**Critical Incident Policy**



**Ethos Statement**

Mayo, Sligo, Leitrim ETB is a community of learners with an historic and unique tradition as a provider of education and training. In responding to the needs of the community it delivers the highest standards of teaching and learning.

Mayo, Sligo, Leitrim ETB Schools and Centres of Education are democratic, co-educational and multi-denominational in character where policies, practices and attitudes are underpinned by the core values of Respect, Equity and Fairness.

**Link to Mission statement**

*Grange Post Primary School* in conjunction with its education partners is committed to providing an environment where each student is cherished equally and is nurtured to achieve his or her full potential.

The Critical Incident Policy helps to outline the procedures that both staff and students will employ in the event of a critical incident. It is envisaged that this will allow all members of the school community to work together to continue the effective management of the school and maintain an atmosphere in which all individuals feel safe.

**Links with other Policies**

The school has taken a number of measures to create a coping, supportive and caring ethos in the school. The school has also formulated a number of policies and procedures to be followed with a view to ensuring the physical and psychological safety of both staff and students during the normal course of the school day and in the event of a critical incident.

**Physical Safety**

* Regular fire drills
* Health and Safety Policy

**Psychological Safety**

* SPHE is integrated into the work of the school. Issues such as grief and loss; communication skills; stress and anger management; resilience; conflict management; problem solving; help seeking; bullying, mental health and prevention of drug and alcohol misuse are addressed in the SPHE programme.
* Staff have access to training for their role in SPHE
* All students participate in 6 classes of RSE per year
* Staff are familiar with the role of the DLP and the Child protection procedures within the school
* Several staff members have completed the ASSIST course
* The school has developed links with external agencies such as NEPS, HSE and NBSS
* The school has a clear anti bullying policy and an well-established anti bullying investigatory team
* There is a care system in place in the school using the continuum of support approach
* There is an established student support team in the school and a clear referral system for teachers to refer to the student support team
* At risk students are referred to the Guidance Counsellor through a formal referral card that all staff are aware of
* There is a whole school guidance plan in operation in the school
* Staff are informed about how to access support for themselves

**Definition of Critical Incident**

Grange Post Primary school recognises a critical incident to be “an incident or sequence of events that overwhelms the normal coping mechanisms of the school, and disrupts the normal running of the school”. Critical incidents may involve students, staff, the school or the local community.

Examples of a critical incident might be;

* Death of student
* Fire in the school
* Takeover of a classroom
* Staff suicide
* Traumatic accidental death
* Shooting
* Assault on a student
* Hostage situation
* Building collapse
* Death of a member of staff
* Death of a parent
* Student suicide
* School trip accident within the state
* School tour accident outside the state
* Major gang fight
* Assault on a staff member
* Siege in the school

This list is by no means exhaustive

**Aim of Policy**

The aim of the Critical Incident Policy is that in the event of such an incident as outlined above, the policy will help staff and management to react quickly and effectively and to maintain control of the situation. The plan will also help the school to return to normality as soon as possible and limit the effects of the incident on staff and students.

**Critical Incident Management Team**

The purpose of this team will be to provide leadership in the areas of communication, family liaison and the provision of support services in the event of a crisis / trauma. The team must be reviewed yearly. There will be a Ready To Go pack left in the Principals office.

**Critical Incident Management Team:**

* Eimear Harte
* Maranna Grimes
* Fiona Kearins
* Orla Sills
* Daniel O’ Connor
* Fiona Folen
* Natalia

**Key Roles of Team & Staff:**

**Team Leader:** Eimear Harte

**Deputy Team Leaders:**  Maranna Grimes & AP1

**Garda Liaison:**  Eimear Harte

**Staff Liaison:** Orla Sills & Fiona Folen

**Student Liaison:** Kieran Lynam & Tom White

**External Agency Liaison**: Grainne Brehony

**Parent Liaison:**  Maranna Grimes

**Media Liaison:** Eimear Harte, Daniel O Connor, Fiona Folan

**Administrator:** Natalia, Daniel O Connor, Maranna Grimes

**Supervision On site**

**Onsite Supervisor:** Fiona Kearins

**Quiet Room Supervisor:** Sandra Woods

**Manage access to site:** Gerry Kilfeather

**Class Supervisors:**

|  |  |  |  |
| --- | --- | --- | --- |
| Year Group | Lead | Assisting | Room(S) |
| Second | Vincent Doherty | Edel McCreanor | 7 & 9 |
| Third | Vanessa Callaghan | Aoife Marren (Sophie) | 22 & 23 |
| TY | Jennie Creegan | Siobhan O’Reilly (Maeve) | 11 |
| Fifth | Gemma Gillespie | Louise Brett | 10 |
| Sixth | Sarah Kelly | Linda Hunt | 9 |
| First | Peter Dempsey  | Lisa Maloney | 14 & 12 |
|  |  |  |  |

