



Loreto Secondary School St Michael's Critical Incident Management Policy

Loreto Secondary School, St Michael's aims to protect the wellbeing of its students and staff by providing a safe and nurturing environment at all times. Within a positive environment based on Christian values, and with a strong social justice focus, St. Michael's students are encouraged to avail of all opportunities to develop to their true creative, academic, personal and spiritual potential. The Board of Management, in conjunction with the principal, has drawn up a critical incident management plan as one element of the school's policies and plans.

This policy outlines the procedures to be taken in the event of a critical incident. For the purpose of this policy a critical incident is defined as "an incident or sequence of events that overwhelm the normal coping mechanism of the school" (Responding to Critical Incidents-A Guideline for Schools: NEPS 2007)

1. What is a critical incident?

Critical incidents may involve one or more students or staff members, or members of our local community. Examples of Critical Incident may include

- A major accident/tragedy in the wider community
- An accident involving members of the school community
- The death of a member of the school community through accident, violence, suicide or suspected suicide or other unexpected death
- The death of a member of the school community which, although anticipated, impacts greatly nonetheless on the school community
- An accident on a school trip
- Serious damage to the school building through fire, flood, vandalism, etc.
- An intrusion into the school
- Public health emergency - pandemic

2. Aim of the Critical Incident Management Policy

The aim of this CIMP is to help the school management and staff of Loreto St Michael's react quickly and effectively in the event of an incident. It enables us to maintain a sense of control, to ensure that appropriate support is offered to our students and staff and support us to effect a return to normality as soon as possible.

3. An Ethos of Support and Care

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.

3.1 Physical safety

The following are some specific examples of what we are doing at this point. Further information available from our Health & Safety policy.

- Pre-opening supervision in the school, at lunchtime and at the end of the school day
- Entrance to school for visitors through main reception
- Fire exits and extinguishers are regularly checked
- Evacuation plan formulated
- Regular fire drills occur
- Canteen provides hot and healthy meal options
- Child Protection procedures are in place and the names of the DLP and Deputy DLP are displayed
- Visitors to the school report to the office
- Visiting speakers sign in to the office and wear a visitor badge

3.2 Psychological safety

The management and staff of Loreto Secondary School, St Michael's 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. Examples include:

- Staff are familiar with the Child Protection Procedures and the name of the Designated Liaison Person
- Staff have access to training for their role in Social, Personal and Health Education (SPHE) and Friends for Life Programme
- SPHE / Friends for Life is integrated into the Wellbeing programme of the school. 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 are addressed in the SPHE curriculum. Promotion of mental health is an integral part of this provision
- Information is provided on mental health in general and such specific areas as signs and symptoms of depression and anxiety
- The school has developed links with a range of external agencies – Garda Liaison Person, Jigsaw Meath, local NEPs psychologist. Education Welfare Officer (EWO), CAMHS, School Chaplain and local clergy etc.
- Students who are identified as being at risk are referred to the designated staff member (e.g. guidance counsellor or Year Head). Concerns are explored and the appropriate level of assistance and support is provided. Parents/guardians are informed, and where appropriate, a referral is made to an appropriate agency
- There is a care system in place in the school using the “Continuum of Support” approach which is outlined in the NEPS documents published in 2007 for primary schools and 2010 for post primary schools. Also incorporates Student Support Teams in Post Primary Schools (2014)
- 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. Reference made to DES Circulars 0022/2010 (Primary) or 0023/2010 (Post-Primary)
- The school has a clear anti-bullying policy and deals with incidents of bullying in accordance with this policy
- Student voice and leadership opportunities are cultivated through school captains, class captains, the student council, peer mediation and the prefect system.
- Students seek support through a variety of programmes and supports which may include Guidance Counselling, Rainbows, Peer Mediation, mentoring where appropriate, our Pastoral Care structures and Friends for Life Programmes.
- Staff are informed in the area of suicide awareness and some have attended specialist training such as ASIST provided by the HSE and Friends for Life provided for by NEPs

- Staff are aware that they can access support for themselves through the Employee Assistance Service

4. The Critical Incident Management Team (CIMT)

In the event of a critical incident occurring, the Critical Incident Team is convened to plan and implement an appropriate response.

