



Critical Incident Management Policy.

Loreto College

Mullingar, Co. Westmeath.

Rationale:

Loreto College, Mullingar will endeavour to provide support to the school community during periods of trauma. Our mission statement outlines our commitment to a holistic approach to education. Loreto College aims to protect the wellbeing of its students and staff by providing a safe and nurturing environment at all times. This is directly linked to the aspiration in our Mission Statement that all in the school should feel safe and cared for, and is mindful of other policies. Loreto College aims, through implementation of our Guidance Plan, Wellbeing Promotion, SEN Policy, etc. to, as much as possible, prevent the occurrence of a critical incident and enact a suitable response protocol in the event that a critical incident occurs.

A critical incident is in general, any incident which overwhelms the normal coping mechanisms of the school community and disrupts the running of the school.

In preparation for the occurrence of such an incident, The Board of Management (BOM), through Ms. Olivia Callaghan, has drawn up a Critical Incident Management Plan (CIMP) as one element of the school's catalogue of policies and plans.

This policy cannot be prescriptive, but it is intended as a support in a situation where time to reflect may be at a minimum. This document refers to the response by this school when a critical incident occurs. We seek to provide a framework which is purposeful and coordinated, and which creates a sensitive coping and supportive environment.

Aims: The aim of the CIMP (Critical Incident Management Plan)

- To help school management and staff to 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 students and staff.
- To provide a caring school environment in times of trauma.
- To ensure a consistent approach to the event that has occurred.
- To set up a framework for a crisis response team to meet as quickly as possible, in order to carry out the appropriate plan.
- To give guidelines to the school community regarding the communication of information, dealing with emotions and suitable support services.
- To enable the members of our school to develop coping skills.
- To establish a system of care for students, staff and parents following a crisis.
- Having a good plan should also help ensure that the effects on the students and staff will be limited. It should enable us to affect a return to normality as soon as possible.

Objectives:

1. To offer support through a Critical Incident Management Team (CIMT) consisting of the Principal, Deputy Principal, Guidance Counsellors, Chaplain, Year Heads, Form Teachers, PRO and administrators.
2. To provide a stable and consistent approach to the event through the implementation of a CIMP.
3. To establish a communication network via Principal or Deputy Principal to the CIMT, as well as an appropriate meeting venue.
4. To gather accurate information and establish a communication channel to the whole school community and to contact suitable support services.
5. To give guidelines from the NEPS 'Responding to Critical Incidents' document and training on coping skills to staff.
6. To set up short, medium and long term support networks for students, staff and parents.

Review and Research: The CIMT have 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)
- 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 in Primary Schools - Guidelines for Mental Health Promotion (DES, DOH, HSE 2015)

Definition of the term ‘critical incident’:

The staff and management of Loreto College Mullingar recognise a critical incident to be “an incident or sequence of events that overwhelms the normal coping mechanism of the school”. (DES, NEPS) Critical incidents may involve one or more students or staff members, or members of our local community.

Types of incidents might include: (this list is NOT exhaustive)

- The death of a member of the school community through accident, violence, suicide or suspected suicide, terminal illness or unexpected death
- An intrusion into the school
- An accident involving members of the school community
- An 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

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

We have put systems in place to help to build resilience in both staff and students, thus preparing them to cope with a range of life events. These include measures to address both the

physical and psychological safety of the school community. It is in keeping with all recommendations pertaining to Wellbeing in schools, and Wellbeing as part of the Junior Cycle Framework. Within the SEN Department, “Support for All” is advocated through the Continuum of Support, 2010 (see Special Needs Policy).

Physical safety

- An evacuation plan has been formulated and an evacuation drill takes place twice a year
- Fire exits and extinguishers are regularly checked
- Break and lunchtime Supervision Rota in place

Psychological safety

The management and staff of Loreto College Mullingar aim to 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.

- Social, Personal and Health Education (SPHE) is integrated into the work of the school. It is an active part of the curriculum by addressing issues such as 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. Promotion of positive mental health is an integral part of this provision. Through our Wellbeing programme, our junior classes take part in friendship and empathy programmes.
- The school has an active Health Promoting Schools team.
- Staff wellbeing is also a priority, and interested parties have access to training for their role in SPHE, in SEN and in the Student Support Team.
- Staff are familiar with the Child Protection Guidelines and Procedures and details of how to proceed with suspicions or disclosures. Staff are aware that all are ‘mandated persons’ and know their duties as a result. The Child Safeguarding Statement is prominently displayed inside the front door of our school.
- The Designated Liaison Person is Ms. Olivia Callaghan (Acting Principal); the Deputy Designated Liaison Person is Ms. Audrey Hanlon (Acting Deputy Principal).
- Loreto College has a very active Guidance Team. Teachers and students are aware how to contact in order to make an appointment.
- Our SST (student support teams) comprise of senior management, Year Heads, guidance team and Chaplain and/or One Good Adult.

