bereavement and suicide

## **CAOMHNÓIR/CEANNAIRE RESPONSIBILITIES**

### **Prevention Responsibilities**

- Contribute to the various programmes for students dealing with bereavement, loss and suicide
- Annual liturgy to remember deceased friends and relatives

### **Intervention Responsibilities**

- Visit the home of the bereaved when appropriate
- Assist with any prayer services that may be arranged
- As required, work with the panel of trained staff dealing with distressed students
- Be available as a personal support to the students and staff

### **Postvention Responsibilities**

- Take part in the evaluation of the Crisis Response Team

## **PARENT LIAISON RESPONSIBILITIES**

### **Prevention Responsibilities**

- The relationships this person has developed over time with families will be of great benefit in times of crisis
- In developing working relationships with support personnel and agencies in the community (s)he will assist the Crisis Response Team in putting together a contact list of such people and groups
- Organise bereavement, loss and suicide awareness seminars for parents in addition to parenting programmes which aim to develop overall parenting skills

### **Intervention Responsibilities**

- As outlined above

### **Postvention Responsibilities**

- Provide on-going support of the bereaved family – a visit in the weeks following the funeral and at significant times in the following year
- Involve, as appropriate, the family in school liturgies or memorial ceremonies for their bereaved child

- Offer to link the family with community support groups such as Beginning Experience, Barnardos, Rainbows, Samaritans
- Participate in the evaluation of the crisis response strategy

## **MEDIA ROLE/RESPONSIBILITIES**

### **Prevention Responsibilities**

- Establishing contacts with various media representatives before a crisis occurs will make communication easier and procedures smoother during a crisis
- Determine the nature of access that will be offered to media in a crisis situation
- Gather templates of statements that could be adapted to a particular context

### **Intervention Responsibilities**

- Contact Press Ombudsman for advice and help
- As outlined above

### **Postvention Responsibilities**

- Review and evaluate the effectiveness of the communication role in the crisis response of the school. Part of this review may be to take the opportunity to help educate the media about responsible suicide reporting in order not to sensationalise the event given the potential danger to adolescents at risk.

## **RESPONDING TO A TRAUMA**

### **1. ESTABLISH FACTS**

- It is crucial that the school has the correct information regarding the crisis. Therefore it is important that senior and involved staff gather to establish the facts - this may involve contacting others such as hospitals, Gardaí, parents.

### **2. OUTLINE AN IMMEDIATE RESPONSE**

- This group of senior and involved staff need to agree an immediate plan of action which may involve:
  - informing students and remaining staff
  - contacting parents
  - visiting the home of the bereaved
  - organising a school assembly
  - deploying the pastoral team
  - alerting outside agencies
  - liaising with those at an accident site (e.g. in the case of an out of school crisis)
  - agreeing a common statement with regard to the crisis
  - assigning tasks within the group

### **3. INFORM**

- It is vital that all those needing information receive it as soon as is practicable. It is helpful if a common statement is agreed when informing students and others. Such a statement will reduce the spread of rumour. Attempt to alert and inform staff in the first instance. If at all possible, the students should be told at the same time in no larger than normal class size. The statement should seek to:
  - be communicated in a sensitive manner
  - give the facts as they are known
  - highlight the supports that will be available
  - indicate the actions that are planned

- In the case where an accident has occurred on a school trip, a similar statement is needed to assist those who will be telephoning relatives. It is preferable to have a group of people involved so that all concerned are informed in or around the same time. Some further considerations in contacting parents:
  - offer any practical help needed - transport, phone numbers, contact names
  - enquire if the parent is alone or has someone to offer support
  - carefully review with the parent that the information given has been fully understood
  - alerting parents to the trauma will help them when they subsequently make contact with their child.
  
- Liaising with the Press: If there are to be enquiries from the press, it is important that the school cater for this possibility by nominating one person only to act as a liaison. In preparing a press statement thought should be given to the following suggestions:
  - priority to be given to the sensitivities and needs of those affected directly by the crisis
  - the non-release of names, addresses and telephone numbers unless authorised to do so by the family
  - rely on facts and avoid speculation
  - consider likely questions and a response to them
  - agree with the press a time for briefings if this is necessary in an on-going situation
  - nominate a specific location for press briefings
  
- Others to be informed: When possible, inform the chairperson of the Board of Management and decide whether an emergency meeting of the Board is necessary. Consider when, or if, it is appropriate to inform the school's insurance company and other concerned agencies.

