# Critical Incident Response Plan

Coláiste Iósaef 2025-2026

**Putting the Student First: A School Responds Plan**

**Definition**

'An incident or any sequence of events which overwhelms the normal coping mechanism of the school and disrupts the running of the school'

LCETB Manual (2019)

**Crisis**

**Definition:**

'A school crisis is a temporary event or condition that effects a school, causing individuals to experience fear, helplessness, shock, and / or horror. A school crisis requires extraordinary actions to restore a sense of psychological and physical security. The origin of the crisis need not be school – based; outside incidents and conditions also can create a school crisis'

(Kerr & King, 2018)

**Key Features of a School Crisis**

- An unexpected disruption to a school's normal routine
- Resulting psychological distress
- The unpredictable need for actions that exceed a school's customary response

(Boin & Kuipers, 2018)

**Critical Incidents Affecting Schools**

- 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 e.g. violent intruder, bomb alert etc.
- An accident involving members of the school community.
- An accident or tragedy in the wider community.
- A physical attack on a staff member/ student.
- Death or injury of a student or staff member on a school outing.
- Severe injury to a student or staff member as a result of a road traffic accident/ farm accident
- Serious damage to the school by fire/ flood/ vandalism etc.
- Disappearance of a member of the school community.

**Five Phases of School Crisis Preparedness in Coláiste Iósaef**

**Five Phases of School Crisis Preparedness**

**Prevention:**

A focus on prevention will help to eliminate or reduce the likelihood or the occurrence of Critical Incidents and will ensure risks associated with both on-site and off-site activities are addressed. Risks can be limited by: -

- Student Support Team (SST) weekly meetings for Junior and Senior Cycle
- An SST list is made available weekly on a secure school platform for staff to review.
- Identify on-site and off-site situations that have the potential to become emergencies or critical incidents
- Assessing and monitoring the level of risk associated with each situation
- Implementing appropriate risk mitigation strategies including Student/ Learner care plan for students experiencing stress

**Protection:**

A focus on securing the school against Critical Incidents:

- Implementing on-going actions that protect students/ staff/parents/guardians and property from a threat or hazard

**Mitigation:**

A focus on eliminating/ reducing the loss of life and property damage:

- By lessening the impact of an event or emergency

**Response:**

A focus on response will ensure that the school and the LCETB assesses and responds appropriately to a particular critical incident:

- In accordance with the actions outlined in the Critical Incident Management Plan
- As well as tailoring the nature and level of response to the Critical Incident, the Principal will also modify the responses in collaboration with the Student Support Team, as situations change, recognising the varying needs of students and staff.

**Recovery:**

A focus on recovery requires the Principal to take appropriate actions to return the school to normal routine as soon as possible by:

- In collaboration with the Student Support Team develop and implement strategies to identify and manage the on-going social and psychological needs and the educational needs of those affected by the incident.
- Organise a debriefing, psychological and operational as appropriate, to evaluate the implementation and effectiveness of the Critical Incident Management Plan and to update records and documentation associated with the management and outcome of the Critical Incident. Psychological debriefing will be facilitated, if required by personnel trained in the Critical Incident debriefing.

**A Model for School Support, Crisis Prevention & Intervention**

**Teachers: A Core Resource**

**School Teachers** are in a unique profession to actively promote student wellbeing and welfare for the following reasons:

- Close continuous daily contact with students which inevitably include those under stress, who are abuse victims and or suffering any trauma in his/her life.
- Extensive knowledge of families and students and the community perhaps over many years
- Exposed to key warning signs
- The relationship of trust which develops with students
- Students spend a minimum of three hours a day, five days a week with school staff often during known critical stress periods in the home e.g. post Christmas
- Well placed to note changes in students' appearance, self-esteem, concentration, socialisation, behaviour and progress.
- Research shows that students who live in abusive/ traumatic environments are less able to benefit from learning experiences available to them
- Therefore, the identification, support and referral when appropriate of children under stress is a vital role for all school personnel.

**Student Support**

**Definitions, Signs & Indicators**

*Definition of 'at risk':*

A student is considered to be *'at risk'* when his or her ability to cope with the psychological pain generated by his/her perception of difficulties or issues becomes so intense that the student becomes disconnected from his/her support system and ability to solve problems. The focus of his/her life becomes ridding him/herself of the psychological pain.

