

FET Critical Incident Management Plan

TCFE and Céim Eile

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## Tipperary ETB FET Critical Incident Management Plan

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# Introduction

While very few Further Education and Training (FET) Centres will experience a major crisis, most FET Centres at some time or other experience a critical incident such as the sudden death of a learner or learning practitioner or member of the FET centre community due to an accident or illness. Situations such as these can have a traumatic effect on a centre. The first three weeks following an incident is a time of vulnerability

for staff and learners and may call on all its resources to deal with the event.

Research suggests that an effective response by the centre during the first 48 hours is crucial. The key to managing a critical incident is planning. It is therefore important for all centres to have a Critical Incident Management Plan (CIMP)

When a sudden death occurs, those who have known the person experience a deep sense of shock. The unexpectedness of the death and the grief associated with suicide can leave a FET Centre feeling unsure of how to proceed.

## Purpose

The purpose of this CIMP is to help FET management, staff members and learners to cope more 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 the whole FET community. “The key to managing a critical incident is planning. NEPS psychologists report that schools which have developed a Critical Incident Management Plan (CIMP) are able to cope more effectively in the aftermath of an incident. 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 learners and staff are limited”. Responding to Critical Incidents, NEPS, 2016

## Scope

This policy applies to all FET provision under the remit of Tipperary ETB. Tipperary ETB is committed to protecting the wellbeing of learners by providing a safe environment for learners and staff. It has taken several measures to create a coping, supportive and caring ethos. Several documents and processes have been developed which support

the CIMP with a view to ensuring the physical and psychological safety of both staff and learners during the normal course of the day and in the event of a critical incident.(Appendix A)

## Critical Incident Management Team (CIMT)

Each centre will put in place a Critical Incident Management Team (CIMT) in line with best practice. Members of the team to be selected on a voluntary basis, or nominated by management, and will retain their roles for at least one year. The members of the

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team will meet annually to review and update the plan. Each member of the team has a dedicated critical incident folder. This contains a copy of the plan and materials particular to their role, to be used in the event of an incident.

The team will consist of the following staff;

* FET Centre Management
* FET Centre Staff
* Tipperary ETB Management and/ or Board of Management.

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# Definitions

## Critical Incident

The staff and management of Tipperary (ETB) recognise a critical incident to be ‘any incident or sequence of events which overwhelms the normal coping mechanisms of the ETB’ (Adapted from Responding to Critical Incidents – Guidelines for School, NEPS, 2016). Critical incidents may involve one or more learner or staff members or members of our ETB community. Types of incidents may include:

* the death of a member of the ETB community through sudden death, accident, terminal illness, violence, suicide or suspected suicide or permanent injury
* an accident involving members of the ETB community
* an accident/tragedy in the wider community which impacts on persons associated with the FET centre
* serious damage or threat to the centre through fire, flood, vandalism, etc
* the disappearance of a member of the ETB community
* negative events affecting the ETB community
* intrusion into the ETB, physically or via technology or media.
* a physical attack on staff member(s)or learner(s)

## ‘Teacher’

The term 'teacher’ means teacher, tutor, trainer, instructor, adult educator or learning practitioner.

*(Please note that in* ***Tipperary ETB’s*** *Quality Assurance policies and procedures the Teacher is referred to as the ‘Learning practitioner’.)*

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# Critical Incident Management Team

## The Critical Incident Management Team

The Critical Incident Management Team (CIMT) will:

1. develop a FET centre structure to work in a preventative way with learners experiencing intense stress including child welfare/protection, self-harm, suicide, mental health, substance misuse, etc.
2. lead the response of the FET centre to a critical incident.

The CIMT is representative of all FET provision within the FET centre. Members should have an awareness in work relating to learner support, along with good interpersonal skills, organisational skills and a calm approach. Staff members will have an important contribution to make when a critical incident occurs because of their relationship with

the learners and their familiarity with the FET centre structures and processes. Staff members who feel vulnerable (e.g. because of recent personal bereavement or illness, etc.) may not be suitable candidates.