#### 4. SHORT-TERM ACTION

The action that is needed in the short term will obviously be very dependent on the nature of the crisis. Actions will come under a number of headings:

##### STUDENTS

- **Sustaining an atmosphere where it is okay to talk about the experience.**  
This will require the availability of staff and others. It will entail sensitivity to the time needed for such sharing. Care should be taken to balance the need to continue with the normal routine and the accessibility of support personnel for students.
- **The most essential quality in adults needed by students is that of listening.**  
The school needs to put in place a support system for students in this regard. Such a system may involve those staff who are willing and able to offer support, outside professionals where required, time and resources to carry out their role, a method of supporting each other, and a review of their effectiveness.
- **Encourage contact with home in the initial stages of a crisis.**  
Parents need to be able to contact the school if they have information that will help the school in any way in caring for their child.
- **Involvement of students in any funeral or other services.**  
This requires invitation, planning and review. The families involved need to be consulted, the students invited to take part, time given to prepare for this participation and finally a debriefing of those concerned.
- **Some form of ritual in the context of the school.**  
Students should be carefully consulted as to the nature of such a ritual. Such an experience may also be of great benefit to staff and parents.
- **Attention needs to be given to the possible signs of distress being exhibited by students.**

In noticing possible signs, it is important to say that these are not necessarily indicative of stress in relation to a trauma. Rather they are merely prompts to staff as they 'watch out' for the students in their care. Such signs will be related to uncharacteristic behaviour for example, being unusually quiet. It is important that staff can check-out signs with others before drawing conclusions.

- **Students need to be asked their 'permission' regarding discussing their feelings and reactions to a crisis.**

The guidance counsellor is a key person in addressing the needs of individual students.

- **Freedom to be upset is important for anyone responding to a trauma.**

The school needs to ask itself how it creates a safe atmosphere for this to occur.

- **Students not directly involved with the trauma should also be recognised as some may be affected.**

Allowing students to express their sympathy can be a catalyst for such students- writing a card, attending a service.

- **Constant reminders will need to be given in relation to the supports that are available.**

Students will react in different ways and at different times.

- **Focus on the friends of a bereaved student as they can be the best source of support.**

Often the bereaved student may not wish to speak to an adult and may rely heavily on friends. These friends may need support as they attempt to find ways to be of help.

## **STAFF**

Many staff, following a trauma, may need to air their feelings and reactions. It will be helpful to consider a number of possibilities such as: availability of the pastoral team; contacts for professional help; a staff ritual; a de-briefing meeting of the staff; a simple confidential questionnaire to determine the needs of the staff.

- Care needs to be taken of those staff directly involved with a trauma that they receive support, are not overworked, are able to de-brief.
- Staff who feel, for whatever reason, that they are unable to be involved in the school's direct response to the trauma should be able to readily opt out.
- Those staff having any concerns about students or others in relation to the trauma should have easy access to personnel who can assist them.
- The Guidance Counsellor, Chaplain and other members of the pastoral team will be the key resource in short and medium term response. They need to be facilitated, resourced and supported in their task. It is vital that they regularly meet with the Principal in reviewing progress. It will be this group who can liaise with and support the staff.
- The Principal will also need to ensure (s)he is receiving support.

## **PARENTS**

- The school will have some role to play in supporting parents concerned with a trauma. This will vary depending on the nature of the crisis and the resources available to the school.
- Provide contact people for parents to liaise with, particularly in regard to monitoring the progress of their children.
- Put parents in contact with each other if it is appropriate.
- Discuss with involved parents and/or the parent's council what action can be taken to support those concerned.
- Where available, the home-school co-ordinator is an invaluable resource.
- Involve parents in a school liturgy or ritual following a tragedy.

**FUNERAL SERVICES.**

- Decide what form of representation is appropriate. It is essential, where possible, to consult the family concerned. Do not presume that the bereaved family will appreciate a very public presence of the school.
- Prepare students ahead of the funeral. For some this may be the first occasion they have been exposed to a major grief. Take time after the event to de-brief students.
- For those students who wish, encourage and assist them to write a personal message of sympathy. Consider also a common expression from students and/or staff.
- Check out, perhaps with the funeral directors, the arrangements concerning floral tributes. Any accompanying message should be handwritten.
- If possible, representatives of the school should visit the home of the bereaved. If students request to visit the home, phone ahead to check that this is appropriate. Visiting the bereaved may be distressing - support those involved.

