

# St Aloysius' Secondary School



St. Maries of the Isle,  
Sharman Crawford Street,  
Cork.

Roll No. 62630J

## Critical Incident Policy

Drafted by staff and student council	January to May 2014
Ratified by BOM	June 2014
Reviewed and updated by Principal & Chairperson of the Board	Amended to include additional contact details. 21 <sup>st</sup> February 2018
Amended following NEPS Consultation	February 2019

# St Aloysius Secondary School

## Critical Incident Management Policy 2019

### **Aim of the Policy**

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

With this policy in place, we are providing a caring, safe and supportive environment showing respect to the whole school community, so that all those involved will emerge from any critical incident relating to the school knowing that there are structures in place that will support students.

A Critical Incident Management Policy is necessary to put a set of procedures in place so that we can respond as a school community in a caring a supportive way in the event of a Critical Incident occurring.

### **Definition of a Critical Incident in St. Aloysius:**

The staff and management of St. Aloysius' Secondary School recognise a critical incident to be "an incident or sequence of events that overwhelms the normal mechanism of the school". Critical incidents may involve one or more students or staff members, or members of our local community. For example in a school this could be:

- Suicide or attempted suicide.
- Murder or attempted murder.
- A child killed in front of others crossing the road.

- Bus crash on a school trip or travelling to or from school where there are multiple injuries or deaths.
- Disappearance of a member of the school community.
- A physical assault of a member of the school community.
- Serious injury or death of a person on school property
- A criminal incident occurring during school time.
- Major incidents external to the school which might affect pupils e.g. a local tragedy.
- Unauthorised removal of student from school or home.
- Serious Illness - e.g. meningitis, Asian flu, Foot & Mouth

### **The Critical Incident Management Team**

The Critical Incident Management Team in St. Aloysius includes the Principal, Deputy Principal, Guidance Counsellor and Assistant Principals Ms. G. Butler, Ms. H. Lynch, Ms. L. O’ Mahony and Ms. S. O’ Shaughnessy. In the situation of the Principal and Deputy Principal are off site, Ms. G. Butler shall assume the role of Principal and Ms. Lynch shall assume the role of Deputy Principal. The Chairperson of the Board of Management will be notified of any major critical incidents immediately.

### **Critical Incident Management Team Roles**

See Appendices for personal contact details of Critical Incident Management Team

<b>Role</b>	<b>Name</b>
Team Leader	Principal
Garda Liaison	Principal
Staff Liaison	Deputy Principal
Student Liaison	Ms Kate Whalley (Senior Students) Ms Sandra O’Shaughnessy (Junior Students) Ms Helen Lynch (vulnerable students)

Parent Liaison	Ms Louise O'Mahony
Family Liaison	Ms Sandra O'Shaughnessy
Community Liaison	Ms Ger Butler
Media Liaison	Ms Ger Butler
Administrator	Ms Helen O'Callaghan

### **TEAM LEADER**

- 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; ETB
- Liaises with the bereaved family
- In the absence of the team leader the Deputy Principal takes the lead.

### **GARDA LIAISON**

- Liaises with the Gardaí
- Ensures that information about deaths or other developments is checked out for accuracy before being shared. Alerts the team members to the crisis and convenes a meeting.

### **STAFF LIAISON**

- 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 Employee Assistance Service (Inspire) and gives them the contact number.
- Visits the bereaved family with the team leader.

## **STUDENT LIAISON**

- Coordinate information from tutors and year heads about students they are concerned about
- Alerts other staff to vulnerable students as appropriate
- Provides materials for student from the critical incident folder
- Maintains student contact records (R1)
- Looks after setting up and supervision of 'quiet' room where agreed.

## **FAMILY LIAISON**

- Clarify funeral arrangements for staff where appropriate and if available.
- Critical Incident Management Team, Year Heads and Student Council Liaison Teacher meets to plan procedures for school involvement in removal and funeral where appropriate and in accordance with the wishes of the family.

