

CRITICAL INCIDENT MANAGEMENT PLAN FOR GAELSCOIL BHAILE BRIGÍN

1. Réamhrá.

Traumatic events happen in many schools at one time or another. The aim of this policy is provide a framework for dealing with Critical Incidents if such should arise in our school. This plan is to help school management to react quickly and effectively in the event of an incident, to enable us to maintain a sense of control and to ensure that appropriate support is offered to students and staff. We hope that this plan will help ensure that the effects on the students and staff will be limited. It should enable us to effect a return to normality as soon as possible. This plan was initiated at a staff meeting on 6/11/09 at which Kevin Keane, our NEPS appointed psychologist gave us a presentation and discussed the plan with us. A committee was formed at that meeting and the policy was developed from there. It was discussed at a meeting of the Parents' Committee on 6/11/2009 and was ratified on the 28/3/22 Board of Management meeting. This policy was reviewed in February 2022.

2. Sainmhíniú.

The staff and management of Gaelscoil Bhaile Brigín 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. Types of incidents might include :

- The death of a member of the school community through accident, violence, suicide or suspected suicide or other unexpected death.
- An accident involving members of the school community
- An intrusion in the school, or a physical attack on a student or staff member
- Serious damage to the school building through fire, flood, vandalism etc.
- The disappearance of a member of the school community.
- An accident/tragedy in the wider community.

3. Physcial Safety

- Evacuation plan formulated
- Regular fire drills occur, in adherence to Health and Safety Policy
- Fire exits and extinguishers are regularly checked
- Main door locked during school hours
- Children shouldn't be sent anywhere by themselves
- Rules in yard – no one is allowed to hurt one another – no one is allowed leave the yard without staff permission and they must be in pairs..

4. Psychological Safety

The staff and management of Gaelscoil Bhaile Brigín 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.

M.sh.

* Social, Personal and Health Education (SPHE) is integrated into the work of the school. It is addressed in the curriculum by addressing 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.

- Staff have access to training for their role in SPHE, where necessary and appropriate..

- Staff are familiar with the Child Protection Guidelines and Procedures and details of how to proceed with suspicions or disclosures..
- Books and resources on difficulties affecting the primary students are available. (see list at end of policy)
- We are constantly strengthening our relationships between the school and external bodies eg NEPS/HSE/CAMHS
- Inputs to students by external providers are carefully considered in the light of our Child Protection policy, student safety, the appropriateness of the content and the expertise of the providers. **The class teacher is always present.**
- The school has a clear anti-bullying policy and deals with bullying in accordance with this policy.
- If it is thought that a child is at risk in any way, the DLP is informed and every effort is made to ensure that every help and support is provided. Parents are informed, and when necessary, a referral to the appropriate external organisation is made.
- Staff are informed about how to access support for themselves. (VHI Assist – no. available at end of policy)

4. Critical Incident Management Team

A Critical Incident Management Team (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 update and review 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.

5. Roles

The key roles which need to be covered are as follows:

- Team Leader
- Garda Liaison
- Staff liaison
- Student Liaison
- Parent liaison
- Community liaison
- Media Liaison
- Administrator

Team Leader

- 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, HSE etc
- Liaises with the bereaved family
- The Vice-Principal will take the lead in the absence of the team leader.

Garda Liaison

(This may be seen as part of the team leader's role)

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

Staff Liaison

- 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 (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 EAS (Employee Assist) 1800411057

Student Liaison

- Alerts staff to vulnerable students (appropriately)
- Provides materials for students (from critical incident folder)
- Keeps records of students seen by external agency staff
- Looks after setting up and supervision of “quiet” room where agreed.

Community/agency liaison

- Maintains up to date lists of contact numbers of –Key parents, such as Parents’ Committee, 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 individuals 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 Liaison

- Visits the bereaved family with team leader & class
- Arranges parent meetings, if held
- May facilitate such meetings, and manage “questions and answers”
- Manages the “consent” issues in accordance with school policy
- Ensures that sample letters are typed up, on the school’s system and ready for adaption
- Sets up rooms for meetings with parents
- Maintains a record of parents seen
- Meets with individual parents
- Provides appropriate materials for parents (from critical incident folder)

Media Liaison

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

Administrator

- Maintenance of up to date telephone numbers of parents, guardians, staff, emergency services etc
- Takes telephone calls and notes those that need to be responded to
- Ensures that templates are on the school’s in advance and ready for adaption
- Prepares and sends out letters, emails and faxes
- Photocopies materials needed
- Maintains records

Record Keeping

In the event of an incident each member of the team will keep records of phone calls made and received, letters sent and received, meetings held, persons met, interventions uses, material used etc. The school secretary will have a pivotal role in dealing phone calls and recording keeping of them, sending letters and photocopying materials.