4.1 The Critical Incident Management Team (CIMT) consists of:

Sean Kelly	(Principal)	Sinead Keena	(RE Coordinator)
Andrea Finlay-Kajic	(Deputy Principal)	Clare Cullen	(Wellbeing Coordinator)
John Fitzpatrick	(Deputy Principal)	AEN Department	(Relevant)
Orla McGuinness	(Financial Manager)	Year Heads	(Relevant)
Francis O'Toole	(Guidance Counsellor)	Class Tutors	(Relevant)
Cait Diver	(Guidance Counsellor)	Exam Secretary	(June)

4.2 Specific roles and description of responsibilities of each member of the CIMP team

TEAM LEADER	
Member of CIMT Responsible	Sean Kelly, Principal
Contact Details	skelly@loretonavan.ie
Responsibilities	• 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; Loreto Trustees • Liaises with the bereaved family

GARDA LIAISON	
Member of CIMT Responsible	Principal
Contact Details	skelly@loretonavan.ie
Responsibilities	• Liaises with the Gardaí • Ensures that information about deaths or other developments is checked for accuracy before being shared.

STAFF LIAISON	
Member of CIMT Responsible	Sean Kelly Principal
Contact Details	skelly@loretonavan.ie
Responsibilities	• 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 • Advise them of the availability of the Employee Assistance Service and gives them the contact number.

STUDENT LIAISON	
Member of CIMT Responsible	Relevant Year Head
Contact Details	Relevant
Responsibilities	• May coordinate information from tutors about students about whom they may have concerns • Alerts other staff to vulnerable students (appropriately) • Provides materials for students (from their Critical Incident folder) • Maintains student contact records • Assumes responsibility for the setting up and supervision of 'quiet' room where agreed.

PARENT LIAISON	
Member of CIMT Responsible	Andrea Finlay-Kajic (Deputy Principal)
Contact Details	085 1262928 afinlaykajic@loretonavan.ie
Responsibilities	• Visits the bereaved family with the team leader • Arranges meetings, if held • May facilitate such meetings, and manage 'questions and answers' sessions • Manages the 'consent' issues in accordance with agreed school policy • Ensures that sample letters are prepared and available on the school's IT system 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).
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TEACHER LIAISON	
Member of CIMT Responsible	John Fitzpatrick (Acting Deputy Principal)
Contact Details	0868269207 jfitzpatrick@loretonavan.ie
Responsibilities	• 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 • Advise them of the availability of the Employee Assistance Service and gives them the contact number.

MEDIA LIAISON	
Member of CIMT Responsible	Sean Kelly Principal
Contact Details	skelly@loretonavan.ie
Responsibilities	• 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). • Will use the boardroom as a centre for media meetings.

ADMINISTRATOR	
Member of CIMT Responsible	Orla McGuinness
Contact Details	08702969525 omcguinness@loretonavan.ie
Responsibilities	• Maintenance of up to date telephone numbers of Parents/guardians Teachers Emergency services • Takes telephone calls and notes those that need a response • Ensures that templates are available on the schools IT system and ready for adaptation • Prepares and sends out letters, emails and texts • Photocopies materials as needed • Maintains records.

5. Outside Agencies

Depending on the nature of the critical incident, the school may access professional support from agencies such as:

- Department of Education (DES)
- Psychological Services (NEPS)
- National Suicide Bereavement Support Network
- Rainbows
- Loreto Education Office
- Local Priest
- States Examinations Commission
- Inspectorate
- TUSLA
- Hospital
- Local GP
- Gardaí
- Fire Brigade

Note - A list of emergency contact numbers is available in the appendix of this document. It is also displayed in the staff room, school office and senior management offices.

6. Record keeping

In the event of an incident each member of the team will keep records of phone calls made and received, letters emails and texts sent and received, meetings held, persons met, interventions used, material used etc. Attendance of students in our special centres to be recorded (canteen, guidance area).

The school administration staff, Orla McGuinness / Kelly O'Neill / Teresa Cooke, will have a key role in receiving and logging telephone calls, sending letters, photocopying materials etc.

