



**lmetb**

*Bord Oideachais agus  
Oiliúna Lú agus na Mí*  
Louth and Meath Education  
and Training Board

# LMETB Further Education and Training (FET)

## Critical Incident Management Protocol (CIMP)



## Abstract

**The aim of the CIMP is to help FET management and staff members react quickly and effectively in the event of an incident, to enable us to maintain a sense of control and to ensure that appropriate support is offered to the whole FET community.**

## Acknowledgement

**LMETB FET Directorate would like to gratefully acknowledge LCETB Further Education and Training Division for sharing this protocol document.**

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# Section 1:

## **Critical Incident Management Protocol (CIMP)**

# 01

## Critical Incident Management Protocol (CIMP)

### 1.1 Aim:

The aim of the CIMP is to help FET management and staff members react quickly and effectively in the event of an incident, to enable us to maintain a sense of control and to ensure that appropriate support is offered to the whole FET community. *“The key to managing a critical incident is planning. The National Educational Psychological Service (NEPS) psychologists report notes that FET that have developed FET policy and 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

### 1.2 Definition of a Critical Incident:

The staff and management of Louth and Meath Education and Training Board ('the ETB') recognise a critical incident to be 'an incident or sequence of events that overwhelms the normal coping mechanism 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 accident, violence, suicide or suspected suicide or other unexpected death.
- An intrusion into the ETB.
- An accident involving members of the ETB community.
- An accident/tragedy in the wider community.
- Serious damage to ETB buildings 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.

### 1.3 Levels of Critical Incidents:

The National Educational Psychological Service (NEPS) has outlined an appropriate response to different levels of critical incidents as follows (See Action Plan p.20 -28 of NEPS Guidelines and Resource Materials ).

- Response Level 1: the death of a learner or staff member who was terminally ill; the death of parent/sibling; a fire in the ETB not resulting in serious injury; serious damage to ETB property
- Response Level 2: the sudden death of a learner or staff member
- Response Level 3: incident: an accident/event involving a number of learners; a violent death; an incident with a high media profile or involving the ETB.

## 1.4 Critical Incident Management Protocol:

The Critical Incident Management Protocol focuses on both prevention and intervention.

### 1.4.1 Prevention.

Actions to support prevention include the establishment of Facility Management Groups, input from Health and Safety Committees and set up of respective Mental Health and Wellbeing FET Centre/Campus/College Team and the development of a FET Centre/Campus/College Mental Health and Wellbeing (MHW) Implementation Plan in all Further Education and Training locations. (See Appendix 1 for MHW Plan Structure Levels 1 - 6).

LMETB FET Directorate also has a range of processes and strategies in place which help to promote emotional health and wellbeing, and which build resilience in both staff and learners, thus preparing them to cope with a range of life events. These are outlined in Appendix 2 and include:

#### ■ Physical Safety

- Each centre/Campus/College has a written Health & Safety Policy/Statement
- Each centre/Campus/College has a Health and Safety Committee
- Regular fire drills occur.
- Fire exits and extinguishers are regularly checked.
- Regular maintenance of all equipment takes place.
- Risk Assessments occur for on-site delivery and excursions.
- Manual handling risk assessments of learners/staff who require them.
- First Aid trained staff on each campus.
- Regular training in manual handling, communication techniques, positive behaviour techniques, disability awareness.

#### ■ Psychological Safety

- Staff teams: There are good communication systems in operation including regular meetings, email communication, and open discussion. There is a strong rapport between staff members and a strong sense of teamwork and support for one another and our learners. LMETB provides support for staff and learners through provision of a safe physical environment, clear and comprehensive guidance and direction on policies and procedures and regular provision of Staff professional development. The ETB has clear and comprehensive Codes of Behaviours and supporting documentation. Staff members are informed on how to access support through the Employee Assistance Scheme (Spectrum Life). Staff members are familiar with the Adult Safeguarding and Child Protection Guidelines and Procedures and details of how to proceed with suspicions or disclosures.
- Learners: The ETB is committed to providing Further Education and Training learners with the highest quality of learning experiences and outcomes. The ETB undertakes to pursue excellence in the manner with which it engages and communicates with learners throughout the learning experience. The FET Learner Charter sets out our values and provides a framework that allows our learners, our staff, and learning practitioners to know and understand their respective responsibilities. <https://www.lmetb.ie/wp-content/uploads/2023/10/LMETB-FET-Learner-Charter.pdf>

The Learner Charter is supported by a number of learner policies including the FET Learner Code of Conduct, FET Anti-Bullying Policy, FET Learner Disciplinary Procedure and the FET Learner Complaints Procedure.

