

Coachford College Trauma Response Plan

- *All aspects of the plan to be put into practice with an absolute awareness of the wishes of family members.*
- *Contacts with the home to be through the principal or the pastoral team. Initial contact by phone call to be followed up by housecall if a need for this is perceived.*
- *Any media inquiries to be answered solely by the principal.*

Student Illness:

- *A teacher appropriate team to be appointed to deal with the crisis. This may consist of just the pastoral care team or of a number of concerned teachers beyond the core team.*
- *A homework co-ordinator to be appointed (Possibly Tina).*
- *Information on the student and how they're doing to be available, again with an awareness of the family's needs. The pastoral team should be at the core of this activity.*
- *Some form of acknowledgement from the general staff body may be organised.*
- *To some degree students may be kept involved (perhaps notes to be passed on featuring school gossip, a mass organised by the class?).*

In the event of the loss of a student:

- ❖ *The social committee to inform staff of this if it happens outside of term time.*
- ❖ *A small group(s) of teachers to call to the house (where appropriate), particularly those who may have had a special relationship with the student in question. This group to form a core planning team.*
- ❖ *Prioritise immediate tasks and delegate.*
- ❖ *Offer to the family of a group of uniformed students as a guard of honour. A wreath to be sent to the family.*

- ❖ *Core team to meet in order to plan how to acknowledge what has happened for the student body.*
- ❖ *Inform staff of what has happened if death occurs in term time.*
- ❖ *A peaceful space to be made available to students directly affected by the loss.*
- ❖ *Teachers to sit with students during funeral mass.*
- ❖ *Short prayer service in the morning.*
- ❖ *Teachers to read prayers and appropriate readings having picked these out together. (This done to avoid singling out students and heightening emotions further).*
- ❖ *Brief sermon from the chaplain.*
- ❖ *If teachers feel able, they might begin some classes with a brief acknowledgement and a prayer.*
- ❖ *Students to be told about a book of condolences which will be left open for them, possibly involved in another action to show their sense of solidarity with the family (e.g. in October, the Ladies Mini-Marathon for a relevant cause), invited to provide their own suggestions.*
- ❖ *Student's possessions to be moved from locker. A space to be dedicated to the student in the school for one week.*
- ❖ *Student's name to be removed from school files in order to avoid accidental contacts with home.*
- ❖ *A mass held for the family, which classmates would prepare and in which the year group would participate.*
- ❖ *Acknowledgement to be made at the mass for the dead in November.*
- ❖ *Staff debriefing to follow after the event and after the mass. A part of this should be informal, part should be a formal get-together to review how the policy worked. The formal aspect should be begun within approximately two months. A central purpose of this latter process is care for staff who may be deeply effected by traumatic events.*
- ❖ *A mass card to be sent at Christmas from the core group of staff involved with the student. Awareness to be maintained by the core team of important dates (birthday etc.).*

- ❖ *Space to be allowed in the Leaving Cert Yearbook for a description of the student.*
- ❖ *If consistent with the family's wishes, a tree to be planted in the school grounds in dedication.*

In the event of the loss of a staff member:

- ❖ *The social committee to be used as a means of informing staff of the occurrence in the event of its happening out of term.*
- ❖ *A small group(s) of teachers to call to the house (where appropriate), particularly those who may have had a special relationship with the teacher in question.*
- ❖ *Offer to the family of a group of uniformed students as a guard of honour.*
- ❖ *Teachers to meet in a small group to plan how to acknowledge what has happened for the student body.*
- ❖ *A wreath to be sent to the family.*
- ❖ *Short prayer service in the morning.*
- ❖ *Teachers to read prayers and appropriate readings having picked these out together. (This done to avoid singling out students and heightening emotions further).*
- ❖ *Brief sermon from the chaplain.*
- ❖ *If teachers feel able, they might begin some classes with a brief acknowledgement and a prayer.*
- ❖ *Students to be told about a book of condolences which will be left open for them, possibly involved in another action to show their sense of solidarity with the family (e.g. in October, the Ladies Mini-Marathon), invited to provide their own suggestions.*
- ❖ *A mass held for the family, which representatives from different year groups would prepare and in which representatives of different year groups would participate.*
- ❖ *Acknowledgement to be made at the mass for the dead in November.*

- ❖ *Staff debriefing to follow after the event and after the mass. A part of this should be informal, part should be a formal get-together to review how the policy worked. The formal aspect should be begun within approximately two months. A central purpose of this latter process is care for staff who may be deeply effected by traumatic events.*
- ❖ *A mass card to be sent at Christmas.*

Loss of a staff member's close relation:

- ❖ *Social Committee to contact staff members to inform them, particularly if this occurs outside of term time.*
- ❖ *A wreath to be sent to the funeral.*
- ❖ *Staff representation at the funeral and the removal.*

Staff illness:

- ❖ *Flowers to be sent.*
- ❖ *Staff visits.*
- ❖ *Pastoral team to monitor situation.*

Suicide:

A number of contact numbers are attached to this document to be contacted in this event or in the event of other traumas.

N.B. There are a number of areas of this plan which are still being developed by SL, FM and KD