

# CRITICAL INCIDENT MANAGEMENT POLICY



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## Link to Mission Statement

St. Francis College aims to provide an environment which promotes in a harmonious manner the physical, academic, spiritual, social and moral growth of the whole person. We respect and value all of creation but particularly the dignity of each individual within the college community. We strive to fulfil this mission in a spirit of collaboration and partnership between pupils, parents, teachers, trustees, management and the community at large.

Dealing with death, loss and trauma is inevitable in a school community. It is recognised that responding to tragedies can never be fully prepared for - each situation is unique. The key to managing a critical incident is planning. Having a plan enables staff to react quickly and effectively and to maintain a sense of control. It may also ensure that normality returns as soon as possible and that the effects on students and staff are limited.

## Pastoral Goals for the School

Schools which have a good network of relationships, where there is a concern for the whole person throughout the life of the school, will be in a better position to respond healthily to crises when they inevitably occur. We therefore strive to attain the following core pastoral goals:

- personal attention to value and develop every student.
- acknowledgement of, and support for, each person's role in the school community.
- promoting an environment which meets students' needs.
- priority given to the nurturing of teaching and learning relationships.
- recognition of talents and abilities.
- clear values that permeate the school.
- strong collaborative leadership.
- clarity of policies, roles, responsibilities and tasks.
- support for an engaging curriculum - content & methodologies.
- on-going monitoring of progress at every level for the student.
- accountability, support and evaluation at every level.
- involving all concerned in the life of the school.

In relation to responding to crises, we seek to:

- provide a range of supports for all in the school community to call upon in a time of crisis - both in the short and long term.
- discuss loss and bereavement in several locations throughout the curriculum.
- regularly review the structures of support and referral available in the school.

## Review and Research

The Critical Incident Management Team (CIMT) will avail of resource documents available to schools on [www.education.ie](http://www.education.ie) including:

- Responding to Critical Incidents Guidelines and Resources for Schools (NEPS 2016)
- Well-Being in Post-Primary Schools Guidelines for Mental Health Promotion and Suicide Prevention (DES, DOH, HSE 2013)

## Definition of the term ‘critical incident’

The staff and management of *St Francis 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. 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 intrusion into the school
- An accident involving members of the school community
- An accident/tragedy in the wider community
- Serious damage to the school building through fire, flood, vandalism, etc
- The disappearance of a member of the school community

## Aim

The aim of the CIMP is to help school management and staff 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. Having a good plan should also help ensure that the effects on the students and staff will be limited and will aid a return to normality as soon as possible.

## Creation of a coping supportive and caring ethos in the school

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

- Evacuation plan formulated
- Regular fire drills occur
- Fire exits and extinguishers are regularly checked
- Pre-opening supervision in the school yard
- Signing of students in and out during the school day
- Rules of the school

## Psychological safety

The management and staff of *St Francis 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) 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. Promotion of mental health is an integral part of this provision.
- Staff have access to training for their role in SPHE.
- *Meitheal* system which forms part of the Pastoral Care system.
- Staff are familiar with the Child Protection Guidelines and Procedures and details of how to proceed with suspicions or disclosures.
- Information is provided on mental health in general.
- Some staff are trained in interventions for suicidal students.
- The school has developed links with a range of external agencies – e.g., TUSLA, CAMHS, Jigsaw.
- 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. See DES Circular 0023/2010 (Post-Primary).
- The school has a clear policy on bullying and deals with bullying in accordance with this policy.
- There is a care system in place in the school using the "Continuum of Support" approach which is outlined in the NEPS document (2010). See also Student Support Teams in Post Primary Schools (2014); these documents are available on [www.education.ie](http://www.education.ie)
- Students who are identified as being at risk are referred to the designated staff member (i.e., guidance counsellors, Ms Mulvey and Mr Fahy), concerns are explored and the appropriate level of assistance and support is provided. Parents are informed, and where appropriate, a referral is made to an appropriate agency.
- Staff are informed about how to access support for themselves.

## Critical Incident Management Team (CIMT)

A CIMT has been established in line with best practice. The members of the team are the senior management team, guidance counsellors and members of staff appropriate to the incident. The members of the team will meet annually to review and update the policy and plan. Each member of the team has access to a dedicated critical incident folder. This contains a copy of the policy and plan and materials particular to their roles, to be used in the event of an incident.

