



Critical Incident Policy

Person's responsible:

Mrs K Duff Principal
Mrs L Garrard Safeguarding and Pastoral Lead

This policy was updated in September 2018 and will be reviewed in September 2019.

Dfe: 9282153

In the event of any Critical Incident at KHPA, we will review the policy and practise within 5 days.

Introduction.

An incident becomes critical when it constitutes a serious disruption arising with little or no warning on a scale **beyond the coping capacity** of Kings Heath Primary Academy operating under normal working conditions.

Examples of Critical Incidents include death, serious injury, serious accidents, major fire, building collapse, riots and serious acts of violence.

Such incidents can occur on site whether during or outside Kings Heath Primary Academies open hours.

The prime objective is to serve the best interests of the children and staff in coping with an incident, collectively and individually.

This policy has been compiled to provide guidance, in line with Northamptonshire County Council, in the hope that it will never be necessary to refer to it in the context it has been written. It is impossible to plan for every eventuality and by their nature; critical incidents will disorientate and overwhelm those involved. Effective planning and adherence to responsibilities will greatly assist in the management of a critical incident and help to restore normality as soon as possible.

A critical incident may be defined as:

- An accident leading to fatality
- Severe injury or severe stress
- Circumstances in which a person or persons might be at serious risk of illness, for example, outbreak of contagious illness/disease like meningitis
- Circumstances in which any part, or whole of Kings Heath Primary Academy, is unable to function as normal due to external influences, for example, fire.
- Any situation in which the national press or media might get involved

Critical Incidents may include:

- Death of a pupil or member of staff
- Death or serious injury on educational visit
- Epidemic in the academy or community
- Violent incident in the academy
- A child missing from home
- Destruction or major vandalism or arson in the academy
- A hostage taking
- A transport accident involving Kings Heath Primary Academy members
- A disaster in the community
- A civil disturbance or terrorism

- Anti-social behaviour and threats made to adults in the academy from a parent or other visitor to the academy. This may include barring parents or visitors from the school site to ensure the safety of all.

Good Preventative practice

In the curriculum

Kings Heath Primary Academy address issues such as death, bereavement and serious injury in the delivered curriculum. The teaching of such issues in RE, PSHE, English and History etc is enormously beneficial to all pupils in the event of an incident.

Effective Pastoral support policies and structures, which include strong links between pupils and staff, underpinned by a strong ethos of care, trust and support will enable the effective management of any incident. Kings Heath Primary Academy have an exceptional well experienced Pastoral team, who, in the event of any critical incident, would manage the support in the first instance. Any Critical Incident will be dealt with in line with the government and Trust's 'Child Protection & Safeguarding Policy' 2018 and 'Keeping Children Safe in Education' updated version September 2018.

Administrative Practice

In the event of a critical incident, good administrative and backup systems assist effective management and a fast response.

Kings Heath primary Academy will:

- Maintain an up to date list of pupils and staff including next of kin contact details
- Store computer copies with back up information either off site or in a suitably risk assessed area on site if appropriate
- Promptly complete registers at the beginning of each morning and afternoon session with the names of those who are late or leave early recorded
- Operate an effective signing in and out procedure for all visitors and volunteers

IT Recovery Disaster

Kings Heath Primary Academy will:

- Maintain routine daily back-ups of all data, both administrative and curriculum
- Maintain off site back-ups of all data required to operate as an academy (as a minimum Management Information Systems and Financial Information Sharing)

This will ensure that a basic working administration system could be re-established on a temporary basis within 24 hours of the loss of all key systems.

Educational Visits

Kings Heath primary Academy will plan educational visits carefully and refer to the Trusts Educational Visits Procedures, follow prescribed risk assessment protocols and seek approval from the educational visits co-ordinators.

Health & Safety

Kings Heath Primary Academy Health & Safety policy should be read in conjunction with this policy. Regular Health & Safety checks on the building and site will be conducted at regular intervals and all Health & Safety procedures followed.

