



Critical Incident Management Plan

At all times, St. Patrick's De La Salle aims to protect the well-being of its students and staff by providing a safe and nurturing environment as defined in our Mission Statement. The Board of Management, through the Principal, has drawn up the following Critical Incidence Management Plan as one element of the school's policies and plans.

The aim is to establish a Critical Incidence Management Team (CIMT) to steer the development and implementation of plan.

Aim:

The aim of the Critical Incident Management Team (CIMT) is *'to help school management and staff to react quickly and effectively in the event of an incident, to enable them to maintain a sense of control and to ensure that appropriate support is offered to students and staff'*. Having a good plan will also help ensure that the impact on the students and staff will be limited. It should enable the school to return to normality as soon as possible.

Definition of Critical Incident:

The staff and management of St. Patrick's De La Salle recognises a critical incident to be *'an incident or sequence of events which overwhelms the normal coping mechanism of the school'* (NEPS 2007).

Critical incidents may involve one or more students or staff members, their family members or members of the local community

- The death of a member of the school community through accident, drowning, violence, suicide or suspected suicide or other unexpected death.
- A threatening/violent intrusion into the school
- An accident involving members of the school community
- A major accident/tragedy in the wider community
- Serious damage to the school building through fire, flood, vandalism, etc.
- The disappearance of a member of the school community.
- A pandemic-an outbreak or major illness in school or community.

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School Roll No. 17854D





Creation of a coping, supportive and caring ethos in the school:

St. Patrick's De La Salle has put systems in place to help build resilience in both staff and students through our SPHE/RSE programmes, thus preparing them to cope with a range of life events. Staff have also engaged in training in Restorative Practices and attended webinars on same. Measures have been put in place to address both the physical and psychological safety of the school community.

Physical Safety:

In the area of physical safety, the school has put in place the following:


- Health, Safety and Welfare at Work Policy
- Copies of the layout of the school building displayed in key places around the school with exits clearly highlighted.
- Fire drills occur once a term.
- Evacuation plan formulated and reviewed each time following a fire drill
- Fire exits are checked daily. 'Guardian Fire and Security' also check the fire exits.
- Fire extinguishers are checked by the company 'Guardian Fire and Security' quarterly
- Front Gate locked during school hours.
- School external doors locked during class times.
- General school rules under the School's behaviour policy to ensure all pupils have a safe environment.
- Pupils leaving early will only be released by School Secretary/Principal/Deputy Principal or a member of the teaching staff when an authorised adult arrives to accompany the child from the premises. Information pertaining to such departures are recorded in a book kept in the Secretary's office.


Psychological Safety:

The management and staff of St Patrick's De La Salle also use available programmes and resources to address the personal and social development of students, to enhance a sense of safety and security in the school and to provide opportunities for reflection and discussion.

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Social Personal and Health Education (SPHE):

- It is integrated into the work of the school. It is addressed in the curriculum by including issues such as grief and loss, communication skills, stress and anger management, resilience, conflict management, problem solving, help-seeking skills, bullying, decision making and prevention of alcohol and drug misuse. Promotion of mental health is an integral part of this provision.
- The Staff are familiar with the Child Safeguarding Statement and details of how to proceed with suspicions or disclosures i.e to the D.L.P.
- The staff have access to books and resources on difficulties affecting the primary school children. A list of children's books for Wellbeing are available on the PDST website. This list is an exploration of picture books and novels which may support teaching and learning in S.P.H.E. The themes of the books include empathy and friendship, self-esteem, anxiety, trauma etc. See **Appendix 1** for the booklist.
- The school has developed links with a range of external agencies e.g. HSE/Community Care/NEPS/Camhs/Túsla (Child and Family Agency) which may be contacted in the event of an emergency or for onward referral of students.
- Inputs to students by external providers are carefully considered in the light of criteria about student safety, the appropriateness of the content, and the expertise of the providers as outlined in the D.E.S circular 0022/2010. (This means that a teacher will always be present when external agencies visit.)
- The school has a clear policy on bullying and deals with bullying in accordance with the Anti-Bullying policy.
- The
- Students who are identified as being at risk are referred to the designated staff member (e. g support teacher) Concerns are explored and the appropriate level of assistance and support is provided. Parents are informed, and where appropriate, a referral is made to an appropriate agency. See **Appendix 2** for the list of signs that a child may be experiencing difficulty in school.


