



Critical Incident Management Policy

v.1 – June 2025

This document was written on 1st June 2025 by :
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AND

Has been reviewed on behalf of the Safety and Support Team at Falmouth Exeter Plus who provide Security and
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1. Statement

A critical incident may be defined as any sudden and unexpected incident or sequence of events which causes trauma within our summer school, and which overwhelms the normal coping mechanisms of our systems in the setting they occur.

These incidents may occur on campus Penryn Campus or whilst out on excursion/activity/accompanied free time (in the community setting.)

Experience has shown that having Critical Incident Management Guidance and Policy in place results in organisations (regardless of their size), to handle unexpected events more effectively.

The following is a list of examples of possible critical incidents:

- Sudden death of a pupil or member of staff
- Disappearance of a pupil or member of staff
- Death or serious injury of a pupil or member of staff
- Severe injury to a pupil or member of staff as a result of a traffic accident
- Serious assault on a pupil or member of staff
- Violent or disturbed intruder on campus or in community
- Serious damage to a building our staff and students are in through fire, flood or vandalism
- Civil disturbance (including terrorist or armed threat) in the community or on campus
- Pupil with a serious contagious illness
- Immediate evacuation of the campus/community area our staff and students are in for any reason

2. Aims of Critical Incident Management Policy

Should a critical incident occur, our overall aim is to ensure the safety and well-being of all members of the school community.

The aim of this Policy is to create a balance between managing the incident while meeting the needs of our school members and the setting of where the critical incident is taking place.

This is achieved through Staff:

- being able to recognise what constitutes a critical incident
- knowing how to respond to a critical incident
- being aware of the needs of all involved in the event of a critical incident
- ensuring a safe and secure environment is created which takes account of and prioritises the needs of individuals
- being clear about procedures
- receiving and delivering appropriate mechanisms in the daily briefings at Language Tree



- establishing positive working relationships with outside agencies, thus enabling full and effective collaboration in the event of a critical incident.

3. Responses to Critical Incidents

On a daily basis, Language Tree holds a 'Daily Briefing' in which student numbers and absences (location of all students) are checked, the nominated responsible staff members and Group Leaders for the students on site and off site are given, there is a full safety briefing for the day for the planned activities, risk assessments are reviewed and 'Reality Checks' are performed.

At Staff, and Student Induction, and regularly throughout the courses we run, there are reminders of evacuation procedures and communication procedures for emergencies.

All Staff and Group Leaders are required to use SafeZone, and will be registered at induction for this.

- Campus Safety and Support Team utilise the SafeZone app (can be used with Apple or Android device). This allows defined users to raise alerts with the Safety and Support Team which will share their location on Campus with the team allowing a fast and accurate response.
- The Safety and Support Team will add named adult leaders to SafeZone and show them how to use the app when they arrive on Campus.

Summarised below are the immediate responses to large scale or major critical incidents. Since such incidents are, by nature unexpected, it is not possible to address specific situations. There are, however, some steps which will be taken to ensure effective management of the situation.

In a crisis, all members of Staff may act in order to save lives or prevent deterioration of a situation.

3.1 - Incidents which occur on Penryn Campus:

On Penryn Campus Incidents will be responded to by the Safety and Support Team (Security) on Campus. The team are responsible for providing a safe and secure campus for all - including visitors. The team have reviewed these documents.

Joel Ashton, or in his absence, another member of the Senior Leadership Team, will:

- Liaise with the Safety and Support Team on Penryn Campus, in person at Glasney Lodge or over the phone on 01326 253350
Safety and Support also have the ability to send out Mass Communication messages to SafeZone users if there is a need to.
- Nominate the Incident Lead – this is the person who will manage the incident on behalf of Language Tree and confirm with Glasney Lodge that Dan Hawkey, Safety



and Support Operations Manager is aware of the named Incident Lead. Dan Hawkey will communicate to the 24/7 team of who is the Incident Lead for Language Tree.