In responding to a Critical Incident, Kings Heath Primary Academy will ensure the following objectives are met:

Rapid and appropriate action is taken

Contact with services is made quickly

Accurate information is provided

Roles and responsibilities are clear

Normal school routines are maintained as far as possible

Appropriate support is offered to all those involved

Development of the Critical Incident Management Pack

Kings Heath Primary Academy have developed a Critical Incident pack using the Northamptonshire County Council template which will be ratified by the Local Governing Body.

In order to respond effectively in the event of a critical incident, we will continue to keep the documents in this pack up to date and keep them in a readily accessible place and that all staff are aware of it. The Critical Incident Packs ensures that academy staff follow best practise and legal guidelines. A practise of Critical Incidents will take place at varying times and situations in order to maintain effectiveness.

Within the pack are all forms in Appendix 4 as follows:

1. Contact information of Critical Incident Management Team (CIMT) within the academy
2. Contact information of the Trust's Emergency Team and local numbers that might be of use
3. Quick Reference Action Sheet 1 - Guidance for academy staff if the Critical Incident is within the academy
4. Quick Reference Action Sheet 2 - Guidance for group leaders if the Critical Incident is out of the academy

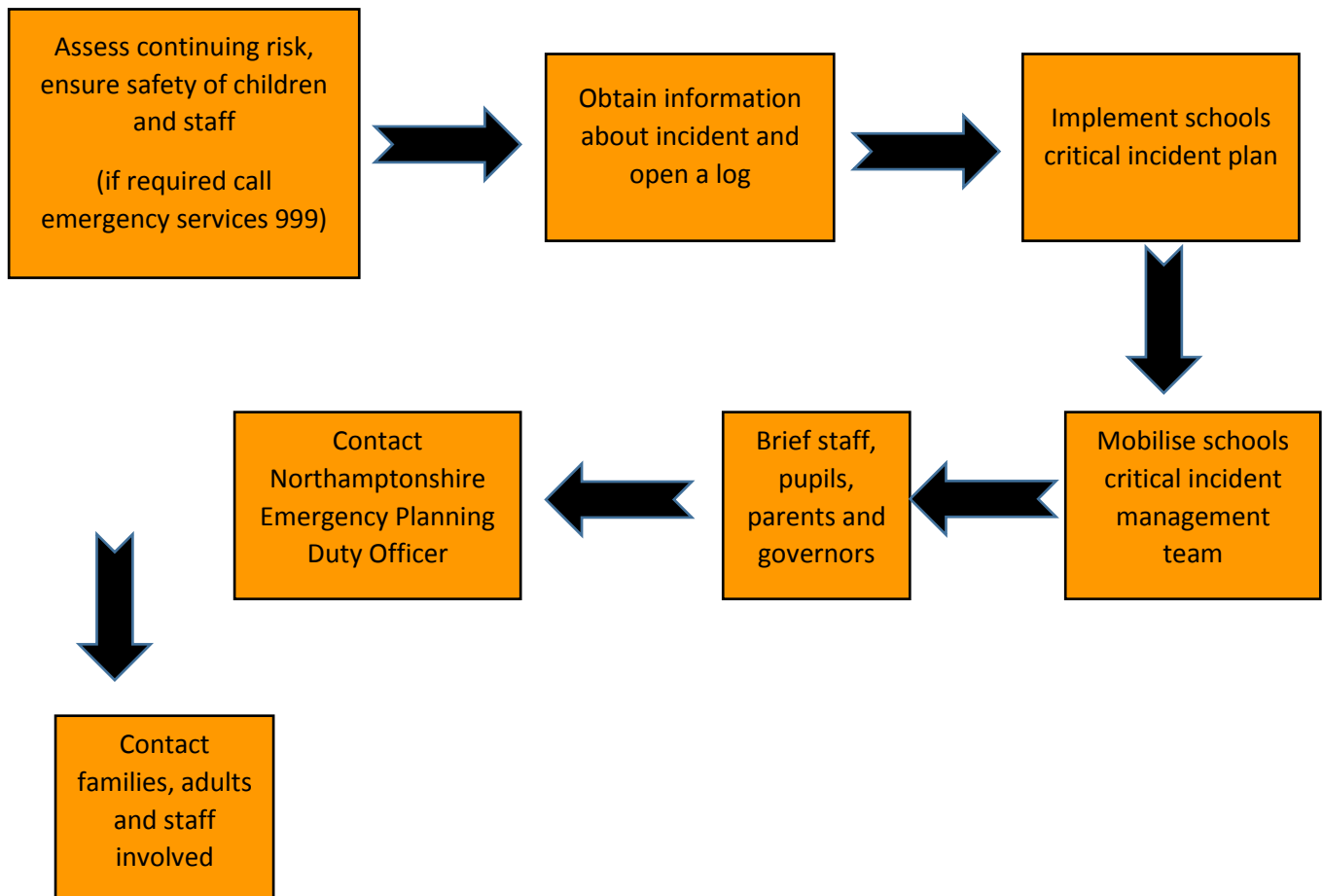
5. Quick Reference Action Sheet 3 - Guidance for senior staff when informed of a Critical Incident that is out of the academy
6. Incident log
7. Prompts for the information needed on the incident log

