



Critical Incident Policy

Tyndall College, Kilkenny Road, Carlow.

2022 – 2023

Principal

Mr. Gerry McGill

Baile Mhoirtéal,
Bóthar Chill Chainnigh,
Ceatharlach, R93 N5V2

Tyndall College
Mortarstown, Kilkenny Road,
Carlow, R93 N5V2

Deputy Principals

Ms. Emer Morrissey, Ms. Maria Quinn

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Kilkenny and Carlow
Education and Training Board

Charity No. CHY20923



Glossary of Terms

- BFL Behaviour For Learning
- CAMHS Children and Adolescent Mental Health Services
- CCCC Carlow Childcare County Committee
- CCDP Carlow County Development Project
- CCYPS County Carlow Young Peoples Services CCYPS
- CIMT Critical Incident Management Team
- CIT Carlow Institute of Technology
- CRYs Carlow Regional Youth Services
- DES Department of Education and Skills
- DEIS Delivering Equality of Opportunity in Schools
- DLP Designated Liaison Officer
- DDLP Deputy Designated Liaison Officer
- GC Guidance Counsellor
- HSCL Home-School Community Liaison Teacher
- HSE Health Service Executive
- KCETB Kilkenny Carlow Education and Training Board
- NCSE National Council for Special Education
- NEPS National Educational Psychologist Services
- PDST Professional Development Services for Teachers
- RSE Relationship and Sexuality Education
- SCP School Completion Programme
- SEC State Examinations Commission
- SENCO Special Educational Needs Co-ordinator
- SENO Special Educational Needs Officer
- SHIP Self-Harm Intervention Project
- SNA Special Needs Assistant
- SPHE Social Personal Health Education
- SST Student Support Team
- TY Transition Year

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Tyndall College Mission Statement

“Tyndall College provides excellent second level education in a student-centered, co-educational environment. It is our intention to lead students on their journey to reach their individual potential and to encourage them to make a positive contribution to society.”

Scope

This policy applies to the entire school community – students, parents and staff.

Rationale

Tyndall College aims to protect the wellbeing of its students and staff by providing a safe and nurturing environment at all times. Through its Mission Statement promoting a secure and caring community the Board of Management, through Mr. McGill, has drawn up the Critical Incident Management Plan as one of the school’s policies and plans.

Aims

The aim of the Critical Incident Management Policy and Plan is to ensure that;

1. Tyndall College can respond quickly, effectively and sensitively in the event of a critical incident
2. Tyndall College can provide appropriate support to students in time of a critical incident
3. To maintain a sense of control during the critical incident
4. In so far as is possible to limit the effect of the incident on students and staff
5. To enable a sense of normality to return as soon as possible after the critical incident
6. The Critical Incident Management Policy and Plan is to support the entire school community, students, staff, parents and the wider community in order to begin to deal with and come to terms with a critical incident.

The Critical Incident Management Policy and Plan takes cognisance of and operates in conjunction with other Tyndall College Policies and programmes including –

1. Code of Behaviour
2. Child Protection
3. Anti-Bullying
4. The Guidance Plan
5. SPHE Programme
6. Wellbeing Programme
7. Internet and Acceptable Usage Policy

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8. Health and Safety Policy

The Critical Incident Management Policy and Plan has been developed in line with best practice, with guidance from Department of Education and Skills (DES) and the National Educational Psychological Service (NEPS) documents underpinned by relevant legislation and documents including;

- Education Act 1998
- Suicide Prevention in Schools: Best Practice Guidelines (IAS, National Suicide Review Group (2002)
- Suicide Prevention in the Community - A Practical Guide (HSE 2011)
- Anti-bullying Procedures 2013
- Wellbeing in Post-Primary Schools 2013
- Wellbeing in Post-Primary Schools: Guidelines for Mental Health Promotion and Suicide Prevention 2013
- Student Support Teams in Post-Primary Schools 2014
- Children First National Guidance for the Protection and Welfare of Children 2017
- Child Protection Procedures for Primary and Post-Primary Schools 2017
- Guidelines for Well-Being in Junior Cycle 2017
- Responding to Critical Incidents. NEPS Guidelines and Resource Materials for Schools 2017

Definition and Examples of a Critical Incident

The staff and management of Tyndall College 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, or members of our local community.

Examples of Critical Incidents might include but are not limited to:

- 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 school community
- Serious damage to the school building through fire, flood vandalism etc.
- A major accident / tragedy in the wider community
- Fire in the school
- The disappearance of a member of the school community

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Academic Year 2022 - 2023

- The Covid-19 pandemic has been classified as a wellbeing event and not in and of itself a critical incident. A range of wellbeing supports have been provided by NEPS and the Department of Education. <https://www.gov.ie/en/publication/0722b-wellbeing-resources/>
- Owing to Covid-19 and potentially new and evolving regulations, directions, protocols and procedures issuing from the Department of Education and Kilkenny Carlow ETB it may be necessary to alter how a critical incident is managed e.g. whether staff, students or others can be physically on site. Tyndall College will make every effort to continue to support the school community whether in person on the phone, through Microsoft Teams, website and social media channels, Facebook, Instagram and Twitter.
- Plan A is for a critical incident where the school building is opening and functioning, however access by parents and others is restricted owing to Covid-19 national guidelines
- Plan B is for a critical incident where the school building is not open and functioning, schooling is happening remotely online. Whether a small number of staff including the critical incident team can be on site will depend on National Guidelines as per NPHET, Public Health HSE, Department of Education and Kilkenny Carlow ETB.
- NEPS have issued guidance that can be found on the following
 - + <https://www.education.ie/en/The-Department/Announcements/information-for-schools-preschools-and-third-level-institutions-on-the-coronavirus.html>
 - + <https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/responding-to-critical-incidents-covid19.pdf>



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Initial Assessment of the Incident

- Below is a classification of response level to an incident.
- This classification in no way diminishes the seriousness of any particular event.
- It is intended to help the school and psychologists assess what level of intervention is needed, including the additional supports a psychologist may need to request from colleagues and other agencies.

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.

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.

Creating a caring and supportive ethos in Tyndall College

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.