**Support Staff for Class Supervisors/ Student Movement:** Emma, Sam, Marie, Melissa, Michael, Leanne, Brendan.

**Management of food/ beverage:** Kathleen Fahy

**Roles:**

**Team leader- Principal**

* 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 and other relevant agencies.
* Liaises with the concerned family or families
* Informs staff of the incident
* Prepares a statement for the lead supervisors to read out to students. The Principal will inform the year group of the student involved. Principal should be prepared to spend a reasonable amount of time with the students to allow them to react to the news of the incident. It would be useful if another member of staff, example the Guidance Counsellor accompanied the principal and remained with the class after her departure. When addressing the class, the principal should tell students off their friend’s critical incident an advice that it is an event that everyone, students and teachers will find it difficult to cope with. They should also explain the routine for the day, the following days, and the arrangements, which will be made for students to see support services.

**Garda liaison- Principal**

* Liaise with the Gardai
* Ensures the information about the death or other developments is checked out for accuracy before being shared

**Staff Liaison -**

* Leads briefing meetings for staff on the facts, 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.
* Keep’s staff Updated as the day progresses, is alert to vulnerable staff members and makes contact with them individually
* Provides materials for staff from the “Ready To Go pack”.
* Advises staff on the supports available to them

**Student Liaison**

* Coordinates information from Tutors or Year heads about students they are concerned about
* Communicate this information to the care team
* Alert other staff to vulnerable students
* Keeps records of students seen by external agency staff and care team
* Looks after setting up the supervision of a quiet room
* Provides materials for students from the Ready To Go pack.

**External / Agency Liaison**

* Liaise with agencies in the community for support and onward referral for vulnerable students
* 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 concerned family or families with the team leader
* Arranges meetings, if necessary
* May facilitate such meetings and manage “questions and answers”
* Manage the “consent” issues in accordance with agreed school policy
* Set up rooms for meetings with parents
* Maintains a record of parent’s seen
* Meets with individual parents
* Provides adequate materials for parents

When communicating with parents a brief, pre prepared statement will include:

* The sympathy of the school community for the affected/ bereaved family
* Positive information or comments about the deceased/ injured person
* The facts of the incident
* What had been done
* What is going to be done

Following the event parents will be asked to communicate with the relevant Year Head for matters relating to their child.

**Media liaison**

* Ensures the sample letters are typed up on the school system and ready for adaption
* All communication with the media regarding the critical incident must occur or through the critical incident team leader or the delegated members of the critical incident response team
* **Under no circumstances is any staff member of Grange Post Primary to make any comment whatsoever regarding the incident**
* **Absolutely nothing should be posted on any social media regarding the incident**
* No member of the press is to enter the grounds of the school without prior arrangement with the critical incident team leader or the delegated member of the critical incident response team
* In the event of an incident the media liaison will consider issues that may arise and how they might be responded to
* No students will be interviewed or photographed on the premises
* In the event of an incident the team leader will liaise where necessary with the DES and relevant organisations
* The team leader will draw up a press statement and give a media briefing and interviews as agreed by the school management.

**Administrator**

* Maintenance of up-to-date telephone numbers of parents teachers and emergency services
* Maintains up to date lists of contact numbers
* Takes telephone calls and notes
* Ensures that templates are in the school system in advance and ready for adoption
* Prepares letters, emails and faxes
* Photocopies materials need
* Maintains records

**Critical incident Rooms:**

**Critical Incident Room** Rm 1

**Staff Meetings-**  Rm 6

**Media -** 24

**Parents Room-** 20/ landing of complex/ 21

**Meeting with individual students or agencies**- Rm 3/ 2 & 15

**Quiet Room** – Rm 5

**Refreshment/ Breaks-** Room 2

**Action Plan:**

**Short term action plan for in school event (immediate):**

* Immediate location of scene is cleared of students and black card sent to Principal/ DP to signify serious incident.
* Once a critical incident is established all groups are instructed via a fire drill being set off sending all students to fire zones. Then all supervisors escort your class to their assigned base room.
* Base room supervisors should collect all student phones at the outset (to prevent information leak). Supervisors should explain “ an incident is happening somewhere in the school and we will be remaining here until it is resolved, hopefully it will not be long. I don’t know any more than you do for now but we will be informed and the most helpful thing we can do now is stay here”. “ Accessing toilets will be facilitated if you cannot wait but you must be escorted there and back so only ask if you need to otherwise please wait. We are going to put on a movie as we don’t know how long this will take so any suggestions………..”.
* Core Team meet and proceed as below.

