



UniFest Summer Schools
2018:
Managing Critical Incidents-
Information & Guidelines



Aimhigher UniFest: Managing Responses to Critical Incidents

Contextual Statement

Aimhigher works in partnership with Higher Education Institutions (HEIs). It commissions a programme of activities designed to extend access to Higher Education, and targets disadvantaged young people in the 11-19 phase of their education (schools, colleges and academies). The safety and well being of the learners taking part in the summer schools programme is paramount and must be a key priority for summer school providers and administrators.

All organisations have a statutory duty to ensure the safety and well being of their workforce, service users and members of the public. Aimhigher will ensure that all partners will have in place Safeguarding Arrangements that are consistent with best practice. We regard the organisation's capacity to effectively manage a critical incident that affects those attending Summer Schools and their families as an essential component of such arrangements and that roles and responsibilities are clearly defined and understood by the Aimhigher partnership that administer the Summer School programme.

This guidance document is designed to provide delivery partners with a checklist against which to test their organisation's policies and guidelines for the management of critical incidents and disaster recovery.

1.0 Introduction and Background

- a. Universities often deal with crises. Some incidents, however, will be of a more critical and overwhelming character in which staff, students and parents and carers may experience acute and prolonged, distress. An incident becomes a 'critical incident' when it constitutes a serious disruption arising with little or no warning, on a scale beyond the coping capacity of an organisation or activity operating under normal conditions and requires the assistance of the Emergency services and other agencies including Social services and/or the Local Children's Safeguarding Board (LCSB). A list of examples of incidents that are viewed as "Critical" can be seen on Page 14.
- b. It is stressed here that all organisations should be able to demonstrate evidence of when their duty of care commences and ends and in doing so define the period in which they would be expected to instigate a Critical Incident Management Plan
- c. An organisation which has anticipated a major critical incident and laid plans for managing a response is likely to deal with a critical incident effectively and confidently. We should therefore
- d. know who will assume key roles
- e. have checklists and procedures in place

- f. have a tested framework for communications including accurate and up-to-date contact lists of:
 - i. Parents and Carers
 - ii. Nominated staff contact details from partnership Schools, Colleges and Academies
 - iii. Contact details of domicile LCSBs
 - iv. Contact details of local LCSBs
 - v. Contact details within domicile Local Authorities
 - vi. The nominated staff contact for the delivery partner
 - vii. The press-office of the HEI delivering the UniFest 2017 programme
 - viii. Aimhigher Coordinators and their deputies
- g. acquire some practised skills to draw on

2.O Where the above is in place, our response to a crisis will be more assured than even the most intelligent and well meant improvisation. This document¹ is designed to encourage and support such pre-planning. It is not intended to be prescriptive or to attempt to cover all possible events and outcomes. Our contingency plan needs to remain flexible. For example, a major fire at a weekend, the abduction of a student or serious accident on a field trip will require different types and scales of response. We should also consider a direct and well-informed relationship between Risk Assessments (Generic and Specific) and Critical Incident Management Guidelines

- a. Each critical incident is unique; the range and complexity of those we may encounter is enormous and we cannot plan for every eventuality
- b. We would be mistaken if we planned on the basis of the most recent or most publicised experiences. By their very nature and definition, critical incidents tend to disorientate and overwhelm those involved and although navigating our way throughout an incident will always be difficult, planning ahead is a necessary precaution and can be crucial.

3.O What should be done to prepare?

a. HEIs

- i. Each H.E.I should have agreed internal processes that identify a Critical Incident Management Team. This would be Strategy/Executive Team (Critical Incident Management Team²) who would then identify key roles at local levels and develop a Critical Incident Action Plan³.
- ii. It is assumed that in the event of any emergency, the HEI's CIMT would take overall charge within its policy remit

¹ Interim Guidance

² CIMT

³ CIAP

- iii. A member of the HEI's executive CIMT should be identified as a single contact point
- iv. A further member of the CIMT should be nominated should the person identified in c above be unavailable
- v. Consider carrying out a simulation exercise to explore how a critical incident might unravel