Physical Safety

Some of the measures taken by the school to ensure the physical safety of the students include;

- Defibrillator located on site in main reception area
- Staff members trained in First Aid
- Specific Care Plans for students with medical needs drawn up in conjunction with parents/guardians and staff are made aware of them.
- Supervision in the school before and after school and during break
- The Code of Behaviour is printed in all Homework Diaries
- Induction for all new students
- Health and Safety Plan for all practical rooms and laboratories
- Emergency contact list on display – See **Appendix 1**
- The Principal must be notified of all trips outside of school. Lists of all participants are drawn up and a copy left with the Principal and on display in the staffroom
- Lift regularly serviced and checked
- Evacuation plans/fire drills/fire exits and extinguishers regularly checked/fully functional and regularly serviced Fire Alarm system
- Health and Safety Policy

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- Tyndall College is a PPP school which means there is a Facility Management Company on site who are responsible for ensuring the upkeep and maintenance of the buildings and grounds to agreed high standards.

Psychological Safe Environment

The management and staff of Tyndall College 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.

Social Personal and Health Education (SPHE)

Mental health promotion is vital and one of the key means of supporting all students in this is through Social Personal and Health Education (SPHE) and Wellbeing.

- Social, Personal and Health Education (SPHE) is integrated into the work of the school. Issues such as grief and loss; communication skills; stress and anger management; resilience; conflict management; problem solving; help-seeking; 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.
- SPHE supports the physical, mental, emotional, social and spiritual development, and wellbeing of all members of the school community. It has a significant role to play in the creation of healthy, nurturing and safe environments.
- It is a ‘universal’ intervention, targeting all pupils, and thus enhances the health of the whole school population.
- It encourages students to develop their values and attitudes and helps provide the life skills they need to live healthy lives in the wider community
- Staff have access to training for their role in SPHE

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. DES Circular 0023/2010

- Books and resources on difficulties affecting the post primary school student are available
- Information is provided on mental health in general and such specific areas as signs and symptoms of depression and anxiety
- SPHE is a core element of the Child Protection and Safe Guarding Inspection and Tyndall College is fully compliant with Check 10

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The Student Support Team

- The care system in Tyndall college is co-ordinated by the Student Support Team.
- It has established systems and procedures for the identification of students at risk and for referral to school personal for screening and support
- Each Year Head along with Guidance Counsellor SENCO, HSCL, BFL and SCP Coordinator meet with SMT on a weekly basis. The full team meets as necessary.
- Students who are identified as being at risk are referred to the designated staff member (e.g. guidance counsellor, school completion, Behaviour For Learning) through the Tyndall College Student Support Referral Teams Site 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.

The remit of this team includes;

- The co-ordination of the support available for students in the school - Year Heads, Guidance Counsellor, School Completion Programme, Home School Community Liaison Officer, Resource
- Co-ordination of supports from NEPS and Special Education Needs Officer SENO
- Facilitate links to the community and other non-school support services e.g. Carlow Regional Youth Services CRYS
- Enable students with support needs to continue to access a full education-SENCO, SCP, Care Plans, Year Heads, HSCL
- Assist staff to manage those students effectively -referrals In and Out Lists, minutes of meetings
- Ensure new staff members are briefed about policies and procedures relating to student wellbeing and support
- Advise school management on the development and review of effective student support policies and structures

For more on the Student Support Team please see the Tyndall College Pastoral Care Policy

Themes of the Week

- Tyndall College operate a Theme of the Week programme and has planned the calendar of themes for the academic year.
- The themes are selected to support students, socially, emotionally, physically, personally and academically and contribute much to the creation of a safe school that de-stigmatises mental health problems and fosters the development of young people who are healthy in mind, body and spirit.
- Some of Themes of the Week include;
 - Active Week – European Sports Week

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- Multicultural Week – welcoming diversity
- Mental Health Week – de-stigmatising mental health and highlighting supports available
- Identity week – providing information and support on LGBTQ matters
- Anti – Bully Week

For further information see the Tyndall College Pastoral Care Policy and School Calendar 2022 - 2023

Child Protection

- Child protection issues are dealt with by Mr. Gerry McGill, Principal (Child Protection Designated Liaison Person) and Ms. Emer Morrissey, Deputy Principal (Child Protection Deputy Designated Liaison Person).
- Any concerns around child protection is reported to Designated Liaison Person or the Deputy Designated Liaison Person for Child Protection (DLP) who take the appropriate action as stated in Children First National Guidance for the Protection and Welfare of Children 2017 and Child Protection Procedures for Primary and Post-Primary Schools 2017
- All Staff are familiar with Child Protection Procedures and must complete the TUSLA e-learning training programme called ‘Introduction to Children First.’ These Certificates are valid for three years and must be given to Mr. McGill. Links for this site are found in the staff handbook
- Tyndall College is fully compliant with all aspects of the Child Protection Procedures for Primary and Post-Primary Schools 2017 and Child Protection and Safeguarding Inspection Checks.
- For more on Child Protection please see the Tyndall College Child Protection Risk Assessment and Safety Statement and Child Protection Policy.

Staff

- Tyndall College recognises that staff have a duty of care to the students at all times and particularly during a critical incident. However, Tyndall College acknowledges the fact that staff will also need support during and after a critical incident and will endeavour to whatever support is appropriate.
- Staff have been made aware of how they can access support for themselves from Spectrum Life. Information is available in the Staff Handbook and in the tyndall College Information and Resources Team under the KCETB Employee Assistance Scheme Channel. See **Appendix 9**
- Provision is made for and staff are encouraged to attend training and have access to resources on issues affecting young people.
- Staff are informed in the area of suicide awareness and some have attended specialist training such as SafeTalk and ASIST provided by the HSE.
- Whole School Training on Critical Incidents delivered by NEPS 7th December 2017. Whole School Training for All Staff by NEPS on 17th October 2019. All Staff in person training 6th September 2022.