**Short term actions and roles assigned-- outside school event (1st 24 Hours)**

* The Principal or Team Leader will call together members of the critical incident team. The team’s first tasks will be to establish the facts. It is crucial that the school has the correct information regarding the crisis. Under the guidance of the team leader, team members will contact persons involved, and others such as hospitals, Gardai, parents to establish the facts.
* The team leader will inform staff via text message saying that a critical incident has occurred, this message will outline where staff are to meet.
* Team leader to have a typed statement for staff, the staff liaison will communicate this statement to staff. This statement will give the facts as they are known, highlight the supports that will be available, indicate the actions that are planned. In the event of a suicide, the term sudden death will be used, and if a murder has occurred, the term violent death will be used.
* Each member of the critical incident team will take on their team roles.

**Other possible short term procedures:**

* Arrange supervision of students
* Hold staff meetings
* Organise timetables for the day
* Inform parents – by text of the event and the procedures put in place
* Inform students – preferably year head / tutor or Guidance Counsellor – See R5 in the resource section of the responding to critical incident guidelines for a sample classroom session following news of a critical incident.
* Make contact with the bereaved family
* Deal with the media
* Make the Guidance Counsellor and relevant Year Head free to deal with students – Use the Supervision timetable

**Medium term actions and roles assigned (24 – 72 hours).**

**Meeting with the CIMT and other agencies:**

* Review the events of the first 24 hours, where possible this should be prior to the commencement of school
* Arrange support for Individual/groups/parents/students/teachers
* Plan the re-integration of staff and students
* Plan visits to injured /liaise with family regarding funeral arrangements etc.
* Attendance and participation at funeral service
* Make a decision about school closure
* Review the schedule for the day
* List items to be addressed by the principal at the staff meeting
* Make Guidance Counsellor free to deal with students
* Send a letter to parents outlining the event and procedures that are put into place

**Long term actions and roles assigned (Beyond 72 Hours)**

* Monitor students for continuing signs of stress
* Evaluate response to incident and amend critical incident plan appropriately.
* Formalise plan for the future
* Inform new staff and pupils
* Decide on appropriate way to deal with anniversaries

**Meeting with the whole staff:**

* The Principal outlines the schedule for the day and updates staff on any information from the family, funeral arrangements etc.
* The staff liaison will be the link person communicating information between the team leader and the staff.
* A representative from another agency may address the staff, if appropriate.

**Record Keeping**

All team members will keep written records of phone calls made and received, letters, emails, texts sent and received, meetings held, persons met, interventions used, material used etc. These will be kept on the template provided.

**Confidentiality**

The management staff of Grange Post Primary have responsibility to protect the privacy and good name of the peoples involved in an incident and will be sensitive to the consequences of any public statement. The members of staff will bear this in mind and will seek to ensure the students do so also.

For example, the word “suicide” will not be used unless there is confirmed information that the death was due to suicide. 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.

**Funeral Services:**

The Principal will decide what form of representation is appropriate. It is essential, where possible, to consult the family concerned. Do not presume that the family would want a very public presence by the school.

The school will take responsibility in transporting any year groups they have been immediately affected by the incident. All other students wishing to attend a funeral must do so independently.

**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 schools finally policy and plan in relation to responding to critical incidents have been presented to all staff.

All new and temporary staff will be informed of the details of the plan by the Principal.

The plan will be reviewed and updated accordingly annually.

**Review Procedures:**

This policy will be reviewed regularly and by the board of management every year. Any staff member who was unhappy with content or the implementation of any school policy may request a review at any time and such a request would be dealt with as quickly as possible.