Confidentiality and good name considerations

The management and staff of Gaelscoil Bhaile Brigín 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 also. For instance, the term “suicide” will not be used unless there is solid information that death was due to suicide, ***and*** that the family involved consents to it’s 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.

5. Critical Incident Rooms

In the case of a critical incident:

- The Staff Room will be the main room used to meet
- Classrooms will be used to meet with
- The Hall will be used to meet with parents in a group. The Learning Support rooms will be used to meet them in small groups or individually
- Principal’s office (or empty room if available) will be used to meet media
- Learning Support Room will be used to meet individual students
- Principal’s office to meet other visitors.

7. Consultation and Communication regarding the plan

All staff were consulted and their views canvassed in the preparation of this policy and plan. Parent representatives were also consulted through the parents’ Committee. It was then discussed at Board level.

Our final policy and plan in relation to responding to critical incidents has been presented to all staff.

Each member of the of the critical incident team has a personal copy of the plan. The secretary will ensure that numbers are updated regularly.

All new and temporary staff will be informed of the details of the plan by principal/teacher with special duty of induction.

The plan will be reviewed and updated yearly or more regularly in necessary.

Ratified by BOM on: 25/4/22

Reviewed February 2022

Leathanaigh an Phleain Theagmhais Chriticiúla d'fhillteáin na Fóirne

Foireann Bainistíochta do Theagmhais Chriticiúla

Ról	Ainm	Uimhir Gutháin (baile & soghluaiste)
Team Leader	Clodagh	087/6232191
Garda Liaison	Clodagh	087/6232191
Staff Liaison	Clodagh	087/6232191
Student Liaison	Neasa	087/9416738
Parent Liaison	Gráinne	
Community/agency Liaison	Doireann Ní G	
Media Liaison	Mícheál/Clodagh	086/6078202/087/6232191
Administrator	Aisling	086/3692069

Short-term Actions–Day 1

Tasc	Ainm
Gather accurate information	Clodagh & FBTC
Who, what, when, where?	Clodagh
Convene a CIMT meeting, specify time and place clearly	Clodagh
Contact external agencies (eg NEPS, BOM, DES, HSE etc)	Doireann
	FBTC
Hold staff meeting	All staff
Agree schedule for the day	Clodagh & Neasa
Keep routine as normal as possible, arrange for student supervision	All staff
Inform parents	Clodagh & Gráinne
Inform students (close friends may need to be informed separately)	foireann
Compile a list of vulnerable students	Neasa with class teachers
Contact/visit the bereaved family	Clodagh & Class teacher/Gráinne
Prepare and agree media statement and deal with media – facts to do with the incident, what has been done to date, what will be done, positive information re person who has died.	Mícheál/Clodagh/ FBTC/ INTO

Name someone to speak to the media if necessary – students will be kept away from media	Mícheál/Clodagh
Arrange for parents to come together and informs, if necessary	Clodagh/Gráinne
Hold end of day staff briefing	Staff

Medium term actions – (Day 2 and following days)

Tasc	Ainm
Convene a CIMT meeting to review the events of day 1	CMIT
Meet with external agencies	Clodagh & Doireann
Hold staff meeting	Clodagh
Arrange support for students, staff and parents	Neasa & Gráinne, NEPS & Clodagh
Arrange for students to be brought together if necessary	Neasa
Visit the injured	Clodagh, Class teachers
Liaise with bereaved family regarding funeral arrangements	Clodagh/class teachers
Agree on attendance and participation at funeral service	CMIT
Make decisions about school closures	BOM

Follow-up – beyond 72 hours.

Tasc	Ainm
Monitor student for signs of continuing distress	Class teachers
Liaise with agencies regarding referrals	Gráinne/Neasa
Plan for return of bereaved student(s)	CMIT & Class teachers
Plan for giving of “Memory Box” to bereaved family	Class teachers & Clodagh
Decide on memorials and anniversaries	Board/Staff/ Parents/students
Review response to incident and amend plan if necessary	Staff/Board

LIOSTA TEAGMHÁLA ÉIGEANDÁLA

Acmhain do scoileanna: R23

(Le bheith crochta sa seomra fóirne, oifig na scoile, oifig an Phríomhoide & cóipeanna ag an bhFoireann Bainistíochta Theagmhais Chriticiúla ina gcaranna srl)