- Individual
- Behavioural
- Family
- Environmental/ Social

**Responding to a Concern**

- ✓ Treat all disclosures in an informed, sensitive and professional manner
- ✓ Observe what is said and the behaviour of the student
- ✓ Stop and Listen. Allow the student to talk without prompting, do not rush the student.
- ✓ Give him/her time and space including physical space.
- ✓ Stay in control and remain calm.
- ✓ Take all disclosures seriously.
- ✓ Never make a promise.
- ✓ Do not ask leading questions.
- ✓ Be honest and do not promise what you cannot deliver in your professional capacity.

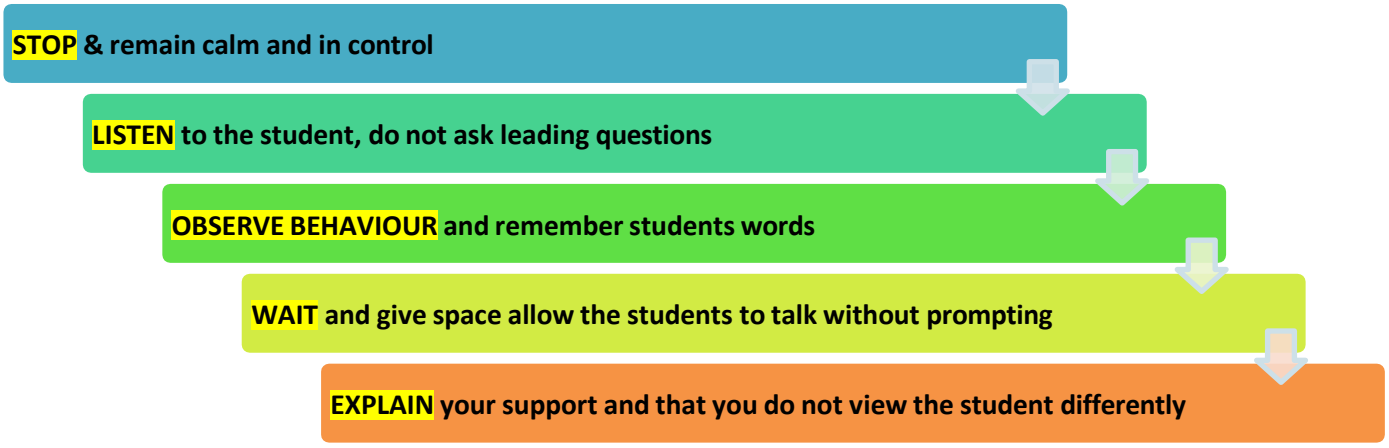
- ✓ Make notes of dates and details immediately after including the exact words.
- ✓ **Consult with DLP/DDLP (immediately if necessary) or if appropriate bring to the attention of the Student Support Team as soon as possible.**
- ✓ Maintain confidentiality on a 'need to know' basis.

It is important that a student feels reassured after disclosing a concern, reassure the student that you are here and will see them when at school…….

- ✓ "What you are saying is important and I will treat it as such"
- ✓ "Its not your fault"
- ✓ "I'm glad you were able to tell me"
- ✓ "I will help you as best I can"
- ✓ "This is important I need to talk to someone about it"

**All school personnel are required to be aware of the School Child Safeguarding Statement and their responsibilities under the Children First Act 2015.**

**Responding to a Concern: Slower Steps**



**Critical Response Planning**

**Crisis Response: Why Plan**

- ✓ The aftermath of a crisis needs to be carefully managed and not left to unfold
- ✓ An incident like this will test the school to its limits
- ✓ It is very easy to feel deskilled, a plan gives focus
- ✓ A policy ensures that you are operating from a sound base
- ✓ More likely to meet critical areas of need if there is a plan
- ✓ Helps school to remain in control, calm and reassured.

**Crisis Response: Aim**

- ✓ To commemorate the deceased who shared an important part of his/her life with the school
- ✓ To support and reduce the impact and distress of school community
- ✓ To minimise the risk of follow on as a result of a high risk incident/s

**What Type of Response is Needed?**

**Response Level 1:** the death of a student or staff member who was terminally ill; the death of parent/ sibling; a fire in school not resulting in serious injury; serious damage to school property.

