

**St. David's Holy Faith Secondary School,
Greystones, Co. Wicklow**

Critical Incident Management Policy

Date of Draft Policy to Staff: 29 September 2021

Date for Ratification by the Board of Management: _____

CRITICAL INCIDENT MANAGEMENT POLICY

1. Introduction

St. David's Holy Faith Secondary School aims to protect the wellbeing of its students and staff by providing a safe and nurturing environment at all times. To this end, the Board of Management has drawn up a critical incident management plan. The staff and management of St. David's Holy Faith Secondary School recognise a critical incident to be "an incident or sequence of events that has potential to overwhelm the normal coping mechanism of the school". Critical incidents may involve one or more students or staff members, or members of our local community. Types of incidents might include:

- The death of a member of the school community through accident, suicide, violence, terminal illness, or other unexpected death
 - An intrusion into the school
 - An accident involving a member or members of the school community
 - An accident/tragedy in the family of a member of the school community or in the wider community
 - Serious damage to the school building through fire, flood, vandalism, etc.
 - The disappearance of a member of the school community.
- This list is not exhaustive.

2. Aim

The aim of the Critical Incident Management Policy is to help school management and staff to react quickly and effectively in the event of an incident thus, enabling the students and staff, to cope as effectively as possible with the incident and its consequences.

3. Context

The creation of a supportive and caring ethos in the school is of paramount importance. This policy works in conjunction with several other related policies.

3.1 Physical safety of Persons and Plant

The following are examples of measures the school has in place:

- Evacuation plan formulated
- Regular fire drills occur
- Fire exits and extinguishers are regularly checked

- Laboratories and technical rooms are locked when not in use
- First Aid kits
- Defibrillators
- Hard-back copy in the main office to inform caretaker of any Health and Safety defects or other items that need addressing
- Child Protection and Safety policy in place
- Break-time and lunch-time supervision
- All visitors report to the office reception
- CCTV cameras operational throughout the school
- Students are reminded of Health and Safety matters by their teachers and also in their journals.
- Active links with local Gardaí and emergency services.

3.2 Psychological safety (wellbeing)

The management and staff of St. David's Holy Faith Secondary School aim to use available programmes and resources to address the personal and social development of students, to provide opportunities for reflection, and to provide appropriate psychological support in the aftermath of a critical incident through the provision of the National Educational Psychological Service (NEPS).

- Staff are fully trained in child protection and safety. Staff are aware of their responsibilities as mandated persons, under child protection and safety guidelines.
- External agencies, such as NEPS, Túsla and an Garda Siochána, and others are used as professional contacts as appropriate.
- There is a pastoral care system in place in the school.
- Students who are identified as being at risk, are referred to the guidance counsellor. Their concerns are explored and the appropriate level of assistance and support is provided. The parents and guardians of these students are informed, and where appropriate, a referral is made to Túsla or an appropriate agency.
- Year Heads work with all students in their grouping, ensuring care and well-being is to the fore.

In-house supports consist of the following:

- St. David's Holy Faith Secondary School has a robust anti-bullying policy which is reviewed and amended annually. There is no toleration of bullying in this school.
- Social, Personal and Health Education (SPHE) is a mandatory subject in first, second and third years. The curricular provision includes, 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
- St. David's Holy Faith Secondary School has engaged in the provision of an increase in the provision of wellbeing on the curriculum, particularly at Junior Cycle, ensuring that the mental health of all our students is prioritised.
- St. David's Holy Faith Secondary School has a detailed relationship and sexuality education (RSE) programme in place for senior students (transition year students to sixth year students). This encompasses mental health for transition year students, sexual identity for fifth year students and sexual consent for sixth year students. There are now four teachers fully trained in RSE in this school. The school's RSE policy is currently being prepared (November 2021).
- School management continue to strongly support, facilitate and encourage continuous staff training and C.P.D. which is necessary for continuous improvement in learning and teaching.
- School management ensures that all resources required by staff are available, so that the students are enabled to reach their full potential.
- The school has developed links with a range of external agencies such as Child and Mental Health Services (CAMHS), Pieta House, Jigsaw, NEPS, Túsla, Teen Counselling, Lucena Clinic, local Gardaí
- The care system in place in the school uses the continuum of support outlined in the NEPS documents for post-primary schools from 2010.