- Information with regard to the Guidance Team, One Good Adult, Health Promoting Schools is prominently displayed around the school.
- Information regarding the Designated Liaison Person (DLP) along with photograph and Deputy DLP is displayed at the main entrances of the school. Reception and Gym entrances.
- Books and resources on difficulties affecting post-primary school student are available in the guidance office.
- Information is provided on mental health in general and such specific areas as signs and symptoms of depression and anxiety.
- **Staff are informed in the area of suicide awareness, and some are trained in interventions for suicidal students.**
- The school has developed links with a range of external agencies –e.g. An Garda Síochána, local medical services, HSE Community Care Services, CAMHS, and NEPS.
- 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. See DES 0023/2010 (Post-Primary)
- The school has a clear policy on bullying and deals with bullying in accordance with this policy and in keeping with the practices of Restorative Justice (see Anti-Bullying Policy)
- There is a care system in place in the school using the "Continuum of Support" approach which is outlined in the NEPS documents published in 2010. See also Student Support Teams in Post Primary Schools (2014) – these documents are available on www.education.ie.
- Students who are identified as being at risk are referred to the designated staff member (e.g. guidance counsellor or SST member), in accordance with guidelines in the Pastoral Care Policy. 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.
- Staff are informed about how to access support for themselves.

Critical Incident Management Team (CIMT)

A CIMT has been established in line with best practice. The members of the team were selected on a voluntary basis and will retain their roles for at least one school year. The members of the team will meet annually to review and update the policy and plan. Each member of the team has 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

. **Team leader:** Ms. Olivia Callaghan/ Ms. Audrey Hanlon/ Ms. Bridie Smyth

Role:

- Alerts the team members to the crisis and convenes a meeting
- Coordinates the tasks of the team
- Liaises with the Board of Management; DES; NEPS; SEC
- Liaises with the bereaved family Garda liaison:
- Liaises with the Gardaí
- Ensures that information about deaths or other developments is checked out for accuracy before being shared

Staff liaison: Ms. Olivia Callaghan/ Ms. Audrey Hanlon/ Ms. Bridie Smyth

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
- Advises them of the availability of the EAS and gives them the contact number.

Student liaison: M_____

Role:

- Co-ordinate information from tutors and year heads about students they are concerned about
- Alert other staff to vulnerable students (appropriately)
- Provide materials for students
- Maintains student contact records (R1).
- Looks after setting up and supervision of 'quiet' room where agreed

Community/agency liaison: M-----

Role:

- Maintains up to date lists of contact numbers of - Key parents, such as members of the Parents' Advisory Council - 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 wear name badges
- Updates team members on the involvement of external agencies

Parent liaison: _____

Role:

- Visits the bereaved family with the team leader
- 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)

Media liaison: Ms Olivia Callaghan & Media Team.

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)

Administrator: Ms. Louise Mc Namara / Ms Dervila Gilchrist with the assistance of the administrative staff

Role:

- Maintenance of up-to-date telephone numbers of - Parents or guardians - Teachers - Emergency services

- Takes telephone calls and notes those that need to be responded to
- Ensures that templates are on the school's system in advance and ready for adaptation
- Prepares and sends out letters, emails and texts
- Photocopies materials needed
- Maintains 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, material used etc. Admin staff will have a key role in receiving and logging telephone calls, sending letters, photocopying materials, etc.

Confidentiality and good name considerations

Management and staff of Loreto College Mullingar 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 school staff will bear this in mind, and seek to ensure that students 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.

What Level Of Response is needed?

(NEPS RESPONSE LEVELS)

These Levels are used to clarify the type of response psychologist may be expected to offer.

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

AS FAR AS POSSIBLE MAINTAIN NORMAL ROUTINES

Day 1- Checklist for the Principal

(not in order of importance)

The following are things to consider in the event of a tragedy when planning what to do and say to those concerned:

- Take time to let the information received sink in.
- Implement the school's crisis plan, i.e. activate Critical Incident Management Team.
- Contact the HSE, NEPS, DES and other relevant agencies.
- Gather as much factual information as possible.
- Inform the staff as to the critical incident that has occurred.
- Discuss the school routine for Day 1.
- Meet the CIMT as to who can offer student support and decide on the format of this.