**Response Level 2:** the sudden death of a student or staff member. (NEPS)

**Response Level 3:** an accident/ event involving a number of students; a violent death; an incident with a high media profile or involving a number of schools. (NEPS)

**In the Event of a Critical Incident**

- ✓ Control of the situation devolves to the Critical Incident Team (aka the SST)
- ✓ All staff go immediately to class.
- ✓ No students are to be allowed to leave class.
- ✓ The team will meet and free staff will be required to substitute for those in the meeting.
- ✓ Year Heads to identify any vulnerable students as soon as possible.

**The Critical Incident Team**

1. **Co-ordinator:** Rita Moriarty
2. **Staff Liaison Team:** Michele Daly & Dan Hogan
3. **Student Liaison Team:** Kate Liston, Teresa Mulcaire & Siobhan Insley
4. **Parent Liaison Team:** Rita Moriarty & Marita Herbert
5. **Administration Team:** Stephanie Horgan & Marita Herbert
6. **Media/Community Liaison:** Noel Kelly & Louise Raleigh

If Noel Kelly is absent at the time, Marita Herbert assumes the responsibilities of the Principal and the relevant YH will assume those of the Deputy Principal.

If Noel Kelly and Marita Herbert are both absent at the time, the appointed Year Heads in charge will assume the role of Principal & Deputy Principal.

In the event of a Critical Incident (CI), the following rooms will be used:

- ✓ **Convent Building - Room 2:** Incident Room for SST members
- ✓ **Convent Building - Offices by Room 10 & Room 12**: - NEPS & outside agency staff (as required)
- ✓ **Convent Building - Room 10:** Donnacha/LCETB
- ✓ **Convent Building – Family Room:** Parents
- ✓ **Convent Building – Oratory** – As required

Other rooms may be required depending on the nature of the CI, these will be communicated when required.

**Role of Principal (Noel Kelly)**

One of the key roles of the Principal in relation to the management of a Critical Incident is to oversee the remit of SST and convene a SST meeting at the time of a Critical Incident. Identifying key roles in advance of a CI will clarify who will do what, when and how. Mr. Kelly will ensure that the SST is promoted adequately within the staff group in order that team members are recruited with appropriate skills, experience and commitment. Mr. Kelly will ensure that no individual on the SST is overburdened at the time of a Critical Incident due to also meeting the pressures of their normal school routine work.

The Principal, Mr. Kelly, will ensure that the school has established a good Critical Incident management Plan so that:

- ✓ The school meets its duty of care obligations in providing the highest possible standard of health and safety for staff, students and other persons working at or visiting the school;
- ✓ The school undertakes appropriate risk assessment in the prevention of a CI;
- ✓ The school is able to respond swiftly and effectively in the event of a concerning crisis or CI;
- ✓ The school is compliant with relevant legislation and standards;
- ✓ Members of the SST are released from duties in the event of a CI;

Mr. Kelly has responsibility for the overall Critical Incident Management Plan

Ms. Herbert attends weekly SST meetings.

**Role of Co-ordinator (Rita Moriarty)**

The Co-ordinator will play a key role in any Critical Incident, being responsible for overseeing many of the tasks of the Critical Incident Management Plan and ensuring that important elements in the response to a CI are not forgotten.

On an on-going basis, the Co-ordinator will:

- ✓ Take responsibility for the organisation of SST meetings including drawing up schedules and agenda, ensuring minutes are recorded and disseminated, and actions are followed up. On the rare occasion when the Deputy Principal is not available for an SST meeting, the Co-ordinator will liaise with the Deputy Principal on the outcome of the meeting and provide updates on any reviews to the school's CI plan.
- ✓ Facilitate the annual induction and review of the SST and the CIMP.
- ✓ Liaise with the Principal and administrative staff to ensure all students and staff details relevant to the Critical Incident plan are up-to-date. These will include telephone numbers, and contact details of parents, guardians, next of kin etc.
- ✓ Liaise at an inter-agency level with the LCETB and other agencies as required.
- ✓ Convene an SST in the event of a CI taking place at a time when neither the Principal nor Deputy are available. The Co-ordinator will make a full report to the Principal on the CI, the plan and the outcome following a review meeting.

**Role of Staff Liaison Team (Dan Hogan &Michele Daly)**

The role of the **Staff Liaison Team** as part of the SST will be to assist the Principal in the conduit of information from SST meetings and CIMP meetings to staff. The Staff Liaison will therefore maintain up-to-date contact details of staff so that staff members can be easily contacted at short notice and in the event of a concerning crisis or CI.