## **COMMUNITY/ AGENCY LIAISON**

- Maintains up to date lists of contact numbers of
  - Key parents, such as members of the Parents 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 "visitor" badges, available from the school office.
- Updates team members on the involvement of external agencies

## **PARENT / GUARDIAN LIAISON**

- Arranges meetings, if held
- May facilitate such meetings, and manage 'questions and answers' sessions
- Ensures that sample letters are prepared and available on the schools IT system 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 the critical incident folder)

### **MEDIA LIAISON**

- 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 SEC, relevant teacher unions etc.
- Will draw up a press statement, give media briefings and interviews (as agreed by school management).

### **ADMINISTRATOR**

- Maintenance of up to date telephone numbers of
  - • Parents/guardians
  - • Teachers
  - • Emergency services
- Takes telephone calls and notes those that need a response.
- Ensures that templates are available on the schools IT system and ready for adaptation.
- Prepares and sends out letters, emails and texts.
- Photocopies materials as needed.
- Maintains records.

### **School's internal response to student's needs**

#### **Record keeping:**

In the event of an incident each member of the team will keep records of phone calls made and received, letters, emails and texts sent and received, meetings held, persons met, interventions used, material used etc. The school secretary Ms. Helen

O' Callaghan will have a key role in receiving and logging telephone calls, sending letters, photocopying materials etc.

#### Confidentiality and good name considerations:

The management and staff of St. Aloysius have a responsibility to protect the privacy and good name of the people involved in any incident and will be sensitive to the consequences of any public statements. The members of the school staff will bear this in mind, and will seek to ensure that students do so also. For instance, the term 'suicide' will not be used unless there is confirmed 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,

**Staff Room** will be the main room used to meet staff.

**Class Teacher's rooms** will be used for meeting class groups of students.

**Shalom** will be used for meeting parents.

**The Meeting Room** will be used for media communications.

**Ms. Whalley's office** will be used to meet individual students.

**The Principal's office** will be used to communicate with the Chairperson of the Board and members of the C.I.M.T.

**Student Support Room** will be used to meet vulnerable students

#### Consultation and communication regarding the plan

All staff were consulted in the preparation of this policy and plan. Students and parent/guardian representatives were also consulted and asked for their comments.

Our school’s final policy and plan in relation to responding to critical incidents has been presented to all staff.

Each member of the critical incident team has a personal copy of the plan.

All new and temporary staff will be informed of the details of the plan by the Principal and Deputy Principal in August prior to the academic year commencing.

The plan will be updated annually and there will be consultation with our NEPS school psychologist during the process of amendment.

**Short Term Actions: Day One**

Task	Name
Gather accurate information Who, what, when, where?	Principal
Convene a CIMT meeting - specify time and place clearly	Principal’s office asap after news
Contact external agencies	Ms. G. Butler
Arrange supervision for students	Deputy Principal
Hold staff meeting (Agree schedule for the day at the meeting)	All staff led by Principal & Deputy Principal
Inform students - (close friends and students with learning difficulties may need to be told separately)	Ms. K. Whalley & Ms. H. Lynch: Affected Year Group Ms. S. O’ Shaughnessy: 1st Ms. L.O’ Mahony: 2nd & 3rd Ms. G. Butler: 6th Yrs Class teachers(following consultation): TY Class Teachers (following consultation): 5th Yrs Ms. A. Gaine Supporting Ms. A. O’ Callaghan Supporting.
Compile a list of vulnerable students	All Staff at initial staff meeting.
Contact/visit the bereaved family	Principal/Deputy Principal Ms. S. O’ Shaughnessy
Prepare and agree media statement and deal with the media	C. I. P. Template R4 Ms. G. Butler

Inform parents/guardians	Text and follow up letter as per template
Hold end of day staff briefing	All staff with Principal & Deputy Principal

