



## John Scottus Primary School Old Conna

### Critical Incident Management Plan

#### Introduction

Our school cherishes each child and, in partnership with the parents, aims to provide a safe and happy environment which promotes esteem for oneself, for other people and the value of life-long learning.

To this end John Scottus Primary School Old Conna aims to protect the well-being of its students by providing a safe and nurturing environment at all times.

John Scottus Primary School Old Conna has taken a number of measures to create a coping, supportive and caring ethos in the school. The school has also formulated a number of policies 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.

#### What is a Critical Incident?

As per DES guidelines, John Scottus Primary School Old Conna recognises a critical incident to be *“an incident or sequence of events that overwhelms the normal coping mechanism of the school and disrupts the running of the school”*. Critical incidents may involve one or more pupils, staff, the school, or our local community.

Types of incidents might include:

- The death of a member of the school community through sudden death, accident, terminal illness or suicide.
- Outbreak of disease or major illness in school or community.

- Serious injury sustained by a member of the school community as a result of violence on or off school grounds.
- A threatening or violent intrusion into the school.
- An accident / tragedy in the school or wider community.
- Serious damage to the school building through fire, flood, vandalism, etc.
- The disappearance of a member of the school community.
- Unauthorised removal of a pupil from school.

## **Aim**

Recognising that the key to managing critical incidents is planning, John Scottus Primary School Old Conna has developed this Critical Incident Management Policy and accompanying plan. Our hope is that, in the event of an incident, these will help staff to react quickly and effectively and to maintain a sense of control. They should also help us to achieve a return to normality as soon as possible and ensure that the effects on the students and staff will be limited.

## **Creation of a coping supportive and caring ethos in the school**

We 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.

### **Physical safety:**

The following policies and strategies have been put in place in order to maintain the physical safety of all members of the school community.

- Health & Safety Statement.
- Evacuation plan formulated.
- Regular fire drills occur.
- Fire exits and extinguishers are regularly checked.
- The Fire Alarm is serviced regularly, at least once a year.
- Pupils leaving early will only be released by a member of teaching staff when an authorised adult arrives to accompany the child from the premises. Pupils are not

released into the care of persons unknown to school staff without checking with a parent/ guardian.

- Pupils are reminded of playground expected behaviour by staff at regular intervals in the context of our School Code of Behaviour.
- Pupils are adequately supervised at all times especially during physical activity and recess.
- First Aid box maintained and kept kitchen area, smaller first aid boxes in each classroom.

### ***Psychological Safety***

John Scottus Primary School Old Conna aims to create an open and encouraging environment in the school where students can talk about their difficulties and seek help for same.

The following strategies aim to support and ensure the psychological well-being of our pupils:

- SPHE is an integral part of the school curriculum and addresses issues such as grief and loss, communication skills, stress and anger management, conflict management, problem solving, help-seeking, decision making, and alcohol and drug prevention.
- The Stay Safe programme is taught in its entirety
- School Anti-Bullying Policy
- Child Protection Policy and Safeguarding Statement
- Staff have completed 'Introduction to Children First' programme
- Staff are informed of difficulties effecting individual pupils and are aware of and vigilant in identifying their needs.

### **Critical Incident Management Team**

John Scottus Primary School Old Conna has set up CI Management Team in line with best practice and will maintain this team in future. 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 once a year to review and update the plan. Each member of the team has a Ready-to-Go pack with relevant materials to be used in the event of an incident.

### **Roles**

Key roles have been identified and assigned as follows:

- Team Leader - School Principal
- Staff Liaison - School Principal
- Student Liaison - Deputy Head of Primary
- Parent Liaison - Parent Representative
- Community Liaison - Chairperson BOM
- Media Liaison - Chairperson BOM
- Administration Tasks - School Secretary/School Principal
- Pastoral Care TBA

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

#### Team Leader

- Alerts the team members to the crisis and convenes a meeting.
- Co-ordinates the tasks of the team.
- Liaises with the Board of Management and relevant agencies.
- Liaises with the bereaved family.

#### Staff Liaison

- Leads meetings to brief staff on the facts as known, gives staff members an opportunity to express their feelings and outlines the routine for the day.
- Advises staff on the identification of vulnerable students.
- Is alert to vulnerable staff members and makes contact with them individually.
- Provides materials to staff from the Ready to Go Pack.

#### Student Liaison

- Liaises with other team members to keep staff, student up-dated with information and progress.
- Alerts staff to vulnerable pupils.
- Provide materials for students from the Ready-to-Go-Pack.

## Community Liaison

- Liaises with agencies in the community for support and onward referral.
- Updates team members on the involvement of external agencies.
- Co-ordinates the involvement of these agencies.
- 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.

## Parent Liaison

- Facilitates 'questions and answers' meetings.
- Meets with individual parents.
- Provides materials for parents from the Ready-to-Go-Pack.
- Visits the bereaved family with the team leader.

## Media Liaison

- In preparing for the role, we will consider issues that may arise during an incident and how they might be responded to (e.g. students being interviewed, photographers on the premises, etc).

## Administrative Tasks

- Maintenance of up to date lists of contact numbers of
  - Parents or guardians
  - Teachers
  - Emergency support services
- Telephone calls needing to be responded to, letters sent and materials photocopied.

## **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, meetings held, persons met, interventions used, material used etc. The school secretary will have a key role in receiving and logging telephone calls, sending letters, photocopying materials, etc.

### **Letter to Parents**

The Principal will prepare a brief, written statement to include:

- The sympathy of the school community for the affected/bereaved family
- Positive information or comments about the deceased/injured person(s)
- The facts of the incident
- What has been done
- What is going to be done

### **Confidentiality and good name considerations**

The school has 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 ensure that pupils do so also. *[For instance, the term 'suicide' will not be used without the consent of the family involved or until it has been established categorically that the person's death was a result of suicide. The phrases 'tragic death' or 'sudden death' may be used instead.]*

### **Critical Incident Room**

In the event of a critical incident, the Secondary School Library will be the main room used to meet the staff, students, parents and visitors involved. In the event of a need to accommodate a second group, the secondary school library will be used. In the event of needing to cater for a larger group, the secondary school assembly hall will be used.

## Action Plan

### Short-Term Actions (Day 1)

- Inform emergency services
- Account for all pupils, personnel and visitors.
- Immediate and ongoing contact (as appropriate) with family/families.
- Inform Chairperson of the Board of Management.
- 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?
- Designate a spokesperson (Leader)
- Inform staff, and where appropriate former staff, and update on any arrangements as necessary. (Leader)
- Contact other appropriate agencies: H.S.E./Community Care Services/NEPS
- Ensure that a quiet place can be made for students/staff.
- Prepare a brief statement (Team).
- Media briefing if appropriate (see above).
- Protect the family's privacy.

### Medium-Term Actions (24-72 Hours)

- Preparation of students/staff attending the 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 as necessary
- Decide on mechanisms for feedback from teachers on vulnerable students.
- Have a review of the Critical Incident Management Team meeting.
- Establish contact with absent staff and pupils.
- Hold support/information meetings for parents/students, if necessary, in order to clarify what has happened and give information on further support if required.

- There will be no compulsion on any teacher to participate in support meetings.

### **Ratification and Review**

This policy was ratified by the Board of Management in 2022. It will be reviewed annually or in the event of an incident.