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- 2022 NEPS have launched Critical Incident Online training which staff are encouraged to complete and submit the Certs to SLT. [Responding to Critical Incidents in Schools - NEPS \(education.ie\)](https://www.education.ie/en/About-Us/What-We-Do/Supporting-Schools/Responding-to-Critical-Incidents-in-Schools-NEPS-education.ie)
- Whole School Staff Wellbeing workshop facilitated by Professional Development Services for Teachers PDST 13th March 2018
- Whole School Staff Well Being Day 7th March 2019
- Members of the Critical Incident Team took part in NEPS Critical Incident Pilot Programme for Online Delivery of Critical Incident Training May 2021.

External Agencies

In Tyndall College we are in the fortunate position to be able to access and work with a wide variety of services to support our students. The list below is not exhaustive. These include;

- Barnado's
- Children and Adolescent Mental Health Services CAMHS
- Carlow County Development Project CCDP
- County Carlow Young Peoples Services CCYPS
- Carlow Regional Youth Services CRYS
- Carlow Childcare County Committee CCCC
- Educational Welfare Officer EWO
- Health Service Executive HSE
- Health Promotion and Improvement, Health and Wellbeing Division HSE
- Meitheal – Prevention, Partnership and Family Support Services (PPFS)
- National Council for Special Education NCSE
- National Educational Psychological Services NEPS
- Occupational Therapists
- Primary Care and Child Psychology Carlow
- Self-Harm Intervention Project SHIP
- Special Educational Needs Officer -SENO
- St Catherine's Community Services Centre Carlow
- TUSLA Child and Family Agency

Anti-Bully Policy

The school has a clear anti-bullying policy and deals with incidents of bullying in accordance with this policy. Please See the Tyndall College Anti Bully Policy for more details.

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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 a dedicated critical incident folder.
- This contains a copy of the policy and plan and materials particular to their role, to be used in the event of an incident.
- Tyndall College recognises that the members of CIMT have volunteered to be part of this team and depending on their circumstances in the event of a Critical Incident may not be in a position to fulfil their role and can excuse themselves. Reasons may include
 - Having been recently bereaved
 - The professional Staff/Student bond they had with the student(s) in question
 - Issues in their personal life that would impinge on their ability to carry out their designated role

Critical Incident Team Members

Principal

Deputy Principals

Guidance Counsellor

Home School Community Liaison

Special Education Needs Coordinator

School Completion Coordinator

Staff representatives

Administration

Mr. Gerry McGill

Ms. Emer Morrissey

Ms. Maria Quinn

Ms. Gemma Lawlor

Mr. Jordan Lowry

Ms. Lorraine Lawler

Ms. Mary Bolger

Ms. Sinead O’Keeffe

Ms. Paula Kennedy

Ms. Claire Halpin

Mr. Paul Manton

Ms. Bridget Sheehan

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Critical Incident Management Team Rolls

Role	Name	Telephone No.
Team Leader	Mr. Gerry McGill Principal	0871146087
Garda Liaison	Mr. Gerry McGill Principal	0871146087
Staff Liaison	Ms. Mary Bolger	0879923626
Student Liaison	Mr. Gerry McGill Principal	0871146087
Parent/Guardian Liaison	Ms. Emer Morrissey	0879244540
	Ms. Maria Quinn	0879666021
	HSCL Ms Lorraine Lawler	0876444391
Community/Agency Liaison	Ms. Sinead O’Keeffe	0868162822
Media Liaison	Mr. Gerry McGill Principal	0871146087
Administrator	Ms. Bridget Sheehan	0863652826
Attendance Tracker	Mr. Gerry McGill Principal	0871146087

Team Leader Mr. Gerry McGill Principal

- Alerts the team members to the crisis and convenes a meeting
- Coordinates the task of the team
- Liaises with the Board of Management; DES; NEPS; SEC; KCETB
- Liaises with the bereaved family.

Garda Liaison Mr. Gerry McGill Principal

- Liaises with the Gardaí
- Ensures that information about deaths or other developments is checked out for accuracy before being shared.

Staff liaison Ms. Mary Bolger SEN Coordinator

- 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

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- 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
- Advises them of the availability of the Employee Assistance Scheme EAS – Inspire Workplaces 1800 817435 and gives them the contact number. Flyers on Notice Board in Staffroom

Student Liaison Mr. Gerry McGill Principal

- May coordinate information from tutors, year heads and other staff about students they are concerned about
- Alerts other staff to vulnerable students (appropriately)
- Provides materials for students (from their critical incident folder)
- Maintains student contact records
- Looks after setting up and supervision of ‘quiet’ room where agreed

Community/Agency Liaison Ms. Sinead O’Keeffe SCP Coordinator

- 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
- Liaises with agencies in the community for support and onward referral
- Is alert to the need to check credentials of individual offering support
- Coordinates the involvement of these agencies
- Reminds agency staff to wear name badges
- Updates team members on the involvement of external agencies

Parent/Guardian Liaison Ms. Emer Morrissey, Ms Maira Quinn Deputy Principals & HSCL Ms Lorraine Lawler

- Visits the bereaved family with the team leader
- Arranges meeting, if held
- May facilitate such meetings and manage ‘questions and answers’ session
- Ensures that sample letter are prepared and available on the schools IT system ready for adaptation
- Sets up room for meetings with parents
- Maintains a record of parents seen
- Meet with individual parents
- Provides appropriate materials for parents (from the critical incident folder)

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Media Liaison Mr. Gerry McGill Principal

- In advance of an incident will consider issues that may arise and how they might be responded to (e.g. student being interviewed, photographers on the premises etc.)
- In the event of an incident, will liaise where necessary with SEC, relevant Staff unions, etc.
- Will draw up a press statement, give media briefings and interviews (as agreed by school management)

Administrator Ms. Bridget Sheehan Office Administrator

- Maintenance of up to date telephone numbers of
 - Parents/Guardians
 - All Staff
 - 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 send out letters, emails and texts
- Photocopies materials as needed
- Maintains records

Contingency

Should a Critical Incident occur and both Mr. McGill and Ms. Morrissey be off site, Mr. Paul Manton or Ms. Gemma Lawlor, will assume the role of Critical Incident Team Leader in the interim who will liaise with the Assistant Principal who is Acting Principal until Senior Management return to Tyndall College.

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, materials used etc.

The school Office Administration Ms. Bridget Sheehan has a key role to play in receiving and logging telephone calls, sending letters, photocopying material etc.

