



Causeway Comprehensive School

Student Support Team

&

Critical Incident Policy

Policy Approved By Board	
Date : 09/12/15	
Prepared by :	Cathal Fitzgerald
Chairperson :	
Secretary :	



**BORD OIDEACHAIS
AGUS OILIÚNA CHIARRAÍ
KERRY EDUCATION
AND TRAINING BOARD**

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Introduction

Causeway CS aims to protect the well-being of its students and staff by providing a safe and nurturing environment at all times. The Board of Management, through the Principal and teaching staff has established a student support team (SST) who is responsible for the prevention, intervention and postvention in relation to students whose welfare is deemed to be 'at risk' and in the event of a critical incident.. A critical incident management plan is included in this document.

In line with the school Mission Statement, Causeway Comprehensive School seeks to create a community of faith and justice based on respect. We hope to form integrated and self-reliant persons who will be moved to work for a better world.

The school has taken a number of measures to create a coping, supportive and caring ethos in the school. The school has also formulated a number of policies and procedures to be followed with a view to ensuring the physical and psychological safety of both students and staff during the normal course of the school day and in the event of a critical incident.

Such policies include

- Student support/critical incident policy and plan
- Health and Safety Policy
- Pastoral Care Policy
- Anti-Bullying Policy
- Mentoring Programme
- Code of Behaviour
- Guidance and Counselling Policy and plan
- S.P.H.E Programme
- Restorative practice.
- Peer mediation
- Child Protection Policy and Procedures
- Substance Misuse Policy
- Campus Security Policy
- After Hours Policy – evening Study
- Special Education Needs Policy
- Medical Intervention Policy

Underpinning Principles and Goals to promote school wellbeing

- a) Personal attention to the value and development of every student/learner
- b) Acknowledgement of, and support for each person's role in the school/centre community
- c) Promoting an environment which meets student/learner's physical, social and emotional needs
- d) Priority given to the nurturing of teaching and learning relationships
- e) Recognition of talents and abilities
- f) Clear values that promote a student/ learner centred ethos
- g) Strong collaborative leaderships between students/learners, staff and students.
- h) Clarity of policies, roles, responsibilities and tasks
- i) Support for an engaging curriculum
- j) On-going monitoring of progress at every level for the student/learner
- k) Accountability, support and evaluation at every level
- l) Involving all concerned in the life of the centre

In relation to responding to crisis, the school/centre will seek to

- a) Provide a range of supports for members of the school/centre community to call upon in a time of crisis and in the longer term.
- b) Have in place a policy for dealing with critical incidents in the context of the school/centre
- c) Regularly review the structures of support and referral available in the centre

Creation of a coping supportive and caring ethos in the school

Systems are 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.

Physical safety

Measures to address the physical safety of the school community include the following:

- a) An Evacuation Plan has been formulated and is displayed in the entrance foyer. This plan is brought to the attention of all staff and students during the school year.
- b) Fire drills are held at least once a term.
- c) Fire exits and extinguishers are regularly inspected.
- d) Parents are informed of the pre-opening supervision arrangements, whereby pupils can gain access to the school building from 8.30am.
- e) Expectations of general student behaviour, as laid out in the Code of Behaviour which encourage positive relations and promote the wellbeing of the whole school community and prohibit bullying in any form.

Psychological safety

The management and staff of Causeway CS 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.

- a) Guidance and Counselling is a key resource available to all students in the school
- b) Social, Personal and Health Education (SPHE) is integrated into the work of the school. It is addressed in the curriculum by addressing issues such as grief and loss; communication skills; stress and anger management; resilience; conflict management; problem solving; help-seeking; bullying and decision making. Promotion of mental health is an integral part of this provision.
- c) Staff have received training for the teaching of SPHE and SPHE is taught to all Junior Cycle Students.
- d) A care team is in place to respond to day to day challenges of a psychological nature
- e) Relationships and Sexuality Education is timetabled for all Senior Cycle Students
- f) Staff receive annual training on the Child Protection Procedures. The Designated Liaison Person (DLP) is Mr. Cathal Fitzgerald and the Deputy Designated Liaison Person (DDL) is Ms. Ann Marie Hassett

- g) Students who are identified as being at increased risk are referred to the Designated Liaison Person and or to the Student Support Team where 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.
- h) The school has a clear policy on bullying and deals with bullying in accordance with this policy.
- i) Staff members accept their role in the pastoral care of pupils and colleagues.
- j) The school has in place a staff wellbeing policy and plan which recognises that staff is a key resource in promoting our ethos.

