



Partney C of E Primary School

Critical Incidents Policy 2025 (Adapted from UK Trauma Council Critical Incidents <https://uktraumacouncil.org/resources/critical-incidents>)

Our small school community welcomes everyone and aspires to meet the needs of all through high expectations, Christian values and compassionate support. We strive to create a firm foundation for all to fulfil their potential as future citizens of the world. Our challenging, exciting learning environment enables everyone to go forward as champions of compassion, curiosity and courage.

Jesus answered, love the Lord your God with all your heart, with all your soul, and with all your mind. This is the greatest and the most important commandment. The second most important commandment is like it: love your neighbour as you love yourself. Matthew 22:v.37-40

1.	<p>Introduction and five guiding principles including definition of a critical incident.</p> <p>We consider that a <u>critical incident</u> is an event that is potentially traumatic, and affects a large part, or the whole of our school, rather than just one or two individuals.</p> <p>Such events are likely to cause many people in our community distress and may threaten to overwhelm our capacity to cope.</p> <p>This policy is based on five evidence-informed principles that will help us respond to a critical incident in ways that reduce the impact of trauma and create the best environment for recovery. These principles help children and young people to feel:</p> <ul style="list-style-type: none"> • <i>Safe</i> • <i>Calm</i> • <i>Connected</i> • <i>In control</i> • <i>Hopeful</i>
2.	<p>Purpose and benefits of policy</p> <p>The purpose of this policy is to help the Senior Leadership, the governing body and whole staff team respond to critical incidents in a way that will best support the psychological recovery of the pupils and staff and enable the school to function effectively.</p> <p>Using this policy will benefit us by guiding us to:</p> <ul style="list-style-type: none"> • feel confident that the responses we make are underpinned by the best available evidence. • support our staff, children and young people following a critical incident. • facilitate psychological recovery and reduce the potential traumatic impact of the event. • empower our educational community to function effectively. • help identify children and young people who might be more at risk to the potential impact from the trauma of the event.
3.	<p>Links to other key policies</p> <p>This policy will be implemented alongside other relevant school policies:</p> <ul style="list-style-type: none"> • Child Protection and Safeguarding • Behaviour • SEND
4.	<p>Key staff roles in the event of a critical incident:</p> <p>In the event of a critical incident the Critical Incidents Management Team (CIMT) will be formed to undertake the following roles:</p> <p>Sarah Addison (Executive Head Teacher) - Overall CIMT lead Tracy Leverton (Senior Leadership Team)-CIMT vice lead Adriana Ziller (Business Manager) - Site safety/first aid co-ordinator- including communication with emergency services Sarah Addison (Executive Head Teacher) - Communication with and support for staff</p>

	<p>Sarah Addison (Executive Head Teacher)/Mandy Whittaker (SLT) - Communication with and support for children and young people</p> <p>Sarah Addison (Executive Head Teacher)/Mandy Whittaker (SLT) - Communication with parents/carers Tracy Leverton (SLT) - Liaison with external agencies</p> <p>Sarah Addison (Executive Head Teacher) - Media liaison</p> <p>Sue Belton (Chair of Governors) - CIMT support (person responsible for supporting the above team)</p>
5.	<p>Our response</p> <p>At each stage of our response to a critical incident we will ask <i>what we can do that will help our pupils and staff feel</i>:</p> <ul style="list-style-type: none"> • <i>Safe</i> • <i>Calm</i> • <i>Connected</i> • <i>In control</i> • <i>Hopeful</i>
5a.	<p>Preparation</p> <p>In our preparation for a potential critical incident, in order to help our school community to feel safe, calm, connected, in control and hopeful we will...</p> <ol style="list-style-type: none"> Use a Senior Leadership meeting to review our current policy. Signpost all staff and governors to the following resource (UKTC INSET resource). Update our critical incidents policy drawing on evidence-based principles (UKTC Critical Incidents guidance). Prepare our CIMT (Critical Incidents Management team) identifying staff who are best placed to undertake key roles.
5b.	<p>Immediate response-</p> <p>In the first hours and days that follow a critical incident to help our school community to feel safe, calm, connected, in control and hopeful we will....</p> <ol style="list-style-type: none"> Contact and use emergency service support as appropriate Ensure that all staff, children and young people are accounted for and that the whereabouts of all people involved is known. If people are missing this will need to be acted upon. Speak to staff, children and young people directly involved in the incident to consider immediate safety needs and any support required. Ensure our children, young people and staff needs for water, food and rest are accommodated. Seek to establish as far as possible the facts of the incident – who, what, where, when? Decide whether the event qualifies as a critical incident. Meet with senior leaders where possible and agree which members of staff will form the Critical Incidents Management Team. Speak to involved professionals such as the police, medical professionals and social care to gather information and to agree any restrictions on what can be said and to whom. Provide staff all with an initial outline of the incident and outline any first steps to be taken at this stage. Make contact with the families of those staff and pupils directly involved to ensure that they are aware of the incident and of what has happened to their family member including where they are.