**Team leader & Garda Liaison: Mrs Ring (Principal)****Role**

- Alerts the team members to the crisis and convenes a meeting
- Coordinates the tasks of the team
- Liaises with the Board of Management; DES; NEPS; SEC
- Liaises with the bereaved family
- Liaises with the Gardaí
- Ensures that information about deaths or other developments is checked out for accuracy before being shared

**Staff liaison: Mr. Ó Murchú / Mr.Croke (Deputy Principals)****Role**

- Leads briefing meetings for staff on the facts as known, gives staff members an opportunity to express their feelings and ask questions, outlines the routine for the day
- Advises staff on the procedures for identification of vulnerable students
- Provides materials for staff (from their critical incident folder)
- Keeps staff updated as the day progresses
- Is alert to vulnerable staff members and makes contact with them individually
- Advises them of the availability of the EAS and gives them the contact number.

**Student liaison: Mr. Fahy / Ms. Mulvey (Guidance Counsellors)****Role**

- At post-primary level, may co-ordinate information from class teachers and year heads about students about whom they are concerned
- Alerts other staff to vulnerable students (appropriately)
- Provides materials for students (from their critical incident folder)
- Maintains student contact records (R1).
- Looks after setting up and supervision of 'quiet' room, where agreed.
- Liaises with agencies in the community for support and onward referral
- Updates team members on the involvement of external agencies

**Community / agency liaison: Mrs Higgins (School Secretary)****Role**

- Maintains up to date lists of contact numbers of
  - Emergency support services and other external contacts and resources
- Is alert to the need to check credentials of individuals offering support

**Parent liaison: Mr. Ó'Murchú / Mr.Croke (Deputy Principals)****Role**

- Visits the bereaved family with the team leader
- Arranges parent meetings, if held
- May facilitate such meetings, and manage 'questions and answers'
- Manages the 'consent' issues in accordance with agreed school policy
- Ensures that sample letters are typed up, on the school's system and ready for adaptation

- Sets up room for meetings with parents
- Maintains a record of parents seen
- Meets with individual parents
- Provides appropriate materials for parents (from their critical incident folder)

**Media liaison: Mrs Ring (Principal)**

**Role:**

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

**Administrator: Mrs Higgins (School Secretary)**

**Role**

- Maintenance of up-to-date telephone numbers of
  - Parents or guardians
  - Teachers
  - Emergency services
- Takes telephone calls and notes those that need to be responded to
- Ensures that templates are on the schools system in advance and ready for adaptation
- Prepares and sends out letters, emails and texts
- Photocopies materials needed
- Maintains records

<b>Critical Incident Management Team</b>		
<b>Role</b>	<b>Name</b>	<b>Phone</b>
<b>Team leader:</b>	<i>Ms Ring</i>	<i>021 4891417</i>
<b>Garda liaison</b>	<i>Mrs. Ring</i>	<i>021-4891417</i>
<b>Staff liaison</b>	<i>Mr. Ó Murchú / Mr. Croke</i>	<i>021-4891417</i>
<b>Student liaison</b>	<i>Mr. Fahy / Ms. Mulvey</i>	<i>021-4891417</i>
<b>Community liaison</b>	<i>Mrs. Higgins</i>	<i>021-4891417</i>
<b>Parent liaison</b>	<i>Mr. Ó Murchú / Mr. Croke</i>	<i>021-4891417</i>
<b>Media liaison</b>	<i>Mrs. Ring</i>	<i>021-4891417</i>
<b>Administrator</b>	<i>Mrs. Higgins</i>	<i>021-4891417</i>

## Record keeping: VS Ware

In the event of an incident each member of the team will keep records of phone calls made and received, letters sent and received, meetings held, persons met, interventions used, material used etc.

## Consultation and communication regarding the plan

All staff were consulted and their views canvassed in the preparation of this policy and plan. Students and parent/guardian representatives were also consulted and asked for their comments.

Our school's final policy and plan in relation to responding to critical incidents has been presented to allstaff. 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. The plan will be reviewed in 2025 or after a critical incident.