GNÍOMHAIREACHT	UIMHREACHA TEAGMHÁLA
Garda- Baile Brigín	01 8020510
Ospidéal Ospidéal Our Ladies, Crumlin Ospidéal Thamhlachta University Hospital, Temple Street Connolly Hospital, Baile Bhlainséar Ospidéal St. James's Ospidéal Beaumont Ospidéal an Mater Ospidéal Lourdes, Droichead Átha VHI Swift Care, Sórd	01 4096100 01 4142000 01 4784200 01 8213844 01 4103000 1809 3000 01 8032000 041-9837601 01 6147388

Briogáid Dóiteáin		999 112
GPs áitiúla	Medical Centre Bracken Clinic Castle Mill Medical Centre Dr. Counihan, An Áil	01 8412460 01 8415194 01 6905347 01 8412259
HSE/ Community Care Team/ Child & Family Centre		01 6217250 01 6217251 01 6217252
Cigire Scoile	Catherine Treacy	
Siceolaí NEPS	Kevin Keane	087/740314401 8892700
Roinn Oideachais		0906 474621
INTO		01 8047700
Sagart Paróiste/Séiplíneach		01 8412116
Seirbhís Chabhrach d'Oibrithe		1800 411 057

Guthán :

Príomhoide : Príomhoide

Uimhir Rolla :

Cúntas Teagmhála Dhalta

Acmhainn do scoileanna: R1

Is féidir le baill fóirne scoile nó baill fóirne eagraíochta eile an fhoirm seo a úsáid chun sonraí dhaltaí a chonacthas tar éis teagmhas chriticiúil a chlárú. Ba chomhair an t-eolas seo a bheith bailithe le chéile in aon áit amháin.

Ainm an Bhaill Fóirne: _____

Dáta	Ainm an Dhalta	Rang	Fothoradh (Cuir isteach más gá cabhair leantach)

LITIR CEADAITHE SAMPLACH- SEISIÚN AONARACH NÓ GRÚPA

Acmhainn do scoileanna : R2

Is féidir an litir seo a úsáid mar theimpléid don scoil nuair atá cead tuismitheora á lorg chun páiste a chur ag caint leis an siceolaí ó NEPS leo féin nó i ngrúpa .

Dáta

Guthán :

Príomhoide : Príomhoide

Uimhir Rolla :

A thuismitheoirí, a chairde,

Tá seans go bhfuil a fhios agaibh go bhfuil roinnt den fhoireann ag tabhairt tacaíocht do na daltaí tar éis _____.

Tá tacaíocht sa bhreis á chuir ar fáil dár scoil ó shiceolaí/shiceolaithe NEPS.

Beidh an siceolaí ar fáil más gá, chun buaileadh le páistí aonair nó grúpaí beaga daltaí chun cabhrú leo ag an am deacair seo.

'Sí an aidhm atá ag na seisiúin seo ná:

- a) eolas a chur ar fáil i leith deileáil le cailteanas agus brón i mbealach sláintiúil

- b) chun deis a thabhairt do na daltaí a gcuid smaointe agus mothucháin a chur in iúil i dtimpeallacht sábhailte
- c) am a thabhairt do na daltaí tacaíocht agus cabhair a thabhairt dá chéile faoi stiúir na foirne.
- d) cabhrú leis na daltaí dul i dtaithí ar ghnáth laethanta scoile arís chomh luath agus is féidir

Más mian leat go mbeadh do iníon nó do mhac ag glacadh páirte i seisiúin mar seo agus in aon chruinniú eile amach anseo cuir in iúil é tríd an fhoirm seo a leanas a líonadh amach.

Ba cheart é a thabhairt ar ais chuig an scoil láithreach.

Má tá aon ceisteanna teigh i dteagmháil le _____.

Tugaim cead do _____ páirt a ghlacadh i seisiúin grúpa/aonar.

Tuismitheoirí/Caomhneoirí: _____

Dáta: _____

Is mise le meas,

Clodagh Ní Mhaoilchiaráin
Príomhoide

SAMPLE CONSENT LETTER - INDIVIDUAL OR GROUP SUPPORT SESSION

Resource for schools: R2

This letter can be used as a template for the school when we are seeking parental consent for a child to be seen in a group or individually by a NEPS psychologist.

Guthán : Príomhoide : Príomhoide

Uimhir Rolla :

Dear parents,

You may already know that our teachers and staff have been providing support to our students following _____.

Additional support is also being provided to our school by psychologist/s from the National Educational Psychological Service (NEPS).

The psychologist will be available, where necessary, to meet with individuals or with groups of students to help them during this difficult time.

The aim of such sessions will be to:

- a) Provide information about dealing with grief and loss in a healthy way
- b) Allow students the opportunity to express their thoughts and feelings in a safe environment
- c) Allow students time to comfort and support each other, under the guidance of experienced staff from
- d) Help students resume their normal routines as soon as possible.