There will be a dedicated phone line for emergency use. The administrator Orla McGuinness is the main contact in the school office.

7. Confidentiality and good name considerations

The management and staff of Loreto Secondary School, St Michael's 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 confirmed 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.

8. Critical incident rooms

In the event of a critical incident the following locations will be used

Location	Use
Staff room	Main room used to meet the staff
Canteen	Main area to meet students
Chapel	Main area to meet parents
Reception	Main area for media
Guidance and counselling rooms	For individual sessions with students
Year Head Offices	For other visitors
Study Hall	For classes needing supervision
Meeting Room	CIM Team Meeting

9. 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 at a New Staff Induction session.
- The plan will be updated annually in August by the Guidance Counselling department and amendments brought to the attention of the Care Team in a September meeting..

Chairperson
(BOM Loreto St Michael's)

Sean Kelly
Principal

Ratification Date _____

Due for Review _____

Critical Incident Plan

Key Documents

- 1. Resources from NEPS guidelines with links to google docs**
- 2. Critical incident management team**
- 3. Day 1 - short term actions**
- 4. Day 1 - Principal's checklist**
- 5. Meeting of Critical Incident Management Team - Agenda**
- 6. DAY 2 (and following days) Medium Term Actions List**
- 7. Day 2 - Action plan for principal's**
- 8. Follow up (72 hours and beyond)**
- 9. Action plan for principal's - Follow up**
- 10. Emergency Contact list**
- 11. Staff contact list.**

RESOURCES from Responding to Critical Incidents: NEPS Guidelines and Resource Materials for Schools, 2016 available in Critical Incident School Folder (shared on google - click on link)

[R1 STUDENT CONTACT RECORD](#)

[R2 SAMPLE LETTER TO PARENTS/GUARDIANS - SUDDEN DEATH/ACCIDENT](#)

[R3 SAMPLE LETTER TO PARENTS/GUARDIANS - VIOLENT DEATH](#)

[R4 SAMPLE ANNOUNCEMENT TO THE MEDIA](#)

[R5 A CLASSROOM SESSION FOLLOWING NEWS OF A CRITICAL INCIDENT](#)

[R6 CHILDREN'S UNDERSTANDING AND REACTION TO DEATH ACCORDING TO AGE](#)

[R7 STAGES OF GRIEF](#)

[R8 HOW TO COPE WHEN SOMETHING TERRIBLE HAPPENS](#)

[R9 REACTIONS TO A CRITICAL INCIDENT](#)

[R10 GRIEF AFTER SUICIDE OR SUSPECTED SUICIDE](#)

[R11 REINTEGRATION OF THE BEREAVED CHILD IN SCHOOL](#)

[R12 WAYS TO HELP YOUR CHILD THROUGH THIS DIFFICULT TIME](#)

[R13 A GENERAL INTERVIEW GUIDE FOR GUIDANCE COUNSELLORS, CHAPLAINS,](#)

[R14 CHECKLIST - STUDENTS AT RISK](#)

[R15 EXPLORING SUICIDE RISK](#)

[R16 FREQUENTLY ASKED QUESTIONS - PRINCIPALS](#)

[R17 FREQUENTLY ASKED QUESTIONS - TEACHERS](#)

[R18 FREQUENTLY ASKED QUESTIONS - PARENTS](#)

[R22 GUIDANCE ON SOCIAL MEDIA USE AND CRITICAL INCIDENTS](#)

CRITICAL INCIDENT MANAGEMENT TEAM

ROLE	CIM TEAM MEMBER RESPONSIBLE	CONTACT DETAILS
Team Leader	Sean Kelly	
Garda Liaison	Sean Kelly	
Staff Liaison	Sean Kelly	
Student Liaison	Relevant Year Head	
Parent Liaison	Andrea Finlay-Kajic	085 1262928
Teacher Liaison	John Fitzpatrick	086 8269207
Media Liaison	Sean Kelly	
Administrator	Orla McGuinness	087 2969525
Other team Members	<u>Guidance and Counselling</u> Francis O'Toole Cait Diver <u>SET</u> <u>RE</u> Sinead Keena <u>Wellbeing</u> Clare Cullen Year Heads Class Tutor as applicable Exam Secretary (June)	086 1074445 086 3686203