#### 1.4.2 Intervention.

LMETB's FET Directorate aims to ensure that critical incidents are dealt with effectively and promptly, and that appropriate systems and responsibilities are in place to do so. Proposed under the Further Education and Training Campus Mental Health and Wellbeing (MHW) Implementation Plan, each campus will be required to put in place a Critical Incident Management Team (CIMT). (See Appendix 1 for MHW Plan Structure – Level 6 (1-2-1 Supports and Referrals) and Level 7 cover (Critical Incidence Management).

- All FET Centre/College/Campus's Management structures will review the Critical Incident Protocol annually to ensure familiarity with the roles and processes.
- Each campus is required to ensure that a Critical Incident Management Team (CIMT) has been established within each FET Centre/Campus/College and contains named individuals in the following roles: Manager, Co-ordinator, Staff Liaison, Learner Liaison, Parent/ Guardian Liaison, Network/Media/Community Liaison and Administration. Dependent on the relative size of the FET Centre/Campus or College facility these roles may not be mutually exclusive.
- Appropriate support and training will be provided for the Critical Incident Management Team (CIMT), and clearly accessible directions and information will be available for all members of the Further Education and Training community.
- All critical incidents will be recorded in the 'Critical Incident Form' and, where appropriate, the ETB's Corporate Services department will ensure any incidents are reported to the national Health and Safety Authority.
- Each Critical Incident Management Team (CIMT) will ensure that there is a post-incident critical incident review and evaluation structure in place and will ensure that in the event of a critical incident, a longer-term post-recovery plan is in place. An annual evaluation of the work of the CIMT will inform both interventions at local level, campus level and at a wider FET level.

#### 1.4.3 Critical Incident Management Team

Each Centre/Campus/College will put in place a Critical Incident Management Team (CIMT) under the direction of the Director of Further Education and Training and the relevant FET Manager. Members of the team to be selected from the relevant provisions, or as nominated by management, and will retain their roles for at least one year. The members of the team will meet annually to review and update the protocol and team membership. Each member of the team will have a dedicated critical incident folder. This will contain a copy of this policy and plan and materials particular to their role, to be used in the event of an incident

# Section 2:

## Critical Incident Management Team

# 02

# Critical Incident Management Team

## 2.1 Overview of the Critical Incident Management Team

The Critical Incident Management Team (CIMT) will:

- a) Develop a FET Centre/Campus/College structure to work in a preventative way with learners experiencing intense stress including child welfare/protection, self-harm, suicide, mental health, substance misuse, etc.
- b) Lead the response of the FET Centre/Campus/College to a Critical Incident.

The CIMT is representative of all FET provision within the FET campus. 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 campus structures and processes. Staff members who feel vulnerable (e.g. because of recent personal bereavement or illness, etc.) may not be suitable candidates.

### 2.1.1 The key members of the CIMT are:

- Critical Incident Lead Person
- Critical Incident Assistant Lead Person
- Learner Liaison(s)
- Family Liaison
- Media/Community Liaison
- Administrative Liaison
- Guidance Representative

Dependent on the relative size of the FET Centre/Campus or College facility these roles may not be mutually exclusive.

### 2.1.2 Purpose 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 campus to other key front-line staff engaged in learner support matters.
- conduct evidence-based observations and risk assessments on critical learner support issues.
- 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 campus community and external support agencies.

- maintain records of all interventions, which have clear indicators and outcome data.
- where relevant, liaise with other FET campus management on an on-going basis in order to meet the FET campus' responsibilities in the prevention of and response to a Critical Incident.