4. Critical Incident Management Team (CIMT)

A CIMT has been established in line with best practice. This Team is comprised of individuals from staff of the school who know the community, the students and each other well enough to make the necessary decisions called for when an incident occurs. The members of the team are selected on a voluntary basis and retain their roles for at least two school years. The members of the team meet annually to review and update the policy, and plan for changes, where appropriate. Each member of the team is provided with 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.

The key roles will be covered as follows:

- School Team Leader and team members
- Garda Liaison
- Staff Liaison
- Student Liaison
- Parent Liaison
- Community Liaison
- Administrator

(See Appendix 1 for the school's Critical Incident Management Team members.)

Critical Incident Management Plan

When a critical incident occurs, the critical incident management plan will be activated by the Principal and the Deputy-Principal together.

(See Appendix 2 for further details of short, medium and long term action responses to a critical incident.)

4.1 Critical Incident Rooms

In the event of a critical incident

- The staffroom will be used to meet the whole staff, including ancillary staff
- Base classrooms will be used for meetings with students
- The office beside the Guidance Office is the main room to be used to meet with the parents and/or the ancillary office within reception in the event of accessibility issues for any parent
- The Principal's office or the ancillary office will be used for contacting the media, if relevant
- Guidance office/Year Head office may be used for individual sessions with distressed students
- Ancillary office may be used for other visitors.
- Once the school building refurbishment and extension is completed, November 2022, additional office space will be identified in this policy.

5.2 Record Keeping

In the event of an incident, the CIMT's administrators, Principal and Deputy-Principal, Year Heads and Guidance Counsellor will keep records of phone calls made and received, letters sent and received, meetings held, persons met, interventions used, materials used, etc. The administrators of the team will forward this information to the other team members as required.

The school secretary will have a key role in receiving and logging telephone calls, sending letters, photocopying materials, etc. and will liaise with the CIMT's administrators (Principal and Deputy-Principal). All record keeping is stored in a safe place and is fully compliant with GDPR.

5.3 Confidentiality and Good Name Considerations

Senior Management and staff of St. David's Holy Faith Secondary School 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. Members of the school staff will bear this in mind, and seek to ensure that students do also, e.g. the term 'suicide' will not be used unless there is solid information that death was due to suicide, and that the family involved consents to its use. The phrases 'tragic death' or 'sudden death' may be used instead. Similarly, the word 'murder' should not be used until it is legally established that a murder was committed. The term 'violent death' may be used instead.

APPENDICES

Appendix 1: Critical Incident Management Team (CIMT)

Appendix 2: Critical Incident Plan Guidelines

Appendix 3: Emergency Contact List

Appendix 4: Support of Students by Teachers

Appendix 5: Emergency Care for those with Critical Medical Conditions

Appendix 6: Illness/Injury Report Form

APPENDIX 1
CRITICAL INCIDENT MANAGEMENT TEAM

Role	Name	Role in the School	Email Address	Contact Details (Not published on website version)
Team Leaders	Simon Carey Louise O'Sullivan	Principal Deputy Principal	Simoncarey.principal@stdavids.ie Louiseosullivan.deputy@stdavids.ie	
Student Liaison	Tracy Brady	Guidance Counsellor	guidance@stdavids.ie	
Student Liaison	Deirdre Doughty and Tara Noone	SEN Coordinators	resource@stdavids.ie	
Student Liaison	Brían O Donnchadha	Teacher and Year Head	bodonnchadha@stdavids.ie	
Administrator	Celina Purcell	School Secretary and Greystones Resident	info@stdavids.ie	
Staff Liaison	Triona Brosnan	Teacher	tbrosnan@stdavids.ie	
Staff Liaison	Morgan Ryan	Teacher and Year Head	mryan@stdavids.ie	
Parent Liaison	Lorna Wilson	Teacher	lwilson@stdavids.ie	
Parent Liaison	Daniel Boland	Teacher and Year Head	dboland@stdavids.ie	

