

Church Hill NS (05927L)

Critical Incident Plan

Created: 2022

Updated: January, 2026

Critical Incident Plan

Introduction

At all times, Church Hill NS aims to protect the wellbeing of its students and staff by providing a warm, inclusive, safe and nurturing environment as defined in our Mission Statement. The Board of Management of Church Hill NS, through the Principal and staff, drew up this policy in 2022. Our Critical Incident Management Team (CIMT) has steered the development and implementation of this plan. It was reviewed and updated in January 2026.

Aim

The aim of the Critical Incident Management Team (CIMT) is *“to help school management and staff to react quickly and effectively in the event of an incident, to enable them to maintain a sense of control and to ensure that appropriate support is offered to students and staff”*. Having a good plan will also help ensure that the effects on the students and staff will be limited. It will enable the school to return to normality as soon as possible.

Definition of Critical Incident

The staff and management of Church Hill NS 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, their family members or members of the local community e.g.

- 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.

Creation of a Coping Supportive and Caring Ethos in the School

Church Hill NS has put systems in place to help to build resilience in both staff and students through our SPHE/RSE programmes, 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

In the area of physical safety the school has put in place the following:

- A Comprehensive Health and Safety Plan is in place which is regularly reviewed and risk assessment updated.
- Evacuation plan formulated
- Termly fire drills occur
- Fire exits and extinguishers are regularly serviced and checked
- Yard supervision and yard rules enforced
- Secure doors accessed by door code only during school hours.
- General school rules under the school's Code of Behaviour policy to ensure all pupils have a safe environment.

Psychological safety

The management and staff of Church Hill NS also 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)

- It is integrated into the work of the school. It is addressed in the curriculum by including 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
- Staffs have access to CPD training for their role in SPHE
- Staffs are familiar with the *Child Protection Procedures for Primary and Post Primary Schools 2025* and details of how to proceed with suspicions or disclosures
- Books and resources on difficulties affecting the primary school student are available
- The school has developed links with a range of external agencies e.g. HSE/Community Care/NEPS
- 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 the school's Anti- Bullying policy
- There is a care system in place in the school
- Students who are identified as being at risk are referred to the designated staff member (e.g. SET). 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 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 access to the schools Critical Incident Management Folder which include all of the following:

- A copy of the Critical Incident Management Team/and the Key Roles
- An emergency contact list/school staff contact list
- A copy of the duties of each team member
- A copy of the Board of Management members & contacts (Chairperson & Principal)
- An Action Plan Template.

Critical Incidents Management Team:

- Leadership Role: Principal (1st), Deputy Principal (2nd)
 - Communication Role: Principal (1st), Deputy Principal (2nd)
 - Student Liaison/Counselling Role: Colette Drennan (1st), Nicola Garrahy (2nd)
 - Chaplaincy Role: Fr. Willie Hennessy
 - Family Liaison Role: Nicola Garrahy (1st), Colette Drennan (2nd)
 - Parents Association Rep: Chairperson P.A. (1st), Secretary P.A. (2nd)
 - B.O.M. Rep: Chairperson BOM (1st), Principal (2nd) BOM
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- The first-named person has the responsibility as defined.
 - The second-named person assists and only assumes responsibility in the absence of the first-named.

The Following are the Key Responsibilities of Each Role

1 Leadership Role

Intervention

- Confirm the event
- Activate the Critical Incident response team
- Liaise with the Gardaí/Emergency services
- Lead briefing meetings for staff on the facts as known, give staff members an opportunity to express their feelings and ask questions, outline the routine for the day
- Express sympathy to family
- Clarify facts surrounding event

- Make contact with other relevant agencies
- Decide how news will be communicated to different groups (staff, pupils, outside school)

Postvention

- Ensure provision of ongoing support to staff and students
- Facilitate any appropriate memorial events
- Review Plan

2. Communication Role

Intervention

- With Team, prepare a public statement
- Organise a designated room to address media promptly
- Ensure telephone lines are free for outgoing and important incoming calls
- Designate mobile numbers to contact
- Liaise with relevant outside support agencies

Postvention

- Review and evaluate effectiveness of communication response

3. Student Liaison / Counselling Role

Intervention

- Advise the staff on the procedures for identification of vulnerable pupils
- Alert staff to vulnerable pupils
- Outline specific services available in the school
- Put in place clear referral procedures
- Address immediate needs of staff
- Provide materials for staff (from critical incident folder)
- Provide information
- Provide counselling

Postvention

- Provide ongoing support to vulnerable students
- Monitor class most affected
- Refer as appropriate
- Review and evaluate Plan

4. Chaplaincy Role:

Intervention

- Visit home(s), if appropriate
- Assist with prayer services

- Make contact with other local clergy
- Be available as personal and spiritual support to staff

Postvention

- Provide follow-up support to families in conjunction with Home School Community Liaison
- Work in partnership with Critical Incident team
- Review and evaluate Plan

5. Family Liaison Role:

Intervention

- Co-ordinate contact with families (following first contact by Principal)
- Consult with family around involvement of school in e.g. funeral service
- Assist with all communication dealing with parents of any student affected by critical incident

Postvention

- Provide ongoing support to families affected by the incident
- Involve as appropriate the family in school liturgies/memorial services
- Offer to link family with community support groups
- Review and evaluate plan

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. The school secretary will have a key role in receiving and logging telephone calls, sending letters, photocopying materials, etc

Confidentiality and Good Name Considerations

The management and staff of Church Hill NS 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:

- The Staff Room will be the main room used to meet the staff
- Room number 4 for meetings with parents
- The room beside preschool for meetings with children
- The GP room for media
- The Principal's Office for other visitors

Consultation and Communication Regarding the Plan

All staff were consulted and regard was given to their views 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. Each member of the critical incident team has access to a personal copy of the plan. All new and temporary staff will be informed of the details of the plan by a Staff Liaison member.