### 2.1.3 Confidentiality and good name considerations

Management and staff of the ETB have a responsibility to protect the privacy and good name of people involved in any incident and will be sensitive to the consequences of public statements. Members of ETB staff will bear this in mind, and seek to ensure that others do so 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' 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.

## 2.2 Roles within the Critical Incident Management Team

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 in the following sections.

### 2.2.1 Role of Critical Incident Lead Person

Within a FET campus with single FET provision delivery, the FET Provision Co-ordinator will act as Critical Incident Lead Person. Another staff member will act as Critical Incident Assistant Lead Person.

Within a FET campus with multiple FET provision delivery, FET Provision Co-ordinators will nominate a Critical Incident Lead Person and Critical Incident Assistant Lead Person from among their group. The position of Critical Incident Lead Person and Critical Incident Assistant 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 be responsible for the overall Critical Incident management and will be required to attend CIMT meetings.

One of the key roles of the Critical Incident Lead Person in relation to the management of a Critical Incident is to oversee the remit of the CIMT and convene a CIMT meeting at the time of a Critical Incident. Identifying key roles in advance of a Critical Incident will clarify who will do what, when and how. The Critical Incident Lead Person and, where relevant, other FET campus management, will ensure that the CIMT is promoted adequately within the entire FET campus staff group in order that team members are recruited with appropriate skills, experience and commitment. The Critical Incident Lead Person will 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.

**The Critical Incident Lead Person will ensure that the FET campus has developed, implements and reviews the CIMP so that the FET campus:**

- **meets its duty of care obligations in providing the highest possible standard of health and safety for staff, learners and other persons working at or visiting the FET campus.**
- **undertakes appropriate risk assessment in the prevention of a Critical Incident.**
- **is able to respond swiftly and effectively in the event of a concerning crisis or Critical Incident.**
- **is compliant with relevant legislation and standards.**

**The Critical Incident Lead Person will ensure that each member of the critical incident team has a personal copy of the plan and that all new and temporary staff to the team will be informed of the details of the plan by the team leader. They will undertake to update the plan and the CIMT membership on an annual basis.**

### **2.2.2    Role of Critical Incident Assistant Lead Person**

**The Critical Incident Assistant Lead Person will play a key role in any Critical Incident, being responsible for overseeing many of the tasks of the CIMP and ensuring that important elements in the response to a Critical Incident are not forgotten.**

**On an on-going basis, the Critical Incident Assistant Lead Person will:**

- **take responsibility for the organisation of CIMT meetings including drawing up schedules and agenda, ensuring minutes are recorded and disseminated, and actions are followed up. Where the Critical Incident Lead Person is not in attendance at a CIMT meeting, the Critical Incident Assistant Lead Person will liaise with the Critical Incident Lead Person on the outcome of each meeting and provide updates on any reviews to the campus' Critical Incident plan.**
- **support, in conjunction with the Critical Incident Lead Person, the annual induction and review of the CIMT and the CIMP;**
- **assist the Critical Incident Lead Person in the conduit of information from CIMT meetings to staff;**
- **liaise with the Critical Incident Lead Person and administrative staff to ensure all learners and staff details relevant to the Critical Incident plan are up-to-date. These will include telephone numbers, details of parents/guardians/carers, next of kin, etc.**
- **liaise at an inter-agency level with the ETB and other agencies, as required;**
- **convene a CIMT in the event of a Critical Incident taking place at a time when the Critical Incident Lead Person is not available. The Critical Incident Assistant Lead Person will make a full report to the Critical Incident Lead Person on the Critical Incident, the plan and the outcome following a review meeting;**
- **ensure that there are adequate copies of up-to-date staff handouts relating to Critical Incidents in order that staff have the knowledge and awareness on how to handle classroom sessions and learners' reactions following a Critical Incident;**
- **advise staff on supports available to them, including the Employment Assistance Programme, following a Critical Incident.**

### **2.2.3    Role of Learner Liaison(s)**

**The role of the Learner Liaison(s) 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. The Learner Liaison(s) will liaise with the Critical Incident Lead Person/Critical Incident Assistant 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 concerning crisis or Critical Incident. In addition, key tasks undertaken by the Learner Liaison(s) include:**

- maintaining 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 to the Guidance Counsellor, 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 Administrative Liaison which rooms in the FET campus would be most suitable for meeting learners in the event of a Critical Incident and be responsible to arrange the room in advance of meeting the learners, either as a group or individually.