Definition of a Student Support Team:

A Student Support team is a group of staff who have volunteered to:

- a) Develop a school structure to work in a preventative way with students experiencing intense stress including child welfare/protection, self-harm, suicide, mental health, substance misuse etc.
- b) Lead the response of the school to a critical incident e.g. attempted suicide, sudden death, major event, fire, crash etc.

The SST is comprised of members with prior expertise and interest in student wellbeing and welfare. Each member of the team has a dedicated role and is responsible for the development and maintenance of an up to date SST folder.

- | | |
|-------------------------|-------------------------------------|
| a) Principal/Deputy | e) Staff |
| b) Coordinator | f) Network, media and the community |
| c) Student and Students | |
| d) Family/Parents | |

The purpose, role and responsibility of the SST:

- a) To provide in-school support to students experiencing critical stress.
- b) To act a second tier referral within the school to the Pastoral Care Team, the Guidance Counsellor, Chaplain and other key front line staff engaged in student support matters.
- c) To conduct evidence based planned observations and risk assessments on critical student support issues.
- d) To design, implement and review a plan of intervention to direct work with students in difficulty.
- e) To recommend that all interventions are carried out. This may include partnership with students, parents, school community and external support agencies.
- f) To maintain records of all intervention which have clear indicators and outcome data.
- g) To liaise with in school management on an ongoing basis.
- h) To engage in team supervision once a term as a means of tracking plans and providing support to the team on its work.

Role of the Principal

- The Principal /Deputy oversee the remit of the team but may remain outside the weekly team meetings. However it is recommended that a member of the Senior Management Team attends weekly meetings.

Function of the Coordinator: (Usually the Guidance Counsellor/ Chaplain)

- a) Liaises with the Principal/Deputy on the outcome of each meeting and on an ongoing basis to review the critical incident plan, in the absence of Management from the meeting.
- b) Liaise with Principal to ensure that all students and staff profiles is up to date e.g. current telephone numbers, next of kin, parent/guardians contact details etc. on an annual basis.
- c) Responsible for the organisation of the SST meeting on a weekly basis.
- d) Agrees the agenda and ensures all minutes of team meetings are recorded
- e) Follow up with team members to support any actions
- f) Liaise at an interagency level with the Kerry ETB and other agencies as required.
- g) Facilitates annual induction and review of the SST and the Critical Incident Management Plan
- h) Prepares annual report for the Kerry ETB
- i) In the event of an unforeseen significant student at risk e.g. a student is missing from the school and neither the Principal or Deputy Principal are available for the consultations the coordinator is able to convene a Student Support Team meeting. It is recommended that a minimum of three members are available to attend. Other team members may be released throughout the day if required. A review meeting is convened at the end of the day and a full report will be made available to the Principal/Deputy on the event, plan and outcome.

Team Supervision

Supervision is a process whereby an external supervisor is available daily by telephone and to visit the school if required to support the SST in fulfilling its role and responsibility. The Supervisor will meet with the SST once a term to review the student plans including the assessment of risk, referral pathways, records and team support. Individual supervision is available on request to any member of the STT.

Aim of supervision:

To equip team members with the knowledge and skills to intervene effectively with students on a range of critical student support matters.

- a) To assist the team to identify signs of risk.
- b) To develop and implement evidence based plans of intervention using reflective practice and problem-solving techniques.
- c) To attend to individual and/or team support and development issues.
- d) To clarify the SST roles and responsibilities
- e) To ensure accountability for the work undertaken by the team
- f) To provide regular and constructive feedback and review to the team on its assessments, student support plans and outcome of intervention.
- g) To ensure that records are maintained as per County Limerick VEC standards.
- h) To review the supervision contract annually

Critical Incident Plan

In our present climate teachers and principals have onerous legal and statutory responsibilities and are accountable for their duty of care to the children in their school. This Critical Incident Management Plan outlines how the staff of Causeway Comprehensive School will respond to a critical incident. This plan focuses on the strong commitment in Causeway Comprehensive to good crisis incident management. The practical and emotional implications of the crisis will be considered so that we can respond more effectively and hence minimise the impact on the whole school.