APPENDIX 2: CRITICAL INCIDENT PLAN GUIDELINES

SHORT-TERM ACTIONS – DAY 1

TASK	RESPONSIBILITY
Gather accurate information	Principal/Deputy Principal
Inform Board of Management	Principal
Convene a CIMT meeting: specify, time and place clearly	Principal
Who, what, when, where?	Principal/Deputy Principal
Contact external agencies i.e. Emergency Services, Gardaí, Parents' Association, Local Schools (See Appendix 3)	Principal/Deputy Principal
Arrange supervision for students	Deputy Principal
Agree schedule for the day	CIMT
Hold staff meeting	CIMT and all staff
Inform students – close friends and students with learning difficulties may need to be told separately (Appendix 4)	Class Tutors/Year Heads
Outline routine for the day	Class Tutors/Year Heads
Compile a list of vulnerable students	Class Tutors/Year Heads
Contact/visit the bereaved family (if that is the wish of the family)	Principal/Counsellor/Deputy Principal
Prepare and agree media statement and deal with media	CIMT and Principal, in consultation with the Board of Management Chairperson
Inform parents	Principal/Deputy Principal/Secretary
Hold end-of-day staff briefing	Principal/Deputy Principal/CIMT

Medium-Term Actions: Day Two and Following Days

Convene a CIMT meeting to review the events of Day 1 and check how each team member is coping	Team Leader(s)
Meet external agencies	Principal/Deputy Principal
Meet whole staff and check how staff are coping	Principal/Deputy Principal
Arrange support for students, staff, parents	Principal/Deputy Principal/Counsellor

Visit the injured (with consent of the family)	Class Teachers/Tutors/Year Heads
Liaise with bereaved family regarding funeral arrangements	Principal
If applicable, funeral arrangements to be discussed with RE Department/School Choir	CIMT/RE Department/School Choir
Agree on attendance and participation at funeral service	Deputy Principal/CIMT
Make decisions about school closure	Board of Management and Principal

Long-term Actions: Beyond Seventy-Two Hours

Monitor students for signs of continuing distress	Class Teachers/Tutors/Year Heads
Liaise with agencies regarding referrals	Counsellor/Year Heads/SEN Department, if appropriate
Plan for return of bereaved student(s)	Class Teachers/Year Heads/Counsellor
Plan for giving of 'memory box' to bereaved family (Photographs)	Principal
Decide on memorials and anniversaries	Principal/CIMT/Staff/Parents and students/RE Department
Review response to incident and amend plan	CIMT/Staff/BOM

APPENDIX 3: EMERGENCY CONTACT LIST
(To be displayed in the staff-room, school office and Principal's office)

AGENCY	CONTACT NUMBERS (Not being published on the website version)
Greystones Garda Station	01-6665800
Community Garda	
Loughlinstown Hospital St Vincent's University Hospital (ED) Tallaght Children's Hospital (ED)	01-2825800 01-2214358 01-4142000
Wicklow Co Council Fire Service, Bray	01-2117600
Greystones Medical Centre Greystones Health Centre	01-2874275 01-2877311
Lucena Clinic, Bray Linn Dara, CAMHS, ReachOut Ireland	01-2866886 01-7956500 01-7645666
NEPS Psychologist Terry Callaghan	087-9090564
Department of Education and Skills	01-8896400
State Examination Commission	090-6442700
Reasonable Accommodations	090-6442700
Association of Secondary Teachers of Ireland (ASTI)	01-6040160
Teachers Union of Ireland (TUI)	01-4922588
Fr John Daly (Parish Priest) Fr Gerard Tyrell Greystones Parish Office	086-2365194 087-2860704 01-2874025
Túsla	01-9213400
Employee Assistance Service	Freephone: 1800 411 057 OR SMS & WhatsApp: text 'Hi' to 087 369 0010

APPENDIX 4: SUPPORT OF STUDENTS BY TEACHERS

How teachers can support students in school following a critical incident?