Confidentiality

The management and staff of Tyndall College 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.

The term 'suicide' will not be used unless there is confirmed information that death was due to suicide, and

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that the family involved consents to its use. The phrase ‘tragic death’ or ‘sudden death’ may be used instead. 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 following rooms have been designated for use in **Tyndall College**.

***Access by parents and others is currently restricted owing to Covid-19.**

To meet with staff	Staffroom 146
To meet with student	Students go to tutor rooms
To meet with parents	Room 013
To meet with media	Meeting Room 021
For individual sessions with students	Guidance Counselling Office Room 113 /114
For other visitors	065

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ACTION PLAN IN THE EVENT OF CRITICAL INCIDENT

3 Stages of Response

1. Short term actions – Day 1
2. Medium term actions – Day 2 and following days
3. Follow up actions – 72 hours and beyond

PLAN A is for Management of a Critical Incident in Person with school building opening and functioning

SHORT TERM ACTIONS DAY 1

Summary Check: Day 1

1. Gather the facts - what has happened, when, how, where, and who is injured or dead
2. Meet with the Critical Incident Management Team
3. Agree a schedule for the day
4. Make contact with the affected family/families. With affected family clarify their wishes regarding what information is to be shared. Also clarify their wishes for schools involvement, ie funeral/memorial service
5. Meet with the staff group and address staff meeting
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. Inform students – close friends and students with learning difficulties made need to be told separately
10. Identify vulnerable students put measures in place to support them
11. Arrange for Guidance Counsellor to be available for students
12. Agree content of communication for school social media site, facebook page, twitter account, website
13. Inform parents/guardians of student body at large and draft a letter to them if appropriate
14. Draft a media statement and prepare for a media interview
15. Meet with the CIMT to review the day and arrange an early morning meeting for the following day
16. Hold end of day staff meeting to provide updates and outline schedule for following day

Agenda for initial meeting with CIMT/Key Staff

- Share full 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 See emergency contact list **Appendix 1**

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- Managing communication needs careful attention. Calls, Texts, Social Media-School Facebook, Instagram, Twitter Account, Web page
- 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 identify vulnerable students **Appendix 3**
- 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 **Appendix 4**
- Consider the needs of students of various nationalities and religions in the school, in organising prayer services, attendance at the funeral etc.
- Parents of different religious or national groups may need to be consulted
- Co-ordination of work and agreement of the procedures for dealing with external agencies who are involved – NEPS assistance required here.
- Consult students about what to do if there is an event scheduled such as a trip, concert, match, etc. This should reduce the likelihood of students being angry later on as a result of any school action or in-action
- Discuss issues relating to school routine, including school closure. It is important to maintain a normal routine when at all possible. It is recommended that the school timetable runs as normal. This will provide a sense of safety and structure which is comforting for many students. Staff should give students the opportunity to talk about what has happened and temporarily shelve all academic activities if necessary. **See Appendix 4**
- Plan procedures for the day
- 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/guardians **Appendix 5**
- Discuss how to deal with the media. Prepare a media statement and place it on the school's website if appropriate. This can be emailed to media representatives who make contact with the school. It may also be used if an interview is requested **Appendix 6**
- A record to be kept of all students seen by school staff and agencies external to the schools, **Appendix 7** One person should be appointed to collate the lists regularly
- Agree the next meeting time for the Critical Management Team/key staff
- Agree a time for a follow up staff meeting at the end of the day. principal to update staff on any developments. preparation for the following day made and staff given a chance to share their experience and to wind down after the day.

Medium term actions – Day 2

1. Convene a CIMT meeting to review the events of day 1
2. Meet with external agencies
3. Meet whole staff

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4. Arrange support students, staff, parents/guardians
5. Visit the injured if appropriate
6. Liaise with bereaved family regarding funeral arrangement
7. Agree on attendance and participation at funeral service
8. Prepare students for attending funeral
9. Counselling to be arranged if appropriate
10. Support to be provided for staff and students
11. Make decision about school closure
12. Meet with the CIMT to review the day and arrange an early morning meeting for the following day
13. Hold end of day staff meeting to provide updates and outline schedule for following day

Follow-up 72 hours and Beyond

1. Monitor students for signs of continuing distress
2. Liaise with agencies regarding referrals
3. Plan for return of bereaved student(s)
4. Plan for giving of 'memory box' to bereaved family. Principal to manage exam results if applicable¹
5. Decide on memorials and anniversaries
6. Review response to critical incident and amend plan accordingly
7. On-going support to be provided to staff and students
8. Consideration to be given to significant dates relating to those involved in the Critical Incident

PLAN B is for Management of a Critical Incident remotely and with the school building closed **Day 1**

1. Convene a meeting of the Critical Incident Management Team

- Establish accurate facts. Liaise with NEPS
- Refer to the school's Critical incident Management Policy and to *Responding to Critical incidents-NEPS Guidelines and Resource Materials for Schools' document.*
- Convene Critical Incident Management Team (CIMT) meeting virtually on Microsoft Teams
- Conduct an initial assessment of the incident, decide what level of response is required and agree an Action Plan.
- Contact appropriate agencies, e.g. Board of Management etc
- Decide who needs to be contacted directly:-staff/students/parents/others and by what means:-phone/email/text/letter/website
- Identify vulnerable students and consider how to connect with them:-phone call to parents and/or speaking to students directly.
- Consider how to communicate with the bereaved family whilst physical distancing measures are in place:-

¹ In Consultation with the Family

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phone calls, writing a card or letter.

2. Notify Staff and Parents

- Agree and test available technologies as a means of communication,
- Agree a telephone tree for contacting staff and advise staff of the initial Action Plan.
- Notify parents using agreed means.
- Remember to respect family privacy and avoid references to the cause of death.
- Bear in mind that it is not usual practice for a school to inform the school community of the death of a parent.
- Manage social media as per guidelines
- Distribute resource '*For parents sharing sad news with their child*'.