### **On hearing of an incident**

#### Step by Step

- The Principal, having confirmed the incident, makes contact with the family.
- Critical Incident Management Team meets as early as possible to plan strategy, keeping in mind the guidelines above.
- Key tasks are distributed as per management and pastoral responsibilities.
- Have all guidelines for teachers ready. Please see Appendix 1.
- Have all written and oral statements ready for communication within the school; Staff Notice, Student Notice, text to be sent to parents, telephone enquiry response.
- List of vulnerable students shall be displayed in Staff Room.
- Meet staff (Bring staff roll to meeting and note any absences or late arrivals to ensure that all members of staff hear the news)
- Critical Incident Management Team outlines to staff the plan for the day and the support available.
- Class Teachers break news to classes as per written guidelines.
- Deputy Principal to release Guidance Counsellors and members of Critical Incident Management Team from teaching commitments.
- Plan second update staff meeting later.

### **Critical Incident Plan – Media Arrangements Medium Term MEDIUM**

#### **TERM ACTIONS - (DAY 2 AND FOLLOWING DAYS)**

Task	Name
Convene the CIMT to review day 1	Principal
Meet external agencies	Ms G. Butler
Meet whole staff	P. and D. P.
Arrange support for students, staff,	Ms H.. Lynch (staff)

parents/guardians	Ms K. Whalley (students) Ms L. O' Mahony (parents)
Visit the injured	D.P. and Guidance Counsellor
Liaise with the family regarding funeral arrangements	P. and D.P.
Arrange attendance and participation at funeral service	Ms S. O' Shaughnessy (Liaison Person)
Make decisions about school closure	BOM

### **FOLLOW-UP BEYOND 72 HOURS**

Task	Name
Monitor students for signs of continuing distress	All school staff.
Liaise with parents regarding referrals	Year Heads, Deputy Principal and Principal.
Plan for return of bereaved student(s)	Principal through text to parents, informing of additional supports.
Cancel school events	DP & P
Decision regarding Book of Condolences	Year Head, DP & P
Decide on memorials and anniversaries	Staff, parents and students
Review response to incident and amend plan	Student Council/Staff/BOM
Aftercare of CIMT	BOM/Inspire.

## **STUDENT DEATH/INJURY WITHIN THE SCHOOL ENVIRONMENT.**

1. Send a student to call the Principal/Deputy Principal/ Supervising Teacher.
2. Emergency Services and parents/guardians will be contacted by Principal/Deputy Principal/Supervising Teacher on duty.
3. Send students for neighbouring teachers to assist in clearing the area.
4. Teachers remove students from the general area and seal off the area.
5. Announce via intercom that all other pupils are to remain in or go to designated classrooms.
6. Pastoral support to be given to identified siblings and relatives.
7. CIMP is activated.

## **STAFF INJURY OR DEATH OF STAFF MEMBER WITHIN THE SCHOOL ENVIRONMENT.**

1. A student notifies the office and Principal/Deputy Principal and neighbouring teacher of what has happened.
2. Proceed as for Critical Incident, i.e. phone doctor and follow his/her instructions.
3. The family are notified as soon as possible by the Principal, who expresses the concern and support of the whole school community.
4. Notify staff of the situation (notice board if appropriate) and make arrangements for staff to meet at an agreed time to discuss and plan the next school day. Plan communicated to all staff. Supervision arranged where needed.
5. No information to students other than that the patient has gone to hospital.
6. Refer to short term actions.

**STUDENT DEATH DURING SCHOOL HOLIDAYS OR OUTSIDE SCHOOL HOURS DURING TERM TIME.**

1. Staff member who becomes aware of tragic death should inform the Principal/ Deputy Principal/Chaplain who will verify facts.
2. The Principal activates the school's C.I.M.P.
3. Staff will be informed via telephone contact list.
4. The Principal/Deputy Principal/Year Head/ Chaplain will make contact with the family re school involvement in funeral/ceremony.
5. Members of the Student Council will be contacted for the student year group and details of funeral will be organised in consultation with the family.
6. A Book of Condolence will be opened for signing at the school. Members of the Pastoral Care team etc will be in attendance to provide support to distressed pupils.