- Give facts and avoid speculation
- Allow students to ask questions and express feelings
- Help students realise that overwhelming emotions are natural following a critical incident.

APPENDIX 5: EMERGENCY CARE FOR THOSE WITH CRITICAL MEDICAL CONDITIONS

The list of students who have critical medical conditions are located in the SEN Office. The students have in each case contact details:

- Phone numbers for Parent/Guardian/Next-of-Kin
- Medication to be administered
- Instructions for administration
- Checking dates of medication that is held here in the school

STUDENTS WITH EPILEPSY

RESPONSE PLAN FOR A GENERALISED SEIZURE (MOTOR) (TONIC-CLONIC, TONIC, CLONIC, ATONIC)

- Keep calm and reassure other students who may be present.

If on a corridor, get runner to get teacher from staffroom to clear area and re-direct students away from the scene. If in class, send a student from class to get the Principal or the DP or designated person for Critical Incident in the school - in this regard, we should have one designated person in the base rooms block, and another in the Creative Block in case of any emergency.

- Time the length of the seizure.
- Do not move the student unless they are in immediate danger.
- Move any objects such as tables and chairs rather than moving the student.
- Protect their head using a cushion or rolled-up coat, or even your hand, to ensure that they do not bang their head on a hard surface or cut their face.
- Do not restrain movement during the seizure.
- Loosen clothing around neck to keep airway clear.
- Do not put anything in the mouth or try to hold the tongue.
- Do not give any liquid or medicine (unless agreed in the care plan).

When the seizure stops:

A tonic-clonic seizure should only last up to 3 or 4 minutes at most after which:

- Check the student is breathing normally. If not, call an ambulance: 112 or 999.
- Time the student's recovery.
- Turn the student on one side to keep the airway clear (recovery position).
- Stay with the student and reassure them when they regain consciousness.
- Allow the student to sleep.
- Inform next of kin/parents/carers and ensure the student gets home safely.
- Explain to the other students what has happened

STUDENTS WITH NARCOLEPSY AND CATAPLEXY

Narcolepsy is a sleep-wakefulness disorder that affects the brain's ability to control sleep and wakefulness. Children with narcolepsy experience excessive sleepiness, which impacts all aspects of life, including social activities and school performance.

Children with narcolepsy experience

- Constant excessive daytime sleepiness
- Ongoing struggles to stay awake
- Sudden sleep episodes ('sleep attacks') that occur during any type of activity and at any time of the day

Response Plan:

Sleep times allocated by the SEN department which is periodically reviewed.

Cataplexy is a sudden, brief loss of muscle tone or strength triggered by stress or strong emotion such as laughter, excitement, anger, anxiety or surprise. It may be mild, like a brief feeling of weakness in the knees or slackness in the jaw or drooping of the eyelids, to total body collapse. Additional features unique to children include facial and/or jaw and eyelid weakness and sticking out of the tongue, plus slurred speech, other abnormal facial movements and expressions. Cataplexy usually lasts a few seconds to several minutes.

Response Plan:

In the event of an episode of cataplexy during the school day, the same procedures are carried out as for epilepsy above. Be conscious of the fact that the person is awake and conscious of movements around them and of conversation taking place. Parents should be notified of any episode that has taken place.