The overall priorities in the event of a critical incident are to save life, minimise personal injury, safeguard the interests of the children and staff and to minimise the loss and return to normal working quickly.

Kings Heath Primary Academy's reaction to a critical incident has been divided into the following categories:

- a) **Immediate action - 7 step plan**
- b) **Managed Response**
- c) **Restoration of normality**

Immediate Action - 7 step plan



Action 2

Obtain information about incident and open a log

- Overview of incident/description
- When and where the incident occurred
- Names of children and adults involved in the incident including those who witnessed it
- If the incident is a crime scene, consider preserving the scene and identify witnesses and/or potential offenders
- Nature of any injuries/fatalities sustained
- Hospitals where injured have been taken
- Name of adults with injured children/adults
- Actions undertaken by emergency services, including arrangements for caring for adults/children who do not require hospital treatment
- Locations of the uninjured
- Remaining hazards at the scene
- Collect relevant pupil/staff lists and contact numbers as appropriate
- Control the escape of inappropriate/inaccurate information via mobile/public phones from within the group

IMPORTANT NOTE: not all this information may be available, however this should not cause a delay in moving to the next action.

Action 3

Implement the Critical Incident Plan

- CIMT to be released from all duties
- Collect Critical Incident Plan and Emergency Pack
- Set up the pre-determined operations room for the co-ordination of the incident
- Establish an independent telephone line (mobile)

Action 4

Contact the Northamptonshire Emergency Planning Officer

- Phone the emergency planning officer providing the information collated from action 3
- The emergency planning team will co-ordinate a response from all services under the Local Authority
- Advise the Emergency Planning Duty Officer of any specific requirements of assistance or support that are known
- Confirm the contact details of the single point of contact from the school
- The emergency duty planning officer should be the single point of contact for the school and all communications will be made via them
- The emergency planning team will inform associated schools that could be directly affected by the incident

Action 5

Mobilise the school Critical Incident Management Team

- Brief the team
- Clarify tasks, make plans and assign roles
- Set up timetable of meetings to review management of incident
- Contact police and the NCC LSE critical incident response team coordinator to be part of the management team
- Set out the first meeting
- Identify how senior staff and the head teacher will be supported

