



ST. DAVID'S HOLY FAITH SECONDARY SCHOOL
Greystones, Co. Wicklow

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Critical Incident Management Policy

This Critical Incident Management Policy Document
was ratified by the Board of Management on Thursday, 13th June 2024

CRITICAL INCIDENT MANAGEMENT POLICY

Introduction

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

The death of a member of the school community through accident, suicide, violence, terminal illness, or other unexpected death

An intrusion into the school

An accident involving a member or members of the school community

An accident/tragedy in the family of a member of the school community or in the wider community

Serious damage to the school building through fire, flood, vandalism, etc.

The disappearance of a member of the school community.

This list is not exhaustive.

Research

The Critical Incident Management Team has consulted resource documents available to schools on www.education.ie and www.nosp.ie including:

- Responding to Critical Incidents Guidelines and Resources for Schools (NEPS 2016)
- Critical Incident Suggestions for Secondary Schools (IGC)
- Suicide Prevention in Schools: Best Practice Guidelines (IAS, National Suicide Review Group (2002)
- Suicide Prevention in the Community - A Practical Guide (HSE 2011)
- Wellbeing in Post-Primary Schools Guidelines for Mental Health Promotion and Suicide Prevention (DES, DOH, HSE 2013)
- Wellbeing Guidelines (DES, 2016)

Aim

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

Context

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

Physical safety of Persons and Plant

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

- Up-to-date Safety Statement and Policy
- An Assistant Principal II appointed with responsibility for the management of safety, health and plant management
- Evacuation plan formulated
- Regular fire drills occur
- Fire exits and extinguishers are regularly checked
- Laboratories and technical rooms are locked when not in use
- First Aid kits
- Defibrillators are located in three areas of the school: in the main foyer, the Sports Arena, Library
- Hard-back copy in the main office to inform caretaker of any Health and Safety defects or other items that need addressing
- Child Protection policy in place
- Break-time and lunch-time supervision
- A fully stocked First Aid room (Room G. 03)
- All visitors report to the office reception and from September 2024 will have lanyards to identify their status
- CCTV cameras operational throughout the school
- Students are reminded of Health and Safety matters by their teachers and also in their journals.
- Active links with local Gardaí and emergency services.

3.2 Psychological safety (wellbeing)

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

Staff are fully trained in child protection and safety. Staff are aware of their responsibilities as mandated persons, under child protection and safety guidelines.

External agencies, such as NEPS, Túsla and an Garda Síochána, and others are used as professional contacts as appropriate.

There is a pastoral care system in place in the school.

There is a Student Support Team operational in the school comprised of members of the Senior Leadership Team, Guidance Counsellors, SEN Department and Year Heads as required for meetings

The school has a clear Anti-Bullying Policy and deals with bullying in accordance with this policy.

Students who are identified as being at risk, are referred to the guidance counsellor. Their concerns are explored and the appropriate level of assistance and support is

provided. The parents and guardians of these students are informed, and where appropriate, a referral is made to Túsla or an appropriate agency.

Year Heads work with all students in their grouping, ensuring care and wellbeing is to the fore.

In-house supports consist of the following:

St. David's Holy Faith Secondary School has a robust anti-bullying policy which is reviewed and amended annually. There is no toleration of bullying in this school.

Social, Personal and Health Education (SPHE) is a mandatory subject in first, second and third years. The curricular provision includes, grief and loss; communication skills; stress and anger management; resilience; conflict management; problem-solving; help-seeking; bullying; decision-making; and prevention of alcohol and drug misuse

St. David's Holy Faith Secondary School has engaged in the provision of an increase in the provision of wellbeing on the curriculum, particularly at Junior Cycle, ensuring that the mental health of all our students is prioritised.

St. David's Holy Faith Secondary School has a detailed relationship and sexuality education (RSE) programme in place for senior students (transition year students to sixth year students). This encompasses mental health for transition year students, sexual identity for fifth year students and sexual consent for sixth year students. There are now four teachers fully trained in RSE in this school.

School management continue to strongly support, facilitate and encourage continuous staff training and CPD which is necessary for continuous improvement in learning and teaching.

School management ensures that all resources required by staff are available, so that the students are enabled to reach their full potential.