3. Connecting with Staff

- Agree a telephone tree for contacting staff.
- Make separate contact with staff who may be vulnerable.
- Remind staff of the availability of the *Inspire Service* (ph. 1800 411057).
- Agree a time for a follow-up staff meeting for updates and reflection on shared experiences.
- Draw teachers attention to Teacher Wellbeing and Self Care during the Covid-19 school closure
<https://www.education.ie/en/The-Department/Announcements/teacher-wellbeing-self-care-during-the-covid-19-coronavirus-school-closures.pdf>
- Share with staff any resources being forwarded to parents.

4. Connecting with Students

- In accordance with school policy, some staff may decide to link directly with students via telephone, video link or email. Post primary staff should refer to DES document 'Continuity of Guidance Counselling- Guidelines for schools providing online support for students'.
<https://www.education.ie/en/Schools-Colleges/Information/Post-Primary-School-Policies/Policies/continuity-of-guidance-counselling-guidelines-for-schools-providing-online-support-for-students.pdf>
- Remind students that maintaining communication is important for wellbeing, and encourage them to keep in touch with close family and friends, whilst observing HSE guidelines. Remind students and staff that others are available to provide support.
- Reassure students of their resilience and ability to cope. Encourage them to think of times and way that they have coped in the past and to identify attributes that have helped them during difficult times.

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5. Bereavement Rituals: Funeral restrictions and alternative goodbyes

- Designated CIMT members should liaise with the bereaved family regarding the funeral service and, when appropriate, a memorial service. Remind students that they are not alone in their grief and that everyone shares the loss of not being able to participate in our usual rituals and togetherness, ie visiting the family attending funerals etc.
- Reassure students that the bereaved family understands the need to comply with current Public Health restrictions and that a commemorative service may take place at a later date.
- Invite student to think of alternative ways to express sympathy, e.g. sending a card to family. Remind student to be considerate and sensitive when posting messages on social media platforms RIP.ie has a message condolence facility.
- School leaders may consider facilitating a school platform or compiling messages of condolences/well wishes to share with family monitored for sensitivity by school personnel
- Encourage students to participate individually but collectively in any bereavement ritual being organised eg a streamed funeral service lighting a candle at a particular time during the ceremony playing music etc

Medium Term and Follow Up Actions

6. Review

- Convene a further Critical Incident Management Team (CIMT) meeting virtually to review what has been done and to identify new tasks needed.
- Update staff virtually on any new information

7. Continue To Provide Support

- Continue to link in with students, especially more vulnerable students.
- Remind students that others are available to provide support, e.g. teachers, guidance counsellors, close family, friends and/or online supports.
- Advise students to use practical approaches to manage anxiety. Share *DES resources and advice* for young people during COVID-19: -using breathing techniques, *relaxation techniques*, *coping statements*, practising yoga, doing exercise, etc.
- Support students to create action plans and to break down problems into small, realistic and manageable steps.
- Encourage students to try to spot any unhelpful thoughts and to ‘reframe’ them to more helpful thoughts (e.g. -‘That car was unsafe, but not all cars are unsafe’).
- Encourage them to identify positive, self-soothing strategies with prompts such as ‘What will help?’ or ‘What can I do now?’ For further resources, see www.yourmentalhealth.ie.
- Advise parents and students against making big life changes or hasty decisions at this challenging time.
- Advise parents to make a referral to their GP should their child show signs of severe emotional distress

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8. Follow Up Actions

- Discuss and review the status of any student referrals made to outside agencies.
- Prepare for how your school might support all students and staff when schools reopen, in particular those who have been bereaved.
- Evaluate your school's response to the critical incident and amend your Critical Incident Management Policy, as appropriate.

Consultation and communication regarding the plan

All staff were consulted, and their views canvassed in the preparation of this policy and plan.

Students and parents/guardian representative were also consulted and asked for their comments

Ours school's final policy and plan in relation to responding to critical incidents was presented to all staff and all staff have access to the Critical Incident Channel on the Tyndall College Information and Resources Site

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 by Mr. Gerry McGill

The plan will be updated annually in SEPTEMBER

This policy was adopted by the Board of Management on _____ [date].

Signed: _____

(Chairperson of Board of Management)

Signed: _____

(Principal and Secretary of the Board of Management)

Date: _____

Date: _____

Date of next review: _____

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Appendix 1 Emergency Contact List

Agency	Contact Numbers
Garda	Carlow Garda Station (059) 9136620 or 999
Hospital	<i>St. Dymphna's Hospital Carlow</i> (059) 913 6300 <i>St. Lukes Hospital Kilkenny</i> (056) 778 5000.
Fire Brigade	999
Local GP's /Care Doc	Medical Centre Clayton Hall (059) 9133330 Caredoc 1800 334 999
TUSLA	Carlow Kilkenny South Tipp (052) 6177301
HSE Primary Care Centre	Shamrock Plaza Green Lane (059) 9130828 / (076) 1082000
CAMHS	(059) 917 8033
Resource Officer for Suicide Prevention	(051) 874013
School Inspectorate	(01) 889 6553
NEPS Psychologist	NEPS, Department of Education and Skills C/O Kilkenny Education Centre, 'Seville Lodge', Callan Road, Kilkenny, Co. Kilkenny, R95 RH97. Tel: 056 7760200
Department of Education	(01) 889 6400
Kilkenny Carlow Education and Training Board	Carlow (059) 9138560 Kilkenny (056) 7770966
TUI	01 4922588
Chaplain	Fr John Dunphy Graiguecullen (059) 9141833
State Examinations Commission	(0906)442700
Employee Assistance Scheme- Inspire Workplaces	1800817435
Carlow Regional Youth Services	(059) 9130479
BOM Seamus Donohoe Chairperson	0877461494
HSE Area Medical Office Dept of Public Health	(056) 7784142

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Appendix 2 Teachers Helping Students in Time of Crisis or Emergency

1. LISTEN 2. PROTECT 3. CONNECT 4. MODEL & 5. TEACH

THINK ABOUT your students' "DIRECT EXPERIENCE" with the event i.e. FIRST-HAND EXPERIENCE of the event (physically experiencing or directly seeing it as it happens) After the event, changes can happen in students' thoughts, feelings, and behaviours. Your students may worry about family members, classmates, friends, or pets they care about, and may worry that it will happen again. Common reactions to crises and emergencies include trouble sleeping, problems at school and with friends, trouble concentrating and listening, and not finishing work. Your students may become more irritable, sad, angry, or worried as they think about what has happened, and as they experience recovery efforts after the event.