## Critical Incident Rooms

<b>Critical Incident Rooms</b>	
In the event of a critical incident, the following rooms are designated for the indicated purposes	
<b>Room Name:</b>	<b>Designated Purpose:</b>
<i>Staffroom</i>	Main room for meeting staff
<i>Chaplain's Office</i>	Meetings with students
<i>Principal's Office</i>	Meetings with parents
<i>Boardroom</i>	Meetings with media
<i>Guidance Counsellors Office</i>	Individual sessions with students
<i>Deputy Principals' Offices</i>	Meetings with other visitors
<i>College Chapel</i>	Groups of students/ Prayer Service

## School Leadership Responsibilities:

### Principal / Deputy Principal Responsibilities

#### Prevention Responsibilities

- To have in place a Critical Incident Team
- Promote the inclusion of programmes that deal with bereavement, loss and related issues in the curriculum
- Put in place a resource list of personnel and agencies including: school psychologist, mental health professionals, clergy, Gardai, local doctors and relevant voluntary agencies

#### Intervention Responsibilities

As outlined above

#### Postvention Responsibilities

- Ensure the provision of on-going support to students, staff and parents
- Hold a meeting of the Critical Incident Team to evaluate the effectiveness of the response
- Facilitate any appropriate memorial events

### Counsellor (s) Responsibilities

#### Prevention Responsibilities

- Developing a network of, and a working relationship with, the school psychologist, mental health professionals, clergy, Gardai, local doctors and relevant voluntary agencies

#### Intervention Responsibilities

As outlined above

#### Postvention Responsibilities

- On-going support to vulnerable students
- Continue to monitor the bereaved/ affected students
- With the Critical Incident Team, evaluate the overall effectiveness of the school's response and put in place any changes necessary.

### Chaplain Responsibilities

#### Prevention Responsibilities

- Annual liturgy to remember deceased friends and relatives

#### Intervention Responsibilities

- Visit the home of the bereaved when appropriate
- Assist with any prayer services that may be arranged
- Be available as a personal support to the students and staff



### **Postvention Responsibilities**

- Take part in the evaluation of the Critical Incident Team
- Involve, as appropriate, the family in school liturgies or memorial ceremonies for their deceased child

## **Parent Liaison Responsibilities**

### **Prevention Responsibilities**

- The relationships this person has developed over time with families will be of great benefit in times of crisis
- In developing working relationships with support personnel and agencies in the community he will assist the Critical Incident Team in putting together a contact list of such people and groups

### **Intervention Responsibilities**

As outlined above

### **Postvention Responsibilities**

- Provide on-going support of the bereaved family – organise a visit in the weeks following the funeral
- Offer to link the family with community support groups
- Participate in the evaluation of the Critical Incident Team

## **Media Role Responsibilities**

### **Prevention Responsibilities**

- Determine the nature of access that will be offered to media in a crisis situation
- Gather templates of statements that could be adapted to a particular context

### **Intervention Responsibilities**

- Contact JMB / Trustees for advice and help
- As outlined above

### **Postvention Responsibilities**

- Review and evaluate the effectiveness of the communication role in the crisis response of the school.

## Responding to a Trauma

### 1. Establish Facts

It is crucial that the school has the correct information regarding the crisis. Therefore, it is important that the facts are gathered.

### 2. Outline An Immediate Response

An immediate plan of action may involve:

- informing students and staff
- contacting parents
- visiting the home of the bereaved
- organising a school/year assembly
- deploying the Critical Incident Team
- alerting outside agencies
- liaising with those at an accident site (e.g., in the case of an out of school crisis)
- agreeing a common statement with regard to the crisis
- assigning tasks within the group

### 3. Inform

It is vital that all those needing information receive it as soon as is practicable. It is helpful if a common statement is agreed when informing students and others. Such a statement will reduce the spread of rumour. Attempt to alert and inform staff in the first instance. If possible, the students should be told at the same time in no larger than normal class size. The statement should seek to:

- be communicated in a sensitive manner
- give the facts as they are known
- highlight the supports that will be available
- indicate the actions that are planned

In the case where an accident has occurred on a school trip, a similar statement is needed to assist those who will be telephoning relatives. It is preferable to have a group of people involved so that all concerned are informed in or around the same time. Some further considerations in contacting parents:

- offer any practical help needed - transport, phone numbers, contact names
- enquire if the parent is alone or has someone to offer support
- carefully review with the parent that the information given has been fully understood
- alerting parents to the trauma will help them when they subsequently make contact with their child.