- ✓ The staff liaison will ensure that there are adequate copies of up-to-date Staff Handouts relating to Critical Incidents in order that staff have the knowledge and awareness on how to handle classroom sessions and student's reactions following a Critical Incident.
- ✓ The Staff Liaison will advise staff on the procedures for identifying high-risk students, the sources of support available and the courses of action to follow.

- ✓ The Staff Liaison will also advise staff on the support available to staff, including the Employment Assistance Programme, following a Critical Incident.

    a) Leads briefing of staff on the facts as they are known. Take questions from staff and outline the routine for the day.
    b) Help teachers to prepare for questions from students. Outline possible reactions and distribute handouts on handling a class post a CI.
    c) Prepare a statement of facts to be read out to all students.
    d) Advises staff on the procedures for identifying high-risk students and outline what supports are available.
    e) Distribute appropriate material for staff.
    f) Meet staff again later in the day to update information, to offer support and to further identify high-risk students and act as required
    g) Ensure quiet locations are made available in school
    h) Identify support services within the school/centre
    i) Establish the need for outside services and provide contacts
    j) Makes contact with all staff including those who are absent on Maternity or Sick Leave etc.
    k) Be aware of vulnerable staff members and advise them re counselling and support as appropriate

**Role of Student Liaison Team: (Kate Liston, Teresa Mulcaire & Siobhan Insley)**

The role of the Student Liaison as part of the SST will be to assist the school in the provision of comfort and support to the student group. The Student Liaison will liaise with the Principal, Co-ordinator and Year Heads to maintain up-to-date contact details of students so that parents, guardians or other relevant individuals relating to the welfare of a student can be easily contacted at short notice and in the event of a concerning crisis or Critical Incident.

a) Arrange access to student records
b) Maintain link between staff and students (take updates from Year heads on vulnerable students)
c) Observes vulnerable students
d) Alerts other staff to vulnerable students
e) Advise and recommends counselling as required
f) Provides material as appropriate to students
g) Provides material as appropriate to colleagues
h) Set up a ‘quiet room’ to share reactions and feelings
i) Advise students on possible reactions
j) Keep a record of students seen internally and referrals made to external agencies
k) Liaise with Principal on an on-going basis

**Role of Parent Liaison Team: (Rita Moriarty & Marita Herbert)**

The role of the Parent Liaison Team as part of the SST will act as the contact person to the parent group in the event of a Critical Incident. The Parent Liaison will identify – Ms. Rita Moriarty and Ms. Herbert will identify themselves to parents or guardians as the named person for them to contact at the school.

- ✓ The Parent Liaison will liaise with the Principal/ Co-ordinator and Year Heads to maintain up-to-date contact details of parents/guardians so that they can be easily contacted at short notice. It is imperative that a third contact number is available to the school in the event that parents cannot be contacted in a Critical Incident.
- ✓ The Parent Liaison will discuss and agree with the Administrative Liaison which rooms in the school would be most suitable for meeting parents/ guardians in the event of a CI and will be responsible to arrange the room in advance of meeting the parents/ guardians, either as a group or individually.
- ✓ The Parent Liaison will ensure that the school had adequate copies of relevant information and handouts for parents/ guardians relating to potential reactions of CI's coping with loss etc.
- ✓ The Parent Liaison will ensure that sample letters for parents/ guardians are prepared and available on the school's IT system ready for adaptation.
- ✓ The Parent Liaison will feedback to the SST, maintain a record of parents/guardians seen and update the Principal on any issue concerning vulnerable students from the discussions held with parents/ guardians.

In addition to the above the Parent Liaison is responsible for the following if required by the situation:

a) Visits bereaved family with Principal
b) Identifies him/herself as the named contact for parents (groups)
c) Is available to support the Principal/Deputy to meet with parents (groups) and or take phone calls.
d) Facilitates meetings with parents and manages 'questions and answers'
e) Get letters typed and organise volunteers to help envelope and post
f) Distributes literature on potential reactions, coping with loss recommended by NEPS
g) Distributes support information, contacts etc. to parents
h) Sets up room for meeting parents
i) Meets with individual parents or coordinates support for parents who arrive at the school unannounced
j) Keeps a record of parents seen

**Role of Media/Community Liaison (Noel Kelly/ Louise Raleigh)**

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.)

Prepare with the Principal/SST a draft media statement for delivery if required.