- If this has not happened already, ensure that all other members of the Senior Leadership Team are aware, and arrange to meet with them to decide details of the response and allocate Staff duties and information dissemination formats

The Incident Lead will:

- Work in liaison with The Safety and Support Team (initially and out of hours) or the Cornwall Plus Lead .
- In the event of Mass Communications to evacuate or invacuate ensure Language Tree staff and students are following messages sent via SafeZone or the Safety and Support Lead.
- establish and record the accurate details of the critical incident and carry out essential actions using Incident Response Checklist (see Appendix 1)
 - based on the facts and **with support and/or direction from the Safety and Support team** assess and take immediate steps to deal with the situation in order to protect all concerned

3.2 Incidents which occur off Campus Premises:

This includes for example, but not exclusively – when our staff and students are in transit together, on planned excursion, taking part in a planned activity off site.

In these situations, the Staff Member or Activity Leader acts in the best interests of all concerned in the particular context.

The Staff Member or Activity Leader must:

- Assess the situation
- Respond to any inevitable risk or threat e.g. evacuation or first aid
- Notify emergency services if applicable and respond in collaboration with their advice
- Contact Joel Ashton, or failing contact with Joel Ashton, another member of the Senior Leadership team, to nominate an Incident Lead and decide onward courses of action
 - Agree the group routine for that day in the most appropriate manner (try to establish a normal routine as soon as possible)
 - Ask members of the group, including Group Leaders, not to contact home using mobile phones until the situation has been clarified
 - Protect the whole group from the press and advise them not to make a statement to the press



4. After the Critical Incident

The aim of the work carried out following a critical incident is to help the immediate and broader community cope with and recover from the critical incident.

Depending on the type and result of the emergency, schools may need to notify other organisations:

- RIDDOR – Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013. If someone has died or has been injured because of a work-related accident this may have to be reported under these regulations
<http://www.hse.gov.uk/riddor/reportableincidents.htm>
- British Council – the Accreditation Unit must be notified within five working days of any significant change in the scope or character of Language Tree provision, including major changes or damage to premises or resources, unscheduled closure of a school or vacation of premises previously occupied. The Unit would also expect to be notified of any incident which poses a serious risk to the reputation of the Scheme or its partners, including press coverage or incident investigation by external bodies.
- Other stakeholders – may need updating with positive and reassuring messages too, for example (but not exclusively) agents, activity host organisations, host families.

As a summer school, we have a fluid and essentially limited timeframe with our school community, but should still manage a return to normal routine carefully and sensitively.

- Staff should continue to monitor students' emotional wellbeing and be attentive to student and group leaders with ongoing difficulties.
- Support for both staff and students after a critical incident may require arrangements such as:
 - arranging a one-to-one debrief
 - support arrangements to return home /time off from summer school
 - planning support for emotional needs e.g. leaving class when distressed.
- The classroom provides opportunities to deal with these issues in a more extensive way. It would be unwise to focus obsessively on the critical incident, yet issues arising from the event should not be avoided.
- Staff should remember that some students' ability to concentrate is significantly affected after a critical incident.
- The strain on staff who have supported students through a critical incident can be profoundly disturbing and may not be identified until after the crisis. Staff, both teaching and non-teaching, can often underestimate the impact on them and may not recognise that they are experiencing difficulty. The Senior Leadership Team must be alert to this possibility and ensure that staff are directed to sources of support.

4.1 Review of systems after a Critical Incident

First Review is due by 1st June 2026, or within 6 weeks of a Critical Incident.



A review should be carried out within six weeks of a critical incident. This review should be undertaken in collaboration with those support agencies involved and should include consultation with the school community to evaluate the effectiveness of this Policy and to make necessary modifications if required.

The review should address the following questions:

- What went well?
- What was most/least helpful?
- Were there any gaps?
- Have all necessary referrals to support services been made?
- Is there any unfinished business?
- Have all records relevant to the Critical Incident been secured?
- Are there any identified training needs?
- Does the Policy need to be reviewed/changed/updated?

4.2 There must be a formal review of the Critical Incident Management Policy annually.

4.3 Key contact details (phone numbers, SafeZone list) should always be reviewed **on a weekly basis** during Summer School. This should form part of the Monday Morning Briefing at the start of each week and is the responsibility of the Director Joel Ashton, or failing his presence on site, Katy Daly, Assistant Manager.