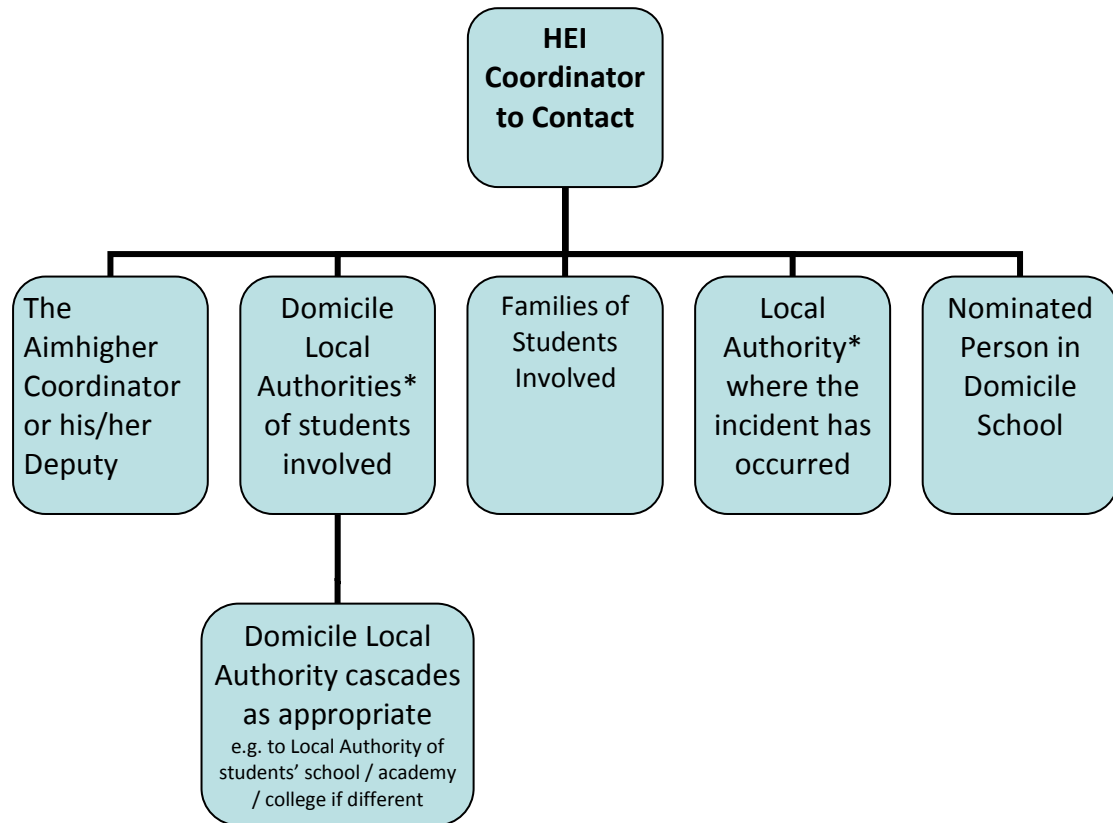
b. Aimhigher

- i. Ensure basic information, contact lists, communication, procedures etc. are in place, known to all key staff and kept up-to-date.
- ii. Identify and pursue additional needs for future planning, training, skills development and awareness raising and make recommendations to delivery partners
- iii. Ensure the Directors, Coordinators, key staff and other significant nominees are aware of our plans and policy.
- iv. Identify timescales for review and updating based on the experience of the 2017 UniFest Summer School. This might include:
 - The make up of the CIMT (executive)
 - Development points for CIMTs (local)
 - The development and communication of an enhanced CIMP based on 2017 that informs the training and development of the Summer School Staff Cohort (2017)