### Liaising with the Press

If there are to be enquiries from the press, it is important that the school cater for this possibility by nominating one person only to act as a liaison. In preparing a press statement thought should be given to the following suggestions:

- priority to be given to the sensitivities and needs of those affected directly by the crisis

- the non-release of names, addresses and telephone numbers unless authorised to do so by the family
- rely on facts and avoid speculation
- consider likely questions and a response to them
- agree with the press a time for briefings if this is necessary in an on-going situation
- nominate a specific location for press briefings

### **Others to be informed**

When possible, inform the chairperson of the Board of Management and decide whether an emergency meeting of the Board is necessary. Consider when, or if, it is appropriate to inform the school's insurance company and other concerned agencies.

### **4. Short-Term Action**

The action that is needed in the short term will obviously be very dependent on the nature of the crisis. Actions will come under a number of headings:

#### **Students**

##### **Sustaining an atmosphere where it is okay to talk about the experience.**

This will require the availability of staff and others. It will entail sensitivity to the time needed for such sharing. Care should be taken to balance the need to continue with the normal routine and the accessibility of support personnel for students.

##### **An essential quality in adults needed by students is that of listening.**

The school needs to put in place a support system for students in this regard. Such a system may involve those staff who are willing and able to offer support, outside professionals where required, time and resources to carry out their role, a method of supporting each other, and a review of their effectiveness.

##### **Encourage contact with home in the initial stages of a crisis.**

Parents need to be able to contact the school if they have information that will help the school in any way in caring for their child.

##### **Involvement of students in any funeral or other services.**

This requires invitation, planning and review. The families involved need to be consulted, the students invited to take part, time given to prepare for this participation and finally a debriefing of those concerned.

##### **Some form of ritual in the context of the school.**

Students should be carefully consulted as to the nature of such a ritual. Such an experience may also be of great benefit to staff and parents.

##### **Attention needs to be given to the possible signs of distress being exhibited by students.**

In noticing possible signs, it is important to say that these are not necessarily indicative of stress in relation to a trauma. Rather they are merely prompts to staff as they 'watch out' for

the students in their care. Such signs will be related to uncharacteristic behaviour for example, being unusually quiet. It is important that staff can check-out signs with others before drawing conclusions. The guidance counsellor is a key person in addressing the needs of individual students.

**Students not directly involved with the trauma should also be recognised as some may be affected.**

Allowing students to express their sympathy can be a catalyst for such students- writing a card, attending a service.

**Constant reminders will need to be given in relation to the supports that are available.**

Students will react in different ways and at different times.

**Focus on the friends of a bereaved student as they can be the best source of support.** Often the bereaved student may not wish to speak to an adult and may rely heavily on friends. These friends may need support as they attempt to find ways to be of help.

**Staff**

Many staff, following a trauma, may need to air their feelings and reactions. It will be helpful to consider possibilities such as: availability of the pastoral team; contacts for professional help; a staff ritual; a de-briefing meeting of the staff; a simple confidential questionnaire to determine the needs of the staff.

- Care needs to be taken of those staff directly involved with a trauma that they receive support, and are able to de-brief.
- Staff who feel, for whatever reason, that they are unable to be involved in the school's direct response to the trauma should be able to readily opt out.
- Those staff having any concerns about students or others in relation to the trauma should have easy access to personnel who can assist them.
- The Guidance Counsellor, Chaplain and other members of the pastoral team will be the key resource in short and medium-term response. They need to be facilitated, resourced, and supported in their task. It is vital that they regularly meet with the principal in reviewing progress. It will be this group who can liaise with and support the staff.
- The principal will also need to ensure (s)he is receiving support.

**Parents**

- Provide contact people for parents to liaise with, particularly regarding monitoring the progress of their children.
- Discuss with involved parents what action can be taken to support those concerned.

**Funeral Services.**

- Decide what form of representation is appropriate. It is essential to consult the family concerned.

- Prepare students ahead of the funeral. For some this may be the first occasion they have been exposed to a major grief. Take time after the event to de-brief students.
- For those students who wish, encourage, and assist them to write a personal message of sympathy. Consideration may also be given to a common expression from students and / or staff.
- Check out, perhaps with the funeral directors, the arrangements concerning floral tributes. Any accompanying message should be handwritten.
- If possible, representatives of the school should visit the home of the bereaved. If students request to visit the home, phone ahead to check that this is appropriate. Visiting the bereaved may be distressing - support those involved.