This policy was adopted by the Manager on the 20/11/2023

Signed: \_Bernadette Rowland\_\_\_ Signed: \_Eimear Harte\_\_\_\_\_\_\_\_

 Manager Principal

Date of Next Review: September / October 2025

**Appendix 1**

**Emergency contact numbers**

|  |  |
| --- | --- |
| **Gardai** | **Grange Garda Station** 071 9163144**Sligo Garda Station** 071 9142031 |
| **Ambulance** | 999 / 112 |
| **Hospital** | **Sligo General Hospital** 071 917 1111**Dr. Hever Grange** 071 9173008 |
| **Parish priest** | **Fr Mc Hugh** 071 9163100 / 0877986602 |
| **D.E.S** | 0906 442700 |
| **N.E.P.S Psychologist** | **Mary Rooney**N.E.P.S.Unit 3 – 6, Beulah Buildings, Finisklin Road, Sligo0877906736 / 071 9138438 |
| **State Examinations Commission**  | 090-644 2700  |

**Useful contact numbers**

|  |  |
| --- | --- |
| **Barnardos** | 01 450355 |
| **The Samaritans** | 1850 609090 |
| **Childline** | 1800 666666 |
| **Parentline** | 1890 927277 |
| **Aware** | 01 6766166 / 1890 303302 |
| **National Suicide Bereavement Support** | 02495561 |
| **Rainbows** | 01 4734175 |
| **Bereavement Counseling** | St Michaels Family life Center Sligo ( 071) 9170329 |
| **STOP**  | 071 916 4286 |
| **Molloway House Sligo**  | (071) 917 4775 |

**Appendix 2**

**Student Contact Record – this form can be used by school staff to record the details of students supported following a critical incident. This information should be collated centrally.**

**Name of Staff member: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Student’s Name | Class / Year | Outcome(include need to follow up) |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Appendix 3**

*Sample letter to parents/guardians – sudden death / accident*

Dear Parents/Guardians

The school has experienced (the sudden death/injury) of (name of student / staff). We are deeply saddened by this death/injury. Our thoughts are with the family (family name)

We have support structures in place to help your child cope with this tragedy.*(Elaborate*).

It is possible that your son / daughter may have some feelings or questions that he / she may like to discusswith you. It is important to give factual information that is age appropriate.

You can help your son /daughter by taking time to listen to him / her and encouraginghim / her 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 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 coming days, please keep an eye on your child and allow him/ her to express their feelings without criticism.

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

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

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

If you would like any advice or support you may contact the relevant Year Head.

Sincerely,

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Eimear Harte

Principal.

**Appendix 4**

**Sample letter to parents / guardians – violent death**

Dear Parent / Guardian

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

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

We have shared this information and had discussion with all of our students so that they know what has happened. School staff members have been available for students on an ongoing basis today. Other support personnel 9including psychologists etc., according to actual information arrangements) are available to advise staff in their support of students.

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

This death may cause a variety of reactions in your child. Some children / young people may be afraid of 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 at this time.

The media are in the vicinity of the school and may approach you or your children. Please do 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 that they will regret later.

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

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

Sincerely,

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Eimear Harte

Principal.

**Appendix 5**

*Sample letter requesting consent for involvement of outside professionals.*

Dear Parents/Guardians,

Following the recent (tragedy/ death of x) we have arranged specialist support for students in the school who need particular help. (X) is available to help us with this work. The support will usually consist of talking to boys /girls either in small groups or on a one to one basis, and offering reassurance and advice as appropriate.

Your son / daughter has been identified as one of the students who would benefit from meeting with (X). If you would like your son / daughter to receive this support, please sign the attached permission slip and return it to the school by …..

If you would like further information on the above or if you would like to talk to the psychologist, please contact the school.

Kind Regards,

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Eimear Harte

Principal

* -------------------------------------------------------------------------------------------------------

I/We consent to having our son / daughter meet with …………..I understand that my son may meet x in an individual or group session, depending on the arrangements that are thought most appropriate.