DAY 1
Short Term Actions List

Task	Person responsible	Completed (if applicable)	Notes
Gather accurate information	Sean Kelly		
Who, what, when, where?	Sean Kelly		
Convene a CIMT meeting - specify time and place clearly	Sean Kelly		For agenda and meeting template see page 11 and 12 of this document
Contact external agencies	Francis O'Toole		
Arrange supervision for students Contact DES for ex extra sub teachers (if needed)	John Fitzpatrick		
Hold staff meeting	Sean Kelly		
Agree schedule for the day	Sean Kelly		
Inform students - (close friends and students with learning difficulties may need to be told separately)	Year Head Class tutor SET / SNA Chaplain		
Contact/visit the bereaved family	Sean Kelly Andrea Finaly-Kajic Francis O'Toole Year Head		
Compile a list of vulnerable students	CIMT		
Prepare and agree media statement and deal with the media	Sean Kelly		
Inform parents/guardians	Sean Kelly / Andrea Finaly-Kajic		
Provide refreshments during the day (Canteen)	John Reilly		
Hold end of day staff briefing	Sean Kelly		

Day 1 Principal's Checklist

- ☐ 1. Gather the facts - what has happened, when, how, where, and who is injured or dead
- ☐ 2. Consult Responding to Critical Incidents: Guidelines and Resource Materials for Schools (available on the DES website www.education.ie)
- ☐ 3. Is it an incident requiring a NEPS Response at Level 1, 2 or 3 (see page 20 of Guidelines)?
- ☐ 4. Who do I need to call (see Emergency Contact List)?
- ☐ 5. Meet with the other Critical Incident Management Team
- ☐ 6. Meet with other agencies, if involved, to agree roles and procedures
- ☐ 7. Have administration staff photocopy appropriate literature
- ☐ 8. Arrange for the supervision of students
- ☐ 9. Agree content of communication for school social media site, if appropriate
- ☐ 10. Address the staff meeting
- ☐ 11. Identify vulnerable students
- ☐ 12. Draft a media statement (R4)
- ☐ 13. Prepare for a media interview, (see Section 9)
- ☐ 14. Draft a letter to parents (R2, R3)
- ☐ 15. Meet with the CIMT to review the day and arrange an early morning meeting for the following day
- ☐ 16. Meet with the staff group
- ☐ 17. Make contact with the affected family/families.

Meeting of Critical Incident Management Team

Date	
Location	
In Attendance	

Agenda	Notes / Actions (if applicable)
Details of the event	
Agree on the facts. These will need to be relayed in a clear, appropriate and consistent manner by all staff to the students	
Discuss what agencies have been contacted and whether there are additional ones that should be informed (check Emergency Contact List)	
Managing communication needs careful attention. Use of social media is a good medium for facilitating factual and appropriate communication	
Plan procedures for the day	
Discuss issues relating to school routine. See Section 11, R5 for further information	

Is there is an event scheduled such as a trip, concert, match, etc.	
Discuss how to break the news to relatives and close friends and who should do this (remember that they must always be told separately)	
Discuss how to break the news to the rest of the students. It is often best to do this with class groups, rather than large assemblies (See Section 11, R5)	
Discuss how to identify vulnerable students (see page 25)	
If there are students of various nationalities and religions in the school, this needs to be taken into consideration in organising prayer services, attendance at the funeral etc.	
Parents of different religious or national groups may need to be consulted	
Plan a whole staff briefing (including ancillary staff). This may need to be done in two groups depending on the arrangements for the supervision of students	
Agree the text of a letter to be sent to parents, (See Section 11, R2 and R3)	
Discuss how to deal with the media. Prepare a media statement and place it on the school's website, if appropriate (see Section 9 and Section 11, R4).	
Delegate responsibilities to the appropriate critical incident team member	

or key personnel	
Discuss which room(s) will be available to external agencies	
Decide whether a quiet room should be made available for students.	
A record should be kept of all students seen by school staff and agencies external to the schools, (see Section 11, R1). One person should be appointed to collate the lists regularly	
NEXT CIMT MEETING	
TIME FOR FOLLOW UP STAFF MEETING	