### **2.2.4    Role of Family Liaison**

**The role of the Family Liaison, as part of the CIMT, will act as the contact person to the parent/guardian/carer group in the event of a Critical Incident. The Family Liaison will identify him/herself to the parent/guardian/carer as the named person for them to contact at the FET Centre/Campus/College.**

**The Family Liaison will liaise with the Critical Incident Lead Person/Critical Incident Assistant Lead Person/Course 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 campus for minors in the event that parents/guardians/carers cannot be contacted in a Critical Incident.**

**The Family Liaison will discuss and agree with the Administrative Liaison which rooms in the FET campus 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/carers, either as a group or individually.**

**The Family Liaison will 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. The Family Liaison will ensure that sample letters for parents/guardians/carers are prepared and available on the FET campus' information system ready for adaption.**

**The Family Liaison will 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.**

## 2.2.5 Role of Media/Community Liaison

In conjunction with the FET Director/OSD Director, the role of the Media/Community Liaison is 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 aforementioned Directors and any contracted External media Relations Specialist, Louth and Meath Education and Training Board Head Offices, Navan, Co. Meath & Dundalk, Co. Louth. The primary concern at this time is to look after the FET community and to protect the privacy of the people most affected. Provision of interviews or material for the media should be timely but not distract the FET Centre/Campus or College from these tasks.

The Media/Community Liaison person will maintain an up-to-date and comprehensive contact list of relevant services and professionals in the community. These 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. The list should be made available to the CIMT and staff and updated as necessary.

The Media/Community Liaison person should be prepared to liaise where necessary with relevant staff associations etc. in the event of a Critical Incident. The Media/Community Liaison person in consultation with the Communications and External Relations Specialist will prepare a number of draft press statements for media briefings and interviews. These can be revised in the event of a Critical Incident in collaboration with the DFET, DOSD, CIMT, FET Centre/Campus/College management and the Communications and External Relations Specialist.

Where interviews are requested, these need to be referred on in a timely manner to the Communications and External Relations Specialist. The Communications and External Relations Specialist will liaise with the DFET/ DOSD and the Media/Community Liaison person on the agreed response.

The Media/Community Liaison person and Communications and External Relations Specialist will provide those answering the phone with a sample statement and instructions on how to respond to calls and will arrange for a log to be maintained of all telephone calls made and received regarding a Critical Incident. The Media/Community Liaison person will follow-up with the Communications and External Relations Specialist on any requests for information. The Media/Community Liaison person will advise that on no account should unauthorised persons or learners speak to the media other than to help re-route calls. The Media/Community Liaison will 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.

The Communications and External Relations Specialist will direct the media to the national guidelines on the reporting of incidents of a critical nature compiled by the Samaritans and the Irish Association of Suicidology, Media Guidelines for Reporting Suicide and Self-Harm.

## 2.2.6 Role of Administrative Liaison

The role of the Administrative Liaison will be central to ensuring that essential administrative, communication and back-up systems are effective in the management of Critical Incidents and will contribute to ensuring a prompt response. The Administrative Liaison will ensure that a number of practical measures are taken in advance of and during a Critical Incident as outlined below:

**A. Practical Measures on an on-going basis should include:**

- All learner details to be up-to-date on PLSS , with parents/guardians/carers and next of kin contact details up-to-date, monitoring attendance records at the beginning of each morning session, noting the names of learners who are late or leave the FET campus during the normal working day;
- the maintenance of an effective signing in and out procedure for all staff and visitors in the FET campus;
- 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 Communications and External Relations Specialist;
- 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 campus 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.

**B. 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, Critical Incident Assistant 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, and
- up-to-date medical information on learners .