STUDENTS WITH SEVERE ASTHMA ATTACK

1. Get student to sit up and stay calm. Do not lie down. Listen to what the person having the asthma attack is saying, if they have experienced them before. Check that the attack is not related to a food/medication allergy.
2. Take slow steady breaths.
3. Take one puff of reliever inhaler (usually blue), every minute.
4. Call 112 or 999 if symptoms do not improve after ten minutes.
5. Repeat Step 3 if an ambulance has not already arrived in ten minutes.
6. Do not leave the person on their own. Extra puffs of the reliever inhaler (usually blue) are safe.
7. Make sure the incident, time, place is recorded and that the parents are informed.

STUDENTS WITH ANAPHYLACTIC ALLERGIES TO NUTS or EGGS

Allergic responses to peanuts/nuts or eggs usually occurs within minutes after exposure. Peanut allergy signs and symptoms can include:

- Skin reactions, such as hives, redness or swelling
- Itching or tingling in or around the mouth and throat
- Digestive problems such as diarrhoea, stomach cramps, nausea, vomiting
- Tightening of the throat and constriction of airways
- Shortness of breath or wheezing
- Runny nose.

Anaphylactic reaction is a life-threatening reaction

Depending on the student, the treatment will include an epinephrine (adrenaline), autoinjector (EpiPen, Auvi-Q, others) and trip to an Emergency Department. Signs include:

- Constriction of airways
- Swelling of throat that makes it difficult to breathe
- Severe drop of blood pressure

A large storage box is in the Deputy Principal's Office with relevant medications for students in these categories. There are documents there pertaining to students with these conditions which have been emailed by parents, along with photographic ID and the instructions around the administration of medication. These are annually updated by parents. Students also have these epipens on their person in their school-bags or lockers.

STUDENTS WITH TYPE-1 DIABETES

- Students have a blood sugar (glucose) monitor in which sugar levels are taken.
- Should a student go below target students must eat a snack or drink a sugary drink.
- They then take their blood sugar levels a second time.
- Students carry their insulin pens with them.
- Students' glucagon pens are kept in the main fridge in the staff-room.

CPR TRAINED PERSONNEL

Four members of staff are currently being trained in CPR4 accredited programmes for Schools by the Irish Heart Foundation:

Tara Noone, Daniel Egan, Carolyn Cavey, Brían O Donnchadha

APPENDIX 6 ACCIDENT/ILLNESS REPORT

ACCIDENT/ILLNESS REPORT (To be used by all staff members)

Name: _____

Class: _____

Date: _____

Time: _____

Status (circle choice below)

*Student *Teacher/Staff Member *Visitor *Contractor

Details of Accident/Illness

Location: _____

Name of Teacher/Supervisor present: _____

Witnesses: _____

Time reported to the receptionist: _____

Other student present: _____

Time Parent contacted: _____

Time Ambulance called: _____

Please tick more than one box below and circle word/s where appropriate:

TYPE OF INJURY	TICK	BODY PART/S INJURED	TICK
Abrasion/Cut/Graze		Multiple injuries	
Bruise		Abdomen/Chest	
Burn/Scald		Back/Neck/Spine	
Concussion		Ankle/Foot/Knee/Hip: L/R	
Fatality		Calf/Thigh: L/R	
Sprain		Toe/s - Numbers/ L/R)	
Fracture		Shoulder/s? L/R	
Insect bite/s/stings		Arm/s: L/R Upper/Lower	
Internal injury		Elbow/Hand/Wrist: L/R	
Occupational injury		Finger/s/Thumb/s Number: L/R	
Torn ligaments		Ear/s: L/R	

Trauma		Eye/s: L/R	
Injury not ascertained		Head (excluding eyes)	
Diabetic episode			
Epileptic episode		Duration of Epileptic episode (minutes)	
Cataleptic episode			
Anaphylactic incident			
Asthma attack			
Other (please specify)		Shock/Trauma	
		Other (please specify):	

Action Taken:

Ice applied	
Inhaler used	
Medicine given (please specify)	
Other (please specify)	

This Critical Incident Policy was ratified by the Board of Management on

Date: _____

Signed (Chairperson of the Board of Management):

Signed (Principal):