## Key Members of the CIMT

The key members of the CIMT are:

* Critical Incident Lead Person
* Garda liaison
* Staff liaison
* Learner liaison
* Family Liaison
* Media Liaison
* Community/Agency Liaison
* Administrator

## Purpose and Responsibilities of the CIMT

The main purpose and responsibilities of the CIMT are to:

* provide in-house support to learners experiencing critical stress
* act as a second-tier referral within the FET centre to other key front-line staff engaged in learner support matters
* conduct evidence-based observations and risk assessments on critical learner support issues

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* design, implement and review a plan of intervention to direct work with learners in difficulty
* recommend that all interventions are carried out. This may include partnership with learners, parents/guardians/carers, the FET centre community and external support agencies
* maintain records of all interventions, which have clear indicators and outcome data
* where relevant, liaise with other FET centre management on an on-going basis in order to meet the FET centre’s responsibilities in the prevention of and response to a critical incident

## Confidentiality and good name considerations

The Tipperary ETB 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 Tipperary FET centre staff will bear this in mind and will seek to ensure that learners do so 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 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. The Critical

Incident Lead Person is regarded as exercising the pivotal role in a centre's response to a critical incident.

## Roles of the Critical Incident Management Team Members

Each member of the CIMT has a dedicated role in the design, implementation and review of the CIMP and is responsible for the maintenance of an up-to-date CIMP

folder. In certain circumstances, there may be an overlap or a transfer of roles as the demand on individual CIMT members may intensify due to the nature of the critical incident. Additional staff may also be recruited onto the CIMT in the event of a critical incident. The key roles assigned to each individual member of the CIMT are outlined below.

## Critical Incident Lead Person

In a FET Centre with single FET provision delivery, the FET Provision Co-ordinator will act as the Critical Incident Lead Person.

Within a FET centre with multiple FET provision delivery, FET provision co-ordinators will nominate a Critical Incident Lead Person. The position of Critical Incident Lead Person should be on a rotational basis. The main function of the Critical Incident Lead Person is to implement this procedure document. The Critical Incident Lead Person will

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be responsible for the overall critical incident management and will be required to attend CIMT meetings.

It is important to consider who will take the lead in the absence of the lead person. The critical incident lead person will:

* Alert the CIMT of the critical incident and convene a meeting of the team
* Coordinate and delegate tasks to the team clarifying who will do what, when and how. These tasks may include:
	+ Contacting emergency support services
	+ Supporting staff members
	+ Organising supervision of learners
	+ Keeping staff updated
	+ Meeting learners to brief them of the situation
	+ Taking care of “vulnerable” learners/staff
	+ Liaising with outside agencies
	+ Visiting bereaved families or families closely associated with the incident
	+ Preparing a press release and liaising with media (in conjunction with the communications officer) (Appendix 3)
	+ Prepare Incident room
	+ Set up book of condolence in the event of a bereavement

The critical incident lead person will endeavour to ensure that no individual on the CIMT is overburdened at the time of a critical incident due to also meeting the pressures of

their normal FET campus routine work.

## Garda liaison

The role of the Garda Liaison as part of the CIMT will be to:

* Liaise with the Gardaí
* Ensure that information about deaths or other developments is checked out for accuracy before being shared

(Note: This may be seen as part of the critical incident lead persons role)

## Staff liaison

The role of the Staff Liaison as part of the CIMT will be to:

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* lead briefing meetings for staff on the facts as known
* give staff members an opportunity to express their feelings and ask questions,
* outline the routine for the day
* advise staff on the procedures for identification of vulnerable learners
* provide materials for staff (from their critical incident folder)
* keep staff updated as the day progresses
* be alert to vulnerable staff members and make contact with them individually
* advise vulnerable staff members of the availability of The Employee Assistance Service (EAS ) or other relevant service provide contact details of same

## Learner liaison

The role of the Learner Liaison as part of the CIMT will be to:

* assist the critical incident lead person in the provision of comfort and support to the learner group
* liaise with the Critical Incident Lead Person/learning practitioners to maintain up- to-date contact details of learners so that parents/guardians/carers, or other relevant individuals relating to the welfare of a learner, can be easily contacted at short notice and in the event of a critical incident
* maintain the links between staff and learners
* observe and take updates from course co-ordinators on vulnerable learners
* alert other staff regarding vulnerable learners, within the confines of confidentiality and make referrals as appropriate
* provide support to colleagues who are meeting learners following a critical incident
* liaise with and update the critical incident lead person on any issues concerning vulnerable learners
* keep a record of learners seen by external agencies and on multi-agency support
* discuss and agree with the administrator which rooms in the FET centre would be most suitable for meeting learners in the event of a critical incident and take responsibility to arrange the room(s) in advance of meeting the learners, either as a group or individually
* look after setting up and supervision of ‘quiet’ room

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## Family Liaison

The role of the family liaison, as part of the CIMT, will be to:

* act as the contact person to the parent/guardian/carer group in the event of a critical incident
* identify him/herself to the parent/guardian/carer as the named person for them to contact at the FET campus
* liaise with the critical incident lead person/provision co-ordinators to maintain up- to-date contact details of parents/guardians/carers, so that they can be easily contacted at short notice. It is imperative that a third contact number is available

to the FET centre for minors in the event that parents/guardians/carers cannot be contacted in a critical incident.