Critical Incidence Management Team (CIMT):


A CIMT has been established in line with best practice. Once prepared all staff should be made aware of the school's Critical Incident Management Plan.

School management may decide to make copies available on the schools' computer system. Members of the team are selected on a voluntary basis and will retain their roles for at least one. school year. Members are suited to the role they are given. They are selected as they show an interest in this type of work and possess suitable skills e.g good interpersonal skills, organisational skills, a calm approach.

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Key Personnel of the CIMT:

- ❖ Team Leader/Media Liaison – Principal, Ms D Hester
- ❖ Garda liaison
- ❖ Staff liaison
- ❖ Student liaison
- ❖ Parent Liaison
- ❖ Community liaison
- ❖ Administrator – Secretary, Ms Eimear Joyce

Key responsibilities of each role


Team Leader – Principal

- Confirms the event and clarifies facts surrounding the event.
- Alert the C.I.M.T. members to the crisis and convenes a meeting
- Co-ordinate the tasks of the team
- Liaise with the Gardaí, Emergency Services, Board of Management, The DES and NEPS
- Gives staff members an opportunity to express their feelings and asks questions, and outlines the routine for the day.
- Liaise with the bereaved family and expresses sympathies.
- Liaise with staff members and students regarding cultural sensitivity and awareness of this incident.
- Liaise with staff members regarding the passing on of information to students with learning difficulties at this time.


The Deputy Principal will assume this role in the absence of the team leader.


Media Liaison – Also Principal

- 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.)
- Will deal with any issues related to this incident on social media.
- In the event of an incident, will liaise where necessary with relevant teacher unions etc. and in the case of major incidents the Press Office of the D.E.S
- Will prepare a press statement, give media briefings and interviews (as agreed by school management) The press statement can be placed on the school's website. This can be emailed to media representatives who make contact with the school. It may also be used in an interview if requested.
- Organises a designated room to address media promptly
- Ensures telephone lines are free for outgoing and incoming important calls.
- Designate mobile numbers for contact.
- Liaises with relevant outside support agencies

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Note: Parents should be advised not to allow their children to be interviewed as they do not have the maturity or judgement needed to handle it.

Managing communication needs careful attention. Use of social media is a good medium for facilitating factual and appropriate communication.

Garda Liaison


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

Staff Liaison


- Lead briefing meetings for staff on facts as known, give staff members an opportunity to express their feelings and ask questions and outline the routine for the day.
- Advise staff on the procedures for identification of vulnerable students (**See Appendix 2 and 3**)
- Alerts staff to vulnerable pupils
- Provide materials for staff (from the Critical Incident Folder)
- Keep records of students seen by external agency staff
- Looks after setting up and supervision of a 'Quiet' Room 'where agreed. (It can be useful to have a designated room available for students for a period perhaps a week following a tragedy. The room should contain cushions, soft toys, tissues, writing and drawing materials and some information leaflets from the resource materials section. It offers children a quiet space to be if feeling overwhelmed. Staff should be clearly informed of the procedures for the running and monitoring of the 'Quiet Room'.


Student Liaison Role

- Informs students of the facts of the incident.
- Maintains student contact records.
- Co-ordinates information from support teachers regarding students whom they are concerned about ie S.E.T teachers/SNA's
- Advises the staff on the procedures for identification of vulnerable pupils. (**See Appendix 2 and 3**)
- Alerts staff to vulnerable pupils.
- Outlines specific services available in the school and provides materials for students from Critical Incident Management Plan.