When students share their experiences, thoughts and feelings about the event, LISTEN for RISK FACTORS for adverse reactions.

Risk factors that may indicate a need for counselling referral for students include:
loss of a family member, schoolmate, or friend
observing serious injury or the death of another person
family members or friends missing after the event, past traumatic experiences or losses
getting hurt or becoming sick due to the event
home loss, family moves, changes in neighbourhoods/schools, and/or loss of belongings.

If a student has had any of these experiences, you may wish to consider referring her or him to the HSE services. Your NEPS psychologist will be available to provide support and advice. Now that you know what can affect your students after a disaster, school crisis, or emergency, you're ready to Listen, Protect, Connect, and Model & Teach

1. LISTEN, PROTECT, CONNECT, MODEL & TEACH

The first step after an event is to listen and pay attention to what they say and how they act. Your students may also show their feelings in non-verbal ways, like increased behavioural problems or increased withdrawal. Let your students know you are willing to listen and talk about the event, or to make referrals to talk to an appropriate professional, if they prefer it. Use the following questions to talk with your students. You can listen for clues that indicate when students are having a hard time. Write down a few examples that may be helpful to note:

What might be preventing a student from coming to or staying in school?

What might be preventing a student from returning to other school based activities?

What might be preventing a student from paying attention or doing homework?

Listen, observe, and note any changes in:

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Behaviour and/or mood
School performance
Interactions with schoolmates and teachers
Participation in school-based activities
Behaviours at home that parents/guardians discuss with you.

LISTEN 2. PROTECT, CONNECT, MODEL & TEACH

You can help make your students feel better by doing some or all of the following:

- Answer questions simply and honestly, clearing up any confusion students may have about what happened
- Let your students know that they are not alone in their reactions
- Provide opportunities for your students to talk, draw, and play, but don't force it
- Talk to your students about what is being done by the school and community to keep everyone safe from harm
- Watch for anything in the environment that could re-traumatize your students
- Keep your eyes and ears open for bullying behaviours
- Maintain daily routines, activities and structure with clear expectations and consistent rules
- Make adjustments to assignments to be sensitive to students' current level of functioning
- Limit access to live television and the Internet that show disturbing scenes of the event
- Remember, what is not upsetting to adults may upset and confuse students, and vice versa
- Encourage students to "take a break" from the crisis focus with activities unrelated to the event
- Find ways for your students to feel helpful to your classroom, the school, and the community
- List other things you do that help your students feel better. Sharing this list with other teachers may increase ideas to help your students.
-

LISTEN, PROTECT 3.CONNECT, MODEL & TEACH

Reaching out to people in your school and community will help your students after a school crisis or emergency. These connections will build strength for everyone. Consider ways to make some or all of the following connections:

- "Check in" with students on a regular basis
- Find resources that can be supportive to your students and staff
- Restore interactive school activities, including sports, club meetings, student projects, and student councils, coaches, etc.)
- Encourage student activities with friends, including class projects and extracurricular activities
- Empathise with your students by allowing a little more time for them to learn new materials
- Build on your students' strengths by encouraging them to find ways to help them use what they have learned in the past to help them deal with the event

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- Remind your students that major disasters, crises, and emergencies are rare
- Discuss feeling safe and times they have felt safe
- List programs and activities that connect you and your students with the community
- Share your list with other teachers to create a larger list of activities and resources.

LISTEN, PROTECT, CONNECT **4. MODEL & TEACH**

As you help your students after a disaster, crisis, or emergency, your efforts may be more successful – and you may be less stressed – if you keep in mind:

- It is good to be aware of your own thoughts, feelings, and reactions, these can be seen and may affect your students
- How you cope and behave after an event will influence how your students cope and behave.
- Monitor conversations that students may hear
- Acknowledge the difficulty of the situation, but demonstrate how people can come together to cope after such an event.

LISTEN, PROTECT, CONNECT, MODEL & **5. TEACH**

Talk to your students about expected reactions after a crisis (emotional, behavioural, cognitive, and physiological). There are “normal” reactions to abnormal events.

- Different people may have very different reactions, even within the same family
- After the event, people may also have different amounts of time they need to cope and adjust
- Encourage your students to identify and use positive coping strategies to help them after the event
- Help your students problem-solve to get through each day successfully
- Help your students set small “doable” goals and share in these achievements as “wins” for the student and your classroom
- Remind students that with time and assistance, things generally get better. If they don’t, they should let a parent or teacher know
- Over time, you, your students, their families, your classroom, can EXPECT RECOVERY.

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Appendix 3 Vulnerable Students

Identifying vulnerable students:

A lot of the students will be very upset and will want and need to talk about what has happened.

For the majority of students this can be done in the classroom or group setting.

It is helpful for students to hear others talking about how they are feeling.

This normalises their reaction.

If a student or group of students are particularly distressed it is advised to have them talk to someone they know who will be available over the next days and weeks.

If you are particularly concerned about a pupil, please talk to Senior Management about this.

This will be for only a small number of students. Remember at times of loss students will be comforted best by people they know and trust, rather than by a stranger

Students who need to be closely monitored as they may be more vulnerable than others are:

- Close friends and relatives of the deceased
- Students who experienced a recent loss, death of a friend or relative, family divorce or separation, break-up with a boyfriend/girlfriend
- Students with a history of mental health difficulties
- Students with a history of substance abuse
- Students experiencing serious family difficulties, including serious mental or physical illness
- Students who have been bereaved by a suicide in the past
- Students with a history of sexual abuse
- Students with a history of suicide attempts/self-harm
- Non-communicative students who have difficulty talking about their feelings
- Less able students.

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Appendix 4 Classroom Session Following news of a Critical Incidents

Normally, the class teacher, class tutor or other staff who knows the students should be the person to inform them of the events and lead the classroom session.² Students generally feel safe and secure with someone they know. If the teacher feels uncomfortable with this role another staff member may share the task. Staff should have the opportunity to opt out of this work if they feel unable to handle it and other arrangements should be made for that class group.