* discuss and agree with the administrator which rooms in the FET centre would be most suitable for meeting parents/guardians/carers in the event of a critical incident and will be responsible to arrange the room in advance of meeting the parents/guardians/carer, either as a group or individually.
* ensure that the FET campus has adequate copies of relevant information and handouts for parents/guardians/carers relating to potential reactions to Critical Incidents, coping with loss, etc.
* ensure that sample letters for parents/guardians/carers are prepared and available on the FET centre’s information system ready for adaption
* feed back to the CIMT, maintain a record of parents/guardians/carers seen and update the critical incident lead person on any issues concerning vulnerable learners from the discussions held with parents/guardians/carers.

## Media Liaison

The role of the media liaison, as part of the CIMT will be to:

* assist the critical incident lead person in all matters relating to the media in the event of a critical incident. This will be done in liaison with the communications officer in Tipperary Education and Training Board Head Office, Church Road, Nenagh, Co. Tipperary
* primarily to look after the FET centres’ community and to protect the privacy of the people most affected
* provide interviews or material for the media in a timely manner
* prepare a number of draft press statements for media briefings and interviews in consultation with the communication officer.
* refer requests for interviews to the communications officer in a timely manner. The communications officer will liaise with the Director of FET and the community/agency liaison person on the agreed response.

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* in conjunction with the communications officer provide those answering the phone with a sample statement and instructions on how to respond to calls and arrange for a log to be maintained of all telephone calls made and received regarding a critical incident
* follow-up with the communications officer on any requests for information. advise that on no account should unauthorised persons or learners speak to the media other than to help re-route calls
* prepare a notice to parents/guardians/carers to advise learners not to be interviewed as they may not have the experience/expertise needed to handle it

## Community/Agency liaison

The role of the community/agency liaison, as part of the CIMT, will be to

* maintain, and make available to staff, an up-to-date and comprehensive contact list of relevant services and professionals in the community which should include services and professionals who may be called on in the event of a critical incident, in an emergency situation or where support can be accessed for learners, parents/guardians/carers or staff
* be prepared to liaise where necessary with relevant staff associations etc. in the event of a critical incident
* update team members on the involvement of external agencies

## Administrator

The role of the administrator as part of the CIMT, will be to:

* ensure that essential administrative, communication and back-up systems are effective in the management of critical incidents
* ensure that a number of practical measures are taken in advance of and during a critical incident

 *Practical measure on an on-going basis should include:*

* ensuring all learner details are up-to-date on PLSS which should include parents/guardians/carers and next of kin contact details
* monitoring attendance records at the beginning of each day, noting the names of learners who are late or leave the FET centre during the normal working day
* the maintenance of an effective signing in and out procedure for all staff and visitors in the FET centre

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* the maintenance of an up-to-date emergency contact list displayed in the

reception office, in the staff room and at other relevant locations identified by the CIMT

* the maintenance of templates of letters, handouts and sample statements for social media, etc. so that they can be promptly adapted and printed or disseminated in the event of a critical incident in consultation with the communications officer
* the preparation of critical incident emergency packs for the CIMT and other emergency personnel in the event of a critical incident. These should include emergency contact lists, the checklist for the first 12 hours, the layout of the centre buildings, as well as the key handouts for learners and staff
* the identification of a phoneline (landline or mobile) and log book of calls that can be dedicated for use solely for the period relating to a critical incident
* the identification of rooms that can be dedicated for use solely for the period relating to a critical incident, which would be suitable for a range of functions

such as individual and group support, meeting parents/guardians/carers, meeting agencies, a quiet room, a waiting room, etc.

 *Practical Measures including Risk Assessments for Trips and Outings should include:*

* compiling the following lists to be readily accessible to the critical incident lead person and relevant members of the CIMT:
* names and contact details of all staff and learners participating in the trips and outings
* names and contact details of all parents/guardians/carers of learners participating in the trips and outings
* up-to-date medical information on learners.