Action 6

Contact families of pupils, adults and staff involved in the incident

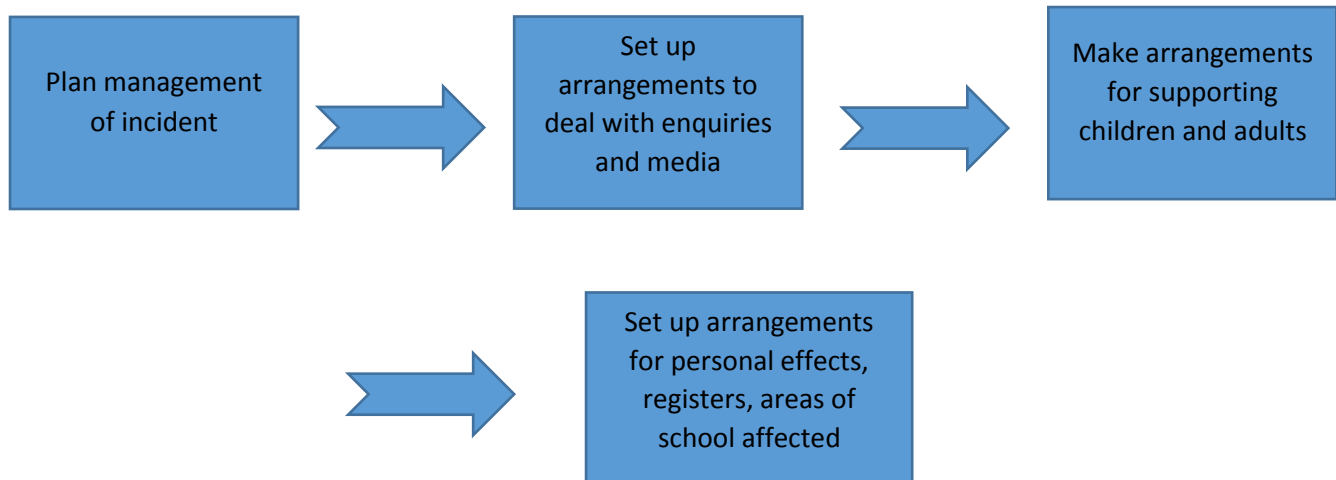
- Designate key members of the CIMT to make contact lists and liaise with the police
- Ensure that persons making contacts are fully briefed with written guidance on the situation
- If this is police led incident, then contact with families should be agreed by both parties
- Maintain a record of contacts to avoid confusion and distress through duplication of contacts and to ensure no one is missed out
- Establish and offer useful telephone numbers, either for support or more information
- Check that families/parents are not left alone in distress, suggest that they make contact with other relatives/neighbours
- Where appropriate, give information about arrangements for uniting or putting in contact children, staff and adults with their parents/families
- Where a parent or family cannot be contacted, consider asking the police to make a home visit

Action 7

Brief staff, governors, pupils, parents/carers and other members of the school community

- Contact and brief the chair of governors, request that he/she inform all governors
- Hold briefing meetings for all teaching and non-teaching staff, set up a schedule to keep staff informed and updated
- Issue a prepared statement for all parents - use school website, letter or text whichever seems most appropriate to the situation
- Inform all pupils in the most appropriate way
- Identify pupils, adults and staff who are absent. Make appropriate arrangements for them to be briefed.

2. Managed response



Plan Management of Incident

The CIMT will liaise with the Emergency Planning Duty Officer, the Police and other agencies as appropriate.

- Review actions so far, clarify tasks, assign roles and make further actions accordingly
- Ensure that school and other agencies actions are properly co-ordinated
- Establish timetable of meetings to review the management of the incident
- Clarify criteria for withdrawal of outside agencies at the appropriate stage
- Access further advice from the emergency services as required

Names of those involved in the incident will not be released or confirmed to the media or other callers until the statutory authorities have confirmed the identity and the parents and families have been informed and have given permission.

Set up arrangements to deal with media and enquiries

- All media contacts should be directed to or dealt with in line with advice from NNC Communications team and Dret Communications Lead
- Provide those who will be answering the phone, with a written statement for what is appropriate to say
- Caution staff about talking to the media
- Organise additional staff to deal with telephone enquiries and people coming to the school as necessary
- Designate areas for media, parents and others
- Ensure that the incident log includes a record of all telephone calls made and received and any actions taken

Make arrangements to support children and adults.

- Identify those children, staff and adults who are most likely to need support
- Arrange for school staff/support agencies via the NCC Emergency Planning Officer , including the NCC LSE critical incident response team to provide support
- It is good practise to inform and/or seek consent from parents/carers where there may be interaction with an outside agency
- Ensure that pupils, adults, staff and parent/carers are aware of the support arrangements the school is making and how these are accessed
- Consider setting aside and staffing appropriate area for children who are becoming too distressed to continue with their lesson
- Consider setting aside and staffing a further area for people coming in to the school who are distressed.

