



# TYRRELSTOWN

Educate Together National School

## Critical Incident Policy

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<sup>1</sup> A policy is that which has been approved directly by the Board of Management.

<sup>2</sup> A procedure is that which approval of has been delegated to the Principal and staff by the Board of Management.

<b>1. Introduction</b>	<b>2</b>
<b>2. Aims</b>	<b>2</b>
<b>3. Supportive environment</b>	<b>2</b>
<b>4. Definition of a Critical Incident</b>	<b>2</b>
4.1 Individual pupil critical incident/tragedy	2
4.2 Relation/Friend/Neighbour of pupil type incident/tragedy	2
4.3 Local Community/ National/International incident/tragedy	3
<b>5. The CIMP team</b>	<b>3</b>
<b>6. Communication of the plan</b>	<b>3</b>
<b>7. Emergency Contacts</b>	<b>3</b>
<b>8. References</b>	<b>4</b>
<b>Appendix A Sample Letter For Parents For Communication Regarding A Critical Incident.</b>	<b>5</b>
<b>Appendix B Sample Letter For Parents Requesting Consent For Involvement Of Outside Agencies</b>	<b>5</b>

## 1. Introduction

The Board of Management of Tyrrelstown ETNS recognizes the importance of having a Critical Incident Management Plan (CIMP) in place as outlined in Responding to Critical Incidents, Guidelines for Schools, NEPS, 2007.

## 2. Aims

The aims of this CIMP are to

- Define a critical incident
- Outline the CIMP team
- Highlight how the plan shall be communicated
- Record a list of emergency contacts

## 3. Supportive environment

TETNS creates a supportive and caring environment where the ethos is based on respect for everyone as individuals and the promotion of a positive atmosphere in which each child can learn and grow to reach their full potential. The SPHE curriculum is utilized to address such issues as self-esteem, communication skills, grief, loss and coping skills, see SPHE Plan, 2011. The Code of Behaviour also promotes a positive and supportive environment where all children are valued and respected.

## 4. Definition of a Critical Incident

### 4.1 Individual pupil critical incident/tragedy

It is the aim of the Board of Management to keep the school as a 'Safe Place' for all our pupils. In this instance this means not overstressing the emotional side of events and consequences for our pupils. Checking guidelines and consultation shall take place with relevant experienced authorities a.s.a.p. following any individual tragedy. As a general rule, the tragedy shall be acknowledged by the class teachers in class and by the school by way of school assemblies whereby the tragedy is acknowledged, spoken about briefly – but not dwelt upon. Observation shall be kept by all members of staff for signs of individual pupil or group stress or emotional disturbance and professional advice may be sought.

### 4.2 Relation/Friend/Neighbour of pupil type incident/tragedy

It is the aim of the Board of Management to keep the school as a 'Safe Place' for all our pupils. Consultation shall take place with relevant experienced authorities a.s.a.p. following any family or neighbourhood incident/tragedy. As a general rule, the event shall be

acknowledged by the class teachers in class and by the school by way of ‘school assemblies’ whereby the tragedy is acknowledged, spoken about briefly – but not dwelt upon. Observation shall be kept by all members of staff for signs of individual pupil or group stress or emotional disturbance and professional advice may be sought.

### 4.3 Local Community/ National/International incident/tragedy

It is the aim of the Board of Management to keep the school as a ‘Safe Place’ for all our pupils. Consultation shall take place with relevant experienced authorities a.s.a.p. following any local community/national or international tragedy. As a general rule, the tragedy shall be acknowledged by the class teachers in class and by the school by way of school assemblies whereby the tragedy is acknowledged, spoken about briefly – but not dwelt upon. Observation shall be kept by all members of staff for signs of individual pupil or group stress or emotional disturbance and professional advice may be sought.

## 5. The CIMP team

The following table identifies the personnel involved in the SMIP team

Task	Name
Overall management of Response	Principal – M. Hurley/Deputy – N. Reilly
Communication	Principal – M. Hurley/Deputy – N. Reilly
Administration Tasks	Secretary - Julie May Morris

## 6. Communication of the plan

This policy shall be available to all staff members through the TETNS directory on the server. It shall also be available to parents on request.

A copy of the Critical Incident Emergency Checklist shall be kept in the principal’s office, staff room and secretary’s office.

## 7. Emergency Contacts

A list of emergency contacts shall be kept and maintained by the school secretary. It may include some of the following:

- Garda
- Hospital
- Fire Brigade
- Health Board/Family Centre

- Inspectorate
- NEPS Psychologist
- DES Communications
- INTO
- Parent's Association

## 8. References

- Responding to Critical Incidents, Guidelines for Schools, NEPS, 2007



## Appendix A Sample Letter For Parents For Communication Regarding A Critical Incident.

Dear Parents,

The school has experienced (the sudden death, accidental injury) of one of our students. We are deeply saddened by the deaths/events.

(Brief details of the incident, and in the event of a death, perhaps some positive remembrances of the person lost)

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 that he/she may like to discuss with you. You can help your child by taking time to listen and encouraging them to express their feelings. It is important to give truthful information that is appropriate to their age.

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

Principal



## Appendix B Sample Letter For Parents Requesting Consent For Involvement Of Outside Agencies

Dear Parents,

Following the recent (tragedy, death of x) we have arranged professional support for students in school who need particular help. (x...) is available to help us with this work. The support will usually consist of talking to children, either in small groups or on a one-to-one basis and offering reassurance and advice as appropriate.

Your son/daughter has been identified as one of the students who would benefit from meeting with the x..... If you would like your child to receive this support please sign the attached permission slip and return to the school by .....

If you would like further information on the above or to talk to the psychologist, please indicate this on the slip or telephone the school.

Principal

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I consent to having our daughter/son met by \_\_\_\_\_

I understand that my daughter/son may meet x..... in an individual or group session depending on the arrangements which are thought to be most appropriate.

Name of Student	
Class	
Date of Birth	

I would like my daughter/son \_\_\_\_\_ to avail of the support being offered by x

Signed: \_\_\_\_\_