**C. Practical Measures for Out-of-Campus hours include the maintenance of alternative contact details outside of normal hours when the general FET campus number is unavailable, including details of at least two emergency contacts and all key holders to ensure there is not a delay in speaking to the appropriate person.**

The Administrative Liaison will ensure that personal details and information is maintained and shared in strict compliance with the ETB policy on confidentiality and in line with Data Protection best practice .

# Section 3:

## **Critical Incident Resource Pack and Templates**

# 03

## Critical Incident Resource Pack and Templates

### 3.1 Critical Incident Rooms

#### Critical Incident Rooms

In the event of a critical incident, the following rooms are designated for the indicated purposes

Room Name:	Designated Purpose:
Canteen	Main room for meeting staff
.....	Meetings with media
.....	Individual sessions with Staff
.....	Meetings with other visitors
.....	Individual meetings with Learners

### 3.2 Critical Incident Management Team

Critical Incident Management Team		
Role	Name	Phone
Team leader		
Garda liaison		
Staff liaison		
Community liaison		
Family liaison		
Media liaison		
Administrator		

### 3.3 Short term actions – Day 1

Task	Name
Gather accurate information	
Who, what, when, where?	
Convene a CIMT meeting – specify time and place clearly	See Appendix 3 for sample CIMT Agenda
Contact external agencies	
Arrange class supervision where required	
Hold staff meeting	See Appendix 4 for Sample Staff Meeting Agenda
Agree schedule for the day	
Inform learners and staff (close friends may need to be told separately)	
Compile a list of vulnerable learners/staff	
Contact LMETB communications officer to prepare and agree media statement to be issued by ETB comms	
Inform Louth and Meath Education and Training Board Director of FET, Director Of OSD and relevant FET Manager	
Hold end of day staff briefing	

### 3.4 Medium term actions – Day 2 and following days

Task	Name
Convene a CIMT meeting to review the events of day 1	Team leader
Meet external agencies	
Meet whole staff	
Arrange support for learners/staff/family members	
Visit the injured	
Liaise with bereaved family regarding funeral arrangements	
Agree on attendance and participation at funeral service	
Make decisions about campus closure	SMT

### 3.5 Follow-up – beyond 72 hours

Task	Name
Monitor staff for signs of continuing distress	FET Managers
Liaise with agencies regarding referrals	
Plan for return of bereaved learners/staff	
Plan for giving of 'memory box' to bereaved family	
Decide on memorials and anniversaries	SMT
Review response to incident and amend plan	Staff/SMT/Louth and Meath Education and Training Board

### 3.6 Emergency Contact List

Agency	Contact Numbers
Garda	
Hospital	
Fire Brigade	
Local GPs	
HSE	
Community Care Team	
Child and Family Centre	
Child and Family Mental Health Service (CAMHS)	
NEPS Psychologist	
DE/DFHERIS	
INTO/ASTI/TUI	
Clergy	
State Examinations Commission	
Employee Assistance Service	ROI: 1800 903 542 / UK: 0808 196 2016

### 3.7 Action Plan

- Develop a list of contacts
- Develop a Critical Incident Folder
- Develop a contact folder
- Develop sample letters on headed paper  
(Communications and External Relations Specialist)
- Develop sample press release (Communications and External Relations Specialist)

# Appendices

# **APPENDIX 1: FET Centre/College/Campus Mental Health and Wellbeing Implementation Plan (Currently in Development)**

A Further Education and Training Centre/Campus/College Mental Health and Wellbeing Implementation Plan for all learners is in the course of being developed and will be based on the ETB wide Further Education and Training Mental Health and Wellbeing Framework.

This Mental Health and Wellbeing implementation Plan will include the following as per the MHW Framework and Action Plan:

## **Level 1: Further Education and Training Directorate**

The Further Education and Training Division will ensure that appropriate Structures, Plans, Resources and Policies are in place to Support Learner Mental Health and Wellbeing

## **Level 2: Further Education and Training Centres and Colleges**

The Further Education and Training Directorate will ensure that all our Further Education and Training Centres/Campuses/Colleges are inclusive and support the development of good Learner Mental Health and Wellbeing. This will stimulate campus-wide cultural change that de-stigmatises mental health issues, promotes wellbeing and encourages learners to seek help when they need it.