Name of Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Birth: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Parents /Guardians)

**Appendix 6**

**Protocol to be followed in the event of the death of a student**

* Team Leader to discuss the tragedy with Garda to establish the facts.
* Principal or Deputy Principal make sure staff are aware of the tragedy and as far as possible the circumstances surrounding it and outlines to the staff the procedure for meeting with students. Staff and year Heads would be given a typed statement from the principal / team leader regarding the relevant information. Staff are allowed time to cope first themselves. Ancillary staffs are also informed.
* Principal or Deputy Principal make contact with the family and follow their wishes in relation to a response from the school.
* Principal or Deputy Principal contacts the Health Service Executive and also contacts NEPS Counselling service available to staff and students.
* Those classes who are directly affected by the bereavement including classes of brothers/sisters are met first and the news is broken to them by Year Head and Guidance Counsellor.
* The Principal/Deputy Principal makes a quick visit to each class to ensure all students are informed as soon as possible.
* Counsellor is contacted to be available on that day and during the following weeks.
* Class changes with the bell and there is flexibility on the timetable to allow teachers and students to come to terms with the tragic news. All classes apart from the affected year group and year head will resume classes as normal from the next period.
* News bulletin is prepared for parents re. the closure of the school on the day of the funeral if applicable.
* Principal or delegate only meets with the media. Others are asked not to speak to the media.
* Students from the year to which the student belonged attend the funeral bearing a wreath and representing the school. At the family’s request /permission the year group / students will do a guard of honour. (Optional with written consent). Where numbers for a guard of honour are insufficient other options may be explored.
* The year head together with friends of the student gathers belongings and gives then to the Principal. The Principal returns these belongings to the family on a follow up visit.

**Appendix 7**

**Protocol to be followed in the event of the death of a staff member**

* Team Leader will make sure the staff is aware of the tragedy and as far as possible, the circumstances surrounding it.
* Staff are allowed time to come to terms with the tragic news.
* Principal or Deputy Principal make contact with the family and follow their wishes in relation to a response from the school.
* Principal or Deputy Principal Contacts the Health Service Executive Counselling service available to staff and students.
* The teacher’s classes to be covered by Principal/Deputy principal and helps students cope with the loss.
* The counsellor and local priest are notified and are available.
* It may be necessary to contact the HSE or NEPS for counselling of staff and students.
* Class changes with the bell and flexibility on the timetable is allowed. The principal will assess if staff members are able to attend classes, if not classes may be grouped or senior students may supervise junior year groups. This is done at the discretion of the principal.
* News bulletin is prepared for parents re: closure of the school on the day of the funeral if applicable.
* A representative group of students may attend the funeral with the agreement of the family.
* The school may decide to close to facilitate staff members attending the funeral.
* Colleagues volunteer to deal with personal belongings.
* The Principal/Deputy Principal renews lists etc. and deals with any correspondence arriving after the death of the teacher.
* Should the death occur during the holidays, the Principal or Deputy Principal notifies staff.

**Appendix 8**

**Critical Incident Management Template for school Plan**

**Critical Incident Management Team**

|  |  |  |
| --- | --- | --- |
| **Role** | **Name & Email address** | **Telephone Number** |
| Team leaderDeputy Team leader | E. HarteMaranna Grimes  | It was agreed that all members of the team would each other’s numbers in order to make contact if there was a critical incident.  |
| Garda Liaison | E. Harte |  |
| Staff Liaison | Orla Sills & Fiona Folan |  |
| Student Liaison | Sarah Kelly & Tom White  |  |
| Parent Liaison | M. Grimmes |  |
| Community Liaison | E. Harte  |  |
| Media Liaison | E. Harte / Daniel O’Connor / Fiona Folen  |  |
| Administrator  | Natalia & Daniel O’ Conor |  |
| Quiet Room  | Vinny Doherty |  |
| Onsite Supervisor | Fiona Kearins |  |

**Short Term Actions – Day 1**

|  |  |
| --- | --- |
| **Task** | **Name**  |
| Gather Accurate Information  |  |
| Convene a CIMT meeting – specify time and place clearly |  |
| Contact external agencies |  |
| Arrange supervision of students |  |
| Hold staff meeting |  |
| Agree schedule for the day |  |
| Inform students (close friends and SEN students may need to be told separately) |  |
| Compile a list of vulnerable students |  |
| Prepare and agree media statement and deal with the media |  |
| Inform parents / guardians |  |
| Hold end of day staff briefing |  |

**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 / guardians |  |
| Visit the injured |  |
| Liaise with bereaved family regarding funeral arrangements |  |
| Agree on attendance and participation at funeral services |  |
| Make decision about school closure |  |

**Follow Up beyond 72 Hours**

|  |  |
| --- | --- |
| **Task** | **Name**  |
| Monitor students for signs of continuing distress |  |
| Liaise with agencies regarding referrals |  |
| Plan for return of bereaved students (s) |  |
| Plan for giving of “memory box” to bereaved family |  |
| Decide on memorials and anniversaries |  |
| Review response to incident and amend plan |  |