DAY 2 (and following days) Medium Term Actions List

Task	Person responsible	Task Completed (if applicable)	Notes
Convene a CIMT meeting to review the events of day 1(Room A 12)	Maria Hareny		
Meet external agencies	Francis O'Toole		
Meet whole staff	Maria Harney		
Arrange support for students, staff, parents/guardians	Francis O'Toole		
Visit the injured	Maria Harney Andrea Finlay-Kajic Francis O'Toole Year Head		
Liaise with bereaved family regarding funeral arrangements	Maria Harney / Andrea Finaly-Kajic		
Agree on attendance and participation at funeral service	CIMT		

ACTION PLAN FOR PRINCIPALS: MEDIUM-TERM ACTIONS

Day 2 and following days

The CIMT will continue to meet each day until the school returns to normal functioning.

2.1 Meeting with the CIMT and other agencies

Agenda

- Review what has been done to date
- Make a decision about school closure, keeping in mind the general aim of maintaining routine in so far as possible for the school community
- List tasks for the day and assign roles - media: liaison with other agencies: contact with bereaved family: attendance and participation in the funeral service
- List items to be addressed by the principal at the staff meeting
- Review the schedule for the day
- 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.

2.2 Meeting with the whole staff

- The principal outlines the schedule for the day and updates staff on any information from the family, funeral arrangements etc.
- A representative from another agency may address the staff, if appropriate.
- Update any new information and outline schedule of the day
- Give an opportunity for questions.

(Refer to page 29 of *Responding to Critical Incidents: NEPS Guidelines and Resource Materials for Schools 2016*)

Follow Up Beyond 72 Hours

Task	Person responsible	Task Completed (if applicable)	Notes
Monitor students for signs of continuing distress	Year Head Class tutors Subject teachers		
Liaise with agencies regarding referrals	Francis O'Toole		
Plan for return of bereaved student(s)	Year Head / Andrea Finaly-Kajic		
Plan for giving of "memory box" to bereaved family	CIMT		
Decide on anniversaries (school memorial statue in place)	BOM / Staff, parents and students		
Review response to incident and amend plan	CIMT /Staff / BOM		

ACTION PLAN FOR PRINCIPALS: FOLLOW-UP

This follow-up is the work that will be carried out in the weeks, months and years following a critical incident. The goal will be to help the school community cope with the impact of the event in the longer term and to monitor those individuals with ongoing difficulties.

- Meet with appropriate staff to review the list of affected staff and students. Identify who will be responsible for follow-up
- Discuss referral procedures and when an onward referral may be indicated
- Prepare for the return of bereaved student(s) (see Section 11, R11)
- Discuss what the school will do in memory of the student(s). A representative from the school should liaise with the family/ies of the deceased regarding the memorial. Remember that whatever policy or precedent the school sets at this time may need to apply to all future deaths
- Discuss what to do with respect to events that the deceased student would have been part of e.g. the Debs, award ceremonies and exam results, if applicable
- Discuss the management of exam results and the return of practical work submitted to the SEC. Notify the SEC of the need to attend to the issuing of results of the deceased
- Return personal belongings to the family or families. Bereaved parents often find it helpful to visit the school at a later date. This offers the school an opportunity to return the student's personal belongings and/or school work to the family. It may be an idea to put them in a 'memory folder' or 'memory box'
- Mark the school's calendar in advance with the anniversary date. Anniversaries may trigger emotional responses in students or staff and they may need additional support at this time. The school may decide to acknowledge the anniversary and should link with the family on any proposed commemoration
- Be sensitive to significant days like birthdays, Christmas, Mother's Day and Father's Day
- If students continue to show significant signs of distress a number of weeks after the incident, they may need to be referred on. A student who has expressed suicidal intent will be further screened. (Refer to information on warning signs and a guide to steps the school should take is contained in Section 7 of Guidelines). If it is a serious threat parents will be informed and the student referred on immediately to their GP or Child and Adolescent Services. Arrangements previously made with the relevant services for onward referral will come into play.
- Evaluate the school's response to the incident and amend the 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?
- The school may also decide to review the whole school approach to promoting health and wellbeing and student support. The Well-being Guidelines (2013), (2015) and Student Support Teams in Post-Primary Schools (2014) will be useful references.