If you would like for your son/daughter to participate in such a session and any follow-up meetings that might be scheduled, please give your consent by signing below.

You should return it to the school immediately.

If you have any questions, please contact _____

I give my consent for _____ to participate in a Group/Individual Session
Student Name

Parent or Legal Guardian

Date

Is mise le meas,

Clodagh Ní Mhaoilchiaráin.

Príomhoide

LITIR SAMPLACH – AG LORG COMHAONTÚ THUISMITHEORA GO BHFEICFEAR PAISTE ROIMHRÉ

Acmhainn do scoileanna: R3

Is féidir an litir seo a úsáid mar theimpléid má socraímid go lorgóidh an scoil cead ó thuismitheoirí roimhré go mbeadh cead ag páiste buaileadh le siceolaí NEPS (leo féin nó i ngrúpa) tar éis teagmhas chriticiúil. Bheadh sé seo úsáideach i gcás nach mbeadh an scoil in ann teagmháil a dhéanamh le thuismitheoirí láithreach.

Dáta:

Guthán :

A Thuismitheoir, a chara,

Tá ----- tar éis plean a fhorbairt chun freagairt ar eachtra thragóideach nuair a tharlaíonn sé.

Nuair a tharlaíonn eachtra mar seo tugtar tacaíocht do scoileanna ó siceolaíthe ó NEPS, gníomhaireacht a bhaineann leis an Roinn Oideachais. Má cheapaimid go bhfuil gá ann, ba mhaith linn go mbeimís in ann do pháiste a chuir chug siceolaí chun comhairle agus tacaíocht a lorg.

Sula mbuaileann siceolaí NEPS le do pháiste bíonn cead tuistí ag teastáil. Déanfaimid ár ndícheall é seo a fháil uaibh. I gcás nach bhfuilimid in ann dul i dteagmháil libh ag an am, táimid ag scríobh anois chugat chun cead a fháil do pháiste a chur ar aghaidh go siceolaí NEPS mar chuid dár bhfrithghníomh scoile láithreach. Cuireann sé lenár gcumas an tacaíocht is fearr a thabhairt do do pháiste/í. Is go haonarach, i ngrúpa beag nó i ngrúpa ranga a bheadh do pháiste faoi stiúir an siceolaí.

Más mian leat labhairt faoi seo, is féidir dul i dteagmháil liom aon am a oireann.

Is mise le meas,

Príomhoide
Príomhoide

Líon isteach an fhoirm seo a leanas ag cinntiú go bhfuil an litir seo léite agat agus go bhfuil nó nach bhfuil tú ag lorg tacaíocht do do pháiste ó NEPS. Seol ar ais ag an múinteoir ranga é.

Tá an litir seo léite agam agus:

Ba mhaith liom go mbeadh tacaíocht ar fáil ó NEPS do mo pháiste

Níor mhaith liom go mbeadh tacaíocht ar fáil ó NEPS do mo pháiste

Tuismitheoirí/Caomhneoirí: _____ Dáta: _____

SAMPLE LETTER- SEEKING ADVANCE PARENTAL AGREEMENT TO CHILD BEING SEEN

Resource for schools: R3

This letter can be used as a template for the school if we decide to seek advance parental consent so that a child may be seen by a NEPS psychologist (in a group or individually) in the aftermath of a critical incident. It is to cater for the situation where parents cannot be immediately contacted.

Date: _____

Guthán :

Príomhoide : Príomhoide

Uimhir Rolla :

Dear Parent,

----- has developed a plan for responding when a tragedy occurs.

When such an event happens, schools are offered support by psychologists from the National Educational Psychological Service (NEPS), an agency of the Department of Education and Science.

If we feel it is necessary, we would like to be in a position to have your child seen by the psychologist who can offer advice and support.

Before any child is seen by a NEPS psychologist parental consent is usually required. We will make every effort to obtain this. However, in the unlikely event of being unable to contact you, we are writing to seek your consent to your child being seen by a member of NEPS as part of our school's immediate response. This is to allow us to support your child in the best way possible.

Your child may be seen individually, in a small group or as part of a class group.

If you wish to discuss this, please contact me at your convenience.

Is mise le meas,

Clodagh Ní Mhaoilchiaráin
Príomhoide

Please fill in the form below confirming that you have read this letter and stating whether **you wish** or **do not wish** to have your child seen by a NEPS psychologist and return to the class teacher.

I have read this letter and:

I wish to have seen by the NEPS psychologist.

I do not wish to have seen by the NEPS psychologist.