## Record keeping

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

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#  5. Critical Incident Pack

## Critical incident rooms

|  |
| --- |
| **In the event of a critical incident the following rooms may be in use for designated purposes** |
| **Room Name:** | **Designated Purpose:** |
| Room 16 | Main room used to meet the staff |
| Room 11, 14 or 18 | Meetings with learners |
| Room 18 | Meetings with media |
| Room 9, Guidance Counsellor’s office | Individual sessions with learners |
| Principal’s office | Meetings with other visitors’. |

## Critical Incident Management Team

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Role | TCFE Name | Céim Eile Name | Home Phone No. | Mobile Phone No. |
| Critical Incident Lead Person | Micheál Lenihan | David Young and/or Micheál Lenihan  |  | 087 6535307 (David)087 6341160 (Micheál)087 2595083 (Jane) |
| Garda Liaison | Micheál Lenihan | David Young and/or Micheál Lenihan |  |  |
| Staff Liaison | Jane Quinlan | David Young and/or Micheál Lenihan |  |  |
| Learner Liaison | Guidance Counsellor and Jane Quinlan | Guidance Counsellor, Corina Mullally |  |  |
| Family Liaison | Micheál Lenihan | David Young |  |  |
| Media Liaison | Micheál Lenihan | David Young and/or Micheál Lenihan |  |  |
| Community/Agency Liaison | Jane Quinlan | David Young and/or Jane Quinlan |  |  |
| Administrator | Pauline Ryan | Pauline Ryan or Corina Mullaly and Marian Ryan |  |  |
| Record Keeper | Pauline Ryan | Pauline Ryan or Corina Mullaly and Marian Ryan |  |  |

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## Short-Term Actions (1st 24 hours)

The procedure followed will depend on the particular incident that has occurred. Manager and/or designated person(s) on learning of the incident will carry out the following tasks;

|  |  |  |
| --- | --- | --- |
| Task | Designated Person(s) TCFE (Name) | Designated Person(s) Céim Eile (Name) |
| Gather the facts - Who? What? When? and Where? | Michéal Lenihan | David Young |
| Convene a meeting of the CIMT (Appendix B) | Michéal Lenihan | David Young |
| Arrange class supervision where required | Jane Quinlan | Corina Mullaly and Marian Ryan |
| Contact appropriate agencies (Appendix C) | Michéal Lenihan and Jane Quinlan | David Young |
| Convene a staff meeting (Appendix D) | Michéal Lenihan | David Young |
| Organise timetable/routine for the day | Michéal Lenihan | David Young |
| Communicate timetable for the day. Emphasise importance of maintaining normal Education and Training Centre routine | Michéal Lenihan | David Young |
| Inform staff of critical incident (close friends may need to be told separately) | Michéal Lenihan | David Young |
| Inform learners of critical incident (close friends may need to be told separately) | Guidance Counsellor and or Jane Quinlan | Corina Mullaly |
| Identify vulnerable learners/staff | Jane Quinlan | David Young |
| Respond to media with an agreed statement from Tipperary ETB SMT and the ETB communications officer (Appendix E) | Michéal Lenihan | David Young |

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|  |  |  |
| --- | --- | --- |
| Ensure that a phone line remains open and available for enquiries | Pauline Ryan | Pauline Ryan |
| Appoint someone to deal with phone enquiries. | Michéal Lenihan | David Young/Michéal Lenihan |
| Review and amend statement of facts as new information comes to light | Michéal Lenihan and Jane Quinlan | David Young/Michéal Lenihan |
| Arrange a home visit by two staff representatives within 24 hours if appropriate | Michéal Lenihan | David Young |
| Hold end of day staff briefing | Michéal Lenihan | David Young |

## Gathering the Facts

It is important to obtain accurate information about the incident otherwise rumours will take over and add to the distress of those involved.

In the event of suspected suicide, 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.

It is essential that professionalism and sensitivity is exercised always. The following questions will assist in gathering the facts:

|  |
| --- |
| **Question to Assist in Gathering the Facts** |
| What happened where and when? |
| What is the extent of the injuries? |
| What is the location of those injured and not injured? |
| Who is involved and what is the name(s)? |
| Is there a risk of further injury? |

## Medium-Term Actions (24-72 hours)

|  |  |  |
| --- | --- | --- |
| Task | Person Responsible (Name) TCFE | Person Responsible Céim Eile(Name) |
| Reconvene key staff/critical Incident Management Team to Review the events of the first 24 hours | Michéal Lenihan | David Young |
| Arrange support for individual learners/staff if necessary | Guidance Counsellor and or Jane Quinlan | David Young and Corina Mullaly |
| Arrange a suitable room for information/support meetings | Michéal Lenihan | David Young |
| Visit the injured | Michéal Lenihan | David Young |
| Liaise with staff and learners re return to the centre | Michéal Lenihan | David Young |
| Liaise with the family to extend sympathy, with regard to the funeral arrangements/memorial service and their wishes regarding the centre’s involvement | Michéal Lenihan | David Young |
| Request a decision on centre closure from the ETB SMT. | Michéal Lenihan | David Young |