The school has developed links with a range of external agencies such as Child and Mental Health Services (CAMHS), Pieta House, Jigsaw, NEPS, Túsla, Teen Counselling, Lucena Clinic, local Gardaí

Five members of staff have trained in ASIST Applied Suicide Intervention Skills Training facilitated by Living Works

The care system in place in the school uses the continuum of support outlined in the NEPS documents for post-primary schools from 2010.

Critical Incident Management Team (CIMT)

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

The key roles will be covered as follows:

School Team Leader and Team Members

Garda Liaison
Staff Liaison
Student Liaison
Parent Liaison
Media Liaison
Year Head
Administrator

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

Critical Incident Management Plan

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

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

Team Personnel Roles

The Team Leader is a person who carries authority and can make decisions during a crisis e.g. liaising with Board of Management re school closure, attendance at funeral/memorial service etc.

The Garda Liaison Person is a staff member who has sufficient authority to liaise with Gardaí on behalf of the school.

The Staff Liaison Person is a staff member who is known and trusted by staff.

The Student Liaison Person is a staff member who is a trusted and familiar figure to the students.

The Parent Liaison Person is a staff member who is known to parents, who is comfortable speaking in front of large groups and has the skills to manage emotions/reactions.

The Media Liaison Person is a person who carries the authority and competence to deal with media in a clear, professional, prudent, sensitive and appropriate manner.

The Year Head has overall responsibility for a year group while maintaining an orderly, secure and healthy learning environment and communicates the guiding vision of the school to the year group.

The Administrators are staff members who organise and record the practical communications system to ensure that communication is kept clear and appropriate throughout and in the aftermath of a critical incident.

Depending on the particular critical incident and the manner in which staff may be impacted by same, there will be a degree of flexibility in the roles of the team personnel. Where a

member of staff feels unable to perform the role requested of them, he/she should inform the Principal who will endeavour to reassign his/her role where possible. The CIMT will meet daily for as long as is considered necessary by the Principal in order to be briefed and updated on the implementation of the CIMP and agree future/upcoming actions.

Team Leaders: Principal, Simon Carey; Deputy Principals, Louise O’Sullivan and Huw Davies

Role:

- Alerts the team members to the crisis and convenes a meeting of the CIMT
- Coordinates the tasks of the team
- Liaises with the Board of Management; DES; NEPS; SEC
- Liaises with the bereaved family
- Attend the funeral, if appropriate
- In the absence of the Principal, a Deputy Principal (Louise O’Sullivan/Huw Davies) will lead the team. In the absence of all members of Senior Management, the Principal will nominate in advance an Acting Principal and two Acting Deputy Principals from the Assistant Principal I Post-holders, by agreement, and this will be communicated to the staff via email or staffroom noticeboard. Those who are in the Acting capacity will assume responsibility in the event of a critical incident, co-ordinated by the Acting Principal.

Garda Liaison: Principal: Simon Carey

Role:

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

Staff Liaison: Triona Brosnan and Mike Hassett

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
- Arranges S&S roster to ensure that classes are taught/supervised and that relevant members of the CIMT are available, as required

Student Liaison: Jim Fox/Charlotte Grogan (Guidance Counsellors); Deirdre Doughty/Tara Noone (SEN Coordinators); Brían Ó Donnchadha

Role:

- Coordinates information from Year Heads, Student Support Team and the Special Educational Needs Teams about students of concern
- Alerts senior management and other staff to vulnerable students (appropriately)

- Provides materials for students (from their critical incident folder)
- Maintains student contact records.
- Looks after setting up and supervision of room for vulnerable students
- Looks after setting up and supervision of 'quiet' room
- Helps contact parents of students identified as vulnerable

Community/Agency Liaison: Principal, Simon Carey

Role:

- Maintains up-to-date lists of contact numbers of key parents, such as members of the Parent Teacher Association, Emergency support services and other external contacts and resources
- Liaises with agencies in the community for support and onward referral
- Is alert to the need to check credentials of individuals offering support
- Coordinates the involvement of these agencies
- Reminds agency staff to present valid ID
- Updates team members on the involvement of external agencies
- Advises staff of the availability of the EAS and gives them the contact number (01-5180356) Helps contact parents of students identified as vulnerable