The rationale for this plan is to enable the school to identify risks and to have a communication plan in place that can be effectively put into action when a Critical Incident occurs in the school. It will be used in conjunction with all other school policies and procedures in promoting positive mental health and in creating effective care systems in the school. A text system has been established so that all teachers are quickly contactable. Our School curriculum addresses issues such as communication skills, prevention of alcohol and drug misuse, self-esteem and bullying. All staff has been made aware of the 'Children First Guidelines and Procedures' and the Principal is the Designated Liaison Person. The school's Student Support Team meets on a weekly basis.

What is a Critical Incident?

The National Educational Psychological Service (NEPS) define a critical incident as 'any incident or sequence of events which overwhelms the normal coping mechanisms of the school' (NEPS, 2007).

The staff and management of Causeway Comprehensive School consider a critical incident to be –

'An incident or sequence of events which overwhelms the normal coping mechanism of the school and disrupts the running of the school.'

Critical incidents may involve one or more students or staff members, or members of the school community. For example:

- a) The death of a member of the school community through accident, violence, suicide or suspected suicide or other unexpected death
- b) An intrusion into the school
- c) An accident involving members of the school community
- d) An accident/tragedy in the wider community.
- e) A physical attack on a staff member, student or school community
- f) Serious damage to the school building through fire, flood, vandalism, etc
- g) The disappearance of a member of the school community

Aims of a Critical Incident Policy

- The aim of a critical incident policy is to help school management and staff to react quickly and effectively in the event of an incident.
- It helps us to maintain a sense of order and to ensure that appropriate support is offered to students, staff and families.
- To ensure that the effects on the students and staff will be minimised.
- To facilitate a return to normality as soon as possible.
- To provide support to students from the teachers, in partnership with parents.
- To provide clear guidelines to all staff to ensure that they feel supported and part of a team.
- To outline clear system of Triage Assessment as well as a Referral Pathway.

Objectives

1. A Student Support Team (SST) exists in Causeway Comprehensive School. The members of the team will meet annually to review and update the Critical Incident Policy and Plan. Each member of the team has a dedicated Critical Incident Folder. This will contain a copy of the policy and plan and materials particular to his/her role to be used in the event of an incident.
 2. CCS will endeavour to communicate clearly and appropriately with all the relevant stakeholders to its Critical Incident Policy and Procedures.
 3. The management and staff of CCS have a responsibility to protect the privacy and name(s) of the person(s) involved in any incident and will be sensitive around the dissemination of any information.
 4. CCS will develop a good working relationship with the local media based on respect for all parties involved in the communication of events and crisis situations.
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The Critical Incident Management Team

Team Leader	C. Fitzgerald (<i>Principal</i>)
Staff Liaison	J Barry (<i>Acting Deputy Principal</i>)
Counselling Coordinator	P. Montgomery (<i>Chaplain</i>)
Counsellor	P. Mulvihill (<i>Career Guidance</i>)
Parents' Liaison	T. Leahy (<i>HSCL Co-ordinator</i>)
Media Liaison	Principal
Students	<i>M. Mulvihill SEN co-ordinator</i>
Well Being Co-ordinator	F Leahy
Relevant Year head	As appropriate

The following staff/agencies may be involved as the SST team see fit:

Student Support Team, Student Liaison officer, NEPS, TUSLA, G.P's, CAMHS, School Secretary and Caretaker, Health and Safety Officer, School Completion Co-ordinator

Other staff members may be asked to be part of the team as deemed appropriate.

Roles and Responsibilities in the Critical Incident Management Team

Team	Responsibility
<p>Team Leader – Cathal Fitzgerald</p>	<p>Role of Principal/Coordinator in a Critical Incident</p> <p>Agenda for the first meeting with the SST, chaired by Principal and facilitated on an ongoing basis by the Coordinator</p> <ul style="list-style-type: none"> a) Agree a statement of facts for staff, students, parents and the media. b) Delegation of responsibilities of the SST c) Discussion of what support services to contact d) Preparation (possibly written) of what to say to staff e) Preparation (possibly written) of what to say to students f) Preparation (possibly written) of what to say to media g) Inform the Chairperson of the Board of Management and other Board members of the Critical Incident h) Discuss the possibility of an Emergency Board of Management meeting i) Make a decision about school closure j) Organise the schedule/timetable for the day k) Ensure that a phone line remains open for the day and available for enquiries l) Appoint someone to handle phone enquiries and deal with the media m) Organise a staff meeting n) Organise the supervision of students during any staff meetings o) Preparation of a letter for parents p) Copying and printing of letters for parents q) Deciding which external agencies should be involved