## Longer-Term Actions (72 hours +)

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| --- |
| Longer term actions |
| Monitor staff for signs of continuing distress | FET SMT/Managers |
| Referral of staff to Tipperary HR department if over a prolonged period, one continues to display signs of continuing distress | Michéal Linehan, Jane Quinlan and David Young |
| Monitor learners for signs of continuing distress | Michéal Linehan, Jane Quinlan and David Young |
| Referral of learner to the HSE Services if over a prolonged period, one continues to display signs of continuing distress | Michéal Linehan, Jane Quinlan and David Young |
| Evaluate response to incident and amend the Critical Incident Management Plan | Centre staff, the FET SMT,Tipperary ETB SMT and Tipperary ETB. |
| Liaise with agencies regarding referrals | Michéal Linehan, Jane Quinlan and David Young |
| Plan for return of bereaved learners/staff | Michéal Linehan, Jane Quinlan and David Young |
| Plan for giving of ‘memory box’ to bereaved family | Michéal Linehan, Jane Quinlan and David Young |
| Decide on appropriate ways to deal with anniversaries (be sensitive to special days and events) | Michéal Linehan, Jane Quinlan and David Young |

|  |
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| **Examples of Signs of Continuing Distress** |
| Uncharacteristic behaviour changes in personality, attitude and involvement |
| Deterioration in academic performance |
| Physical symptoms e.g., weight loss, lack of attention to appearance etc |
| Inappropriate emotional reactions |
| Increased absenteeism |



# Internal Monitoring & Review

Response to Critical Incidents will be reviewed by centre staff, the FET SMT, Tipperary ETB SMT and Tipperary ETB. Plan will be amended if required.

## 6.1 Monitoring Evidence of Implementation

Each FET centre monitors the implementation of this **Critical Incident Management Plan**

Evidence to confirm implementation of the **Critical Incident Management Plan** will include, for example:

* notes form Critical Incident Management Team meeting
* notes from staff meeting
* evaluation of response to incident



# Appendices

## 8.1 Appendix A: Documents and Processes which support the CIMP

This plan is supported by other Tipperary ETB FET documents and processes. Such documents and processes may include:

* Health and Safety Statement
* Anti-Bullying policy
* Code of Practice
* Further Education and Training Information Recruitment and Guidance Processes
* Further Education and Training Learner Support Processes
* Youthreach Access to Counselling
* Staff Employee Assistance Programme
* Adult Safeguarding
* Child Protection
* Learner Charter
* Learner Code of Conduct
* Learner Disciplinary Procedure
* Learner Complaints Procedure
* Wellbeing and Mental Health Framework
* ETB Risk Management Procedure
* Bullying Prevention Policy
* Employment Equality Policy
* Force Majeure Leave Policy
* Grievance Procedure for Staff
* Protected Disclosures Policy



## Appendix B: CIMT Meeting Agenda and Checklist

## Sample CIMT Meeting Agenda

* + - * Share information with the team regarding the facts of the traumatic event. No information should be shared with anyone else until a decision is made about what information is to be shared and the process for notifying staff and learners. When this decision about disclosure of personal information is made, care must be taken to ensure that GDPR requirements are followed. Under FOI the basis for disclosing personal information is called “consistent use.” That is, the disclosure of the information is permitted if it is directly

related to the purpose of which it was received, and it is necessary to use it to operate the FET or meet other statutory obligations. Meeting the emotional needs of learners and staff so that the FET can function might be considered a “consistent use.”

* + - * Determine the impact of this particular incident on individual members of the FET team in order to ensure that all members can function objectively. Assess the likely impact of the critical incident on classes and individuals. Consider the impact for anyone in the FET community who may have recently experienced a significant death or loss. Are there staff members who may require assistance in leading any classroom discussion?
			* Determine whether there are the cultural or religious implications surrounding the incident. How should they be addressed?
			* Identify FET resources. Are there other staff members who might be helpful additions to the team in this situation?
			* Determine whether additional counsellors are required to provide support to the team and work with learners. Assess the extent of the need for additional resources. The team could be augmented by a variety of FET district and/or community resources such as First Nations support workers, behaviour support workers, multicultural home FET workers, community mental health personnel and other medical-health professionals.
			* Confirm the overall strategy and the specific roles of Response Team members for this particular crisis.
			* Confirm a date and time for a general staff meeting
			* Develop an agenda for the general staff meeting and prepare a written statement for the staff meeting about the critical incident.
			* Decide whether it would be appropriate for the ETB Communication Officer to make a brief announcement about the critical incident.