**STUDENT DEATH/INJURY WHILE ON SCHOOL TRIP.**

1. A minimum of two teachers should travel with students on all school outings that are not within walking distance of the school.
2. It is recommended that teachers carry mobile phones with the phone number of the school in their phonebook.
3. In the case of an accident contact the emergency services and the school.
4. One teacher will travel to the hospital with the injured party and a second teacher will stay with the remainder of the group. If only one teacher is present with the group, the Deputy Principal will arrange for a member of staff to be sent to the scene immediately.

5. The school with the support of the C.I.M.T. will contact the families involved and give them the phone number of the teacher who is accompanying their daughter to the hospital.
6. The staff will be informed and asked to brief classes, i.e. giving general details only.
7. A member of management and one other teacher will go to the hospital/scene to support the injured party.
8. If necessary, a second team will be sent to the scene of the incident if the group there are unable to continue back to the school.
9. If the group can continue, the bus will bring them straight back to the school. If the incident occurs a long distance from the school, two members of staff will go to meet the bus and one of them will return with the group to give support to teacher and students.
10. When the group returns, they will be met in the triangle by management and members of the C.I.M.T. where the situation will be assessed and students, where possible, will be reintegrated into their normal class groups.

**SERIOUS INJURY OR DEATH OF A TEACHER WHILE ON SCHOOL TRIP.**

- Activate above points excluding points 4 & 7.
- In the event of a school trip overseas, the C.I.M.T meet organisers of the trip to discuss appropriate arrangements.

## Appendices

### Appendix 1: Teacher Support Material

Please read the prepared student notice at this time. This document was prepared by the Principal, Deputy Principal and members of the Critical Incident Management Team. This document was further discussed at this morning's staff meeting. We wish for all students to receive the same factual information, and for parents to receive the same factual information from siblings. PLEASE DO NOT ALTER THIS DOCUMENT.

#### The Class of the student involved in the incident:

Only if incident is confirmed by the family, can it be relayed as such to the students. The Class of the student who has died should be the first to be told with The Deputy Principal, Counsellor and Class teacher present.

Student Notice:

On the \_\_\_\_*date*\_\_ at \_\_*time*\_\_\_\_ an event occurred that affected a member of our school community. *Name of the person*\_\_ was involved.

The details are:

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Action Taken:

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After reading the student notice...

Make them aware that this is as much information you have at this time. Refuse to be drawn into speculation as what you say may be taken out of context or misrepresented and may be very hurtful to people already suffering.

- Expect tears and outbursts.
- Let them know that the school will support them.
- Let them know who is available to support them.

Ms. K. Whalley & Ms. H. Lynch: Affected Year Group; Ms. Lynch's room.

Ms. S. O' Shaughnessy: 1st years; Shalom.

Ms. L.O' Mahony: 2nd & 3rd; Library

Ms. G. Butler: 6th Yrs: Social Area

Class teachers(following consultation): TY Social Area

Class Teachers (following consultation): 5th Yrs Social Area

Ms. A. Gaine Supporting.

Ms. A. O' Callaghan Supporting.

- If a student insists on leaving the room she will be accompanied to Prayer Room and will be supervised and supported by Ms. C. McGee.
- Don't be afraid to let them know that you are also upset by the news. This helps to create a safe and open atmosphere to grief.
- Explain how they can support one another.
- Be attentive to identifying those that are not coping well with the news.
- You may have to remind students again who is there to help, as little information is assimilated once in shock.
- Allow them time to mingle and talk.
- Let them know where the Critical Incident Management Team will be, Deputy Principal's office.
- Refreshments to be made available in the school canteen -Refreshments ordered by office staff from local centra shop and delivered to canteen.
- Please inform the students that a planned short prayer will be said by the Principal.