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- Puts in place clear referral procedures.
- Helps arrange for counselling with support of N.E.P.S Senior Psychologist.
- Keeps records of students seen by external agencies.
- Assists with the organisation and supervision of the 'Quiet Room'.

Community/Agency Liaison

- Maintain up to date lists of contact numbers, members of the Parents Council, emergency support services and other external contacts and resources
- Liaise with agencies in the community for support and onward referral
- Co-ordinate the involvement of these agencies.
- Remind agency staff to wear name badges.
- Update team members on the involvement of external agencies.

Parent Liaison


- Visit the bereaved family with the team leader
- Arrange parent meetings if held – facilitate such meetings, and manage 'questions and answers'
- Set up room for meetings with parents
- Meet with individual parents
- Maintain a record of parents seen
- Manage the 'consent' issues in accordance with agreed school policy
- Ensure that sample letters are typed up on the school's system and ready for adaptation
- Provide appropriate materials for parents (from their Critical Incident Folder)


Administrator

- Maintain and display prominently, up to date contact details of
 - Parents or guardians of pupils
 - Students
 - Staff
 - Emergency services
- Take telephone calls and take note of those that need to be responded to
- Prepare templates for letters to parents and templates for press releases. These should be 'ready to go' and on the school computer system so that they can be adapted quickly when an incident occurs.
- Prepare and send out letters, emails and faxes.
- Photocopies materials needed
- Maintains records

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Note A copy of the layout of the school building is displayed in key places with exits highlighted.

The members of the team will meet annually to review and update the Critical Incident Management Plan. Each member of the team has access to the Schools Critical Incidence Management Folder which include all of the following:

- A copy of the Critical Incident Management Team and their contact details
- An emergency contact list/school contact list
- A copy of the duties of each team member on the C.I.M.T.
- Checklist for the first 24 hours after the incident.
- A copy of the Board of Management members and contact details
- A layout of the school building and the exits clearly highlighted
- An Action Plan Template

Record Keeping:


In the event of an incident, each member of the team will keep records of phone calls made and received, letters sent and received, meetings held, persons met, interventions used, materials used etc. The school secretary will have a key role in receiving and logging telephone calls, sending letters, photocopying materials etc.

School trips/Matches:


The following is a list of information which should be available in the case of an emergency during school trips/matches/concerts.


- A list of the names of the students and staff at the event.
- A list of mobile phone numbers and contact details of all students and staff at the event.
- A list of up-to-date medical information on students with allergies/epilepsy etc.
- Contact details of the bus company and bus driver.
- Details regarding the venue, its address and contact details of same.

It is also recommended to consult with students about what to do if there is an event scheduled such as a trip, concert or a match etc at a time of a critical incident. This should reduce the likelihood of students being angry later on as a result of any school action or inaction.

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Confidentiality and Good Name Considerations:

The management and staff of St. Patrick's De La Salle BNS have a responsibility to protect the privacy and good name of the people involved in an incident and will be sensitive to the consequences of any public statements. The members of the school staff will bear this in mind, and will seek to ensure the students do so also. For example, 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.

Critical Incident Rooms:

In the event of a critical incident:

- The Staff Room will be the main room used to meet the staff
- The Main P.E Hall for meeting with students
- The Central Activity Space in the ASD Wing for parents
- The Main P.E Hall for media
- The Central Activity Space in the ASD Wing for other visitors

Consultation and Communication regarding the Plan:

All staff were consulted and regard was given to their views in the preparation of this policy and plan. Students and parent representatives were also consulted and asked for their comments. Our school's final Critical Incident Management Plan in relation to responding to critical incidents has been presented to all staff. Each member of the Critical Incident Management Team has access to a personal copy of the plan. All new and temporary staff members will be informed of the details of the plan by a Staff Liaison member.


The plan will be updated annually in the month of October.