## Sample CIMT Critical Incident Checklist

* Assist team leader in preparing written instructions for staff to be distributed at the staff meeting or in the hands of staff.
* Compile a list of staff who may require extra support because of their closeness to the deceased.
* Assign a team member to classes where the learning practitioner has requested this type of assistance.
* Assist counsellors in arranging counselling centres and recommend to the team leader those learners who may need to go home or may require additional community mental health resources. Ensure that parents/ guardians are informed where learners are under 18.
* Assist in organising the centre’s or staff’s role in visitation, funeral, or memorial arrangements in the case of a learner or staff death(s).
* Meet to review the day, inform staff about arrangements for Critical Incident Stress Debriefing and plan for the next day’s activities.
* Be available to discuss concerns regarding learners or procedures to be followed with any staff member.
* Arrange Critical Incident Stress Debriefing for staff.
* Ensure that campus records related to the learner are handled in a sensitive and appropriate manner.
* In carrying out any activities related to using or creating records, consult with the Team leader



## Appendix C: Emergency Contact list

Please display this in staff room and on centre noticeboard

|  |  |
| --- | --- |
| **Agency** | **Contact Number** |
| **An Garda Siochána** | 112 or 999 |
| **Hospital** |  |
| **Ambulance** | 112 or 999 |
| **Local GP’s** |  |
| **HSE** |  |
| **Fire Brigade** | 112 or 999 |
| **Community Care Team** |  |
| **Child and Family Centre** |  |
| **Child and Family Mental Health Service (CAMHS)** |  |
| **NEPS Psychologist** |  |
| **DE/DFHERIS** |  |
| **TUI** |  |
| **Clergy** |  |
| **State Examinations Commission** |  |
| **Employee Assistance Service** | 1800 411 057 |
| **Tipperary ETB SMT** |  |
| **Tipperary ETB Communications Officer** |  |
| **Samaritans** | 1850 609090  [www.samaritans.org](http://www.samaritans.org/) |
| **1lifesuicide National Helpline** | 1850 281281,  [www.1life.ie](http://www.1life.ie/) |
| **AWARE - Depression Support** | 01 676 6166 www.aware. |
| **Cuan Saor** | 1800 576 757 |
| **Pieta House** | 0818111126 |
| **Nano Nagle** | 051-642418 |



## Appendix D Sample Staff Meeting Agenda

Note: Attendance - All staff should attend the meeting including administration and support staff. Anyone who is not present should be informed of the critical incident as soon as possible following the meeting.

* The following sample staff meeting agenda can be adapted by the FET centre team to fit their needs:
* Provide as much accurate information as possible, including names of the learners or staff members directly involved, time and place of the event, any additional information surrounding the event
* Introduce the ETB Team and any additional support staff or community resource people who are present and explain their roles
* Inform staff as to who has been informed and any outside agencies involved
* provide an opportunity for staff to express their views and their feelings
* Review media policy
* Inform all staff of any changes to the regular FET schedule or cancellation of normal FET events. As far as possible maintain normal routines
* 1Discuss with the staff about how facts will be shared with learners. (there should be an agreed approach)
* Set the date and time of a follow-up meeting
* Assure staff that they will be kept informed of any relevant information in this update meeting
* Follow-up meeting will provide an opportunity for staff members to discuss teaching experiences and report information back to the group



## Appendix E: Sample Announcement to the Media

My name is (Name) and I am the in Tipperary Education and Training Board’s (ETB) Further Education and Training Centre in .

It is with sadness that we advise you of the death of ( name, if appropriate), who was a [learner/staff member] at our Further Education and Training Centre in

 .

Tipperary ETB wishes to extend its condolences to the family(ies), the staff at our Further Education and Training Centre, and the wider community.

We are deeply saddened by this news, and our sympathy and thoughts are with (Name)’s family and friends.(Name of learner) was in his (Xnd year ) in the [NAME OF COURSE], and [he/she] will be greatly missed by all who knew [him/her].

We have been in contact with [his/her] family 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 Further Education and Training Centre has implemented our Critical Incident Management Plan.

The learning practitioners have been helping learners to deal with this sad event.

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

Thank you



## Appendix F: Learner Contact Record

This form can be used by Education and Training Centre staff or external agency staff to record the details of learners seen following a critical incident. This information should be collated centrally.