- If the students appear ready, a Year group assembly may be held later in the day. The Year head will organise and administer the assembly.
- Some students may be able to continue to go to class. Regular routine will be maintained as much as possible.
- Some will need to stay with the Critical Incident Management Team for the morning.
- Encourage students to stay in school to support their friends.
- Some may need to go home (only if parents come and collect them)
- Refer to R5 in the Critical Incident Folder located in the Staff Room and copy in Teacher Handbook.

Common Reactions on hearing Traumatic News:

Emotional and Physical	Behavioural and Mental
Shock	Emotional Outbursts
Fear	Overwhelmed
Guilt	Nausea
Grief	Fainting
Tears	Pain
Panic	Dizziness
Denial	Weakness
Anxiety	Palpitations
Depression	Breathing Difficulties
Anger	Confusion
	Blame
	Poor Concentration
	Disorientation
	Withdrawn
	Restlessness
	Let Down
	Uncertainty

How to help someone who has suffered loss.

- Show genuine care and concern.
- Allow them express their feelings.
- Encourage talking as much as they want to.
- Talk about the person they have lost.
- Reassure them that there was nothing they could have done.

**Appendix 2:**

**Factual Verification Report**

Date of Incident: \_\_\_\_\_

Time of Incident: \_\_\_\_\_

Location of Incident: \_\_\_\_\_

Detailed Description of the Incident:

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

Person(s) Involved:

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

Action Taken:

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

Report received from: \_\_\_\_\_

Report compiled by: \_\_\_\_\_

Family/Parents/Guardians contacted: Yes \_\_\_\_\_ No \_\_\_\_\_

**If No, then no information will be given by any member of the school community.**

### **Appendix 3:**

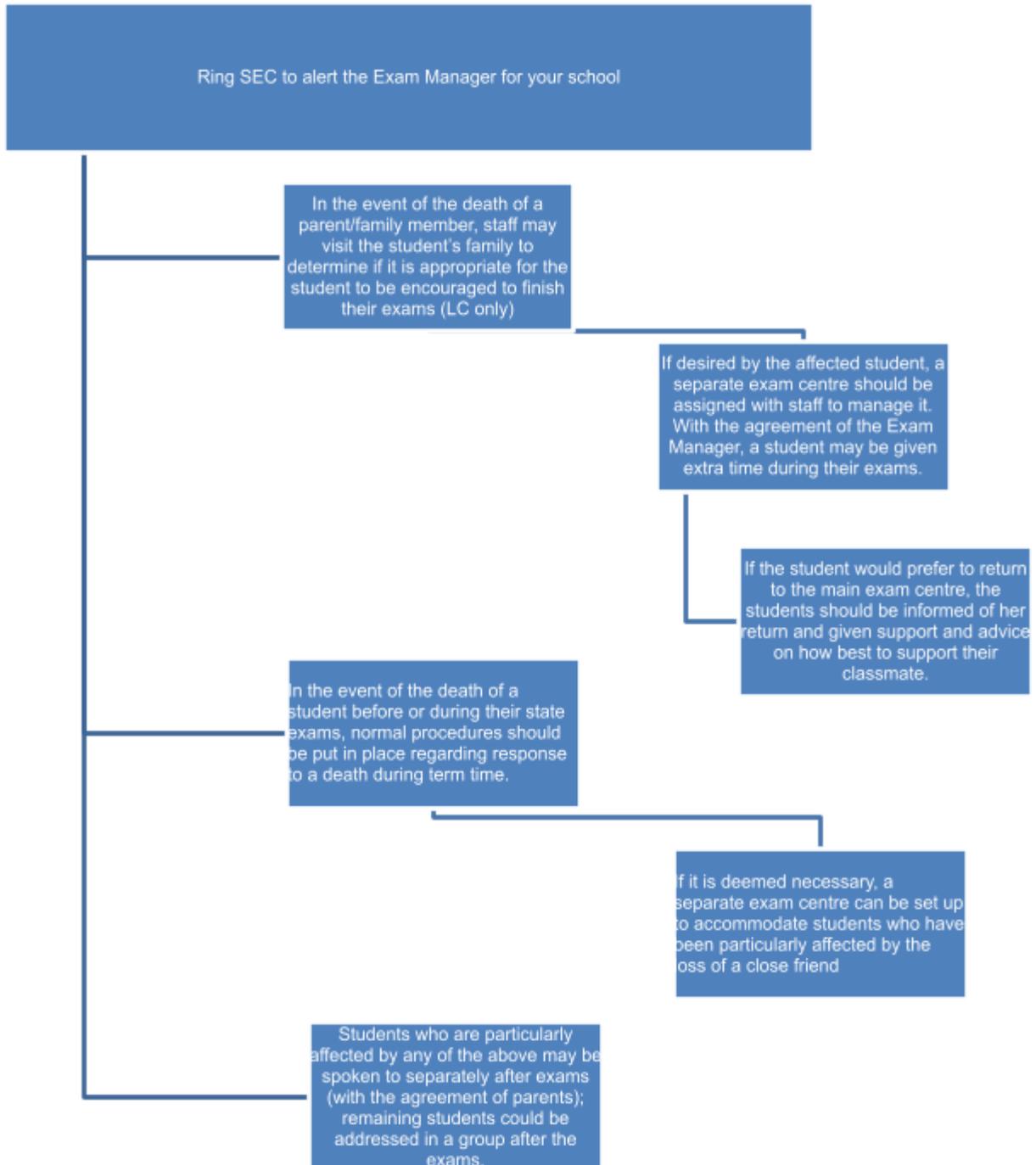
#### **CIMP – Critical Incidents during State Exams**