### Short term actions – Day 1

<b>Task</b>	<b>Name</b>
<b>Gather accurate information</b>	
<b>Who, what, when, where?</b>	
<b>Convene a CIMT meeting – specify time and place clearly</b>	
<b>Contact external agencies</b>	
<b>Arrange supervision for students</b>	
<b>Hold staff meeting</b>	<b>All staff</b>
<b>Agree schedule for the day</b>	
<b>Inform students – (close friends and students with learning difficulties may need to be told separately)</b>	
<b>Compile a list of vulnerable students</b>	
<b>Prepare and agree media statement and deal with media</b>	
<b>Inform parents</b>	
<b>Hold end of day staff briefing</b>	

## Medium term actions - (Day 2 and following days)

### MEDIUM AND LONG-TERM ACTION

The following are merely a selection of the possibilities worthy of consideration.

- Students returning to school after a major accident or bereavement cannot easily be categorised in terms of their needs. The pastoral team will be a useful resource in seeking to support each student appropriately. Care should be taken to monitor: the relationships with peers and teachers; falling behind in academic and other work; involvement in extra-curricular activities.
- Consider if a special day of reflection / retreat would benefit the class affected by a tragedy.
- The pastoral team will benefit all in the school by constantly reviewing the needs of students, staff and parents in relation to issues of trauma.
- Review of curricular provision, specialist staff training and links with outside agencies around change, loss, death and crisis issues.
- When a subsequent bereavement occurs in the school setting, take care to support those who were bereaved previously as this subsequent trauma may trigger deep emotional reactions.
- An annual remembrance service for all those connected to the school community who have died. Students, staff and parents can be encouraged to record the names of those they would like remembered.
- The dedication of a tree to recall those that have died.

### Medium term actions - (Day 2 and following days)

Task	Name
Convene a CIMT meeting to review the events of day 1	
Meet external agencies	
Meet whole staff	
Arrange support for students, staff, parents	
Visit the injured	
Liaise with bereaved family regarding funeral arrangements	
Agree on attendance and participation at funeral service	
Make decisions about school closure	BoM

## Follow-up – beyond 72 hours

Task	Name
Monitor students for signs of continuing distress	
Liaise with agencies regarding referrals	
Plan for return of bereaved student(s)	
Plan for giving of 'memory box' to bereaved family	
Decide on memorials and anniversaries	
Review response to incident and amend plan	CMIT Staff BoM

Date of Ratification: 25<sup>th</sup> January 2022.

Signed: *Fr Sean Donohoe O.M. CAP.*  
*Chairperson of Board of Management*

This policy will be reviewed in 2025 or after a critical incident

**APPENDIX A:****EMERGENCY CONTACT LIST**

<b>AGENCY</b>	<b>CONTACT NUMBERS</b>
Gardaí Douglas Gardaí Togher Gardaí Angelsea Street	021-4857670 021-4947120 021-4522000
Hospital CUH St.Finbarrs Hospital	021-4922000 021-4966555
Fire Brigade	999 or 112
Broadale Medical Centre	021-4891111
TUSLA Child & Family Agency	021-2373774
Child and Family Mental Health Service (CAMHS) (South Lee 2 Community Mental Health Team)	021-4233103
NEPS Psychologist – Claire Costello	087-9728232
Department of Education	01-8896400
Union – TUI	01 492 2588
Union - ASTI	01-8972760
Clergy	Br.Silvester O’Flynn OFM CAP <i>Number available in school office</i>
State Exams Commission	0906-442700
Employee Assistance Programme (Spectrum life)	01 - 5180356



## APPENDIX B:

### USEFUL ADDRESSES & RELEVANT REFERENCES FOR CRITICAL INCIDENT POLICY

#### THE COMPASSIONATE FRIENDS

An organisation of bereaved parents who offer support. It is open to all parents who have suffered the loss of a child of any age. Cork Tel 021-291892

#### IRISH FRIENDS OF THE SUICIDE BEREAVED

Support group for individuals bereaved by suicide. Cork. Tel 021-294318

#### BARNARDOS BEREAVEMENT COUNSELLING FOR CHILDREN

Bereavement service for children and their families following the death of a parent, carer or siblings. Dublin Tel 01-4732110

#### CORK BEGINNING EXPERIENCE TEAM

A nationwide group providing weekends for those bereaved through death or loss. The Young Adult Beginning Experience (YABE) is a connected group. Cork Tel: 087-9886480

The following is a mere selection of what is available and includes references to books cited in these set of guidelines.