The Media/Community Liaison will also:

a) Assist the Principal in contacting relevant agencies
b) Makes contacts list readily available to staff, SST, administrative staff, parents
c) Prepares a draft press statement for delivery by Principal
d) Support Principal in all enquiries from the media and identify a room to contain media if they arrive on campus.
e) Supports Principal in contact with Communication section of the LCETB/DES/NEPS
f) Liaises with community agencies for support and onward referral
g) Updates SST and staff on external agencies

**Administrative Staff (Stephanie Horgan & Marita Herbert)**

The administrative duties will be facilitated by the school administrative staff and will be supported by the Deputy Principal.

a) Maintains up-to-date telephone records of parents, teachers, emergency services
b) With coordinator of SST has prepared statement ready for telephone calls from parents and takes telephone calls recording any significant interaction.
c) Ensures that templates of letters etc are on the school's system in advance and ready for adaptation
d) Organises photocopying of materials needed
e) Prepares and sends out letters, texts, e-mails and faxes with support from staff. Be careful not to send text to bereaved family

**The First Meeting of the SST to manage a Critical Incident**

**The meeting will be chaired by the school Principal:**

- ✓ Gather the facts of the incident (who, what, when, where) and agree a statement of facts.
- ✓ Discuss what support services to contact
- ✓ Discuss what to say to relatives and close friends
- ✓ Discuss what to say to staff
- ✓ Discuss what to say to students including SEN and vulnerable students, students of different cultures and religions
- ✓ Agree text of communication to parents/ guardians
- ✓ Prepare a media statement
- ✓ Delegate responsibilities to the SST/ CIMT
- ✓ Plan for the day
- ✓ Make a decision about school closure
- ✓ If remaining open, organise the schedule/timetable for the day

- ✓ Organise a staff meeting including ancillary staff
- ✓ Organise the supervision of students during any staff meetings
- ✓ Decide on a quiet space
- ✓ Agree a time for a follow up staff meeting at the end of the day

**Procedures**

**Short Term Actions – (0-24hours)**

- Inform all staff of incident. Contact absent staff.
- Contact appropriate agencies (Emergency Services, NEPS, HSE, DES, Board of Management, Management Body, SEC if at exam time.)
- Maintain the normal routine as far as possible. Those teachers who are uncomfortable with providing support will not be required to do so. Arrangements will have to be made.
- Copy and print letters for Parents/ Guardians
- Ensure that a phone line remains open and available for enquiries for the day
- Advise students, parents/ guardians and staff that only the nominated spokesperson will deal with the media
- Designated staff member(s) to visit/ liaise with family/ families involved in incident. In the case of bereavement arrange with the family the school's level of involvement in the funeral/ memorial service
- Keep all staff up to date on developments

**Medium Term Actions – (24-72) Hours**

- Review events of first 24 hours
- Update on any new information
- Go through the list of students and staff who may be vulnerable and review how they are doing
- Develop a plan for monitoring students over the next few weeks, especially those identified as vulnerable
- Plan for the reintegration of students and staff
- Funeral
- Liaise with family regarding arrangements
- Decide on school closure
- In consultation with parents/ guardians arrange attendance and participation at service

## Longer Term Actions – 72+ Hours

| Action | Responsible |
|---|---|
| Monitor students for signs of continuing distress | Class Teachers |
| Liaise with agencies regarding referrals | Guidance Counsellor, Chaplain, Deputy Principal, Principal |
| Plan for return of bereaved student(s)<br><br>Plan for siblings, close relatives, injured students etc. | Guidance Counsellor<br><br>Chaplain, SST, Deputy Principal, Principal |
| Decide on memorials and anniversaries | BOM/Staff, SST, Parents/Guardians and Students |
| Review response to incident and amend plan | SST/CIMT/Staff/BOM |

### Operating & Reviewing the Critical Incident Plan

All staff including new and temporary to be informed of the details of the policy and plan
The policy and plan should be reviewed regularly by the SST/CIMT/Staff/BOM

Key Questions on the Policy: Has consideration been given to the school's approach to prevention?

- Physical Safety
- Psychological Safety
- Staff Training and Resources
- Systems for Identifying Students *"at risk"*
- Links with external agencies

Key Questions on the Plan:

- Have key roles been clearly identified/ tasks clearly outlined/ availability?
- Is the Emergency Contact list up to date and complete?
- Are letters and press releases ready for adaptation on headed paper?
- Has all staff been consulted about the plan/
- Has each team member compiled their emergency pack?
- Where will copies of the plan and emergency packs be kept?