In the event of the death of someone close to a student sitting state exams, the following procedures should be put into action:

1. Ring SEC to alert the Exam Manager for your school.
2. In the event of the death of a parent/family member, staff may visit the student's family to determine if it is appropriate for the student to be encouraged to finish their exams (LC only).
3. If desired by the affected student, a separate exam centre should be assigned with staff to manage it. With the agreement of the Exam Manager, a student may be given extra time during their exams.
4. If the student would prefer to return to the main exam centre, the students should be informed of her return and given support and advice on how best to support their classmate.
5. In the event of the death of a student before or during their state exams, normal procedures should be put in place regarding response to a death during term time.
6. If it is deemed necessary, a separate exam centre can be set up to accommodate students who have been particularly affected by the loss of a close friend.
7. Students who are particularly affected by any of the above may be spoken to separately after exams (with the agreement of parents); remaining students could be addressed in a group after the exams.

## CIMP – Critical Incidents During State Exams

In the event of the death of someone close to a student sitting state exams, the following procedures should be put into action:



## **Appendix 4**

### **LITURGY FOR THE DEATH OF A STAFF MEMBER OR STUDENT.**

#### **ENTRANCE HYMN.**

#### **INTRODUCTION.**

We gather today in the protective shelter of God's healing love. We are free to express our grief, release our anger, face our emptiness and know that God cares. We gather to comfort one another in our shared loss. We commend our friend (Name) to God's care as we try to have hope in God's resurrection.

#### **PENITENTIAL RITE.**

You raise the dead to life in the spirit, Lord, have mercy.

**Lord, have mercy.**

You bring healing and comfort to the broken hearted. Christ, have mercy.

**Christ, have mercy.**

You give hope and confidence to all who despair. Lord, have mercy.

**Lord, have mercy.**

#### **OPENING PRAYER.**

Compassionate and loving God, you love us with an everlasting love and can turn the shadow of death into the light and hope of a new day. We gather to commend our friend (Name) into your gracious hands. We turn to you with broken but believing hearts. We trust in your great promises to us through Jesus, who died that we might live and who rose from the dead that we might never die but live always in the joy and peace of our kingdom forever and ever. Amen.