The aim of the session is to break the news to give the students an opportunity to discuss what has happened and to express their thoughts and feelings in a secure environment. The teacher needs to listen and be empathic.

The session needs to be tailored to the age and developmental level of the class group.
The outline of the session is as follows:

- STEP 1 Giving the facts and dispelling rumours
- STEP 2 Sharing stories and allowing and encouraging the sharing of thoughts and expressions of feelings
- STEP 3 Normalising the reactions
- STEP 4 Worries (for younger children)
- STEP 5 Advising about social media usage
- STEP 6 Empowerment
- STEP 7 Closure
- STEP 8 Free time
- STEP 9 Recovery

Step 1 Giving the Facts and Dispelling Rumours

Tell the students in a calm, low key and factual voice

- What has happened
- Who was involved
- When it happened
- The plan of the day

Sample Script –

I have something very sad I want to share with you. **The factual information agreed upon by the staff e.g. (name of student)**, who attends our school and was missing, has been found. You will probably be aware, through social media, that he is dead. Yesterday, the Gardáí found his body. They are investigating what has happened and will let us know as soon as they find out more information. I am feeling very sad about what's happened. Let's spend some time together now helping each other to talk about how we feel about what has happened.

²² Other staff can go in with class teacher to support them

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Step 2 Sharing Stories

Take some time for discussion. Students may wish to tell their story of the event. As a result they will feel less alone because of their common shared experiences. Assisting them to verbalise their experiences helps their recovery. For those students who find it difficult to verbalise their experiences, or for students with learning difficulties, it may be helpful to allow them to express their feelings and recount their experiences in other ways. Writing stories or using art can be particularly helpful, especially for younger students. A number of materials that can be used are suggested below. Give the students a choice as to how they want to represent their experiences. Have a box of tissues at hand.

Sample script – May not be suitable need to consider the group you are with

To help us today, we are going to make a memory box **for (name of deceased)**. You can draw a picture of a time you remember with **(name of the deceased)** or write a poem or a letter to him. If you like we can put these in a nice box and give it to **(name of deceased)** family sometime soon. This will help them to see how important (name of deceased) was.

Step 3 Normalising the Reactions

Tell the children that they will all react differently to what has happened and that there is no right or wrong way. List some possible feelings and reactions, Appendix 3. Explain that their reactions are normal responses to abnormal circumstances. Let the students know that the reactions or symptoms will go away in time. Tell them that if the symptoms haven't gone after a few weeks, they should let you or their parents know. In addition to conversations they may have with friends on social media they may need to talk to someone in person about how they are feeling. Depending on the incident and the age of the students distribute handouts

Step 4 Worries for Younger Children – Consider who is in front of you

Sample script

You may be worried about (name of the deceased) - that they might be sad or lonely or hungry or cold. When someone dies they don't feel cold or hungry or feelings like that anymore. You may be worried that the same thing could happen to you or someone in your family. What happened to (name of deceased) doesn't happen very often. If the classmate has been ill, you could say. He was very sick and the chances of this happening to someone else you know are low.

Step 5 Advising about Social Media Usage

Discussions may begin with an outline of the various social media currently being used by members of the group. The value of these as a way of keeping in contact with and supporting friends should be acknowledged.

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Students may be asked for experiences of ways in which such communication has helped them as well as examples of ways in which it has gone wrong. Media involving live communication such as Skype or Viber are generally more conducive to support and less open to misunderstanding than text-based means. Students will be encouraged to consider how much social media usage is too much, particularly late into the night. More guidance on social media see pg. 89 Responding to Critical Incidents. NEPS Guidelines and Resource Materials for Schools 2017

Step 6 Empowerment

Help the students to identify strategies that they might use to help manage their reaction, for example, talking to family and friends, getting enough sleep, taking plenty of exercise and appropriate use of social media - may all help. If appropriate, students can share strategies that worked for them in other stressful situations or brainstorm ideas as to what might help. Overall, it is important to help the students regain a sense of control.

Step 7 Closure

End the session by focusing on the future. Depending on the nature of the incident, help the class/group decide what they would like to do about various issues, e.g., what to do about the person's empty chair, about writing cards or letters. Reiterate the message that their reactions are normal responses to abnormal circumstances.

Step 8 Free Time

After the discussion the teacher may want to allow the student's some free time in the classroom or an agreed area.

Step 9 Recovery

It may be useful to continue to do these activities at intervals during the days following and to intersperse them throughout the curriculum in the coming days. Normal routines should generally be returned to as soon as possible.

- Students should be encouraged to resume sports and other extra-curricular activities
- It is appropriate that the class curriculum is adjusted or adapted. For example, Staff should avoid presenting new learning material for a while following an incident as concentration may be impaired
- Use opportunities which arise within ordinary class work, where coping and support can be reinforced
- Students could be encouraged to discuss how to avoid future crisis and lessons learnt from their experiences. There will also be opportunities for structured discussion within the school's social, personal, and health education programmes. Social Personal & Health Education (SPHE) curriculum time is an ideal context in which to offer support

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Appendix 5 LETTER TO PARENTS/ GUARDIANS - SUDDEN DEATH/ACCIDENT

DATE

Dear Parent/Guardian

The school has experienced (*the sudden death, accidental injury, etc.*) of *Name of student(s)*. We are deeply saddened by the deaths/events
Our thoughts are with (*family name*).

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 and questions s/he may like to discuss with you. It is important to give factual information that is age appropriate.

You can help your child by taking time to listen and by encouraging him/her to express feelings. All children are different and will express their feelings in different ways. It is not uncommon for children to have difficulty concentrating or be fearful, anxious, or irritable. They may become withdrawn, cry, complain of physical aches and pains, have difficulty sleeping or have nightmares. Some may not want to eat. These are generally short term reaction. Over the course of the coming days, please keep an eye on your child and allow him/her to express their feelings without criticism.

Although classes will continue as usual, I anticipate that the next few days will be difficult for everyone.

(Optional)

An information night for parents is planned for (*date, time and place*). At that time, further information about how to help children in grief will be given.

We have enclosed some information which you may find useful in helping your child through this difficult time.