Parents/carers: _____

Date: _____

LITIR SAMPLACH DO THUISMITHEOIRÍ- I GCÁS BÁS TOBANN/TIMPIST

Acmhainn do scoileanna: R4

Is féidir an litir seo a úsáid mar theimpléid má bhíonn an scoil ag cuir tuismitheoirí ar an eolas faoi thragóid, ag tabhairt comhairle, agus ag insint dóibh céard atá á dhéanamh ag an scoil faoi.

=====

Dáta:

Guthán :

Príomhoide : Príomhoide

Uimhir Rolla :

A Thuismitheoirí, a chairde,

Tá brón orainn a rá libh go bhfuil (bás tobann ____ ainm ____ tar éis tarlú/timpiste tar éis tarlú do ainm. Tá an-bhrón orainn faoin mbás/faoin eachtra seo.

(Sonraí gairid don eachtra, nó i gcás bás, b'fhéidir roinnt cuimhneacháin don duine a chailleadh).

Cuimhnimid ar chlann _____ ag an am deacair seo.

Tá structúir tacaíochta curtha i bhfeidhm againn sa scoil, chun cabhrú le do pháiste deileáil leis an tragóid/eachtra seo. (Níos mó le cur le seo más gá).

D'fhéadfadh roinnt ceisteanna/mothúcháin a bheith ag do pháiste faoi seo, gur mhaith leo a roinnt libh. Tá sé tábhachtach go dtabharfar eolas cruinn do do pháiste, a oireann dá (h)aois.

Is féidir leat cabhrú le do pháiste tríd am a thógáil chun éisteacht leo agus iad a spreagadh chun a mothúcháin a chur i bhfocail. Tá gach páiste difriúil agus cuirfidh siad uilig a mothúcháin in iúl ar bhealaí éagsúla. D'fhéadfadh deacracht a bheith ag do pháiste aird a dhíriú nó d'fhéadfaidís a bheith eaglach, imníoch nó cantalach. D'fhéadfaidís tarraingt siar uaibh, caoineadh, gearáin a dhéanamh faoi phianta fhisiciúla nó deacrachtaí codladh agus tromluíthe a bheith acu. Uaireanta ní bheidh bia uathu. De gnáth, is frithgníomhartha gearrtéarmacha iad seo. Thar na laethanta atá le teacht, coimeád súil ar do pháiste, agus lig dó/di a m(h)othúcháin a chur in iúl gan léirmheastóireacht.

Cé go rachaidh ranganna ar aghaidh mar is gnáth, beidh na laethanta atá le teacht dian ar ghach éinne.

(Roghnaigh) Beidh oíche eolais do thuistí (dáta, am, áit). Ag an am sin, tabharfar eolas breise daoibh ar chonas cabhrú le bhur bpáistí atá dothrónach.

Tá eolas breise a bheidh úsáideach chun cabhrú le do pháiste i rith an tréimhse deacair seo faoi iamh.

Má tá aon chomhairle uait, is féidir dul i dteagmháil leis na daoine seo a leanas sa scoil . **(Sonraí)**

Is mise le meas,

Clodagh NíMhaoilchiaráin
Príomhoide

SAMPLE LETTER TO PARENTS – SUDDEN DEATH/ACCIDENT

Resource for schools: R4

This letter can be used as a template by the school when we are informing parents of a tragedy, offering some advice and outlining what the schools response involves.

=====

Date: _____

Guthán :

Príomhoide :

Uimhir Rolla :

Dear Parents,

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

(Brief details of the incident, and in the event of a death, perhaps some positive remembrances of the person lost).

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 that he/she may like to discuss with you. It is important to give factual information that is appropriate to their age.

You can help your child by taking time to listen and by encouraging them to express their feelings. All children are different and will express their feelings in different ways. It is not uncommon for children to have difficulty concentrating or to 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 reactions. Over the course of the days to come, 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.

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

Is mise le meas,

Clodagh Ní Mhaoilchiaráin.
Príomhoide

LITIR SAMPLACH DO THUISMITHEOIRÍ- BÁS FORÉIGEANEACH

Acmhainn do scoileanna: R5

Is féidir an litir seo a úsáid mar theimpléid don scoil má bhíonn orainn tuismitheoirí a chur ar an eolas faoi bhás foréigeaneach. Tabharfaidh sé roinnt comhairle agus inseoidh sé dóibh conas atá sé i gceist againn deileáil leis mar scoil.