## **FIRST READING.**

A reading from the Book of Ecclesiastes.

Everything that happens in the world happens at the time God chooses.

God sets the time for birth and the time for death.

The time for planting and the time for pulling up.

The time for killing and the time for healing.

The time for tearing down and the time for building.

God sets the time for sorrow and the time for joy.

The time for mourning and the time for dancing.

The time for finding and the time for losing.

The time for saving and the time for throwing away.

The time for tearing and the time for mending.

The time for silence and the time for talk.

The time for love and the time for hate.

The time for war and the time for peace.

God has set the right time for everything.

The word of the Lord.

**Thanks be to God.**

## **RESPONSORIAL PSALM.**

## **GOSPEL.**

### **A reading from the Holy Gospel according to John.**

“Do not be worried or upset,” Jesus told them.

“Believe in God and believe also in me. There are many rooms in my father’s house and I am going to prepare a place for you. I would not tell you this if it were not so. And after I go and prepare a place for you, I will come back and take you to myself, so that you will be where I am. You know the way that leads to the place where I am going.”

Thomas said to him, “Lord, we do not know where you are going so how can we know the way to get there?”

Jesus answered him, “I am the way, the truth and the life; no one goes to the father except by me. Now that you have known me,” he said to them, “you will know my father also and from now on you do know him and you have seen him”

The Gospel of the Lord.

**Praise to you Lord Jesus Christ.**

## **REFLECTION/HOMILY.**

## **PRAYERS OF THE FAITHFUL.**

Source of all mercies and giver of all comfort, deal graciously with all who mourn so that casting their cares on you they may know the consolation of your love.

1. We pray today for the happy and peaceful repose of our dear friend (Name). As we were surprised daily by the gentleness and kindness of (Name) we ask now that God will surprise (Name) with his kindness and mercy. May (Name) enter into the fullness of that life Christ won for us by his own death.

Lord, hear us.

**Lord, graciously hear us.**

2. Let us pray for everyone who is grieving, for (Name's) family and friends, for his/her colleagues and students in (School Name), for all who are bereaved and who are reminded of their own grief at this time. May we all find strength through faith in God and may we find comfort in the knowledge that our loved ones will possess the happiness of the kingdom of heaven.

Lord, hear us.

**Lord, graciously hear us.**

3. Let us pray now that all of us here will draw inspiration from the life and example of (Name). We ask God to inspire the work of all the staff here, to share (Name)'s enthusiasm with us and to grow the desire for learning in all our students.

Lord, hear us.

**Lord, graciously hear us.**

4. To those who are sensitive to the needs of others, life offers innumerable opportunities to practise the commandment of love. It is not a question of doing big things, it is not a question of giving things. Rather, it is a question of giving of oneself in little ways, giving of one's time, energy and love. It is (Name)'s legacy of love that

we celebrate here today. We ask God to help us reap the fruits of the love (Name) sowed throughout his/her life.

Lord, hear us.

**Lord, graciously hear us.**

Lord Jesus, help us to remember that there is a world beyond our sight, but not beyond our love. It is a world where lost things are found and broken things are mended, a world where all we have willed of good exists forever and ever. Amen.

**OFFERTORY PROCESSION.**

Where a mass is celebrated, symbols of the person's life can be brought up together with the gifts of bread and wine. A suitable commentary explaining their significance should be prepared by fellow students/staff.

Outside mass, these symbols are placed in the sacred space which may also have a photograph of the person being remembered.

**COMMUNION REFLECTION.**

**CONCLUDING PRAYER.**

Dear God, whose days are without end and whose mercies cannot be numbered, make us deeply sensitive to the shortness and uncertainty of human life. Lighten the darkness that comes from the death of (Name). Touch all our hearts with your love, that the springs of compassion may flow and give us hope in new life through Christ our Lord. Amen.