- Identify particular students who may need to be informed individually, e.g. close friends, siblings, relatives.
- Inform students of the critical incident. Explain school routine for the day and support available to students.
- Make contact with the affected family.
- Decide on any other arrangements, which may need to be made on Day 1.
- Check in with staff regularly during the day to keep them informed of what's happening in the school.
- Make staff aware of vulnerable students and what supports are available to them.
- Be aware of any teachers who may be particularly distressed, e.g. the recently bereaved or those with a related incident in their life.
- Encourage staff to come to you during the day and let you know how things are going.
- In the event of a death, visit the bereaved family.
- In the event of a death, find out the details of the funeral and the wishes of the family and communicate this to staff and students.
- If there is media interest, discuss with the CIMT a strategy to deal with any requests from them.
- At the end of Day 1, review events with staff and make plans for the following day

Day 1- Short Term Actions

1. The School Principal will obtain from the relevant authorities' immediate verification of the facts.
2. The School CIMT to be notified of an immediate meeting.
3. The Chairperson of the BOM may need to be informed.
4. CIMT and school secretary to meet to plan strategy, and key tasks are distributed.
5. Have written and oral statements ready for all communication within the school. (Staff, pupils, and media).

6. If appropriate, have a notice on the school entrance door for all staff to report to the staffroom (include relevant time). Contact may have been made before to arrange meeting
7. Arrange supervision of pupils possibly using Senior Prefects and Mentors.
8. Staff Meeting to give the following information:
 - All relevant facts
 - Students/Staff immediately affected
 - Students who may be deemed as “at risk”
 - Designate a room/place to be used as a Crisis Room
 - Allow time for staff questions/reactions.
9. Note any absences or late arrivals to ensure that all staff are aware of the news. Contact all absent staff.
10. Planned Media Statement
 - Rely on facts and avoid speculation.
 - Designate a specific time/place for press briefings to minimise school disruption.
 - Consider likely questions and responses.
11. The CIMT outline the staff plan for the day, the support available and the manner in which the pupils will be informed.
12. The location of the CIMT room is announced. Also, the room where the most affected students would be met, where parents could be met and a Press Room if appropriate will be announced.
13. If the incident happens during the school day, organise support, transport etc. for the people immediately affected. If the incident happens outside the school day, the school may become a focal point for the people and may need to be opened.
14. Meet all the students in class groups to inform them of the relevant facts (as per agreed statement by CIMT), give them the name of the individual staff that are available to be of help. Teachers and students will proceed to their next class, but normal class may or may not resume. Students should be re-orientated to on-going activities/classes where

at all possible. Year Heads and Tutors should be available to help out with these activities.

15. If a particular year group is involved, it may be best to meet them in class groups (juniors), or tutor groups (seniors) and these groups will be met by either a member of the CIMT, a Guidance Counsellor, Chaplain, Tutor or Year-Head. If a sibling is in the school her class or/and group will also be met by one of the above. The Chapel (or similar space) will be made available to the relevant class group.
16. Teachers of all other classes will break the news to their tutor group or timetabled classes, with the aid of a prepared statement.
17. The school should only be closed in accordance with a pre-planned protocol and parents should be informed, e.g. if the school building is affected.
18. Avoid large group assemblies or related announcements on the intercom.
19. Representatives of the school should visit the home of the affected family (if appropriate).
20. In the event of a death, the involvement of students and staff at the funeral needs to be addressed. Large groups may be unnecessary and only lead to further distress. The rights and wishes of the family must be adhered to. The Critical Incident Management Team will meet to plan procedures for any school involvement in the removal and funeral.
21. A Book of Condolences will be opened in the event of a death, later on Day 1, or at the start of Day 2.
22. Distribute letter to parents.
23. At the end of Day 1, a staff meeting will take place to review the events of the day.

Task	Who
Gather accurate information	
Who, what, when, where?	
Convene a CIMT meeting – specify time and place clearly	
Contact external agencies	

Arrange supervision for students	
Hold staff meeting	
Agree schedule for the day	
Inform students – (close friends and students with learning difficulties may need to be told separately)	
Compile a list of vulnerable students	
Prepare and agree media statement and deal with media	
Inform parents	
Hold end of day staff briefing	

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

Room Name:	Designated Purpose:
Staff Rooms	Main room for meeting staff
Guidance Office (as necessary/appropriate)	Meetings with students
GP Area (as necessary/appropriate)	Meetings with parents
GP Area/Principal's Office (as necessary/appropriate)	Meetings with media Meetings with parents
Guidance Office/Office of Principal/Deputy Principal)	Individual sessions with students

GP Area/Office of Principal/Deputy Principal/Rm. -----(as necessary/appropriate)	Meetings with other visitors
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Day 2 – Medium Term Actions (24-72 hrs.)