Young people frequently turn to social media to see what others are saying, or to find out more. At these times it is important that you monitor their use and engage with them about what they read. We urge you to emphasise and reinforce the need to be extremely sensitive and careful about what they post.

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

Guidance Counsellor
Year Head
Deputy Principal
Principal

Gerry McGill
Principal
LETTER TO PARENTS/GUARDIANS VIOLENT DEATH
DATE

Principal

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Dear Parent/ Guardian

I need to inform you about a very sad event that has happened.

A child/young person from the neighbourhood, the sister/ brother of **(name of student)**, a student here at school, was killed as a result **of (a violent attack, violent incident in the street etc.)** earlier this week. We are all profoundly saddened by his death.

We have shared this information and had discussions with all of our students so that they know what has happened. School staff members have been available for students on an on-going basis today. Other support personnel **(including psychologists etc., according to actual arrangements)** are available to advise staff in their support of students.

The death of any young person is tragic, but a violent death is even more difficult. It is hard to have to teach our children about the violence in our world and to accept that sometimes we do not have the power to prevent it.

This death may cause a variety of reactions in your child. Some children/young people may be afraid for their own life and for the lives of those they love. Take time to listen to their fears and reassure them that what has happened is rare.

We have enclosed some additional information that may be useful during this time.

The media are in the vicinity of the school and may approach you or your children. You need not respond to their questions if you are approached. We will not allow the media to interview your child at school and our general advice is that you should not let your children be interviewed. They are not mature enough to judge what to say and may say something they will regret later.

In these times, young people tend to turn to social media to see what others are saying, or to find out more. While social media can be of great consolation, we would urge you to reinforce the need to be extremely sensitive about what your son/daughter might post to others.

Our thoughts are with **(family name)** and with each of you.

Sincerely

Gerry McGill
Principal Tyndall College

Principal

Mr. Gerry McGill

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Appendix 6 Statement to the Media

Date

My name is *Gerry McGill* and I am the principal of Tyndall College Carlow. We learned this morning of the death of **(one of our students or Name of student)**. This is a terrible tragedy for family(ies), our school and our community. We are deeply saddened by these events. Our sympathy and thoughts are with **(Name)** family and friends.

Name of student/students was a **(XXX year boy/girl)** and will be greatly missed by all who knew **him/her**. We have been in contact with his/her parents and they have requested that we all understand their need for privacy at this difficult time.

Offers of support have been pouring in and are greatly appreciated. Our school has implemented our Critical Incident Management Plan.

Psychologists from the National Educational Psychological Service (NEPS) and **(insert other information if relevant)** have been with us all day supporting and advising teachers in their efforts to assist our students at this time.

The teachers have been helping students to deal with the tragic event.

The school has been open to parents to support them and to offer them advice and guidance.

We would ask you to respect our privacy at this time.

Thank you.

Principal

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Appendix 8 Useful websites and numbers

- www.spunout.ie – Irelands youth information website
- www.youth.ie – focuses on issues relating to youth in Ireland today
- www.reachout.com.au –Helps youth people through tough times – Australian Site
- www.irishchildhoodbereavementnetwork.ie - works with bereaved young people
- www.pdst.ie – support of Staff and resources for health and well being of your people
- www.nosp.ie- National Office for Suicide Prevention
- www.mentalhealthireland.ie – promotes mental health and wellbeing
- www.ias.ie – education and promote positive suicide prevention policies
- <https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/NEPS-Home-Page.html> - NEPS
- www.webwise.ie – internet safety
- www.gayswitchboard.ie – non-judgemental information and support
- www.hospicefoundation.ie
- www.selfharm.org- supports people who self-harm and their family and friends – UK site
- www.winstonswishfoundation.org.uk- help for grieving children – UK site
- www.cruisebereavementcare.org.uk – working with bereaved children and young people – UK site
- www.papyrus-uk.org – resources and support for dealing with suicide, depression or emotional distress -teenagers and young adults – UK site
- www.samaritans.org/ireland/links - offers support and someone to talk to - 1850 609090
- www.childline.ie – offer support and someone to talk to – 1800 666666
- <http://www.youthworkireland.ie/who-we-are/our-members/carlow-regional-youth-service> - Carlow Regional Youth Services - 059-913 0476

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Appendix 9 Employee Assistance & Wellbeing Programme EMPLOYEE ASSISTANCE SCHEME

SPECTRUM LIFE



What is EAS?

Employee Assistance Service (EAS) is a 24/7 free and confidential support service designed to assist individuals in dealing more effectively with any personal or work-related problems they might be facing. Where appropriate, EAS provides up to 6 sessions of short-term, solution focused counselling and referral services, per issue, per year.

[Spectrum.Life](https://www.spectrum.life)

What kind of support does this service provide?

Spectrum offer access to a telephone helpline, available 24 hours

a day, 7 days a week, 365 days a year.

Staff can also reach the service through the wellbeing app/platform via a live chat function, and a request a call back function.

Therefore, they can respond to your needs at any time, no matter where you are.

Along with counselling, employees and their families can gain sign posting to support in areas such as:

- Legal Assistance
- Financial Assistance
- Consumer Advice
- Career Guidance
- Life Coaching
- Mediation
- Support for Non-Irish Nationals & their Families
- Health Advice, including Physio, Podiatrists and Dietitians.
- Advice on practical, day to day issues and service

Contact Details

The number is free phone and open 24/7.

The freephone number are: Teachers and Special Needs Assistants: 1800 411 057

All other ETB Staff: 1800 814 243. SMS and WhatsApp: Text 'Hi' to 087 369 0010

For more see [Employee Assistance Service | Kilkenny & Carlow Education & Training Board \(etb.ie\)](https://www.etb.ie) and the Tyndall College Information and Resources Team in the KCETB Employee Assistance Scheme Channel

Spectrum Life New Supports

On a weekly basis two new podcasts are launched and you will find details below of the newest episodes.

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To access the content please log into [Spectrum.Life](https://wellbeingtogether.spectrum.life) or register below

Teachers & SNAs log in details

Register here: <https://wellbeingtogether.spectrum.life/login?org=y1VIIU17>

Use organisation code: y1VIIU17



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