**We will always review after an incident to evaluate the efficacy of the school plan and amend and update as required.**

**Principles of Best Practice:**

**Organisational**

- Promote the general welfare and safety of students
- School policy made publicly available
- Raising awareness with staff about indicators of concern
- Procedures to be consistently followed at all times
- Designated team/ person identified and trained on critical matters
- Organisation takes responsibility for reporting all concerns

**A Protective Culture**

- A code of practice for staff
- A policy on student support
- Staff training
- Supervision of Staff
- Partnership with Parents

**Key Questions**

1. Do our staff members know how to recognise the signs and indicators of concern?
2. Do staff members know what to do if a student discloses suicidal ideation?
3. Are our staff skilled, qualified, recruited rigorously, student centred and respectful?
4. Do our staff know what is expected of them?
5. What support and training do we give our staff?
6. Are there opportunities for staff to talk about concerns and update themselves on student welfare issues?
7. Do we encourage safe practice?
8. Who has access to students in the school?
9. Are our premises and equipment safe?
10. Do we have a policy with clear and workable reporting procedures? If so, are parents, students and staff aware of it?
11. Do we have policies on positive behaviour management, bullying, code of practice, child protection, inclusion etc?

## Critical Incidents During State Exams

In the event of the death of someone close to a student sitting state exams, the following procedures should be put into action in addition to the above:

1. Ring SEC to alert the Exam Manager for your school.

2. In the event of the death of a parent/family member, senior management may visit the student's family to determine if it is appropriate for the student to be encouraged to finish their exams (LC only).

3. If desired by the affected student, a separate exam centre should be assigned with staff to manage it. With the agreement of the Exam Manager, a student may be given extra time during their exams.

4. If the student would prefer to return to the main exam centre, the student should be informed of her return and given support and advice on how best to support their classmate.

5. In the event of the death of a student before or during their state exams, normal procedures should be put in place regarding response to a death during term time.

6. If it is deemed necessary, a separate exam centre can be set up to accommodate students who have been particularly affected by the loss of a close friend.

7. Students who are particularly affected by any of the above may be spoken to separately after exams (with the agreement of parents); remaining students could be addressed in a group after the exams.

| Summary List of Actions (0-24 Hours) | Who Coordinates? |
|---|---|
| Assess the incident/gather the facts | The Principal |
| Determine what level of response is needed | The Principal |
| Contact external agencies as appropriate e.g. LCETB, NEPS, Gardaí, TUSLA, CAMHS, HSE, etc. | The Principal |
| Take Immediate Safety Actions /Convene the SST | The Principal |
| Convene and request administrative staff to print/photocopy/post relevant letters and handouts | Administrative Liaison |
| Ensure Emergency Packs are available and distribute | Administrative Liaison |
| Identify the phone line/mobile phone to be kept open for outgoing and incoming emergency calls. Identify a staff member to deal with phone queries and provide him/her with guidance and written information for responses and logging calls | Administrative Liaison |
| Identify high-risk students/staff and organise support as appropriate | Student Liaison/ Staff Liaison |
| Consult teachers/students if there are any events scheduled such as a trip, concert, match, etc. and whether these should be cancelled or re-scheduled | Student Liaison / Staff Liaison |
| Disseminate the list of rooms that will be used for individual and group support sessions, for meetings parents/ guardians, the quiet room for students, the quiet room for staff, the room for meeting agencies | Administrative Liaison |
| Arrange to inform staff/plan for supervision of students in the event that staff group is met in two separate groups | The Principal / Staff Liaison |
| Prepare the rooms for meeting parents/guardians and for meetings with agencies | Administrative Liaison |
| Prepare the quiet room for students and arrange to have the room supervised to ensure their safety and/or to offer support. | Student Liaison |
| Arrange to inform students either as a group in classrooms or individually in the room allocated for them. | Student Liaison |
| Withdraw siblings (where a student has been seriously or critically injured) and organise support | Student Liaison |
| Prepare the quiet room for staff | Staff Liaison |
| Arrange to inform parents/ guardians, relatives or friends as appropriate. Remember that each must always be told separately | Parent Liaison |
| In the event of a bereavement, make contact with the bereaved family, including a home visit if appropriate | Parent Liaison |
| Where relevant, issue media statement on the school's website, emailing or phoning media representatives, etc. | Media/ Community Liaison |
| Designate a safe place to maintain a log of events / telephone calls made and received/offers of help from agencies | Administrative Liaison / Media/Community Liaison |
| Convene End of Day Sessions/De-briefings with staff and with SST; Agree schedule for next day | The Principal / Coordinator |