Signed: Olivia Coppinger
Chairperson

Date: 11th March 2024

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Resources

Appendix 1:

Children's Books for Wellbeing An exploration of picture books and novels which may support teaching and learning in SPHE.

When children find a book that features a character whose situation they can identify with there is a release which enables them to take control and find a solution to their own problems. Books on sensitive topics are useful for children who aren't coping with difficult situations. Stories can humanise abstract issues and encourage the children to think and talk about how they might feel and what they might do in a particular situation. Books about sensitive issues can be used in the classroom to promote discussion and complex thinking among children, as they examine problems and explore possible situations.

This is a non- exhaustive list of books compiled by NEPS which can be used to teach the children about many different aspects of their growth and well-being as human beings. Many of the books are listed to deal with a number of different issues and issues that will arise in the classroom in the formal S.P.H.E curriculum.

Title	Author	Age level	Theme/Topic
Giraffes Can't Dance	Giles Andreae	All ages but especially older pupils	Bullying/Friendship
Last Stop on Market Street	Matt De La Pena		Beauty and Kindness in the simple things
How To Catch A Star	Oliver Jeffers		Following own dreams/reaching for the stars
Some Secrets Should Never Be Kept	Jayneen Sanders		Child Protection and inappropriate touch
Those Shoes	Maribeth Boelts		Empathy and Friendship
You, Me and Empathy	Jayneen Sanders		Empathy and Kindness
Most People	Michael Leannah		Views of the Media and different perceptions of news
Up And Down	Oliver Jeffers		Friendship/Loneliness
The Heart And The Bottle	Oliver Jeffers		Love/Loss/Hope
Survivors	David Long and Kerry Hyndman	Novel (10-13yrs)	Resilience/Survival
The Dot	Peter Reynolds		Self-Belief/self- esteem/confidence
Black Dog	Levi Pinfold		Fear/Worry/Anxiety
Beautiful Oops!	Barney Saltzberg		Life Lessons/making mistakes/learning
I Can't Do That, Yet!	Esther Pia Cordova		Growth mindset /positive thinking



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Gorilla	Anthony Browne		Friendship/Loneliness/ Relationships
Where The Wild Things Are	Maurice Sendak		Dreams/Punishment
After The Fall	Dan Santat		Fear/trauma/recovery
The Scarecrows Wedding	Julia Donaldson		Being Helpful/ Friendship/Love
My Mum	Anthony Browne		Love/Role Model
My Dad	Anthony Browne		Love/Role Model
Iced Out	CM Smouha		Friendship/Confidence
The Invisible String	Patricia Karst		Love/Loneliness/Reassurance
The Girl Who Never Made Mistakes	Gary Rubenstein		Growth Mindset/ Being a perfectionist
Tough Guys Have Feelings Too	Keith Negley		Emotions//Feelings/Male stereotypes
Chrysanthemum	Kevin Henkes		Empathy/Self-esteem/Acceptance
The Hugging Tree	Jill Niemark		Resilience
The Smartest Giant in Town	Julia Donaldson		Empathy
The Snail and The Whale	Julia Donaldson		Being Helpful/Friendship
Leave Me Alone	Kes Gray and Lee Wildish		Bullying/Relationships
Worries Go Away	Kes Gray and Lee Wildish		Anxiety/Worrying
Something Else	Kathryn Cave and Chris Riddell		Feeling Alone/Difference/Isolation
Timmy's Technology Trouble	Valentina Boschi and Niamh Ahern		Helping children and parents with online safety
The Most Magnificent Thing	Ashley Spires		Friendship/Resilience
How Full Is Your Bucket?	Tom Rath and Mary Reckmayer		Problem solving/ positive thinking/resilience
I Miss You	Pat Thomas		Grief/Loss
Have You Filled A Bucket Today?	Carol Mc Cloud		Happiness/Resilience/positive thinking
In My Heart	Jo Witek	All classes	Bravery, Shyness, anger, sadness, different feelings
The Butterfly Lion	Michael Morporgo	Novel (9-13yrs)	Love/Belonging/Friendship
The Family Book	Todd Parr	All Ages	Different types of families