- Convene CIMT meeting to Review Day 1.
- Decision on school closure.
- Check how people on the team are coping.
- Meet external agencies
- Liaise with affected family regarding any possible arrangements
- Prayer Service
- List tasks for the day and assign roles.
- Items to be addressed by Principal at staff meeting.
- Review schedule for the day.
- List of the students/staff that may be vulnerable, and review how they are doing.
- Decide on mechanism for feedback from teachers on vulnerable students.
- Develop monitoring plan for students over the coming weeks, especially those vulnerable.
- Update media, if necessary.
- Arrange CIMT’s next meeting.

Medium term actions - (Day 2 and following days)

Convene a CIMT meeting to review the events of day 1	
Meet external agencies (when necessary)	
Meet whole staff	
Arrange support for students, staff, parents	
Visit the injured (as necessary and appropriate)	
Liaise with bereaved family regarding funeral arrangements	
Agree on attendance and participation at funeral service	

Day 3- Long Term Actions (72hrs-onwards)

- Monitor students for signs of continuing distress.
- Evaluate response to incident and amend CIMP appropriately.
- Inform new staff/school pupils affected by critical incident where appropriate.
- Decide on appropriate ways to deal with anniversaries/memorials (sensitive to special days and events).

Follow-up – beyond 72 hours

Task	Name
Monitor students for signs of continuing distress	
Liaise with agencies regarding referrals	
Plan for return of bereaved student(s)	
Plan for giving of 'memory box' to bereaved family (as necessary/appropriate)	
Decide on memorials and anniversaries (as necessary/appropriate)	
Review response to incident and amend plan	Staff / BOM

Ms. Olivia Callaghan, as a member of the Student Support Team and the Critical Incident Management Team will have a copy of this policy and will be available to step into any of the above rolls as necessary and appropriate, in the event of a Critical Incident.

- Ms. Charlotte Maguire is Chair of Loreto College Parents' Advisory Council.
- M----- is Vice Chair of Loreto College Parents' Council.
- Ms. Anne Lordan Shaw is Chair of Loreto College BOM.
- Ms. Caroline Clarke is our link with the Loreto Education Centre.

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Appendix 2: Emergency Numbers

Appendix 3: Sample letter to Parents requesting consent for students to see outside professionals.

Appendix 4: Sample letter to parents from Principal.

Appendix 5: Sample Media Statement

Appendix 1:

Critical Incident Management Team

Role	Name	Telephone Number
Team Leader	Olivia Callaghan	0872525146
Garda Liaison	Olivia Callaghan Audrey Hanlon Bridie Smyth	
Staff Liaison	Olivia Callaghan Audrey Hanlon Bridie Smyth	
Student Liaison	<u>Year Heads</u> Therese O’Keeffe Jenny Bracken Catherine Gallagher Fidelma Murphy Sam Carroll Ber O’Connor	
Parent Liaison		
Community Liaison	Olivia Callaghan Chaplain: Sr. Anna McAuliffe Fr. Phil Gaffney	0872525146 0872386944 044 9348338
Media Liaison	Olivia Callaghan	0872525146
Administrator	Louise Mac Namara Dervila Gilchrist	

Appendix 2:**Emergency Contact List**

Agency	Number
Mullingar Garda Station	044 9384000
Mullingar Hospital	(044) 934 0221
Mullingar Fire Station	(044) 933 2101
Child and Family Mental Health Services (CAMHS), Mullingar	044 93 37400/37401 Monday – Friday 9am – 5pm
NEPS psychologist	Jo_Moore@education.gov.ie
DES	(090) 648 3600 (01) 889 6400
State Exams Commission	090-644 2700
ASTI	01-6040160
Cathedral House Mullingar	(044) 934 8338
Employee Assistance Service	

Appendix 3:



**Loreto College,
Mullingar,
Co. Westmeath.
Tel: 044-9342055 Fax: 044-9347362
www.loretocollegemullingar.com
info@loretomullingar.com**

(Date)

Dear Parent/ Guardian,

Loreto College, Mullingar has developed a plan for responding when a tragedy occurs.

When such an event happens, schools are offered support by psychologists from the National Educational Psychologists Service (NEPS), an agency of the Department of Education and Science. If we feel it is necessary, we would like to be in a position to have your child seen by the psychologist who can offer advice and support.