<p>Staff Liaison – J. Barry Relevant Yearhead</p>	<ul style="list-style-type: none"> a) Leads briefing of staff on the facts as they are known. Take questions from staff and outline the routine for the day. b) Help teachers to prepare for questions from students. Outline possible reactions and distribute handouts on handling a class post a CI. c) Prepare a statement of facts to be read out to all students. d) Advises staff on the procedures for identifying high-risk students and outline what supports are available. e) Distribute appropriate material for staff. f) Meet staff again later in the day to update information, to offer support and to further identify high-risk students and act as required g) Ensure quiet locations are made available in school h) Identify support services within the school/centre i) Establish the need for outside services and provide contacts j) Makes contact with all staff including those who are absent on Maternity or Sick Leave etc. k) Be aware of vulnerable staff members and advise them re counselling and support as appropriate
<p>Student Liaison – Pat Mulvihill (Counsellor) Marion Mulvihill (SEN) Paul Montgomery (Chaplain) Fiona Leahy</p>	<ul style="list-style-type: none"> a) Arrange access to student records b) Maintain link between staff and students (take updates from Year heads on vulnerable students) c) Observes vulnerable students d) Alerts other staff to vulnerable students e) Advise and recommends counselling as required f) Provides material as appropriate to students g) Provides material as appropriate to colleagues h) Set up a 'quiet room' to share reactions and feelings i) Advise students on possible reactions

	<ul style="list-style-type: none"> j) Keep a record of students seen internally and referrals made to external agencies k) Liaise with Principal on an on-going basis
Parent Liaison – T. Leahy	<ul style="list-style-type: none"> a) Visits bereaved family with Principal b) Identifies him/her self as the named contact for parents (groups) c) Is available to support the Principal/Deputy to meet with parents (groups) and or take phone calls. d) Facilitates meetings with parents and manages ‘questions and answers’ e) Get letters typed and organise volunteers to help envelope and post f) Distributes literature on potential reactions, coping with loss recommended by NEPS g) Distributes support information, contacts etc. to parents h) Sets up room for meeting parents i) Meets with individual parents or coordinates support for parents who arrive at the school unannounced j) Keeps a record of parents seen
Media Liason Principal	<ul style="list-style-type: none"> a) Assists Principal in contacting relevant agencies b) Makes contacts list readily available to staff, SST, administrative staff, parents c) Prepares a draft press statement for delivery by Principal d) Delivers press statement with Principal e) Support Principal in all enquiries from the media and identify a room to contain media if they arrive on campus. f) Supports Principal in contact with Communication section of the DES g) Liaises with community agencies for support and onward referral h) Updates SST and staff on external agencies

Administrative Staff	<ul style="list-style-type: none"> a) Maintains up-to-date telephone records of parents, teachers, emergency services b) With coordinator of SST has prepared statement ready for telephone calls from parents and takes telephone calls recording any significant interaction. c) Ensures that templates of letters etc are on the school's system in advance and ready for adaptation d) Organises photocopying of materials needed e) Prepares and sends out letters, texts, e-mails and faxes with support from staff. Be careful not to send text to bereaved family
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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.

The school secretary will have a key role in receiving and logging telephone calls, sending letters, photocopying materials, etc.

Confidentiality

The management and staff of Causeway Comprehensive School 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 as in the absence of an autopsy and without the consent of the parents/carers. The phrases 'tragic death' or 'sudden death' may be used instead. Similarly, the word 'murder' will not be used until it is legally established that a murder was committed.

Procedures to be followed in the event of a critical incident – Short Term (Up to 12 Hours):

Principal and Deputy Principal

1. Gather the facts of the incident (who, what, when, where).
2. Contact appropriate agencies, if necessary (Emergency services, Health Service Executive, Community Care Services, NEPS, DES, Board of Management, and Kerry Educational Training Board).
3. Convene a meeting of the Critical Incident Management Team (Library) - 8am.