Dáta:

Guthán :

Príomhoide : Príomhoide

Uimhir Rolla :

A Thuismitheoirí, a chairde,

Caithfidh mé sibh a chur ar an eolas faoi eachtra an-bhrónach atá tar éis tarlúint.

i.e. Maraíodh páiste/duine óg ón dtimpeallacht, atá mar dheartháir/dheirfiúr _____ sa scoil. Fuair sé/sí bás de bharr ionsaí foréigeaneach a tharla níos luaithe sa seachtain. Tá an-bhrón orainn go léir faoin mbás seo.

Táimid tar éis labhairt leis na páistí sa scoil faoi seo, ionas go mbeidh siad ar an eolas faoi cad a tharla. Bhí múinteoirí na scoile ar fáil an lá ar fad chun labhairt le páiste(i) nuair a bhí gá leis chomh maith. Tá pearsanra tacaíochta (m.sh. siceolaíthe srl.), ar fáil chun comhairle a thabhairt don fhoireann agus, nuair is gá, chun labhairt leis na páistí. Beidh an tacaíocht seo ar fáil go dtí/ar feadh (líon isteach an t-am a bheidh tacaíocht ar fáil).

Is rud tragóideach é bás aon dhuine óg, ach tá bás foréigeaneach níos deacra. Tá sé deacair ár bpáistí a mhúineadh faoi fhoréigean domhanda agus, ag an am céanna, glacadh leis nach bhfuil an chumhacht againn í a sheachaint.

D'fhéadfadh an bás seo frithghníomharthaí éagsúla a chothú i do pháiste. D'fhéadfadh roinnt páistí/daoine óga a bheith eaglach dá shaolta féin agus do shaolta daoine a bhfuil grá acu dóibh. Tóg an t-am chun éisteacht le buairt do pháiste agus a chinntiú leis/léi gur annamh a tharlaíonn eachtraí mar seo.

Tá eolas breise a bheidh úsáideach i rith an tréimhse deacair seo faoi iamh.

Tá na meáin cumarsáide timpeall na scoile agus d'fhéadfadh siad teacht chugat nó chuig do pháiste. Níl aon gá labhairt leo nó a gceisteanna a fhreagairt. Ní bheidh cead ag na meáin agallamh a chur ar do pháiste sa scoil agus molaimid gan ligint do do pháiste agallamh a thabhairt. Níl siad aibí go leor tuiscint cad le rá agus d'fhéadfadh áiféala teacht orthu faoina bhfuil ráite acu níos déanaí.

(Má tá seo ar siúl) Beidh cruinniú tacaíochta do thuistí (dáta, am, áit). Beimid in ann labhairt faoi na slite is fearr le cabhrú linn fhéin agus lenár bpáistí ag an am sin.

Cuimhnímid ar (ainm an chlann) agus oraibhse ag an am brónach seo.

Is mise le meas,

SAMPLE LETTER TO PARENTS - VIOLENT DEATH

Resource for Schools: R5

This letter can be used as a template for the schools if we are informing parents of a violent death, offering some advice and outlining what the schools response involves.

====
====

Date: _____

Guthán : 01

Príomhoide : Príomhoide

Uimhir Rolla :

Dear Parents,

I need to inform you about a very sad event that has happened.
(Give accurate information about the incident, but avoid using the word murder as this will not be established until the court case is completed).

A child/young person from the neighbourhood, who is the brother of _____, 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 have 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 and, where necessary, to talk to students. This support will continue to be available for (if appropriate insert how long).

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.

(If planned) A support meeting for parents is planned for (date, time and place). At that time we can talk further about how to help ourselves and our children.

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

Is mise le meas,

Clodagh Ní Mhaoilchiaráin.
Príomhoide

RÁITEAS SHAMPLACH DO NA MEÁIN CUMARSÁIDE

Acmhainn do coileanna : R6

Is féidir é seo a úsáid mar theimpléid le cur ar r-phost, faics nó le tabhairt do na meáin cumarsáide. Seans go gcabhróidh sé tré uimhreacha na glaochanna chun na scoile a laghdú.

I roinnt cásanna ní bheadh sé oiriúnach ainmneacha nó eolas a chuir ar fáil a chabhródh leis na meáin daoine a aithint.

Athrófar an ráiteas seo ag braith ar rúndaíocht, toill chlann an íobartaigh, agus an saghas teagmhas atá i gceist.

Clodagh NíMhaoilchiaráin is ainm dom agus is mise Príomhoide Ghaelscoil Bhaile Brigín, Co. Atha Cliath. Chualamar ar maidin faoi bhás de dhuine dár dhaltaí/*ainm an dhalta*. Is tragóid uafásach é seo don chlann, dár scoil agus don phobal. Táimid an trí chéile de bharr na teagmhais seo. Tá ár smaointe agus paidreacha le Clann Uí _____ agus a gcairde.