| Summary List of Actions (12- 72 Hours) | Who Coordinates? |
|---|---|
| Plan a whole staff briefing (including ancillary staff). The briefing may be arranged in two groups depending on the requirements for the supervision of students | Principal/Coordinator/ Staff Liaison |
| Arrange support for students or staff, individually or in groups | Student Liaison/ Staff Liaison |
| Develop a plan for monitoring and supporting students over the coming weeks, especially for those identified as vulnerable<br>Staff should link with parents/ guardians when they are concerned about students | Staff Liaison/ Student Liaison/Parent Liaison |
| Liaise with and arrange support for parents/ guardians whose children were directly involved in the CI. A briefing may be relevant for parents/ guardians if a number of students from the same class group are involved in the CI | Principal/Coordinator/ Parent Liaison |
| Ensure all information has been communicated to parents/ guardians in general and to the wider school community as relevant | Parent Liaison/ Administrative Liaison |
| In the event of a student or staff member being injured in the CI, arrange visits to those who were injured, if considered appropriate and in consultation with the family /relatives | Principal / Staff Liaison/ Student Liaison |
| Plan for the re-integration of students and staff who were directly affected by the CI | Staff Liaison/ Student Liaison |
| In the event of a death of a student or staff member, consideration should be given to any special arrangements in organising prayer services, or attendance at funerals, etc. if students are from different nationalities or religious backgrounds. It may be necessary for two staff representatives to arrange a home visit to meet with parents/ guardians (within 24 hours) in these circumstances. | Principal / Staff Liaison/ Student Liaison/ Parent Liaison |
| As far as possible, the school should remain open and follow the normal timetable and routines as this gives structure to the students and provides a safe place for them to be in. However, it may be necessary to consider a school closure. Students and parents/ guardians should be kept apprised of decisions regarding any school closures. | Principal / Parent Liaison/ Student Liaison |

| Summary List of Actions (72+ Hours) | Who Coordinates? |
|---|---|
| Provide recovery support and advice for students/staff/parents/guardians about the normal cycle of recovery and indicators that extra support may be required. | Student Liaison/<br>Staff Liaison/<br>Parent Liaison |
| Prepare for the return of bereaved students. Identify and offer more specialised personal support to vulnerable and/or most affected staff and students. Monitor and arrange support for students of concern. Make referrals to the school Counsellor or to external services (as above) | Student Liaison/<br>Parent Liaison |
| Acknowledge people who have supported the school | Principal/Coordinator/<br>Media Liaison |
| In the event of a CI involving a death, discuss what the school will do in memory of the student(s) and liaise with the deceased person's family about any memorial. (Remember that whatever policy or precedent the school sets, at this time, may need to apply to all future deaths.) | Principal /Coordinator<br>/Parent Liaison |
| Return personal belongings to the family where the CI involved the death of a student. Bereaved parents/ guardians often find it helpful or comforting to visit the school at a later date. This offers the school an opportunity to return the student's personal belongings and schoolwork. 'Memory folders' could be used for the deceased student's work books or products along with letters, poems and pictures, composed or drawn by their peers. | Principal /<br>Parent Liaison |
| Discuss what to do about events in which the deceased student would have participated, e.g. award ceremonies, trips away, etc. | Principal/<br>Student Liaison |
| Mark the anniversary date on the school's calendar as anniversaries may trigger emotional responses and staff and students may need additional support at these times. The school may decide to acknowledge the anniversary after consulting on any proposed commemoration with the family concerned. | Administrative Liaison/<br>Parent Liaison |
| Evaluate the school's response to the CI and arrange the Operational debrief, amend the CIMP if necessary, and review the CI policy in the light of the CI. | Principal /Coordinator |
| Keep all new staff, students and parents/ guardians informed of the SST policy. | Student Liaison/<br>Staff Liaison/<br>Parent Liaison |
| Review school records/mailing lists and amend as appropriate. | Administrative Liaison |