Parent Liaison: Teachers, Daniel Boland and Lorna Wilson

Role

- Visits the bereaved family with the Team Leader, if appropriate
- 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)
- Helps contact parents of students identified as vulnerable

Media Liaison: Principal, Simon Carey

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)

Safety and Health Officer: APII Post-holder, Jaime Fernandez

Role:

- Manages the activities and work of the Caretaking and Cleaning Staff
- Oversees access to the school building and to the appropriate rooms within the building for all relevant personnel

- Be of assistance to the Principal, relevant Year Head, as appropriate to the year group role
- Liaises with parents of students who may need to go home to arrange for their safe collection
- Liaises with the Ethos Coordinator, R.E. Coordinator and Principal re the organisation of a communal ritual, if appropriate (See Appendix 7)

Administrator: School Secretary, Celina Gormley

Role

- Maintenance of up-to-date telephone numbers of - Parents - Teachers - Emergency services Take telephone calls and note those that need to be responded to
- Ensure that templates are on the school's Data Management system in advance and ready for adaptation
- Prepare and send out letters, emails and texts
- Photocopy materials needed
- Maintain records

4.1 Critical Incident Rooms

In the event of a critical incident

The staffroom will be used to meet the whole staff, including ancillary staff

Base classrooms will be used for meetings with students

Meetings with parents/guardians will be conducted in the Principal's office or the Deputy Principals' offices

The Principal's office, Deputy Principals' offices or Year Head offices will be used for contacting the media, if relevant

Guidance offices/Year Head offices may be used for individual sessions with distressed students

Main office may be used for other visitors.

CRITICAL INCIDENT ROOMS	
Critical Incident Rooms In the event of a critical incident, the following rooms are designated for the indicated purposes	
Staffroom	Main room for meeting staff including ancillary staff
Base Classroom	For Base class student meeting
Dining Area	For Year Group Assembly with students
Library or Year Head Offices (G.	Meeting with most vulnerable students
Principal's Office	Meeting with Parents/CIMT
Guidance Offices (F. 19 and F. 37)	Individual sessions with students
Principal's Office (F. 04), Deputy Principals' Offices (G. 02 and F. 36)	Meeting Parents/Guardians Contacting Media
Year Head Offices and SEN Offices	For very distressed students
Main Office	For other visitors

The use of the library is confined to use with vulnerable students. This is to ensure that vulnerable students are kept safe, in proximity to a Guidance Counsellor and at a distance from media, reassured and supported in the short term until such time that they can be

collected by parents. Depending on circumstances the allocation of rooms may change as needs arise, and communicated to staff via email and staff notice board in staff room.

5.2 Record Keeping

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

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

5.3 Confidentiality and Good Name Considerations

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

APPENDICES

Appendix 1: Critical Incident Management Team (CIMT)

Appendix 2: Critical Incident Plan Guidelines

Appendix 3: Emergency Contact List

Appendix 4: Support of Students by Teachers

Appendix 5: Emergency Care for those with Critical Medical Conditions

Appendix 6: Illness/Injury Report Form

APPENDIX 1
CRITICAL INCIDENT MANAGEMENT TEAM

Role	Name	Role in the School	Email Address	Contact Details (Not published on website version)
Team Leaders	Simon Carey Louise O'Sullivan Huw Davies	Principal Deputy Principal Deputy Principal	Simoncarey.principal@stdavids.ie Louiseosullivan.deputy@stdavids.ie Huw Davies.deputy@stdavids.ie	
Student Liaison	Charlotte Grogan Jim Fox	Guidance Counsellors	cgrogan@stdavids.ie (2 nd , 3 rd , 4C, 4D, 4E, 6C and 6D) jfox@stdavids.ie (1 st , 4A, 4B, 5 th , 6A and 6B)	
Student Liaison	Deirdre Doughty and Tara Noone	SEN Coordinators	resource@stdavids.ie	
Student Liaison	Brían O Donnchadha	Teacher and Year Head	bodonnchadha@stdavids.ie	
Administrator	Celina Purcell	School Secretary and Greystones Resident	info@stdavids.ie	
Staff Liaison	Triona Brosnan	Teacher	tbrosnan@stdavids.ie	
Staff Liaison	Mike Hassett	Teacher and Year Head	mhassett@stdavids.ie	
Parent Liaison	Lorna Wilson	Teacher	lwilson@stdavids.ie	
Parent Liaison	Daniel Boland	Teacher and Year Head	dboland@stdavids.ie	
Media Liaison	Simon Carey	Principal		

