



Bishop Cornish CEVA Primary School

Critical Incident Policy

Date Reviewed: October 2025

Next Review: September 2026

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Head Teacher

Tim Parkman

Chair of Governors

Our Mission Statement: To inspire through faith and love, that all may flourish.

Those who do what is right will flourish like a palm tree,
they will grow like a cedar of Lebanon;
¹³planted in the house of the Lord,
they will flourish in the courts of our God.
¹⁴They will still bear fruit in old age,
they will stay fresh and green,
¹⁵proclaiming, "The Lord is upright;
he is my Rock, and there is no *wrong* in him." Psalm 92 12:15

The Christian values that we hold as a school permeate throughout all areas of school life.
Friendship, Perseverance, Respect, Compassion, Trust, Justice

CRITICAL INCIDENTS DEFINED

Handling crises and dealing with difficult 'incidents' on a daily basis is viewed by some as a normal aspect of school life. However, there are occasions when schools will experience incidents of a significantly more extreme nature. What distinguishes these incidents is their nature and scale, and it is this type of occurrence, which has come to be termed a 'critical incident'.

What is a critical incident?

Although the concept of a critical incident is difficult to precisely define, authors who research and write in this field have, in the past, attempted to define critical incidents as: 'Unexpected occurrences, which may suddenly have a major impact on school'. However, in recent years some authors have noted that this type of description does not capture the relative nature of some critical incidents, which to some may seem relatively small-scale but, to others who experience them, can seem overwhelming. In this respect, Gibson (1999) would suggest that an incident could be described in critical terms when it *'Overwhelms or overcomes the normal coping strategies and strengths of those involved'*. It is also important to note that this approach, which views critical incidents as situations or crises that are beyond the everyday experiences of school life, contains an implied understanding that these incidents would be markedly distressing to a significant number of adults and children.

Preventative and precautionary measures

Whilst no amount of planning can totally prevent accidents and problems occurring, it is hoped that some can be prevented and the effects of others minimised by taking sensible precautionary measures. It is expected that:

- all staff and children should be familiar with the school's routines for fire and the evacuation of the school building on hearing the fire alarm.
- all staff should be familiar with the routines and procedures for dealing with emergencies (as detailed in this Policy).
- all staff and pupils should be familiar with the school's security procedures, in particular that all visitors not wearing a visitor's badge should be questioned and escorted to reception.
- all staff organising school trips and visits follow the guidelines and write a risk assessment to be signed off by the Headteacher
- all staff should sign in and out of the premises - all staff are aware of pupils with medical needs or health problems - all staff are aware of school policy in dealing with violence at work.
- all staff are aware that they should assess associated risks to children before carrying out a curriculum or other activity
- all staff are aware that they are responsible for assessing risks to themselves before undertaking an activity

A major incident may be defined as:

An accident leading to a serious injury or fatality;

Severe injury or severe stress;

Circumstances in which a person or persons might be at serious risk of illness;

Circumstances in which any part, or whole of the school is unable to function as normal due to external influences;

Any situation in which the national press or media might be involved.

As such, major incidents include:

- Death of a pupil or member of staff
- Death or serious injury on a school trip
- Epidemic in school or community
- Violent incident in school
- A pupil missing from home
- Destruction or major vandalism in school
- A hostage taking
- A transport accident involving school members
- A disaster in the community
- A civil disturbance or terrorism
- Arson attacks on schools
- Major fires at a school
- Significant vandalism
- Pupil suicides and sudden deaths
- Violent attacks on pupils and staff members
- The sudden death, in tragic circumstances, of members of staff
- Incident involving an intruder, believed to be armed, on school premises
- Road traffic accidents, involving fatalities within a school community
- Abductions / disappearances
- Allegations or actual incidents of abuse against pupils by staff and staff against pupils
- Incidents involving the murder of schoolchildren that attracted the attention of national and international media over prolonged periods
- Floods
- School used in an emergency.

In the event of such an incident, the priorities of those adults in charge of the school or educational visit at the time must be to:

- Save life
- Minimise personal injury
- Safeguard the interests of pupils and staff
- Minimise loss and to return to normal working quickly.

Critical Incident Management Team will comprise the following:

Tracey Fletcher – Head Teacher

Vicky Oakes - Deputy Head Teacher

Emma Nile – Teacher Governor

Chris Hale – School Business Manager

Ben Elford – Health and Safety Governor

Critical Incident Policy

The school's reaction to a critical incident can be divided into the following categories:

- a) Immediate action
- b) Short term action
- c) Medium term action
- d) Longer term action

IMMEDIATE ACTION – i.e. within minutes of the incident occurring:

1. Obtain and collate information relating to the incident – uncertainty breeds rumour and accurate information is essential.
2. Gather and brief the CIMT (Critical Incident Management Team) – brief the whole staff team, allocate roles and responsibilities.
3. Trigger support from the LA and other contacts on emergency list – establish clearly who is going to contact whom.
4. Set up an incident management room and dedicated phone line – to deal with calls from anxious parents etc. CIMT should agree a factual statement in consultation with the LA and avoid speculation.
5. Contact families affected – must be done quickly and with sensitivity. Consistency of information is vital. It may be appropriate for families to come to school and immediate emotional support could be a possibility.
6. Make arrangements to inform other parents – may need to take advice from DFE especially if there is the possibility of legal liability. CIMT may wish to send a letter to parents or prepare a leaflet.
7. Inform teaching and other school staff – staff need to be cautioned about talking to the media or responding to questions from reporters. It is vital that all staff in contact with pupils are kept well informed and feel secure in handling comments or questions from pupils.
8. Inform pupils – can be done in small or large groups depending on which is most appropriate. Care needs to be exercised to protect both children or adults closely involved in the incident. It is important that children receive a consistent account of the incident allowing for differences in their ability to understand.
9. Encourage people involved to talk – the incident may need to be discussed before children go home for the day, for both pupils and adults.

10. Deal with the media – most important to seek advice from LA before agreeing to speak to or be interviewed by the media. If this is not an option then an agreed text for release should be prepared by the CIMT and a designated spokesperson briefed and prepared to respond on the school's behalf.
11. Devise a plan for handling the reactions and feelings of people affected – the most common reactions will include denial, distress, guilt, anger and helplessness. CIMT need to consider outside professionals to support and debrief staff and pupils Bishop Cornish CofE VA Primary School affected by the incident. Those providing support also need support. At this point the CIMT will need to plan their short term reaction to the incident.

SHORT TERM ACTION – the next stage

1. Reunion of children with their families – especially where the incident occurs outside the school. Mostly children will need to be brought home, but sometimes parents and families need to visit the scene of the incident to understand how they deal with repercussions in terms of children's fears etc.
2. Managing staff – support needs organising for all staff, preferably from within the school, but using outside agencies if appropriate. Staff monitoring should be a priority, even members of the CIMT. If a crisis persists over many hours staff become tired, weary and upset and this affects their powers to make sensible decisions.
3. Encourage pupils to talk – activate strategies for enabling young people to talk about the incident, and their feelings, using outside agencies if appropriate. Staff will need briefing about ways to help the children affected by the incident, and how to identify patterns of behaviour etc. This may have implications for the wider curriculum i.e. training in bereavement counselling for staff, provision of a range of books, PSHE discussions etc...
4. Debriefing meeting – it may be appropriate to hold a debriefing meeting for staff, children and parents to:
 - clarify what has happened
 - allow for sharing reactions
 - reassure people that reactions are normal
 - mobilise resources e.g. parental support groups.

An experienced person, possibly someone from outside the school community, should lead this meeting. Formal and informal recognition of rituals – it is important to remember to express sympathy to families of the hurt or bereaved. Visits to children/staff in hospital. Pupils may wish to send cards and letters. The school may also need to consider attendance at funerals, and/or the desirability of holding special assemblies or memorial services. Anniversaries are also key times when support and sensitivity are required.

Re-establishing routines – every attempt should be made to provide continuity for the children. The return to school of staff or pupils directly affected by the crisis will need to be managed carefully and with sensitivity but the re-establishment of routine is an important stage in emotional recovery.

Evaluate the condition of the school should it be damaged by fire or other incidents. Request that the diocese building surveyors carry out a condition/building safety report. Contact the Local Authority to procure temporary classrooms. Initiate quality home learning for the children until such time that they can return to school.

MEDIUM TERM ACTION

1. Return to school for staff or pupils after long absence – reintegration will need to be planned carefully, and may involve home visits prior to return, part time attendance initially, reducing workloads, putting in place mentoring process etc.
2. Consulting professionals – consideration should be given to consulting the Educational Psychology Service for support and guidance, especially to help those showing unusual or prolonged reaction to the incident.
3. Keeping parents informed – it may be appropriate to produce a leaflet for parents giving guidance on the possible delayed reactions of pupils to an incident and making suggestions to help them deal with these.
4. Support for staff – ongoing monitoring and support for staff is a major consideration. CIMT especially will not be immune to reaction from their ordeal.

LONG TERM ACTION

Monitoring the vulnerable – the effects of a crisis can reverberate for years, and it is especially important that new staff and pupils are briefed in the school's history to help them understand and deal with potential repercussions especially at anniversary times.

Marking anniversaries – these difficult times need to be treated with sensitivity.

Some suggestions for schools to mark anniversaries are by annual concerts, memorial services, memorial prize giving ceremonies, memorial gardens etc ...

Legal processes – the length of time taken over some legal processes can prolong the recovery process following a critical incident. CIMT may need to plan for this especially where staff may be involved attending legal processes and facing extended emotional trauma.

Curriculum implications – it may be appropriate to schedule INSET training for staff in loss counselling, bereavement etc.