**RECESSIONAL.**

## **Appendix 5:**

### **REFLECTIONS FOR PRAYER SERVICE OR MASS OF REMEMBRANCE.**

#### **DEATH IS NOT THE END.**

Death is nothing at all. I have only slipped away into the next room. Whatever we were to each other, that we still are. Call me by my old familiar name. Speak to me in the easy way which you always used. Laugh as we always laughed at the little jokes we enjoyed together. Play, smile, think of me, pray for me. Let my name be the household word that it always was. Let it be spoken without effort. Life means all that it ever meant. It is the same as it ever was, there is absolutely unbroken continuity. Why should I be out of your mind because I am out of your sight, I am but waiting for you, for an interval somewhere very near, just around the corner. All is well. Nothing is past, nothing is lost. One brief moment and all will be as it was before – only better, infinitely happier and forever – we will all be one in Christ.

Henry Scott Holland.

#### **STRANGER AT OUR SIDE.**

All through life's day our risen Lord walks with us. Often, however, he is a stranger to us, for he never forces himself upon us. Before the day's end, we will ask many questions, experience many failures, disappointments and heartaches. And then, suddenly, whether we are young, middle-aged or old, we will find that the shadows are lengthening and night is fast approaching. In that moment we pray that, like the disciples on the road to Emmaus, our eyes will be opened and that we will recognise him – the stranger who walked at our side – as our risen Lord. And he will not vanish

from our sight. Instead he will walk us through the dark valley of death to the safety of the Father's house.

### **BUILDERS OF ETERNITY.**

Isn't it strange that princes and kings  
And clowns that caper in sawdust rings,  
And ordinary folks, like you and me,  
Are builders of eternity?  
To each is given a bag of tools,  
An hour-glass and a book of rules;  
And each must build 'ere time has flown,  
A stumbling block or a stepping stone.

### **PEACE AT LAST.**

May the Lord support us all day long; till the shades lengthen and the evening comes and the busy world is hushed and the fever of life is over and our work is done. Then in his mercy, may he give us a safe lodging, a holy rest and peace at last. Amen.

### **GONE ONLY FROM OUR SIGHT.**

I am standing on the seashore. Suddenly a ship at my side spreads her white sails to the morning breeze and starts out for the blue ocean. She is an object of beauty and strength and I stand and watch her until at length she is only a ribbon of white cloud just above where the sea and sky mingle with each other. Then someone at my side says "There! She's gone!" Gone where? Gone from my sight --that is all. She is just as

large in mast and hull as she was when she left my side and just as able to bear her load of living freight to the place of destination. Her diminished size is in me, not in her and just at the moment when someone at my side says; “There! She’s gone!” there are other voices ready to greet her with a glad shout; “There! She comes!” And that is dying.

### **FOOTPRINTS.**

One night a man had a dream. He dreamt that he was walking along a beach with the Lord. Across the sky flashed the scenes of his life. For each scene he noticed not one but two sets of footprints in the sand. He understood immediately that one belonged to him and the other to the Lord. But then he noticed a curious thing. At the lowest and saddest times in his life there was only one set of footprints. This bothered him and so he asked the Lord; “How come that during the most difficult times in my life, the very times when I needed you, you left me on my own?” Then the Lord replied; “My friend, during your trials and sufferings when you see only one set of footprints, those footprints are mine. It was then that I carried you.

### **DEAR PARENTS.**

I did not die young. I lived my span of life within your body and within your love. There are many that have lived long lives and have not been loved as me.

If you would honour me, then speak my name and number me among your family.

If you would honour me, then strive to live in love, for in that love I now live.

Never, ever doubt that we will meet again. Until that happy day I will grow with God and wait for you.

**Date and ratification by the Board of Management.**

This policy was adopted by the Board of Management on 27th February 2019.

This policy will be implemented from 27th February 2019 and replace earlier Critical Incident policies from this date.

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

(Chairperson of the Board of Management)

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

(Principal)

Date of next review: February 2020