APPENDIX 2: CRITICAL INCIDENT PLAN GUIDELINES

SHORT-TERM ACTIONS – DAY 1

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

Medium-Term Actions: Day Two and Following Days

Convene a CIMT meeting to review the events of Day 1 and check how each team member is coping	Team Leader(s)
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Meet external agencies	Principal/Deputy Principals
Meet whole staff and check how staff are coping	Principal/Deputy Principals
Arrange support for students, staff, parents	Principal/Deputy Principal/Counsellor
Visit the injured (with consent of the family)	Class Teachers/Tutors/Year Heads
Liaise with bereaved family regarding funeral arrangements	Principal
If applicable, funeral arrangements to be discussed with RE Department/School Choir	CIMT/RE Department/School Choir
Agree on attendance and participation at funeral service	Deputy Principal/CIMT
Make decisions about school closure	Board of Management and Principal

Long-term Actions: Beyond Seventy-Two Hours

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

APPENDIX 3: EMERGENCY CONTACT LIST (NOT FOR WEBSITE)
(To be displayed in the staff-room, school office and Principal's office)

RELEVANT SCHOOL STAFF	CONTACT NUMBERS
Simon Carey (Principal)	0863964247
Louise O'Sullivan (Deputy Principal)	0858801466
Huw Davies (Deputy Principal)	0852735716
Jim Fox (Guidance Counsellor)	0876756977
Charlotte Grogan (Guidance Counsellor)	0861661526
Mike Hassett (Year Head, First Year)	0879270629
Eoghan Dunne (Year Head, Second Year)	0876682464
Michelle Bailey (Year Head, Third Year)	0872890721
Conor Short (Acting Year Head, Fourth Year)	0876557324
Daniel Boland (Year Head, Fifth Year)	
Brían Ó Donnchadha (Year Head, Sixth Year)	0879544925
Deirdre Doughty (SEN)	0852446180
Tara Noone (SEN)	0867921997
Emily Foynes (Ethos Coordinator – re any liturgy to be organized)	0862020525 0872758566
AGENCY	CONTACT NUMBERS (Not being published on the website version)
Greystones Garda Station	01-6665800
Loughlinstown Hospital	01-2825800
St Vincent's University Hospital (ED)	01-2214358
Tallaght Children's Hospital (ED)	01-4142000
Wicklow Co Council Fire Service, Bray	01-2117600
Greystones Medical Centre	01-2874275
Greystones Health Centre	01-2877311
Lucena Clinic, Bray	01-2866886
Linn Dara, CAMHS,	01-7956500
ReachOut Ireland	01-7645666
NEPS Psychologist Terry Callaghan	087-9090564
Department of Education and Skills	01-8896400
State Examination Commission	090-6442700
Reasonable Accommodations	090-6442700
Association of Secondary Teachers of Ireland (ASTI)	01-6040160
Teachers Union of Ireland (TUI)	01-4922588
Fr Des Hayden (Parish Priest)	087-6755571

Greystones Parish Office	01-2874025
Túsla	01-9213400
Employee Assistance Service	Freephone: 1800 411 057 OR SMS & WhatsApp: text 'Hi' to 087 369 0010

APPENDIX 4:

SUPPORT OF STUDENTS BY TEACHERS

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

- Give facts and avoid speculation

- Allow students to ask questions and express feelings
- Help students realise that overwhelming emotions are natural following a critical incident.
- Allow students with permission of the teacher to go to the Guidance Counsellor's allocated room on the premises for time out and support if required.

GUIDANCE COUNSELLORS will be allocated a classroom to allow students to come to meet with them for support throughout the day. The room will be equipped with some treats, kettle, soft drinks, bottles of water, information leaflets for mental health agencies.