Before any child is seen by a NEPS psychologist, parental consent is usually required. We will make every effort to obtain this. However, in the unlikely event of being unable to contact you, we are writing to seek your consent to your daughter being seen by a member of NEPS as part of our school's immediate response. This allows us to support you daughter in the best way possible. Your daughter may be seen individually, in a small group or as part of a class group.

If you wish to discuss this, please contact me at your convenience.

Yours sincerely,

Olivia Callaghan, Principal (Acting)

Please complete and return the following

The school will assume your agreement if you do not return this slip stating that you **DO NOT WISH** to have your daughter seen by a NEPS psychologist. Please fill in the form below and return.

I have read this letter and I **do not wish** _____ to be seen by the NEPS psychologist.

Parents/ Guardians: _____

Date: _____



**Loreto College,
Mullingar,
Co. Westmeath.**
Tel: 044-9342055 Fax: 044-9347362
www.loretocollegemullingar.com
info@loretomullingar.com

(Date)

Dear parents,

You may already know that our teachers and staff have been providing support to our students following (specific reference to the incident). Additional support is also being provided to our school by psychologist/s from the National Educational Psychological Service (NEPS). The psychologist will be available, where necessary, to meet with individuals or with groups of students to help them during this difficult time.

The aim of such sessions will be to:

- a) Provide information about dealing with grief and loss in a healthy way
- b) Allow students the opportunity to express their thoughts and feelings in a safe environment
- c) Allow students time to comfort and support each other, under the guidance of experienced staff from
- d) Help students resume their normal routines as soon as possible.

If you would like for your son/daughter to participate in such a session and any follow-up meetings that might be scheduled, please give your consent by signing below.
You should return it to the school immediately.

If you have any questions, please contact (**Name and phone number of contact person**).

I give my consent for _____ to participate in a Group/Individual Session

Student Name _____

Parent or Legal Guardian _____

Date _____

Yours sincerely,
School Principal,

Appendix 4:



**Loreto College,
Mullingar,
Co. Westmeath.
Tel: 044-9342055 Fax: 044-9347362
www.loreto Collegemullingar.com
info@loreto mullingar.com**

(Date)

Dear Parents,

The school has experienced (the sudden death, accidental injury, etc.) of (name of student(s)). We are deeply saddened by the deaths/events. (Brief details of the incident, and in the event of a death, perhaps some positive remembrances of the person lost). Our thoughts are with (family name).

We have support structures in place to help your child cope with this tragedy. (Elaborate). It is possible that your child may have some feelings and questions that he/she may like to discuss with you. It is important to give factual information that is appropriate to their age. You can help your child by taking time to listen and by encouraging them to express their feelings.

All children are different and will express their feelings in different ways. It is not uncommon for children to have difficulty concentrating or to be fearful, anxious, or irritable. They may become withdrawn, cry, complain of physical aches and pains, have difficulty sleeping or have nightmares. Some may not want to eat. These are generally short-term reactions. Over the course of the days to come, please keep an eye on your child and allow him/her to express their feelings without criticism.

Although classes will continue as usual, I anticipate that the next few days will be difficult for everyone. (Optional) An information night for parents is planned for (date, time and place). At that time, further information about how to help children in grief will be given. We have enclosed some information which you may find useful in helping your child through this difficult time.

If you would like advice, you may contact the following people at the school. (Details).

Yours sincerely,

Principal

Appendix 5:

SAMPLE ANNOUNCEMENT TO THE MEDIA

Resource for schools: R6

This can be used as a template by schools to be emailed, faxed or given to the media. It may help to decrease the number of media calls and callers to the school.

In some instances it is not appropriate to provide names or information that might identify individuals.

This announcement will need to be changed based upon confidentiality issues, the wishes of the victim's family and the nature of the incident.

My name is _____ and I am the Principal of Loreto College, Mullingar. We learned this morning of the death of (one of our students/name of student). This is a terrible tragedy for _____ family(ies), our school and our community. We are deeply saddened by these events. Our sympathy and thoughts are with (name's) family and friends. Name of student/students was in (year) and will be greatly missed by all who knew her.

We have been in contact with her parents, and they have requested that we all understand their need for privacy at this difficult time. Offers of support have been pouring in and are greatly appreciated. Our school have implemented our Critical Incident Management Plan. Psychologists from the National Educational Psychological Service (NEPS) and (insert other Information, if relevant) have been with us all day supporting and advising teachers in their efforts to assist our students at this time.

Staff have been helping students to deal with the tragic event. The school has been open to parents, to support them and to offer them advice and guidance.

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

Thank you.