EMERGENCY CONTACT LIST

Agency	Contact Number
FR DECLAN HURLEY	046 9027518
LORETO EDUCATION OFFICE	01 2899956
GARDA	046 9021445 / 9079930
HOSPITAL	046 9021210 / 9078500
FIRE BRIGADE	046 9021666
LOCAL GPs	046 9021369
TUSLA	046 9097870
NEPS PSYCHOLOGIST	046 9093310 / 01 8650635
DES	(01) 889 6400
STATE EXAMS COMMISSION	090 6442700
INSPECTORATE	01 8896553
PARISH PRIEST / CLERGY	046 9027518
EMPLOYEE ASSISTANCE SERVICE	1800 411 057
JOHN REILLY - CANTEEN	087 7932972

STAFF CONTACT LIST

[illegible]

Breaking the News**Procedures on the death of a parent / sibling of a pupil /member of the school community**

The following are our procedures in the event of the death of a parent / sibling of a pupil and how we announce the death to the pupils in the year group.

Step 1 Contact is made with the Guidance Counsellor (GC) / Student Support Team SST / Year Heads (Care Team) / Tutor (as soon as the news of the death is brought to our attention). Fact of the death must be verified with a family member or Gardai (Principal).

Step 2 The SST / YH / Tutor will meet briefly before class time (8:15am meeting room) Any other girls in the year group who may be particularly affected by the news should be identified by the YH.

Step 3 The GC will work closely with the DP / YH / Tutor to arrange a short liturgy

Step 4 Teachers & other staff members should be informed by text / email / notice board by the Principal as soon as possible.

Step 5 Registration should proceed as normal. Students go to class as normal. Some girls may have heard the news and these should be accompanied to guidance area where they can be spoken to in private (if this is before school time).

Step 6 SST member to contact Shane - to get the canteen ready for an assembly.

Step 7 SST member will organise background music and candle for a brief liturgy (tissues).

Step 8 Assembly of the Year Group. It is important to inform pupils as soon as possible. Delaying a formal announcement may make the situation worse, as rumour can add another dimension to the matter and pupils may feel that a delay communicates a lack of concern or sensitivity by the school staff. Member of management to check corridors for possible upset students.

Step 9 The Student Support Team will designate a person to announce the death . This announcement needs to be very brief and factual – it is important to keep in mind the following

- Ensuring that the family's right to privacy is respected
- Ensuring that only the established facts about the death are communicated.
- Making the announcement simultaneously so that all pupils in the year group will hear about it at the same time. Use a straightforward sympathetic announcement of a loss with a simple statement of condolence.

Step 10 Principal / DP /Year Head may speak to the group. Assure students that they will be kept informed as more information is made available e.g. funeral arrangements etc.

Step 11 Guidance Counsellor will speak (focus on emotions and feelings) and conclude with short liturgy.

Step 12 Students return to class. Allow for upset students to stay behind in the canteen with the G C. This may last for class period two . If students are still upset - contact parents. Class teachers continue with class as normal. A prayer may be offered at the start of class - otherwise routine should be kept as normal (small group walk only if supervised and SST informed).

Step 13 Principal, Year Head and / or Tutor will visit the family home having first checked with family.

Step 14 Parents of the year group / entire school body should be notified by Flexibuzz (if appropriate).

Step 15 RE teacher of base class may address the subject of death with the class group as he/she sees fit. Management will work with staff who may be upset.

Funeral arrangements

Tutor class group (Junior Cycle), accompanied by the Tutor / Year Head will attend the funeral in full school uniform and form Guard of Honour if desired by the family

At senior cycle a group other than the tutor class group (Prefects, Peer Mediators, Student Council) may be more appropriate - Management will decide who is best to represent the school.

Debriefing session - this is really important for the Student Support Team.