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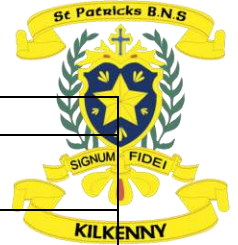
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Don't Worry	David Melling	All Ages	Worry and anxiety
Amazing Grace	Mary Hoffman and Caroline Binch		Race/gender/self-esteem/family
Town Is By The Sea	Joanne Schwartz and Sydney Smith	Older Classes	Life/family/fear/danger
I'm Special, I'm Me	Ann Meek and Sarah Massini	All Classes	Confidence/self-esteem/acceptance
Some Dogs Do	Jez Alborough	All Classes	Unhappiness/feeling down
The Mousehole Cat	Antonio Barber and Nicola Bayley	Older Classes	Fear/bravery/life difficulties
It's Okay To Be Different	Todd Parr	All Classes	Self-esteem/confidence/acceptance
King and King	Linda de Haan and Stern Nijland	Older Classes	Inclusion/acceptance/same sex relationships
A Tale Of Two Daddies	Vanita Oelschlager	All classes	Different types of families/same sex relationships/nurture and love
A Tale Of Two Mammies	Vanita Oelschlager	All classes	Different types of families/same sex relationships/nurture and love
We Belong Together	Todd Parr	All Classes	Adoption and Families
How did I Begin	Mick Manning and Brita Granstrom	Older Classes	Conception/Birth
Feelings	Libby Walden and Richard Jones	Older Classes	Different types of Emotion
We're All Wonders	RJ Palacio	All Classes	Difference/disability/empathy/acceptance
Lost And Found	Oliver Jeffers	All Classes	Friendship/loss/loneliness/body language
The Penguin Who Wanted To Find Out	Jill Tomlinson	All Classes	Love/Kindness/curiosity
I Love You Little Monkey	Alan Durant and Katherine Mc Ewen	All Classes	Difference/Identity
Dogs Don't do Ballet	Anna Kemp	All Classes	Difference/Identity
The Sissy Duckling	Harvey Fierstein	All Classes	Identity/Acceptance/Uniqueness
The Huge Bag Of Worries	Virginia Ironside	All Classes	Worries/Anxieties/Fears
The Great Big Bag Of Families	Mary Hoffman and Ros Asquith	All Classes	Different types of families/acceptance/love
Charlie and Tess	Martin Hall and Catherine Walters	All Classes	Empathy/Family/Love
When The Dragons Came	Naomi Kefford and Lynne Moore	All Classes	Chaos/Expectations/community
Everyone	Christopher Silas Neal	All Classes	Self-Acceptance/Community/feelings
The Dingle The Sheep that could not Sleep	Mark Straffon and Martina Moriarty	All Classes	Importance of rest and looking after ourselves