Student Support Team

Full details of the agenda page 20&21 of *Responding to Critical Incidents Guidelines for schools*.

1. Agree a statement of facts for staff, students, parents and media.
2. Inform all staff of incident -Staff communication via short memo which includes detail of staff meeting outside school hours (8:30a.m. Or 1:05p.m. Or 4:05 p.m.)
3. Delegate responsibilities to the CIMT members.

All Staff

1. Decide on how, and what facts will be shared with students
2. Inform staff of what outside agencies have been contacted.
3. All staff share factual information with student population.
4. Maintain the normal routine as far as possible for classes not immediately affected.
5. Identify high risk students. Relatives and close friends informed separately

Procedures to be followed in the event of a critical incident – Medium Term (24-72 Hours):

Principal and Deputy Principal

1. Convene Critical Incident Management Team - Room Library.
2. Convene staff meeting.

Critical Incident Management Team

1. Review the events of the first 24 hours
2. Check how everyone is coping
3. Member of CIMT to hold information meeting with year head, chaplain and class teachers to clarify what has happened
4. Arrange support for students,(pg 27 Guidelines) providing a suitable room for this to happen – subject teacher makes referrals
5. Deputy Principal to ensure there is a male and female teacher on supervision on corridors

All Staff

1. Look for feedback from teachers on vulnerable students
2. Keep all staff up to date on developments
3. Contact absent staff- friend of absent staff member to make personal contact
4. Designated staff member to liaise with family/families involved in incident. In the case of bereavement arrange with the family the school's involvement in the funeral/memorial service.
5. Teachers who are uncomfortable with providing support will not be required to do so. (Chaplain, Career Guidance Counsellor)
6. Seek parental approval for support meetings with outside agencies.

Follow-up – Longer Term Actions

Monitor students for signs of continuing distress	Class teachers
Liaise with agencies regarding referrals	Chaplain, Principal, Deputy Principal
Plan for return of bereaved student(s)(R13 Guidelines)	Chaplain, Principal, Care Team
Plan for giving of 'memory box' to bereaved family	Chaplain, Principal, Year Head
Decide on memorials and anniversaries	BOM/Staff, parents and students
Review response to incident and amend plan	Staff/BOM

Plan for the return of absent students and staff

Plan for reintegration of siblings, close relatives, injured students etc., involved in the incident.

Evaluation

Evaluation is a vital part of the process of maintaining a viable critical Incident Strategy. Crisis management can only develop with analysis of past incidents, feedback in the light of past responses and systematic evaluation of all protocols in place.

Issues to be aware of in the light of effective evaluation include:

- The confidence of the Crisis Management Team in their roles in the event of an incident.
- Was internal communication effective between staff and the public?
- Were all staff furnished with accurate facts and kept updated on a consistent basis?
- Was the overall communication strategy successful?
- Was information disseminated quickly to avoid speculation and rumour?
- Was there adequate and effective communication with the family involved?
- What lessons could be learned from an analysis of this strategy?
- Was feedback obtained from staff as to whether they felt sufficiently equipped to deal emotionally and physically with the incident?
- Was there sufficient guidance and support to individual teachers, staff and students?
- Were students adequately supervised during the Crisis Meeting?
- Was there sufficient Pastoral Care provided to deal with the incident?
- Was communication with the media effective?
- Have all necessary referrals to support services been made?
- Were external support agencies met with for feedback in the aftermath of the incident?
- Were all expenses incurred met and dealt with in a timely manner?
- What amendments need to be made to any further crisis management incidents in the light of the review of this incident?

Appendices

Appendix 1

Sample Teacher Communication Text Message

Student Death

Dear Staff

It is with great sorrow that I inform you of the death of one of our student's _____ in class _____, due to a car accident. This is a huge loss for _____'s family, our school and the community. The School's Critical Incident Management Team has met to plan our response.

Principal

Appendix 2

Sample Teacher Communication Text Message

Teacher Death

Dear Staff

It is with great sorrow that I inform you of the death of one of our teacher's _____ due to a car accident. This is a huge loss for _____'s family, our school and the community. The School's Critical Incident Management Team has met to plan our response.

Principal

Appendix 3

Sample Announcement to the Media – Student Death

My name is _____ and I am the Principal of Causeway Comprehensive. We learned this morning of the death of _____, a _____year student in our School. This is a terrible tragedy for _____’s family, our school and the wider community. We are deeply saddened by these events. Our sympathies, thoughts and prayers are with _____’s family and friends.