- **Living with Death** by Judith Bisignano. Good Apple USA 1991. A workbook for 12-15yr olds.
- **The Grieving Child - A Parents Guide** by Helen Fitzgerald. Simon & Schuster New York 1992. An excellent guide for parents and adults in a caring role.
- **Good Grief: Talking and Learning about Loss & Death** by Barbara Ward & Janice Houghton. White Crescent Press Luton 1987.
- A pack format exploring the sensitive issues around death and loss.
- **The Mourning Handbook** by Helen Fitzgerald. Simon & Schuster New York 1994. A comprehensive resource.
- **Death and Dying: A Resource Pack** Produced by Noirin Hynes and Margarita Synnott. Available from MREI, Marino Institute of Education, Griffith Avenue, Dublin 9.  
*A valuable teaching resource pack particularly for religion teachers.*
- **When Someone Close Dies.** Available from the Medical Social Work Department, Beaumont Hospital, Dublin 9. Tel 01-8093290

- **Death - Helping Children Understand.** Available from Solas, Bernardo's, Christchurch Sq., Dublin8. Tel 01-4540355
- **How it Feels when a Parent Dies** by Jill Krementz. Victor Gollancz London 1988. An excellent resource for a student bereavement group.
- **The Chaplain - A Faith Presence in the School Community** by Luke Monahan & Caroline Renehan. Columba Press Dublin 1998.  
*Has a very practical chapter addressing death and bereavement in the school setting.*
- **Sorry for Your Trouble - Helping the Bereaved:** A Tape by Christy Kenneally. An excellent personal resource.
- **Communicating with the Sick and Dying:** A Tape by Christy Kenneally. Christy offers invaluable insights. Both these tapes are available through Veritas.
- **Echoes of Suicide** edited by Siobhan Foster-Ryan and Luke Monahan. 2001 Veritas: Dublin. A set of resources with particular reference to the school community.
- **Suicide Among Young People. Northern Ireland Guidelines. 1996.** ISBN 1 897592 051A very clear and practical resource for a whole school response to this issue.
- **W.I.N.N. Against Suicide** by Robert Nelson jr R&E Publishers California 1993. A brief tour through the facts about, and responses to, suicide.
- **Suicide and the Inner Voice** by Robert Firestone. SAGE Publications London 1997. A very complete volume on the topic.
- **Suicide and the Irish** by Michael Kelleher. Mercier: ISBN 1 85635 149 1A comprehensive study.
- **Suicide: The Irish Experience** by Sean Spellissey. On Stream Cork 1996. A comprehensive study for the Irish context.
- **A Special Scar: The Experiences of People Bereaved by Suicide** by B. Allison Wertheimer. Routledge London 1991. Based on a study of 50 bereaved people - offers practical help.
- **The Long Sleep: Young People and Suicide** by K. Hill. Virago London 1995. A good study of this area.
- **Suicide, Bereavement and Loss: Perspectives and Responses** edited by Luke Monahan. 1999: Irish Association of Pastoral Care in Education, Dublin: 1999. Contains resources to guide schools in dealing with trauma.

- **Wise Before the Event - Coping with Crisis in Schools** by William Yule and Anne Gold. Calouste Gulbenkian Foundation London 1993. Distributed by Turnaround Distribution Ltd. An excellent brief guide for schools.

**Guidelines for Schools on how to Respond to the Sudden Unexpected Death of a Student.**

**In the Event of a Tragedy - A Response.** Available from the Nth-Western Health Board, Manorhamilton, Co Leitrim. Tel 071-60222

**Children in Crisis: A Team Approach in the Schools** by Sharon Morgan. Tavlor & Francis Ltd London 1985. Focuses on the crisis situations faced by children in our society such as, bereavement, depression and suicide.

**Adolescent Problems** by Doula Nicolson & Harry Ayers. David Foulton Publishers 1997. A practical guide for parents and teachers.

**The Year Head: A Key Link in the School Community** by Luke Monahan. Irish Association of Pastoral Care in Education, Dublin 1998. Examines the role of this core role in the pastoral school.

**Emotional Problems in Children and Young People** by L. Winkley. Cassell London 1996. Provides a good understanding of a range of issues.

**Barnardos. (1999). Responding to youth suicide and attempted youth suicide in Ireland: Barnardos Policy Briefing Department of Education, Northern Ireland. (1996). Suicide among young people: Managing the issue in schools.**

## **APPENDIX C:**

### **SAMPLE PRESS RELEASES AND STATEMENTS**

*Sample will be modified as detailed in the NEPS Guidelines for Responding to Critical Incidents. Only these samples will be used.*