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Here We Are	Oliver Jeffers	All Classes	How we live on the Earth
Give Bees A Chance	Bethany Barton	All Classes	Looking after the bees in nature
Fly Flies	Ziggy Hanaor	All Classes	Self Confidence and self esteem
GIY's Know It Almanac	Michael Kelly and Muireann Ní Choibhain	Older Classes	Growing and Cooking your own food in a family
Spilled Water	Sally Grindley	Novel (for older classes)	Change/bullying/abusive relationships/hope
Bridge To Terabithia	Katherine Paterson	Novel (for older classes)	Love/Strength/Grief and Loss
The Butterfly Heart	Paula Leyden	Novel for older classes	Worry/anxiety/family strife and issues
Bill's New Frock	Anne Fine	Novel for older pupils	Gender/Identity
The Orangutan who sang	Joe Vincent and Stew Wright	(3-8yrs)	Shyness/embarrassment/resilience
A Long Walk To Water	Linda Sue Park	Novel for older Pupils	Survival/Resilience
Way Home	Libby Hawthorne and Gregory Rogers	Novel (for older classes)	Poverty/Homelessness
Sputnik's Guide To Life On Earth	Frank Cottrell Boyce		Story about adoption
The Boy Who Harnessed The wind	William Kamkwamba/Bryan Mealer	Novel (for older classes)	Survival/Resilience/perseverance
El Defo	Cece Bell		Deafness/disability resilience
Dustbin Baby	Jacqueline Wilson	10-12 years	Story about adoption for older children
You Are Awesome	Matthew Syed		Confidence/Positive Mindset
The Blanket Bears	Samuel Langley Swain	All Classes	Fostering/Adoption
Who's in My Family?	Robie Harris	All Classes	Different types of families/Adoption/Fostering
Tell me Again	Jamie Lee Curtis	All Classes	Adoption
I Don't Have Your Eyes	Carrie A Kitz		Physical Differences between family members
I Love My Hair	Natasha Anastasia Tarpley		Self-acceptance/confidence
The Day We Met You	Phoebe Koehler		Adopting a child

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Adoption	Anita Ganeiri		Questions and feelings children have about adoption
The Most Precious Present In The World	Becky Edwards		Questions and understanding a child might seek when adopted
I Wished For You	Marianne Richmond		Talking about adoption and Families
The Child Of Dreams	Irene Brignull	5-7 years	Belonging: questioning where we come from and not having a parent at home.
What Type of Family Are We?	Lizzy Seaton	5-9 years	Different types of families
I've Loved You Since Forever	Hoda Kotb	All classes	Love and Belonging
The Paper Bag Princess	Robert Munsch	All Classes	Gender expression and identity
Monday Is One Day	Arthur A Levine	All Classes	Family time, love and belonging
The Misadventure Of The Family Fletcher	Dana Alison Levy	All Classes	Belonging; families
The Boy In The Dress	David Walliams		Love, belonging, gender expression
My Princess Boy	Suzanne De Simone and Cheryl Kildavo		Gender identity; belonging
10,000 Dresses	Marcus Ewart		Gender Identity
Red, A Crayon's Story	Michael Hall		Gender Identity
And Tango Makes Three	Justin Richardson		L.G.B.T families and identity
Uncle Bobby's wedding	Sarah S. Brannen	All classes	L.G.B.T families, belonging and identity
Donovan's Big Day			L.G.B.T families; same sex wedding day
Broken Bird	Michael Broad	JI-2nd class	Acceptance, bravery, love, difference
Off We Go Series Of Books	Avril Webster	4-12 years in A.S.D classes	Social Stories to teach patience, kindness, tolerance and acceptance.
We Are All Born Free	Amnesty International	All ages	Human Rights and Citizenship, Equality, fairness and empathy.
Ghost Boys	Jewell Parker Rhodes	5 th -6 th class	Friendship and Bullying, Bias Prejudice, Racial Injustice, Equality and Empathy
The Boy, The Mole, The Fox And The Horse	Charlie Mackesy	JI-6 th class	Friendship, Empathy, Kindness, acceptance, bravery, love, all the important things in life!
Help! My Feelings Are Too Big!	R.E. Aspden	3 rd to 6 th class	Attachment disorders, anxiety, extreme emotions or overwhelming trauma