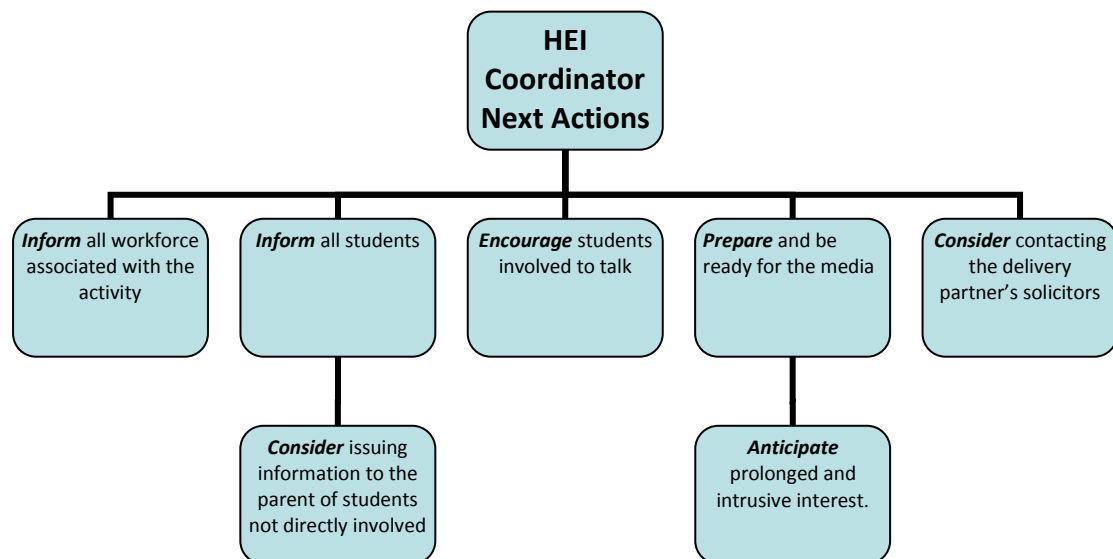
4.0 Critical Incidents

- a. The following Critical Incident Action Plan is an example of a serious incident involving a number of students taking part in an activity away from the premises. It is flexible and adapts to other situations. The plan is underpinned by the sensitive handling of feelings of people in a non intrusive and sensitive manner

b. Action Within Hours



**See Annex 1 for full contact listings*



5.0 Next Steps

- a. Consider preparing and issuing information to parents of students who are not directly involved
- b. Contact the Delivery Partner's (HEI's) solicitors

6.0 Essential Information

- a. What has happened
- b. Where and when
- c. Name and contact number of a responsible person at the incident site
- d. Names of injured, extent of injuries, names and numbers
- e. Location of injured students-name and contact number of a responsible person present
- f. Location of uninjured students-name and contact number of a responsible person present
- g. Assistance required from the University
- h. Is it practical and appropriated for a member of the CIMT to attend the incident
- i. Emergency services involved-who from the emergency services is coordinating action

7.0 Critical Incident Management Team

- a. The Nominated Person ⁴ will contact the critical incident management team
- b. Once convened (9.C) the CIMT will need to know
 - i. Who has been informed
 - ii. What has been said
- c. CIMT should, as a matter of preparation, be in a position to re-designate roles in order to free team-members from routine responsibilities without reducing the supervision and safety of other students
- d. The CIMT will, as a matter of preparation, identify team member who will deal with enquires and communications and liaise with the Press Office of the partnership HEI

⁴ Or his/her deputy

8.0 Communications

The CIMT at the delivery partner (HEI) should act as a communications hub and the primary contact for all enquiries.

- a. The person(s) dealing with incoming calls should work from an agreed factual statement
- b. The person(s) dealing with incoming calls should avoid speculation
- c. The person(s) dealing with the incident should avoid commenting on developments until the source(s) of information have been checked for accuracy.
- d. CIMT members taking or making telephone calls should keep factual, accurate notes.
- e. The Regional Coordinator, Participating Universities and Schools and Local Authorities, must be informed of proposed changes in communications
- f. Support should be offered to the person(s) making and taking telephone calls
- g. The police may require an incident room.

The agreed factual statement produced by the Delivery Partner should be shared with Aimhigher coordinators, other participating Universities, Schools, Academies, Colleges and Local Authorities, who should use it in the event that they are contacted by third parties and refer the enquirer to the CIMT.

9.0 Telephoning and Meeting Parents/Carers.

This and all subsequent guidance applies primarily to CIMTs at the Delivery Partner concerned.

- a. Telephoning and meeting Parents/Carers must be the priority; it has to be done quickly and with sensitivity.
- b. Consistency of information is vital so it is best to avoid using a chain of communication.
- c. If a parent cannot be contacted by telephone it may be necessary to use either a reliable neighbour or other nominated emergency contact.
- d. It may be appropriate to consider a written communication through the door asking them to telephone a given number.
- e. Any message should relay known information and assurances of appropriate action being taken and should indicate if further information will be made available.
- f. The member of staff making the contact will require careful briefing. It is worth rehearsing the message. The CIMT should consider carefully which members of staff should speak to parents, carers or their family members.