Bhí *ainm(neacha) an dalta* i rang _____ agus braithfimid go léir a bhí aithne againn air/uirthi uainn é/í go mór.

Bhíomar i dteagmháil lena thuismitheoirí agus d'iarr said go dtuigfí go bhfuil príobháideachas de dhíth orthu ag an am uafásach seo.

Tá alán cabhair á thairiscint dúinn agus táimid an-bhuíoch as an tacaíocht go léir. Tá ár bPlean Theagmhais Chriticiúil curtha i bhfeidhm againn.

Tá siceolaithe ó NEPS (Seirbhís Siceolaíochta Oideachasúil Náisiúnta) agus _____ linn don lá ar fad ag tacú linn agus ag cur comhairle ar mhúinteoirí agus iad ag iarraidh cabhrú lenár daltaí ag an am tubaisteach seo.

Tá na múinteoirí ag cabhrú le daltaí deileáil leis an teagmhas tragóideach.

Tá an scoil tar éis a bheith ar oscailt do thuismitheoirí, chun tacaíocht a chur ar fáil dóibh agus chun comhairle agus treoir a thabhairt dóibh.

Iarrfaimid oraibh meas a thaispeáint agus ár bpríomháideachas a chosaint ag an am seo.

Go raibh maith agaibh.

SAMPLE ANNOUNCEMENT TO THE MEDIA

Resource for schools: R6

This can be used as a template by the school to be e-mailed, faxed or given to the media. It may help to decrease the number of media calls and callers to the school.

In some instances it is not appropriate to provide names or information that might identify individuals.

This announcement will need to be changed based upon confidentiality issues, the wishes of the victim's family and the nature of the incident.

My name is Clodagh Ní Mhaoilchiaráin and I am the Principal of Gaelscoil Bhaile Brigín. 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 (5th year boy) and will be greatly missed by all who knew him.

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 have 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.

LIOSTA SEICEÁLA DO DHALTAÍ I mBAOL

Acmhainn do scoileanna : R16

Is féidir le siceolaí agus baill fóirne an liosta seiceála seo a úsáid má tá buairt ann faoi dhalta ar leith.

Nuair atá an liosta seo á sheiceáil caithfear a thógáil san áireamh go bhféadfadh fadhb eile a bheith i gceist nach mbaineann leis an teagmhas chriticiúil.

Má léiríonn dalta comharthaí baol ón liosta seo caithfear leanúint leis an bhfiosrúchán sa bhealach chuí.

- ❖ Laghdú tobann in obair acadúil
- ❖ Caint faoi féinmharú
- ❖ Fianaise agus téamaí íseal brí agus féinmharú ina c(h)uid oibre
- ❖ Caint faoi éadóchasúlacht, díth cúnaimh agus neamhfhiúntas.
- ❖ Athrú meoin agus tochtach
- ❖ Faoi ollbhrón agus faoi bhrú/strus
- ❖ Cúlú siar ó chaidreamh
- ❖ Deireadh curtha le caidreamh tábhachtach
- ❖ Fadhbanna iompar, trioblóideach ar scoil
- ❖ Cúlú siar ó ghníomhaíochtaí taobh amuigh den scoil
- ❖ Ag fáil réidh le hearraí pearsanta
- ❖ Easpa suime a léiriú i rudaí a bhíodh tábhachtach
- ❖ Faillí a dhéanamh ar chuma fisiceach
- ❖ Airí fisiciúil mar thoradh ar na mothúcháin

- ❖ Iompar a chuireann an dalta nó daoine eile i mbaol
- ❖ Mí-úsáid alcól nó drugaí
- ❖ Maistínteacht/ Tromaíocht nó ansmacht
- ❖ Stair d'iompar féinmharú ar nós iad féin a ghearradh/ anlucht drugaí
- ❖ Stair clainne d'fhéinmharú/ iarracht féinmharú

CHECKLIST - STUDENTS AT RISK

Handout for schools: R16

This checklist may be used by the psychologist or may be offered as an aid to school staff who are concerned about a student. It should be remembered that the checking of a number of items for any one student may point to other problems. Indication of a number of these factors in any one student should always be followed up.