## **Level 3: Enhanced Mental Health and Wellbeing Awareness**

Education and Training are key to an improved understanding of and attitudes to Mental Health and Wellbeing. The Further Education and Training Directorate will ensure that Mental Health and Wellbeing is embedded into the curriculum and that both learners and staff have access to information and training.

## **Level 4: Additional Support Requirement**

Promote Further Education and Training Capacity to respond to additional learner support requirements, including initial assessment and support plans.

## **Level 5: Supplemental Provision**

Supplemental provision to support learner resilience, self-management competencies and coping skills.

## **Level 6: One-to-One Supports**

Accessible mental health supports, one-to-one counselling and referrals.

## **Level 7: Critical Incidents**

All proposed FET Centre/Campus/College MHW teams will review the Critical Incident Protocol annually to ensure familiarity with the roles and processes. All MHW teams will ensure that a Critical Incident Management Team (CIMT) has been established within each campus and contains named individuals in the following roles: Manager, Co-ordinator, Staff Liaison, Learner Liaison, Parent/ Guardian Liaison, Network/Media/Community Liaison and Administration.

Appropriate support and training will be provided for the Critical Incident Management Team (CIMT), and clearly accessible directions and information will be available for all members of the Further Education and Training community. All critical incidents will be recorded in the 'Critical Incident Form' (available in the resource pack) and, where appropriate, the ETB's Corporate Services department will ensure any incidents are reported to the national Health and Safety Authority.

Annual evaluation of the work of the CIMT will both inform interventions at local FET Centre/Campus/College level and wider Further Education and Training Directorate level.

## APPENDIX 2: Policies and Processes which support the CIMP:

FET Documents and Processes are in place to support the creation of a safe FET environment including:

- **FET Centre/Campus/College Health and Safety Statement**
- **Campus Learner Mental Health and Wellbeing Plan (TBD)**
- **Critical Incident Management Procedure**
- **Further Education and Training Information Recruitment and Guidance Processes**
- **Further Education and Training Learner Support Processes**
- **Youthreach Access to Counselling**
- **Staff Employee Assistance Programme (Spectrum Life)**
- **Adult Safeguarding**
- **Child Protection**
- **Further Education and Training Learner Charter**
- **Further Education and Training Learner Code of Conduct**
- **Further Education and Training Anti-Bullying Policy**
- **Further Education and Training Learner Disciplinary Procedure**
- **Further Education and Training Learner Complaints Procedure**
- **ETBI Further Education and Training Wellbeing and Mental Health Framework**
- **ETB Risk Management Procedure**
- **Employment Equality Policy**
- **Force Majeure Leave Policy**
- **Grievance Procedure for Staff**
- **Protected Disclosures Policy - Louth and Meath Education and Training Board Staff**

## APPENDIX 3: Sample CIMT Meeting Agenda

### Sample CIMT Meeting Agenda

- 1 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.”**
- 2 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?**
- 3 Determine whether there are the cultural or religious implications surrounding the incident. How should they be addressed?**
- 4 Identify FET resources. Are there other staff members who might be helpful additions to the team in this situation?**
- 5 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.**
- 6 Confirm the overall strategy and the specific roles of Response Team members for this particular crisis.**
- 7 Develop an agenda for the general staff meeting and prepare a written statement for the staff meeting about the critical incident.**
- 8 Decide whether it would be appropriate for the ETB Media and Communication Specialist to make a brief announcement about the critical incident.**

## APPENDIX 3: Sample CIMT Meeting Agenda (cont'd)

### 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 the incident.
- 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 campus 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 4: Sample Staff Meeting Agenda

**The following sample staff meeting agenda can be adapted by the FET Centre/Campus/College team to fit the protocol developed.**

- 1 Attendance** – anyone who is not present should be informed of the critical incident as soon as possible following the meeting.
- 2 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**
- 3 Introduce the ETB Team and any additional support staff or community resource people who are present and explain their roles.**
- 4 Briefly review the FET response plan. Provide extra copies. Inform staff of counselling support plans.**
- 5 Inform staff of any outside agencies involved.**
- 6 Review media policy.**
- 7 Inform all staff of any changes to the regular FET schedule or cancellation of normal FET events.**
- 8 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 5: Frequently Asked Questions

### Q. What do we do first on hearing news of the incident/death?

- If the source of the news is the affected family, express condolences and get as many facts as possible – sensitively. If it is from another source, check for veracity; obtain the facts; the numbers injured etc. Ascertain who is to contact the next of kin. The Gardaí may have already undertaken this role.