Appendix 1
Critical Incident Checklist

Incident Lead	Incident Time/Date took place
Type of incident (TWO WORDS)	Time/Date Incident Lead Nominated

Details of Incident (STATE FACTS):

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READ THIS: Due to the nature of Critical Incident Planning one checklist will not fit all incidents. This checklist is designed to support your period of managing the Critical Incident, reminding you of what you may need to consider, and providing you with a place to document everything that happens. **All information and instructions you give out should be done in writing to avoid confusion.** This does not mean you cannot speak on the phone, but you should follow up with a clear written message afterwards to reinforce the directive given.

ACTION	NOTES	Time/Date Initiated
Assessing the impact of the critical incident on all members of the school community <ul style="list-style-type: none"> • This will/may change but should be at the forefront of your mind • Particularly vulnerable students/staff to consider? • What support systems need to be put in place? 		
Setting up a recovery room: <ul style="list-style-type: none"> • Will Language Tree need a space for everyone to come together, and where will this be? • Will Language Tree need protected quiet spaces and where will this be? • Work with Safety and Support or Cornwall Plus Teams to establish this. 		
Who is involved? <ul style="list-style-type: none"> • Lists of all school community members directly involved. • Access all files to ensure contact details of parents, next of kin, medical records etc can be quickly accessed. 		



<ul style="list-style-type: none"> • Keep this to hand – but remember to keep documents protected and information safe. It can be easy in a stressful setting to leave a file open/out etc. Be careful, calm, prepared. 		
<p>Briefing staff :</p> <p>A formal staff briefing will take place as soon as possible after the circumstances of the incident are known. Absent teachers should also be briefed. Group Leaders should be included. At this meeting:</p> <ul style="list-style-type: none"> • give a brief statement of factual information • outline the school’s response and proposed plan of action; • allow staff to ask questions and to get a response; • outline staff responsibility for monitoring pupil and staff welfare; • identify vulnerable staff and pupils who may be at risk; • clarify specific responsibilities for staff; • advise staff on procedure for dealing with media enquiries; • advise staff on agreed procedure for informing pupils and parents; • inform staff of the support services that are available; • reassure staff and pupils that they will be supported; and • advise staff of time/place of next briefing and debriefing session. 		
<p>Breaking the news to students:</p> <ul style="list-style-type: none"> • It is important to inform students of a critical incident as soon as possible as rumour can add another aspect to handling the critical incident. To reduce the potential for creating a highly charged emotional atmosphere students will be informed in small groups, for example, class group or with their group leaders in their groups. • Consideration should be taken when relaying information of this nature that first language may be better and translators provided. • Many students will likely be in shock so a small group setting will also act as a ‘safe space’. A carefully worded announcement to read aloud in classrooms 		



<p>simultaneously will ensure all students hear about the incident at the same time. Staff must not speculate when making the announcement and be truthful when questions cannot be answered. Where there has been a death it is important that the bereaved family’s right to privacy is respected. In this instance the announcement made to students will usually include a statement of condolence and this should be sensitive to the different religions and cultures present in the school community. Time should be provided to allow students to discuss their feelings after the announcement has been made.</p>		
<p>Communicating with parents:</p> <ul style="list-style-type: none"> • contact parents of those directly involved, using translators if requested or indicated • respond to incoming calls from parents of those involved • make any other necessary telephone calls 		
<p>Prepare a statement for the media</p> <ul style="list-style-type: none"> • While there is no obligation to speak to the media, co-operation with the media can make the difference between accurate and inaccurate reporting. Students should also be advised about dealing the media and encouraged to use their discretion when commenting on social networking sites. • give a brief statement of factual information • outline the school’s response and plan of action <ul style="list-style-type: none"> • Acknowledge support of services – (emergency, Cornwall Plus, Safety and Support Team) • Thank them for their support to respect the privacy of the families involved • Do not name students or staff directly 		
<p>What time is the Critical Incident concluded</p> <ul style="list-style-type: none"> • Have you informed everyone? 		



<ul style="list-style-type: none"> Think- RIDDOR, Stakeholder, British Council – who needs to be updated? 		
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Please continue on an additional sheet if required – please use this same form for each additional page and add a page number.

Compliance and Governance

This document was written on 1st June 2025 by :

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First Review is due by 1st June 2026, or following a Critical Incident.

<u>Date</u>	<u>Lead</u>	<u>Changes Made</u>