	<ul style="list-style-type: none"> xi. Make contact with key stakeholders: our chair of governors, the local authority or Multi-Academy Trust to inform them of the incident and to seek the support of specialist staff such as the Educational Psychology Service or media officer if appropriate. xii. Inform the rest of our school community, providing accurate and honest information. Consider sharing information in small groups if possible, and by staff who feel confident doing this. (See UKTC Critical Incidents guidance immediate response for details on giving information). xiii. Inform other professionals who work regularly in our setting but who might be missed as part of general staff communications such as peripatetic specialists. xiv. Make plans to deal with the enquiries of pupils, families and the press. This can be done in collaboration with a media officer. xv. Decide how our school can operate or whether it will be better to close it for a short while. If being kept open will teaching be suspended temporarily and what alternative arrangements will be put in place? xvi. Consider the practical implications of the incident on the running of our school, for example covering the classes of members of staff who are not able to be there. xvii. If the critical incident is on a large scale, triggering the involvement of multiple services, decide if a Team Around the School is required to help co-ordinate multiple agency involvement. If so, establish who this will include and schedule initial meetings (see UKTC Critical Incidents guidance supplement 5). xviii. Begin to identify those in our community (staff, children and young people) who may be more vulnerable and need closer attention and support (see UKTC Critical Incidents guidance medium term response and supplement 4 for further information). xix. Restore our familiar routines and structure within the school day as far as is possible and helpful. xx. Staff to explain and normalise distress, encouraging children and young people to use what helps them feel calmer. xxi. Share and teach strategies to help regulate emotions (UKTC Critical Incidents lesson plans) xxii. Facilitate connection between peers, staff and home. xxiii. Work to include our school community in decision making to give them some influence and control where possible. xxiv. Provide parents and carers with information about how to best help their child. xxv. Keep a sense of hope visible, explicitly affirming how we will get through this together.
5c.	<p>Medium term response-</p> <p>In the first weeks that follow a critical incident in order to help our school community to feel safe, calm, connected, in control and hopeful we will....</p> <ul style="list-style-type: none"> i. Update staff, pupils, parents and carers as new information and more details become available. ii. Build on news about how services are working to keep the community safe iii. Present information in printed form for pupils who would benefit from this, using simple text or their preferred symbols. iv. Where appropriate, develop partnerships with external professionals that hold expertise in the event we have experienced. v. Closely monitor those in our community that may need targeted support including personalised care plans as they are at risk of developing more persistent problems (See UKTC Critical Incidents guidance medium term response and supplement 4 about those who might be more vulnerable). vi. Monitor staff wellbeing, encouraging personal and collective responsibility to seek help both internally but also ensure information about external services is readily available. vii. Facilitate further opportunities for peer and community support in planning ways to help and /or memorialise those impacted.

	viii. Make plans that involve discussion about the future.
5d.	<p>Ongoing response</p> <p>In the months and years that follow a critical incident, to help our school community to feel safe, calm, connected, in control and hopeful we will....</p> <ul style="list-style-type: none"> i. Seek to develop a new normal, embedding routines and structures that have been helpful. ii. Make referrals to services for pupils that might need specialist support, involving them and their parents/carers in the decision making. iii. Acknowledge key dates and triggers that might be more difficult for some in our community and put in measures to identify and support those most affected. iv. Collectively plan how we will mark the first anniversary using this as an occasion to remember what happened, name those who died, were bereaved or affected by the event and also to acknowledge how we have all coped. v. Consider how we might develop an ongoing legacy of the incident that helps us show the value of those in our school. vi. Seek feedback from our school community about how we responded to this critical incident to identify lessons learned. vii. Record and share these lessons, reviewing our policy considering them. viii. Highlight and celebrate and explicitly acknowledge how far we have come.
6.	<p>How & when dissemination and review</p> <p>This policy was agreed by all Governors and shared with staff in meeting/briefing. It will be stored in the CPOMS library, therefore accessible to all staff as needed. HT/ SLT have ownership to review and update it at least every three years.</p>
7.	<p>Who else can help?</p> <p>When seeking outside support, we will draw from those who share our understanding about what can help and empower us to embed the guiding principles. This might also include developing a Team around the School.</p> <p>Contact details for key services/organisations we may draw on include:</p> <ul style="list-style-type: none"> • Local authority critical incidents team • Educational Psychology team • Child Death Lead for local authority • Social care • Police/ other emergency services as appropriate • LEA media spokesperson as appropriate. <p>Other organisations who hold specific expertise relevant to the critical incident will be identified e.g., following a suicide.</p> <p>Where our children /young people need specialist support for enduring difficulties we will make referrals to:</p> <ul style="list-style-type: none"> • General Practitioners (GPs)

	<ul style="list-style-type: none"> • Educational Psychology Service (EPS) • Child and Adolescent Mental Health Services (CAMHS) • Mental Health Support Teams (MHST) • Charities (such as counselling and child bereavement services) • School counsellor
8.	<p>Links to other resources/websites</p> <p><u>UKTC Critical Incidents resources</u></p> <ul style="list-style-type: none"> • UKTC Critical incidents guidance • UKTC Critical incidents INSET session for staff consider and prepare their educational community response • UKTC Critical incidents lesson plans to help children regulate emotions (ages 3-6 years, 7-11 years and 12+ years) • UKTC Working with parents and carers resources • UKTC Traumatic bereavement resources including an <u>animation</u> and a <u>Schools and colleges guide</u>. <i>These resources help those working with children and young people recognise when trauma might be impacting the ability to grieve. Includes information sheets for young people and for parents/carers.</i> <p>See <u>UKTC Critical Incidents guidance</u> supplement 6 for further resources/ websites and organisations.</p>

Review Date: February 2028

This policy is based on a template by the UK Trauma Council as part of their [Critical Incidents resources](#).