Reviewed by the Board of Management of Church Hill NS on:

Signed: *Vivienne Crowley* Chairperson of Board of Management

Date:

Date of next review: Academic year 2028-2029

REFER TO THE NEPS CRITICAL INCIDENT RESOURCE MATERIALS BOOKLET FOR FURTHER RESOURCES.

Action Plan Template

SHORT-TERM ACTIONS (Day 1)

- Immediate notification of the Critical Incident Management Team (Leader)
- Immediate contact with family/families (Leader)
- Consult with the family regarding appropriate support from the school, e.g. funeral service
- Ensure that a quiet place can be made for students/staff

Media Briefing (if appropriate)

- The Leader is designated the contact for any or all media
- Designate a spokesperson (Leader)
- Gather accurate information (Team)
- Prepare a brief statement (Team)
- Protect the family's privacy (Team)
- It is important to obtain accurate information about the incident
 1. What happened, where and when?
 2. What is the extent of the injuries?
 3. How many are involved and what are their names?
 4. Is there a risk of further injury?
 5. What agencies have been contacted already?

Contact appropriate agencies (Communication Role)

1. Emergency services
2. Medical services
3. H.S.E. Psychology Departments/Community Care Services
4. NEPS
5. DES/ School Inspector: Claire Reidy

Principal leads the following procedures:

- Convene a meeting with Key Staff/Critical Management Team
- Organise a staff meeting, if appropriate
- Ensure any absent staff members are kept informed
- Organise timetable/routine for the day. (Adhering to the normal school routine is important, if this is possible)

- Class teachers to take note of any absentees who might need to be contacted, list of friends etc, or any other relevant information. This is to be given to the Student Liaison person
- Arrange supervision of students
- Liaise with the family regarding funeral arrangements/memorial service
- The Chaplain/Principal will liaise with the family, to extend sympathy and clarify the family's wishes regarding the school's involvement in funeral/memorial service
- Arrange a home visit by two staff representatives within 24 hours, if appropriate.
- Have regard for different religious traditions and faiths

MEDIUM-TERM ACTIONS (24-72 HOURS)

- Review the events of the first 24 hours
- Preparation of students/staff attending funeral
- Involvement of students/staff in liturgy if agreed by bereaved family
- Facilitation of students/staff's responses, e.g. Sympathy cards, flowers, Book of Condolences, etc.
- Ritual within the school
- Reconvene Key Staff/Critical Incident Management Team
- Decide arrangements for support meetings for parents/students/staff
- Decide on mechanism for feedback from teachers on vulnerable students
- Have review of Critical Incident Management Team meeting
- Establish contact with absent staff and pupils
- Arrange support for individual students, groups of students, and parents, if necessary
- Hold support/information meeting for parents/students, if necessary, in order to clarify what has happened
- Give any teacher who feels uncomfortable with involvement in support meetings the choice of opting out
- Arrange, in consultation, with outside agencies, individual or group debriefings or support meetings with parental permission
- Plan for the re-integration of students and staff e.g. absentees, injured, siblings, close relative etc)
- Student Liaison person to liaise with above on their return to school.
- Plan visits to injured
 - Family Liaison person + Class Teacher + Principal to visit home/hospital
 - Attendance and participation at funeral/memorial service (To be decided)
 - Decide this in accordance with parent's wishes, school management decisions and in consultation with close school friends
- School closure (if appropriate- advice to be sought from the Inspector, Noreen Bambury)
- Request a decision on this from school management

LONGER TERM ACTIONS

Monitor students for signs of continuing distress

If over a prolonged period of time, a student continues to display the following, he/she may need assistance from the Health Board. Constant communication with family is essential.

- Uncharacteristic behaviour
- Deterioration in academic performance
- Physical symptoms — e.g. weight loss/gain, lack of attention to appearance, tiredness, restlessness
- Inappropriate emotional reactions
- Increased absenteeism

Evaluate response to incident and amend Critical Incident Management Plan appropriately

- What went well?
- Where were the gaps?
- What was most/least helpful?
- Have all necessary onward referrals to support services been made?
- Is there any unfinished business?

Formalise the Critical Incident Plan for the future

- Consult with NEPS Psychologist
- Inform new staff/new school pupils affected by Critical Incidents where appropriate
- Ensure that new staffs are aware of the school policy and procedures in this area
- Ensure they are aware of which pupils were affected in any recent incident and in what way
- When individual pupils or a class of pupils affected by an incident are transferring to a new school, the Principal should brief the Principal of the new school
- Decide on appropriate ways to deal with anniversaries (Be sensitive to special days and events)
- Anniversaries may trigger emotional responses in students/staff and they may need additional support at this time
- Acknowledge the anniversary with the family
- Need to be sensitive to significant days like Birthdays, Christmas, Mother's Day, and Father's Day
 - Plan a school memorial service
 - Care for the deceased person's possessions. What are the parent's wishes?
 - Update and amend school records

Critical Incident Plan

Board of Management Members Contact Details

Name	Contact Details
Vivienne Crowley (Chairperson)	0872801689
Mark Bergin (Principal)	0872995892