### Q. Who do we contact for help?

- If the campus is closed (weekends/holidays) contact members of the Critical Incident Management Team with a view to setting up a meeting. Contact the Director of FET, Director of OSD, AEOs and the relevant FET Manager.
- Call a meeting of the Critical Incident Management Team.
- Set up an internal MS Teams communication channel for the duration of the crisis.
- What should be on the agenda for this meeting?
  - 1 A statement of the facts as known.
  - 2 Delegation of responsibilities.
  - 3 Preparation of what to say at a staff meeting.
  - 4 Preparation of what to say to learners.
  - 5 Initial schedule for the day.
  - 6 Preparation of a letter to learners/parents/guardians.
  - 7 Discussion of support services/agencies whose support may be needed and agreement about who will contact them.
  - 8 Preparation of a media statement, if appropriate, by contacting the Director of FET (Sadie Ward McDermott [SMcDermott@lmetb.ie](mailto:SMcDermott@lmetb.ie)) and the Director of OSD (Brian Murphy [BMurphy@lmetb.ie](mailto:BMurphy@lmetb.ie)).

### Q. How do we handle all the phone calls?

- Staffing the telephone may be a stressful task. Assign one or two suitable people to take calls. Clear guidance should be given to those involved on what to say. An agreed factual statement should be available to the telephone operators.

### Q. How do we keep staff up-to-date?

- The designated meeting room is a very important room for all staff on this day. Informal briefings can take place during the breaks, as well as more formal meetings at the beginning and end of each day.

### Q. How do we dovetail the campus' part in the funeral/religious ceremonies with the wishes of the family?

- Local clergy/parish priest/religious leaders/RIP.ie will be the main link person here. Ensure that the families' wishes are respected and that participation of any staff or learners is agreed with them. Ensure that beliefs about death or particular customs about funerals of different religious groups are understood and respected.

## APPENDIX 5: Frequently Asked Questions

### Q. How do we handle staff members who want to opt out?

- All staff would be expected to attend meetings held to disseminate information. However, it should be made clear to staff at these meetings that opting out of support type work is possible if they feel quite unable to cope. Be aware that some staff may be particularly vulnerable and watch out for them.

### Q. How do we handle the media?

- Within Louth and Meath Education and Training Board, all media queries should be addressed to Director of FET (Sadie Ward McDermott [SMcDermott@lmetb.ie](mailto:SMcDermott@lmetb.ie)) and the Director of OSD (Brian Murphy [BMurphy@lmetb.ie](mailto:BMurphy@lmetb.ie)) who will prepare a media statement.
- The 'Media Guidelines for the Portrayal of Suicide' suggest that the media can help prevent copycat suicides by not mentioning specific details of the suicide e.g. location and method used; not using colourful phrases to romanticise it; not citing causes of suicide and thereby indirectly suggesting suicide as an option. These guidelines should be adhered to by the ETB in any communication with the media.

### Q. What/when should we tell staff/learners about the incident?

- Give the facts, as you know them. This is the best way to counter rumour. It should be done as soon as possible to prevent staff and learners hearing from other, sometimes inappropriate, sources.

### Q. What can we do about phone texting or internet chatting, especially if unreliable (or inappropriate) messages are being passed about?

- A critical incident highlights the need for a well-established FET Centre/Campus/College policy on this issue. The FET community should be advised that they are being given reliable and up-to date information by the ETB. They should be encouraged and advised to report to a co-ordinator any texts, emails or internet files received which are at variance with the facts as known, or which are a cause of worry or concern.