**Short term actions – Day 1**

<b>Task</b>	<b>Name</b>
<b>Gather accurate information</b>	
<b>Who, what, when, where?</b>	
<b>Convene a CIMT meeting – specify time and place clearly</b>	
<b>Contact external agencies</b>	
<b>Arrange supervision for students</b>	
<b>Hold staff meeting</b>	<b>All staff</b>
<b>Agree schedule for the day</b>	
<b>Inform students – (close friends and students with learning difficulties may need to be told separately)</b>	
<b>Compile a list of vulnerable students</b>	
<b>Prepare and agree media statement and deal with media</b>	
<b>Inform parents</b>	
<b>Hold end of day staff briefing</b>	

## 5. MEDIUM AND LONG-TERM ACTION

The following are merely a selection of the possibilities worthy of consideration.

- Students returning to school after a major accident or bereavement cannot easily be categorised in terms of their needs. The pastoral team will be a useful resource in seeking to support each student appropriately. Care should be taken to monitor: the relationships with peers and teachers; falling behind in academic and other work; involvement in extra-curricular activities.
- Consider if a special day of reflection/retreat would benefit the class effected by a tragedy.
- Offer a Rainbows/Spectrum/Beginning Experience/Barnados workshop to students. Such bereavement related groups will be a resource to the school in responding to the medium to long term needs of young people and adults in the school community most effected by a tragedy.
- These groups will also be of assistance in providing a programme such as the Living with Change and Loss programme devised by Michael Ryan published by IAPCE 2000.
- The pastoral team will benefit all in the school by constantly reviewing the needs of students, staff and parents in relation to issues of trauma.
- Review of curricular provision, specialist staff training and links with outside agencies in the area of change, loss, death and crisis issues.
- When a subsequent bereavement occurs in the school setting, take care to support those who were bereaved previously as this subsequent trauma may trigger deep emotional reactions.
- An annual remembrance service for all those connected to the school community who have died. Students, staff and parents can be encouraged to record the names of those they would like remembered.
- The dedication of a tree, special garden, piece of artwork, notice board to recall those that have died.

### Medium term actions - (Day 2 and following days)

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

**Follow-up – beyond 72 hours**

<b>Task</b>	<b>Name</b>
Monitor students for signs of continuing distress	Class teachers
Liaise with agencies regarding referrals	
Plan for return of bereaved student(s)	
Plan for giving of 'memory box' to bereaved family	
Decide on memorials and anniversaries	BOM/Staff, parents and students
Review response to incident and amend plan	Staff/BOM

**EMERGENCY CONTACT LIST**

<b>AGENCY</b>	<b>CONTACT NUMBERS</b>
Garda Loughgeorge Millstreet Galway Oranmore	798122 or 086-8578032 538000 794122
Hospital UCHG Galway Clinic	524222 785000
Fire Brigade	999
Local GPs Dr Day (home) Lackagh Health Centre	798301 797106
HSE Newcastle Galway	091-523122
Community Care Team	
Child and Family Centre	091-546366 Galway Duty Social Work
Child and Family Mental Health Service (CAMHS)	Child Care unit Merlin Park Galway 091-775057
School Inspector	
NEPS Psychologist	01-8892700 091-864 518 076-1108831
DES	01-8896400
TUI	01 492 2588
Clergy	Fr Ian 091 – 798 104 Parish office 091 – 798 741
State Exams Commission	090-6442700
Employee Assistance Service	1800 411 057

## **Appendix B**

### **Useful Addresses & Relevant References for Critical Incident Policy**

#### **THE COMPASSIONATE FRIENDS**

An organisation of bereaved parents who offer support. It is open to all parents who have suffered the loss of a child of any age.

Dublin Tel 01-8322197

Donegal Tel 075-41493

Cork Tel 021-291892

Clare Tel 065-20024

Cavan Tel 049-38436

#### **IRISH FRIENDS OF THE SUICIDE BEREAVED**

Support group for individuals bereaved by suicide. P.O. Box 162, Cork. Tel 021-294318

#### **Solas - BEREAVEMENT COUNSELLING FOR CHILDREN**

Bereavement service for children and their families following the death of a parent, carer or siblings. Barnardo's, Christchurch Sq, Dublin 8. Tel 01-4540355

#### **BEGINNING EXPERIENCE GROUPS**

A nationwide group providing weekends for those bereaved through death or loss. The Young Adult Beginning Experience (YABE) is a connected group. Their Dublin address: St Audoen's, High St, Dublin 8. Tel: 01-6791018.

**The following is a mere selection of what is available and includes references to books cited in these set of guidelines.**

**Living with Death** by Judith Bisignano. Good Apple USA 1991.

A workbook for 12-15yr olds.