- g. It may be appropriate for Parents/carers to come to a pre-arranged location for the further information or to wait for updates. Should this be the case, consideration should be given to
- h. Support for immediate emotional needs
- i. Transport to and from location
- j. How updates will be given and by whom
- k. Accommodation issues

10.O Our Workforce & Student Ambassadors

- a. It is vital that all adults in contact with students are kept well informed and feel secure in handling questions and comments.
- b. The workforce should be informed as soon as possible via e-mail conventions.
- c. A schedule for updating may to be arranged, e.g. during lunch breaks, at the end of the day or first thing next morning. Such meetings ensure that knowledge is common and questions are answered.
- d. Our workforce should be cautioned about talking to the media or responding to questions from reporters.
- e. It is important to avoid and discourage speculation. Subsequently, briefings may be undertaken on a daily basis with a team meeting at the beginning of each day and being told what is to be communicated to students in the way of a further briefing

11.O Our Students

- a. For all incidents, it will need to be decided which students are to be briefed on the incident, when and by whom.
- b. In general, briefings will be carried out by a senior member of staff, nominated by the CIMT.
- c. If possible, the first briefing should be given on the day of the incident to quash any rumours/untruths.
- d. Where briefings of students take place, staff should be provided with written briefing notes -a common statement.
- e. Briefings of students may contain the following statements:
- f. A factual account of the problem -students should be told simply. Staff should never speculate on the causes of a crisis or its consequences.
- g. Details of any arrangements necessary as a result of the above.
- h. Details of help that is available.
- i. Information on coping with the press. Students should be advised not to talk to the press unless arrangements have been made for them to do so by Senior Staff.

12.O The Media

- a. In the event of a critical incident, The CIMT will have to contend with the attentions of the media. Students, parents, governors, teaching and support staff may be approached directly by press, radio or TV reporters in the earliest stages of an incident.
- b. The CIMT will want to reflect carefully before agreeing to be interviewed or releasing names of students and staff.
- c. The media might learn of an incident before the Team, the University or partnership schools and may have information at odds with that of the current level of understanding in the above organisations and groups
- d. National newspapers have 'local' representatives and may be at the scene and/or the University/Coordinating location very rapidly.
- e. In the most difficult circumstances, the police will usually provide some protection against media intrusion.
- f. The CIMT should take reasonable steps to protect students, parents and staff from the glare of publicity. The media can inform responsibly but can be harmful and intrusive at times of grief and stress.
- g. In some instances, media interest might persist over a period of days and possibly be re-triggered by a funeral, court action or anniversary.

13.O Guidance points

- a. Prepare an agreed text for release to the media and/or as a script from which anyone confronted by the media can speak. Ensure that a designated spokesperson briefed and prepared, makes the direct response for the CIMT.
- b. An established, sympathetic, well-developed link with local press or radio can be a major asset; but it is not a possibility in all local circumstances and in a major incident may be insufficient as a line of communication. The HEI's Press Office is considered as being an essential partner in enabling supportive links.
- c. A dedicated outgoing phone line/mobile number is important both for obtaining and communicating essential information. The CIMT may wish to consider the advantages of Web-based updates to deliver agreed statements and updates

14.O "Do's" When working with the media:

- a. Do respond to what and when questions.
- b. Do tell your story quickly, accurately and get your key message(s) across.
- c. Do consider, when possible, the needs of your audience.
- d. Do choose your own time when to report to the media.
- e. Do prepare and rehearse so that everybody has the same story.
- f. Do prepare.

15.O “Don’ts” When working with the media:

- a. Don’t reply to why and how questions
- b. Don’t speculate.
- c. Don’t bluff or lie.
- d. Don’t make ‘off the record’ comments.
- e. Don’t make promises you cannot keep.
- f. Don’t make excuses or blame others.
- g. Don’t respond to ‘blind quotes’ (e.g. “one of your staff tells me that ...do you agree?”).
- h. Don’t say “no comment” -explain why you cannot comment.
- i. Don’t allow words to be put in your mouth -e.g. “would you agree that ...?”

16.O **Summary**

- a. How you present and respond is as crucial as what you say. This implies training and practice to ensure confidence and credibility in a natural but prepared style.
- b. Effective, direct communication within the University community can limit the impact of sensational media coverage. Students, lecturing and support staff, governors, parents and families need appropriate, accurate, up-to-date release of information and encouragement not to speculate or to give currency to rumour.