Name of staff member:

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Learner’s Name | Class/Year | Outcome (include need for follow-up) |
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## Appendix G: A Classroom Session Following News of a Critical Incident

Normally, the Education and Training Centre Manager, the class tutor, or other learning practitioner who knows the learners should be the person to inform them of the events and lead the classroom session. Learners generally feel safe and secure with someone they know. If the learning practitioner feels uncomfortable with this role another staff member may work with them and share the task. Learning practitioners should have the opportunity to opt out of this work if they feel unable to handle it and other

arrangements should be made for that class group.

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

The outline of the session is as follows:

**Step 1**: Giving the facts and dispelling rumours.

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

* What has happened
* Who was involved
* When it happened
* The plan for the day Sample Script

I have something very sad I want to share with you. The factual information agreed upon by the staff e.g. (Name of learner), who attends our Education and Training Centre and was missing, has been found. He is dead. Yesterday, the Gardaí found his body. They are investigating what has happened and will let us know as soon as they find out more information. I am feeling very sad about what’s happened. Let’s spend some time together now helping each other to talk about how we feel about what has happened.

**Step 2**: Sharing stories

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



**Step 3**: Normalising the reactions

Tell the learners that they will all react differently to what has happened and that there is no right or wrong way. List some possible feelings and reactions. The following table provides some examples:

|  |
| --- |
| **General Feelings** |
| Anxiety | Anger | Fear | Guilt |
| Regret | Shame | Tearfulness | Loneliness |
| Insecurity | Mood swings | Shock | Yearning |
| Numbness | Confusion | Isolation |  |
| **Physical Feelings** |
| Tiredness | Sleeplessness | Headaches | Stomach Problems |
| Bowel/Bladder problems | Loss or increase in appetite |  |  |
| **Behavioural Feelings** |
| Nightmares | Social withdrawal | Irritability | Loss of concentration |
| Forgetfulness | Physical/Verbal aggression | Misuse of drugs, including alcohol |  |
| **Physical Thoughts** |
| Disbelief | Denial | Sense of unreality | Preoccupation with images of the event/person |

Explain that their reactions are normal responses to abnormal circumstances. Let the learners know that the reactions or symptoms will go away in time. Tell them that if the symptoms haven’t gone after a few weeks, they should let their doctor know. They may need to talk to someone about how they are feeling. The links to recommended documents at the end of this policy contain handouts that can be distributed to the learners.

**Step 4**: Empowerment

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

**Step 5**: Closure

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

**Step 6**: Free Time



After the discussion the learning practitioner may want to allow the learner’s some free time in the classroom or an agreed area.

**Step 7:** Recovery

It may be useful to continue to do these activities at intervals during the days following and to intersperse them throughout the curriculum in the coming days.

Normal routines should generally be returned to as soon as possible. Learners should be encouraged to resume extra-curricular activities. Learners should be assisted to identify or establish some supports and who they go to for different kinds of help

It is appropriate that the class curriculum is adjusted or adapted. For example, learning practitioners should avoid presenting new learning material for a while following an incident as concentration may be impaired. Use opportunities which arise within ordinary class work, where coping and support can be reinforced.

Learners could be encouraged to discuss how to avoid future crises and lessons learnt from their experiences. There may also be opportunities for structured discussion within the Education and Training Centre’s Personal and Interpersonal Skills programme for example.



## Appendix H: Stages of Grief

Grief is a normal, healthy and predictable response to loss. Although there are distinct phases in the grieving process, people go through these stages in different sequences and at different paces. Generally, the grieving process in adults is thought to take about two years, while with children and adolescents it may be over a more extended time-

frame with different issues arising as they go through developmental milestones.

|  |
| --- |
| **Denial, Numbness, Shock (up to 6 weeks)** |
| Death of the person may be denied |
| Emerging feelings may be suppressed |
| Refusal to talk about the death |
| Bereaved keeps very busy to avoid thinking about the death |
| Bereaved may show signs of confusion and forget everyday routines |

|  |
| --- |
| **Acute grief/searching and longing for deceased (6 weeks to 4 months)** |
| Acute sadness – crying |
| Physical pangs of pain including loss of appetite and disturbed sleep |
| Emotional pain accompanied by dejection, hopelessness, lack of concentration |
| Fears of life after death, nightmares, ghosts |
| Disorganisation |
| Strong guilt feelings and questioning of self and others, particularly in the case of a sudden death |
| Feelings of anger at the departed for leaving them |
| Bereaved may reject offers to comfort them |

|  |
| --- |
| **Adaptation to Life Without the Deceased (6 months to 18 months)** |
| People begin to adjust to their lives without the person who is gone |
| Sense of isolation |
| Fearful of forgetting the deceased |
| Less crying and irritability |
| Exacerbation of existing personality problems. People with low self-esteem may be at a greater |
| Risk of emotional/behavioural difficulties |

|  |
| --- |
| **Normalisation of Life** |
| Getting on with life |
| Returned sense of humour |
| Able to participate emotionally in new relationships |
| Changed relationship with the deceased – able to think of the deceased without pain |
| Reduction in physical/emotional symptoms |
| Less guilt. |