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We Are Going ON A Bear Hunt	Michael Rosen	JI-2 nd class	Fear, overcoming obstacles, adventure excitement, link to outdoor and adventure P.E Strand
Owl Babies	Martin Waddell	JI-2 nd class	Fear, Worry, temporary separation, joy
Peace At Last	Jill Murphy	JI-2 nd class	Unable to sleep, sense of calm
Kick The Moon	Muhammad Khan	6 th class: individual pupils (discretion of teacher)	Belonging/ Friendship, life, against the odds
I Am Thunder	Muhammad Khan	6 th class: individual pupils (discretion of teacher)	Religion, faith, standing up for beliefs
Race To The Frozen North	Catherine Johnson	4 th -6 th	Survival, prejudice, overcoming burdens
Rose Interrupted	Patrice Laurence	6 th class: Individual pupils (Teacher Discretion)	Coming of age, religious sect, empathy, family, internet safety
The Boy At The Back Of The Class	Onjali Q Raúf	3 rd -6 th	Refugee Crisis, friendship and kindness
A Country To Call Home	Lucy Popescu	4 th -6 th	Migration and the story of refugees, dangerous journeys, prejudice and dreams.
The Truth About Old People	Elina Ellis		
Illegal	Eoin Colfer		Epic journey; hope and belonging
Cloud Busting	Malorie Blackman		Friendship, change and individuality
Ella On The Outside	Cath Howe	3 rd to 6 th class	Friendship, anxiety and self-esteem
Lubna and Pebble	Wendy Maddour	All ages	Refugee crisis
The Rabbit Listened	Cori Doerrfeld	For younger children	Loss and Heartache
The London Eye Mystery	Siobhan Dowd		Living with Asperger Syndrome/ Marital breakdown
Room On The Broom	Julia Donaldson		Friendship
Warhorse	Michael Morporgo		Friendship
Voices Like The Park	Anthony Browne		Different perspectives, narrow-mindedness, open-mindedness, outlooks, perceptions and personalities.

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A Shelter In Our Car	Monica Gunning		Homelessness, love, determination, confidence
Paper Dolls	Julia Donaldson		Loss, Grief, memories and the loss of childhood
Tyrannosaurus Drip	Julia Donaldson		Celebrating Difference
The Smeds And The Smoos	Julia Donaldson		Love, families and difference within families.
Piggybook	Anthony Browne		Importance of sharing n house and role, including issue of chauvinism
The Lion Inside	Rachel Bright		Dreams and the importance of having aspirations and believing in oneself
Each Kindness	Jacqueline Woodson		Belonging, exclusion and anti-bullying
The Day You Begin	Jacqueline Woodson		Feeling different and trying to belong
The Squirrels Who Squabbled	Rachel Bright		Friendship, Sharing and Arguing

Appendix 2:

Signs that a child may be experiencing difficulty in school.

Below is a list of factors which indicate that a child is troubled or distressed. This list is not exhaustive and there may be other signs which those familiar with a young person may notice. There may be an increase likelihood of suicide or suicidal behaviour if a number of these signs are present:

- An unexpected reduction in academic performance.
- A change in mood and marked emotional instability, either more withdrawn, low energy or more boisterous, talkative, outgoing.
- Withdrawal from relationships, separation from friends, or break-up of s relationship.
- Getting into trouble at school, discipline problems, suspension or expulsion, trouble with the law.
- Loss of interest in usual pursuits, study, relationships.
- Ideas and themes of depression, death or suicide.
- Hopelessness and helplessness.
- Giving away prized possessions.
- Stressful life events, including significant grief.
- Bullying or victimisation

📍 Coote's Lane, Kilkenny, R95DX80

👤 Doireann Hester - Principal

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Appendix 3:


Identifying Vulnerable Children


This checklist may be used as an aid by school staff who are concerned about a student. It should be remembered that the checking of a number of items for any one student may point to other problems. Indication of a number of these factors in any one student should always be followed up.

Close friends and relatives of the deceased
Students who experienced a recent loss, death of a friend or relative, family divorce/separation, breakup with a boyfriend/girlfriend.
Students with a history of mental health difficulties
Students experiencing serious family difficulties including mental or physical illness.
Students who have been bereaved by a suicide in the past.
Students with a history of sexual abuse
Students with a history of suicide attempts/self-harm
Non-communicative students who have difficulty talking about their feelings
Less able students.

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