17.O **Additional Notes and Guidelines**

- a. Research and the experience of organisations that have faced major incidents provides a rich vein of useful information regarding the reactions to and scale of needs presented by a Critical Incident
- b. People react differently. Some will want to give vent to their feelings- others will find this difficult and require longer expressing their reactions and responses the incident
- c. How students react will be influenced by their age, maturity and their relationships with those involved. The specific nature of the incident will affect their feelings and subsequent responses.

18.O **More common reactions may include**

- a. denial
- b. guilt
- c. distress
- d. anger
- e. helplessness

19.O There are common needs that should be met

- a. Information about the incident that outlines what has happened
- b. Explicit acknowledgement of the incident)-what is being done?
- c. An opportunity to talk through the incident-based on “best and verified knowledge”.
- d. Formal and informal recognition of rituals together with recognition of religious and cultural approaches to and beliefs about the incident including the appropriation of time where necessary, for students to absorb the impact of the incident. Rituals may include an early return to the formal time-table and day-to-day running of the organisation. Consideration should be given to
 - i. Arrangements to express sympathies to affected families/personnel
 - ii. Visiting injured students/personnel
 - iii. Sending cards and letters
 - iv. Attending funerals⁵/memorials (if welcomed/invited)
 - v. Special meetings/gatherings
 - vi. Anniversaries
 - vii. Not all staff will feel able to support students, their parents and carers. Care should be taken not to overburden those who are providing face to face support for the community. The impact can be reduced by the early engagement of external agencies and personnel who are able to offer support
- e. Areas need to be organised in order to avoid “milling”. Designated areas could include provision for the following
 - i. Parents
 - ii. Students & Friends
 - iii. The Press
 - iv. An incident room
 - v. A base for Supporting agencies
 - vi. A room for prayer and contemplation
 - vii. Refreshments.

20.O Mid to Longer Term Issues.

- a. The CIMT is not a counselling team. It is a group of the Workforce drawn together to manage the immediate actions and responses related to a Critical Incident
- b. The actions taken by the CIMT can do much to retain a sense of purpose and order at points of high fragility.

⁵ Recognising that there may be a cultural requirement for a funeral to take place within 24 hours of death

- c. We accept that longer term support may be required in terms of managing the post traumatic outcomes of a critical incident and that the specific impacts are likely to present themselves in a manner that is influenced by:
 - i. The students' ability to verbalise and reconcile their emotional responses
 - ii. The students' current psychological state including their present security needs
 - iii. The students' previous exposure to⁶ serious and traumatic incidents

21.O The students' ability to comprehend the event and its consequences.

- a. The possible capacity to deal with an event in a manner that confronts our understanding of "acceptable" responses, causing anger and distress
- b. With this in mind, the CIMT should, as a matter of preparation and within its work plan, draw up a list of those professional and voluntary agencies it may wish to contact to enable students to cope with the post traumatic elements of a Critical Incident
- c. Consideration should be given to the preparation of a leaflet and use of a web-site as a means communicating the possible outcomes for those involved, following a critical incident.
- d. The CIMT, the wider workforce, families and friends may well be affected by the impacts and outcomes of a critical incident. With this in mind, the CIMT should, as a matter of preparation and within its work plan, draw up a list of those professional and voluntary agencies it may wish to contact to support members of the workforce who require assistance to cope with the post-traumatic elements of a Critical Incident.