We have been in contact with his/her parents and they have requested that we respect their need for privacy at this very difficult time. Offers of support have been pouring in and are greatly appreciated. Our school has implemented our Critical Incident Management Plan. Psychologists from the National Educational Psychological Service (NEPS) are supporting and advising teachers in their efforts to assist our students at this time. The school staff, Chaplain and Career Guidance Counsellors have been helping students to deal with the death. The school has been open to parents and guardians to support them and offer advice and guidance. We would ask you to respect their privacy at this challenging time.

Thank You

Appendix 4

Sample Letter to Parents – Student Death

Dear Parents/Guardian

Over the weekend, the school learned of the sudden death of _____, one of our students. We are all deeply saddened by this loss. The school has support structures in place to deal with this tragedy.

Our Student Support team, Chaplain and school Guidance department have been working closely with counsellors from the National Educational Psychological Service (NEPS). It is possible that your son/daughter may have feelings that he/she may like to discuss with you. You can help your son/daughter by taking time to listen to him/her and encouraging him/her to express his/her feelings.

It is important to let them know that their feelings, concerns and reactions are normal and that they will experience a number of emotions over the next few days and weeks. If you have any additional questions or concerns please feel free to contact the school.

I anticipate that the next few days will be difficult for everyone, however school will continue as usual.

Principal

Appendix 5

Sample Parent Communication Text -Student Death

Today, with great sadness we learned of the death of _____ one of our _____Year students. Our thoughts and prayers are with _____'s family and friends during this difficult time. Further communication will follow in due course.

Principal

Appendix 6

Sample Community Notice (to be read at Mass)

The community of Causeway is extremely saddened to hear of the death of _____ who was a _____ year student in Causeway Comprehensive School.

I am sure all of us will make every effort to comfort and support _____'s family as they attempt to come to terms with their traumatic loss. We remember him/her in our prayers in Mass today and we extend our heartfelt sympathies to his/her family, relatives, teachers and classmates.

Appendix 7

Sample letter requesting consent for Involvement of outside Professionals

Dear Parent/Guardian

Following the recent (tragedy/death of x) we have arranged specialist support for students in the school who need particular help. (x) is available to help us with this work. The support will usually consist of talking to the students either in small groups or on a one to one basis, and offering reassurance and advice as appropriate.

Your son/daughter has been identified as one of the students who would benefit from meeting with (x). If you would not like your son/daughter to receive this support, please sign the attached slip and return it to the school by -----.

If you would like further information on the above or if you would like to talk to the psychologist, please indicate this on the slip, or contact the school.

Principal

I/We do not wish our son/daughter meet with _____

I/We understand that my son/daughter may meet x in an individual/group session, depending on the arrangements that are thought most appropriate.

Name of Student: _____

Class: _____

Date of Birth: _____

Signed: _____

Emergency Telephone Numbers

Garda	999 or 112
Fire	
Ambulance	
Kerry Ambulance Control Centre	7121866
Tralee Garda Station	7122022
Tralee General Hospital	7184000 / 7126222
Tralee General Hospital Acute Unit	7184802
Health Service Executive Community Services (HSE South)	7184500 016352500 045880400
CAMHS:	7144081
TUSLA	01 7718500/ 7121566
Senior Social Worker/Designated Officer	7121566
Kerry Adolescent Counselling	7181333
National Education Psychological Service	01-8738600 / 7180671
Dept of Social and Family Affairs	7149500
National Education Welfare Board	01-8728600
Kerry Education Service	7121248
Dept of Education	090-6483600 01-8896400
<u>DOCTORS:</u>	
Dr O'Reilly	7131191
Dr Quille	7133200
Dr Thomas	7132183
Dr Casey	7134366
Dr Thomas O Regan, Clounalour	7125762

GARDAI:

Ballyheigue	-	7133122
Ballyduff	-	7131122
Lixnaw	-	7132122
Ardfert	-	7134133
Tralee	-	7122022
Listowel	-	068-50820

PRESBYTERY:

Causeway/Ballyduff	-7131148
Lixnaw	-7132111
Abbeydorney/Kilflynn	-7135146
Ballyheigue	-7133110
Ardfert/Kilmoyley	-7134131