Appendix 1:

NAME	TELEPHONE NUMBER
Sue Belton – Chair of Governors	07879296209
Sarah Addison-Executive Head	07795060210
Mandy Whittaker--SLT	mms18414@gmail.com 07525493502
Skegness Police	101 999
Corporate Health and Safety Executive County Offices	01522 553514/554917 Not 24 hr Use email ANY ACCIDENT MUST BE REPORTED corporatehealthandsafety@lincolnshire.gov.uk
Extreme emergencies	01522 553213 Will Transfer to mobile if out of office
Skegness Area Liaison Officer KEVIA Spilsby	School 01790 753260 Fax 01790 754495
Alarm – (Intruder and Fire) Vinci	01522 555555 option 3 (24hrs)
Ark – IT Support	0845 4594900 phil@ark.me.uk 01775 720252 07815041186 Joe.Lee@ark.me.uk
Buildings Helpdesk Inspector – Simon Seddon	01522 555555 option 3 07802 862414 simon.seddon@vincifacilities.com
Child Protection	01522 554695
Diocesan Education	01522 504010
Doctors - Spilsby	01790 728111
ELDC	01507 601111 www.e-lindsey.gov.uk
East Midlands Ambulance Service	01522 832600
Floodline – Environment Agency	0845 9881188 www.environment-agency.gov.uk
Grounds – Malc Firth Landscapes	01205 460293
Lincolnshire Fire and Rescue	01754 898980
Locality Lead –	suzanne.scott@lincolnshire.gov.uk
Refuse Collection – Veolia	01522 595202
School Transport	01522 782020
School Closure LCC	schoolclosures@lincolnshire.gov.uk
School Closure Radio Lincolnshire	01522 511051 or Snowline 01522 821000
School Closure Lincs FM STAR	01522 549900
Louth Taxis	07814 175241
24/7 Taxis	07568 180377
Prestige Taxis	07477805199

Appendix 2:

Emergency Procedures Brief Guidance

Clearly the safety of students, staff and visitors is our primary concern.

Any concerns re dealing with emergencies should be notified to the Executive Head Teacher and SLT in charge and in their absence to the Chair of Governors

In the case of major emergencies the County should be notified immediately and their advice taken.

Do not speak to press – always leave this to County experts.

In the event of fire or other need for immediate evacuation of the school building, drills are established and practiced regularly.

In the case of serious accidental injury, parents should be contacted immediately, and if necessary an ambulance called, or arrangements made for removal to accident and emergency.

Please complete accident report form and send sheet to parents/carers

Our Health and Safety Procedures are clearly listed in the Health and Safety Policy and adherence to this is the responsibility of the Health and Safety Officer.

If it looks as though the weather may be bad in the next few days, write note to parents saying that children should always know what to do, where to go if a bus has to take them home early. Say we will make every effort to contact parents before hand, and it is up to parents to ensure that their emergency number is always available, school has up to date information and their mobiles are switched on. We will use the school website and mobile phones if available so parents should be aware.

In case of emergency school closure (eg in inclement weather when it is advisable for children to be collected early) use Radio Lincolnshire/Lincs FM to keep abreast with road conditions.

1. Liaison with School Transport is essential. If children are to be collected early to travel by bus or Taxi, their parents should, where possible, be notified on the emergency number previously given to school. It is the parents' responsibility to keep this number updated, and to check with their messaging service if appropriate. Details will also be published on the school website, if possible.

2. If children are to be collected from school by parents the organisation of messages should be at the discretion of the senior member of staff present.

Family lists with up to date emergency numbers are on the school MIS system and also on CPOMS.

If school is to be closed inform Radio Lincolnshire and Lincs FM using the code which they usually send out in the Autumn. New procedures will also be instigated ie password to LCC and Internet connection to website.

Inform when school is to re-open.

If an emergency should necessitate the evacuation of the whole school to an off-site location we will go to the Victory Hall/St Nicholas Church, Partney.

In the absence of the Executive Head Teacher/SLT, **staff absences** should be notified to the School Business Manager/school office who will seek supply cover if appropriate.

Appendix 3:

CRITICAL INCIDENT RECORD to be completed at the time

For guidelines, please revert to Immediate Action section of this Plan.

Incident brief description/details				
Date		√	Time	Further Details
Location				
Alarm Raised				
Contact Team				
Contact LEA				
Set up room				
Inform Team				
Inform Staff				
Inform others				
Action				