22.0 Critical Incident Management: 24 Hour Contacts at Delivery Partner Organisations

Delivery Partner	Dates of Delivery	Name	Designation	Contact#1	Contact#2
STEM Aston University	9 th to 11 th July 2018	Andy Cooper	Outreach Officer	0121 204 4381 07743918339	a.cooper7@aston.ac.uk
		Andreas Michael	Outreach Manager	0121 204 4074 07756721890	a.michael3@aston.ac.uk
		Peter Lakeland	Head of Student recruitment and Outreach (Maternity cover)	0121 204 4794 07977054899	p.j.lakeland@aston.ac.uk
Get into: Criminology, law and Social Sciences Birmingham City University	17 th to 19 th July 2018	Sarah Felton	Student Recruitment Manager	07817 521204	sarah.felton@bcu.ac.uk
		Hannah Kershaw	Student Recruitment Officer	0121 331 7731 / 07432 139591	Hannah.Kershaw@bcu.ac.uk
		Steven Joesbury	Student Recruitment Manager	0121 331 7798 07403452905	Steven.Joesbury@bcu.ac.uk
Workout your goals Newman University	11 th to 12 th July 2018	Rikki Ashman	NCOP Manager	0121 476 1181 (ext 2697)	R.Ashman@newman.ac.uk
		Daviann Walker	NCOP assistant	0121 476 1181 ext 2498	d.walker@newman.ac.uk
		Amy Prentice	Senior Student Recruitment Manager	0121 476 1181 ext 2207	A.A.Prentice@newman.ac.uk
Sports coaching and fitness Your goal your future University College Birmingham	4 th to 6 th July 2018	Katie Hook	Schools Liaison Officer	0121 604 1000 (ex. 2371) 07789006372	K.Hook@ucb.ac.uk
		Sam Corbett	Schools Liaison Officer	0121 604 1000 extension 2499 07789003047	S.Corbett@ucb.ac.uk
Your Future Your Choice: University of Birmingham	18 th to 20 th July 2018	Ester Hill	Outreach Officer	07833 200682	E.H.HILL@bham.ac.uk
		Alice McGowan	Assistant Outreach Officer	0799 0794533	A.V.McGowan@bham.ac.uk
		Elizabeth Chandler	Head of Outreach (Operations)	07751 617076	E.Chandler@bham.ac.uk
AIM: Aimhigher West Midlands and Birmingham City University	10 th to the 12 th July 2018	Sophie Hall	Aimhigher Project Officer	07771 581 099	s.l.hall@bham.ac.uk
		Bal Rana	NCOP Programme Lead	07970 306 258	B.Rana@bham.ac.uk
Love Sport? And Crime, Evidence and Convictions University of Worcester	Careers in sport 9 th to 10 th July 2018 (Non-residential) Crime, Evidence and	Henry Lewis	NCOP Ambassador Coordinator	01905 542 882	h.lewis@worc.ac.uk
		Val Yates:	Director of Access & inclusion	01905 542170	v.yates@worc.ac.uk

	Convictions 9 th to 11 th July 2018 (Non- residential)				
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23.0 Service Users, Next of Kin and Other Agencies/Co Professionals

Audience Type	Designation	Contact#1	Contact#2
Young people attending	N/A	Data provided to all delivery partners in advance by Aimhigher. If in doubt contact Mike Thompson (see below)	
Next of Kin for young people	N/A		
School of young people	N/A		
LCSB of young people attending inc 24 hour	Safeguarding Contacts plus office	See Appendix 1	
Aimhigher	UniFest coordinator / contacts	Bal Rana; 0121 415 8310 Mobile:07970 306 258 Email b.rana@bham.ac.uk	

CRITICAL INCIDENTS

Universities often deal with crises. Some incidents, however, will be of a more critical and overwhelming character in which staff, students and parents and carers may experience acute and prolonged, distress. For example:

- i. the murder of a student by a stranger
- ii. the murder of a student by a parent or someone known to them
- iii. the murder of a student by another student
- iv. The murder of a member of the workforce
- v. fatal road traffic accidents
- vi. serious injuries field trips
- vii. fatalities on field trips
- viii. student suicide
- ix. the consequence of terrorist or criminal activity
- x. major arson attacks
- xi. The onset of sudden and unforeseen illness, e.g meningitis death
- xii. explosion
- xiii. drowning in a swimming pool
- xiv. death of a student on the games field
- xv. death of a student through drugs/drugs overdose
- xvi. Abduction of a student

- xvii.** An assault⁷ against a student by
- xviii.** A person known to them
- xix.** An opportunistic assault perpetrated by a stranger

Please note that the above is neither exhaustive nor prescriptive and is incorporated within the Guidance to establish the type and subsequent impacts of incidents that are considered “critical”.

⁷ To include indecent assault and rape.

Appendix 1: Local Authority Safeguarding and Out of Hours Contacts for UniFest 2018*