APPENDIX 5: EMERGENCY CARE FOR THOSE WITH CRITICAL MEDICAL CONDITIONS

The list of students who have critical medical conditions are located in the SEN Office. Medicines are stored in the First Aid Office in Room G. 03 on the ground floor. The students have in each case contact details:

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

STUDENTS WITH EPILEPSY

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

Keep calm and reassure other students who may be present.

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

Time the length of the seizure.

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

Do not give any liquid or medicine (unless agreed in the care plan).

When the seizure stops:

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

- Check the student is breathing normally. If not, call an ambulance: 112 or 999.
- Time the student's recovery.

Turn the student on one side to keep the airway clear (recovery position).

Stay with the student and reassure them when they regain consciousness.

- Allow the student to sleep.
- Inform next of kin/parents/carers and ensure the student gets home safely.
- Explain to the other students what has happened

STUDENTS WITH NARCOLEPSY AND CATAPLEXY

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

Children with narcolepsy experience

- Constant excessive daytime sleepiness

- Ongoing struggles to stay awake

- Sudden sleep episodes ('sleep attacks') that occur during any type of activity and at any time of the day

Response Plan:

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

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

Response Plan:

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

STUDENTS WITH SEVERE ASTHMA ATTACK

Get student to sit up and stay calm. Do not lie down. Listen to what the person having the asthma attack is saying, if they have experienced them before. Check that the attack is not related to a food/medication allergy.

Take slow steady breaths.

Take one puff of reliever inhaler (usually blue), every minute.

Call 112 or 999 if symptoms do not improve after ten minutes.

Repeat Step 3 if an ambulance has not already arrived in ten minutes.

Do not leave the person on their own. Extra puffs of the reliever inhaler (usually blue) are safe.

Make sure the incident, time, place is recorded and that the parents are informed.

STUDENTS WITH ANAPHYLACTIC ALLERGIES TO NUTS or EGGS

Allergic responses to peanuts/nuts or eggs usually occurs within minutes after exposure.

Peanut allergy signs and symptoms can include:

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

Anaphylactic reaction is a life-threatening reaction

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

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

A large storage box is in the First Aid Office (Room G. 03) with relevant medications for students in these categories. There are documents there pertaining to students with these conditions which have been emailed by parents, along with photographic ID and the instructions around the administration of medication. These are annually updated by parents and regularly checked by the Health and Safety Coordinator. Students also have these epipens on their person in their school-bags or lockers.

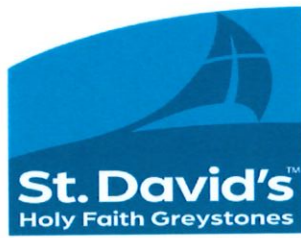
STUDENTS WITH TYPE-1 DIABETES

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

CPR TRAINED PERSONNEL

Four members of staff are currently being trained in CPR4 accredited programmes for Schools by the Irish Heart Foundation:
Tara Noone, Daniel Egan, Carolyn Cavey, Brían O Donnchadha

APPENDIX 6: ACCIDENT/ILLNESS REPORT



ACCIDENT/ILLNESS REPORT
(To be used by all Staff Members or Designated Personnel)

Name: _____

Class: _____

Date: _____

Time: _____

Status (circle choice below)

*Student

*Teacher/Staff Member

*Visitor

Details of Accident/Illness

Location:

Name of Teacher/Supervisor present:

Witnesses:

Time Parent contacted:

Time Ambulance called (if required):

Description of Incident

Action Taken:

Any additional details or observations:

Form completed by (signature)


Date:

**APPENDIX 7:
USEFUL REFLECTIONS FOR LITURGY IN EVENT OF STUDENT DEATH**

Full details in relation to the setting up of an appropriate commemorative space and sample readings are on the Ethos Drive of the school.

This Critical Incident Policy was ratified by the Board of Management on 13th June 2024.

Signed:

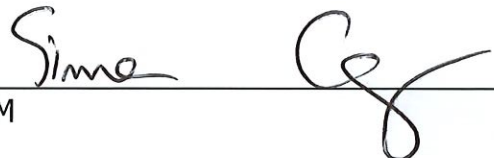


Chairperson of the B.O.M

Date:

13/06/2024

Signed:



Secretary to the B.O.M

Date:

13/06/2024