**The Grieving Child - A Parents Guide** by Helen Fitzgerald. Simon & Schuster New York 1992.

An excellent guide for parents and adults in a caring role.

**Good Grief: Talking and Learning about Loss & Death** by Barbara Ward & Janice Houghton.

White Crescent Press Luton 1987.

A pack format exploring the sensitive issues around death and loss.

**The Mourning Handbook** by Helen Fitzgerald. Simon & Schuster New York 1994.

A comprehensive resource.

**Death and Dying: A Resource Pack** Produced by Noirin Hynes and Margarita Synnott. Available from MREI, Marino Institute of Education, Griffith Avenue, Dublin 9.

A valuable teaching resource pack particularly for religion teachers.

**When Someone Close Dies.** Available from the Medical Social Work Department, Beaumont Hospital, Dublin 9. Tel 01-8093290

**Death - Helping Children Understand.** Available from Solas, Bernardo's, Christchurch Sq., Dublin 8. Tel 01-4540355

**How it Feels when a Parent Dies** by Jill Krementz. Victor Gollancz London 1988.  
An excellent resource for a student bereavement group.

**The Chaplain - A Faith Presence in the School Community** by Luke Monahan & Caroline Renuhan. Columba Press Dublin 1998.  
Has a very practical chapter addressing death and bereavement in the school setting.

**Sorry for Your Trouble - Helping the Bereaved: A Tape** by Christy Kenneally.  
An excellent personal resource.

**Communicating with the Sick and Dying: A Tape** by Christy Kenneally.  
Christy offers invaluable insights. Both these tapes are available through Veritas.

**Echoes of Suicide** edited by Siobhan Foster-Ryan and Luke Monahan. 2001 Veritas: Dublin. A set of resources with particular reference to the school community.

**Suicide Among Young People. Northern Ireland Guidelines. 1996.** ISBN 1 897592 051  
A very clear and practical resource for a whole school response to this issue.

**W.I.N.N. Against Suicide** by Robert Nelson jr R&E Publishers California 1993.  
A brief tour through the facts about, and responses to, suicide.

**Suicide and the Inner Voice** by Robert Firestone. SAGE Publications London 1997.  
A very complete volume on the topic.

**Suicide and the Irish** by Michael Kelleher. Mercier: ISBN 1 85635 149 1  
A comprehensive study.

**Suicide: The Irish Experience** by Sean Spellissey. On Stream Cork 1996.  
A comprehensive study for the Irish context.

**A Special Scar: The Experiences of People Bereaved by Suicide** by B. Allison Wertheimer.  
Routledge London 1991.  
Based on a study of 50 bereaved people - offers practical help.

**The Long Sleep: Young People and Suicide** by K. Hill. Virago London 1995.  
A good study of this area.

**Suicide, Bereavement and Loss: Perspectives and Responses** edited by Luke Monahan. 1999: Irish Association of Pastoral Care in Education, Dublin: 1999.  
Contains resources to guide schools in dealing with trauma.

**Wise Before the Event - Coping with Crisis in Schools** by William Yule and Anne Gold. Calouste Gulbenkian Foundation London 1993. Distributed by Turnaround Distribution Ltd.  
An excellent brief guide for schools.

**Guidelines for Schools on how to Respond to the Sudden Unexpected Death of a Student. ASTI 1997.**  
A very useful practical guide for schools.

**In the Event of a Tragedy - A Response.** Available from the Nth-Western Health Board, Manorhamilton, Co Leitrim. Tel 071-60222.

**Children in Crisis: A Team Approach in the Schools** by Sharon Morgan. Tavior & Francis Ltd London 1985.

Focuses on the crisis situations faced by children in our society such as, bereavement, depression and suicide.

**Adolescent Problems** by Doula Nicolson & Harry Ayers. David Foulton Publishers 1997.

A practical guide for parents and teachers.

**The Year Head: A Key Link in the School Community** by Luke Monahan. Irish Association of Pastoral Care in Education, Dublin 1998.

Examines the role of this core role in the pastoral school.

**Emotional Problems in Children and Young People** by L. Winkley. Cassell London 1996.

Provides a good understanding of a range of issues.

**Barnardos. (1999). Responding to youth suicide and attempted youth suicide in Ireland: Barnardos Policy Briefing 1.**

**Department of Education, Northern Ireland. (1996). Suicide among young people: Managing the issue in schools.**

## **Appendix C Sample Presse Releases and Statements**

**Sample will be modified as detailed in the NEPS Guidelines for Responding to Critical Incidents only these Samples will be used.**