Local Authority	Safeguarding Contact 1	Contact 2	Contact 3	Address Line 1	Address Line 2	Post Code	Other means of contacts	Out of Hours Number	Web Site URL
Birmingham	Multi-Agency Safeguarding Hub (MASH)	0121 3031888	MASH@birminingham.gov.uk	Room B54 Council House Extension	Margret Street, Birmingham	B3 3BU	On line referral forms etc: http://www.lscbbirmingham.org.uk/index.php/safeguarding-referrals-item	0121 675 4806	http://www.lscbbirmingham.org.uk/
Coventry	Referral and Assessment Service	0247 6788555	ras@coventry.gcsx.gov.uk	4th Floor Broadgate House	Broadgate, Coventry	CV1 1NG	You can also text CHILD CONCERN to: 60003	024 7683 2222	http://www.coventrylscb.org.uk/ http://www.coventry.gov.uk/lscb
Dudley	Halesowen and Stourbridge Office: 01384 815902	Brierley Hill Office: 01384 813000	Dudley, Sedgley and Coseley Office: 01384 813200	Dudley Safeguarding	Council House, Priory Rd, Dudley	DY1 1HS	SafeGuard&Review.CS@dudley.gov.uk	0300 555 8574	http://safeguardingchildren.dudley.gov.uk/
Hereford	Multi-Agency Safeguarding Hub (MASH)	01432 260 800	N/A	Herefordshire Safeguarding Children Board	PO box 185 Black Friar Street, Hereford	HR4 9ZR	Email: contactus@westmercia.pnn.police.uk	01905 768020	https://www.herefordshire.gov.uk/info/200147/social_care_and_support/319/protect_someone
Sandwell	Multi-Agency Safeguarding Hub (MASH) 0121 569 3100	For advice prior to escalating Uzma Bhatti	0121 569 4770	Sandwell SCB Main Unit	Metsec House, Broadwell Road, Oldbury,	B69 4HE	access_team@sandwell.gcsx.gov.uk	0121 569 2355	http://www.sandwellscb.org.uk/
Shropshire	Initial Contact Team	0345 6789021	N/A	Child Protection, Shropshire Council	Shirehall, Abbey Foregate, Shrewsbury Shropshire	SY2 6ND	compass.admin@shropshire.gov.uk	0345 6789040	http://www.shropshire.gov.uk/childrenfamilies.nsf/open/76D9CBA219A132BD80256C7D004229BD
Solihull	Duty Assessment and Referral team	0121 788 4333	N/A	Solihull Local Safeguarding Children Board	The Bluebell Centre, West Mall, Chelmsley Wood	B37 5TN	N/A	0121 605 6060	http://www.solihull.gov.uk/staysafe https://eservices.solihull.gov.uk/ChildrensSocialWorkServiceReferral/
Staffordshire	First Response Service	0800 1313126		Safeguarding Officer	Tipping Street, Stafford	ST16 2DH	FirstR@staffordshire.gov.uk	0345 604 2886 /07815 492613	http://www.staffsscb.org.uk
Stoke Unitary	On Duty LADO	01782 235885		380 Chelleheath Road	Chelleheath Stoke on Trent	ST6 6PD	Advice & Referral Team (In hours) 01782 235100	01782 234234	http://www.safeguardingchildren.stoke.gov.uk/ccm/portal/
Telford & Wrekin	Family Contact (Monday to Friday 9am to 5pm)	01952 385 385		Safeguarding Advisory Service	30 West Road, Wellington, Telford	TF1 2BB	N/A	01952 676500	http://www.telfordsafeguardingboard.org.uk
Walsall	Multi Agency Screening Team	0300 555 2866 (select option 2)		Walsall Safeguarding Children Board	The Hollies, 10 Lichfield Road, Walsall	WS4 2DH	MASH@walsall.gcsx.gov.uk shaylora@walsall.gov.uk	0300 555 2922	www.walscb.org.uk
Warwickshire	Children's Social Care	01926 414144		Saltisford Office Park, Ansell Way	Warwick	CV34 4UL	N/A	01926 886922	http://www.warwickshire.gov.uk/childconcerns https://www.warwickshire.gov.uk/safeguardingreferral
Wolverhampton	Duty and Assessment Team	01902 555392		Jenny Lee Centre Lichfield Road	Wednsfield Wolverhampton	WV11 3HT	N/A	01902 552999	http://www.wolverhamptonsafeguarding.org.uk/index.php/concerned-about-a-child-or-adult
Worcester	Access Centre	01905 768054		The Pines, Bilford Road	Worcester	WR4 4AD	N/A	01905 768020	http://www.worcestershire.gov.uk/cms/safeguarding-our-children/worried-about-a-child.aspx http://www.worcestershire.gov.uk/info/20559/refer_to_childrens_social_care/1658/are

Revised and correct at 21 June 2018. Subsequent amendments will be posted on the Aimhigher website: <http://www.aimhigherwm.ac.uk/unifest/unifest-programme-wide-safeguarding-arrangements>