## Appendix I: Grief After Suicide or Suspected Suicide

Remember there is no right or wrong way to react when someone you know dies. People will have many different reactions to what has happened.

* Know that you can survive, even if you feel you can’t
* You may feel overwhelmed and frightened by your feelings. This is normal. You’re not going crazy; you are grieving
* You may not feel a strong reaction to what has happened. This is ok
* You may experience feelings of guilt, confusion, forgetfulness and anger. Again these feelings are all normal
* You may feel angry at the person who has died, at yourself, at God, at everyone and everything. It is ok to express it
* You may feel guilty about what you did or did not do. Suicide is the act of an individual, for which we cannot take responsibility
* You may never have an answer as to “why” but it is ok to keep asking “why” until you no longer need to ask or you are satisfied with partial answers
* Sometimes people make decisions over which we have no control. It was not your choice
* Feeling low is temporary, suicide is permanent. Suicide is a permanent solution to a temporary problem. If you are feeling low or having a difficult time, ask for help
* Allow yourself to cry, this will help you to heal
* Healing takes time. Allow yourself the time you need to grieve
* Every person grieves differently and at a different pace
* Delay making any big decisions if possible
* This is the hardest thing you will ever do. Be patient with yourself
* Spend time with people who are willing to listen when you need to talk and who also understand your need to be silent
* Seek professional help if you feel overwhelmed
* If you are thinking of trying to kill yourself, you should talk to a staff member who will assist you to seek appropriate assistance.
* Avoid people who try to tell you what to feel and how to feel it and, in particular, those who think you should “be over it by now”
* Ask in Education and Training Centre about a support group for survivors that provides a safe place for you to express your feelings, or simply a place to go to be with other survivors who are experiencing some of the same things you’re going through
* Allow yourself to laugh with others and at yourself. This is healing



## Appendix J: How to Cope When Something Terrible Happens

* Reach out – people do care
* Talk to your friends, family and learning practitioners - talking is the most healing medicine
* Remember you are normal and having normal reactions – don’t label yourself as crazy or mad
* It is ok to cry
* It is ok to smile
* If your feelings and reactions seem different from those of your friends, remember everyone reacts differently
* When the stress level is high there is a temptation to try to numb the feelings with alcohol and drugs. This complicates the problems, rather than relieving them
* Some people find that writing or drawing is helpful. What about writing a note or letter to the family of the person who died or the person themselves?
* Spend time with people who have a positive influence on you
* Make as many daily decisions as possible. This will give you a feeling of control over your life, e.g. If someone asks you what you want to eat – answer them, even it you’re not sure
* Recurring thoughts, dreams or flashbacks are normal – don’t try to fight them – they’ll decrease over time and become less painful
* Make a special effort to take care of yourself during this time. Try to get some extra sleep, eat nutritious foods and get some exercise, even if it is just a walk
* Sticking to your “normal” routine helps. Structure your time – keep busy
* Take time out – go for a walk or kick a football
* Provide some balance to the negative things that have gone on by doing something special or fun for yourself. Think about something that makes you feel good. Then make it happen – like going to the cinema, listening to music, calling a friend, etc.

Laughter is good medicine. Watch a funny movie or play a silly game to lighten your spirits

Above all, realise that what you are experiencing is normal following a traumatic event. Be understanding of yourself and others.



## Appendix K: Links to Recommended Documents Relating to Critical Incident Management

[Http://www.sdpi.ie/other\_des\_publications/neps\_critical\_incidents\_resource\_material\_s](http://www.sdpi.ie/other_des_publications/neps_critical_incidents_resource_material_s) chools.pdf

Http[s://www](http://www.education.ie/en/Schools-Colleges/Services/National-Educational-).[education.ie/en/Schools-Centres/Services/National-Educational-](http://www.education.ie/en/Schools-Colleges/Services/National-Educational-) Psychological-Service-NEPS-/Responding%20to%20Critical%20Incidents.pdf