- ❖ Unexpected reduction of academic performance
- ❖ Talking about suicide
- ❖ Ideas and themes of depression, death and suicide in their work
- ❖ Making statements about hopelessness, helplessness or worthlessness
- ❖ Change in mood and marked emotional instability
- ❖ Significant grief or stress
- ❖ Withdrawal from relationships
- ❖ Break up of an important relationship
- ❖ Discipline problems, being in trouble in school

- ❖ Withdrawal from extra-curricular activities
- ❖ Giving personal belongings away
- ❖ Loss of interest in things one cares about
- ❖ Neglect of physical appearance
- ❖ Physical symptoms with emotional cause
- ❖ High risk behaviours
- ❖ Alcohol or drug abuse
- ❖ Bullying or victimization
- ❖ History of suicidal behaviour e.g. cutting or overdose risk behaviours
- ❖ Family history of suicide/attempted suicide

Acmhainní Scoile atá ar fáil sa scoil:

Leabhair do Pháistí

- | | |
|--|---|
| 1. When Uncle Bob Died (Paistí faoi bhun 5 bliana d'aois) | Althea (2001) |
| 2. The Goodbye Boat (Aois 3-5) | Mary Joslin (1999) |
| 3. Rosie: Coming to Terms with the Death of a Sibling (Aois 4-7) | Stephanie Jeffs, Sue Doggett & Jacqui Thomas (2005) |
| 4. Josh: Coming to Terms with the Death of a friend (Aois 4-7) | Stephamie Jeffs & Jacqui Thomas (2006) |
| 5. Gentle Willow. A Story for Children about Dying (Aois 4-7) | J.C.Mills (1993) |
| 6. Remembering Mum (Aois 4-11) | Ginny Perkins & Leon Morris |

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| 7. What on Earth do you do when Someone Dies? (Aois 7-11) | (1996)
Trevor Romain & Elizabeth Verdick (1999) |
| 8. Waterbugs and Dragonflies (Aois 4-7) | Doris Stickney (2004) |
| 9. Badger's Parting Gifts (Aois 5-10) | Susan Varley (1994) |
| 10. Charlotte's Web (Aois 7-11) | E.B. White (2003) |

Leabhair Oibre do Pháistí

- | | |
|---|----------------------------------|
| 1. When Someone very special dies: Children can learn to cope with grief (Aois 6-12) | Marge Heegard (1991) |
| 2. Talking with Children and Young People about Death and Dying: A Workbook | Mary Turner (1998) |
| 3. Good Grief: Exploring Feelings, Loss and Death with Under Elevens. A Holistic Approach | Barbara Ward & Associates (1996) |

Acmhainní do Thuismitheoirí

Leabharlann na dTuistí/ Parents Library

Bereavement

5. Good Grief-Exploring Feelings, Loss and Death with Under Elevens
6. Talking about Death and Dying- Asks & Answers the questions
7. Helping Children cope with separation and loss
8. Helping Children cope with the loss of a loved one
9. Caring for your grieving child- engaging activities for dealing with loss and transition
10. What on earth do you do when someone dies?
11. How do we tell the children? - A Step by step guide for helping children and teens cope when someone dies.
12. Water bugs & Dragonflies- explaining death to young people
13. Talking with Children and young people about death & dying
14. Talking with Children and young people about death & Dying A Workbook
15. Helping Bereaved Children
16. Someone Very Important Has Just Died

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|--|--|
| 1. Beyond the Rough Rock: Supporting a Child who has been bereaved through Suicide | D. Crossley & J. Stokes (2002) |
| 2. How do we tell the Children: A Step-by-Step Guide for Helping Children Cope when Someone Dies | Dan Schafer & Christine Lyons (2002) |
| 3. When Parents Separate: Helping your Children Cope | Sharry, John & Reid, Peter & Donoghue, Eugene (2001) |
| 4. Caring for Your Grieving Child: Engaging Activities for Dealing with Loss and Transition | Martha Wakenshaw (2002) |

Acmhainní do Scoileanna

- | | |
|---|--------------------------------|
| 1. Wise before the Event: Coping with Crises in Schools | Anne Gold, William Yule (1993) |
|---|--------------------------------|

Acmhainní do Siceolaithe, do Mhúinteoirí agus do dhaoine gairmiúla eile

- | | |
|---|------------------------------|
| 1. Implementing Mental Health Promotion | M. Barry & R. Jenkins (2006) |
|---|------------------------------|

2. Healing Children's Grief – Surviving a Parent's Death from Cancer Grace Christ (2002)
3. Helping Children cope with Separation and Loss Claudia L. Jewitt (1997)
4. The Forgotten Mourners: Guidelines for working with Bereaved Children Susan C. Smith (1999)
5. Someone Very Important has just Died: Immediate Help for Mary Turner (2005)
People Caring for Children of all ages at the time of a close Bereavement
6. Helping Bereaved Children: A Handbook for Practitioners N. Boyd Webb (1993)
7. When Tragedy Strikes
8. Responding to Critical Incidents Guidelines for Schools ROE/NEPS
9. Responding to Critical Incidents – Resource Materials for Schools ROE/NEPS