In addition to the individuals directly affected, children and adults most likely to suffer distress as a consequence of an incident are those who:

- Are uninjured but were at greatest risk
- Directly witnessed death/injury/violence as part of the incident
- Are siblings
- Have any possible perceived culpability for what has happened however indirect or incorrect (those who may blame themselves and/or those who may be blamed by others)
- Are experiencing instability in the home
- Have learning difficulties
- Have pre-existing emotional/behavioural/mental health difficulties
- Are vulnerable due to cultural and/or language difficulties
- Have previously suffered bereavement or loss

TRY TO MAINTAIN NORMAL SCHOOL ROUTINES WHEREVER POSSIBLE

- Hold a staff briefing with support agencies to discuss appropriate management strategies for distressed children
- Plan how to manage distress that may be caused by on-going police/legal proceedings and media attention
- Give children the permission individually and collectively to discuss what has happened and their reactions.

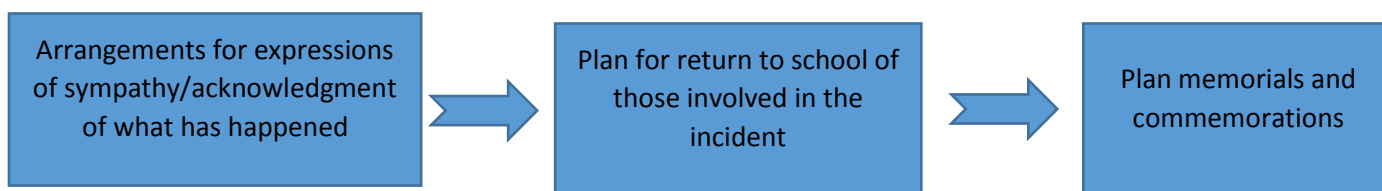
Support for children

- Consider putting on a special class session to give pupils information about the grieving process and to enable them to talk through their experiences
- Plan appropriate support for staff to enable them to cope with children's questions and discussion
- Ensure that all staff including those co-ordinating the schools response do not neglect their own need for support
- Schedule staff co-ordinating the schools response to be off duty
- Ensure staff are alert to physical and/or emotional change or any other signals of distress amongst staff as well as children
- Refer staff, adults and, with parental consent, children to access outside support

MAKE ARRANGEMENTS FOR PERSONEL EFFECTS, REGISTERS AND AREA OF SCHOOL AFFECTED

- In discussion with parents/families, and, if necessary, the police, decide what to do with the personal effects of the individuals who have been affected
- Consider discussing with relevant class members what would be appropriate for work (including work as part of displays) desks, books etc belonging to the individuals who have been affected
- Make arrangements to adjust class registers, rotas or any other pupil lists as accordingly
- Make appropriate arrangements for the part of the school directly affected or where the incident occurred

3) Restoration to normality



MAKE ARRANGEMENTS FOR EXPRESSIONS OF SYMPATHY AND/OR ACKNOWLEDGEMENT OF WHAT HAS HAPPENED

- Make arrangements to express support/sympathy to families, children and adults who have been affected
- Make arrangements to support the plans that the family may have for a memorial
- Make plans for attendance at a funeral. Find out if school representatives are welcome. Ensure that school representatives feel able to cope with the task.
- Make arrangements for someone from the school to visit those affected
- Consider sending cards and messages from staff and children to children, adults and staff affected
- Consider organising a special assembly/service to collectively acknowledge what has happened and how the school is coming to terms with this. Consult with families of individuals affected.
- Consider setting up an area in the school where writing, art work or other mementos can be dedicated to individuals affected

PLAN FOR RETURN TO SCHOOL OF THOSE INVOLVED IN THE INCIDENT

- Home visit by class teacher or other most suitable member of staff to discuss arrangements for return for example, part time timetable and prior visits
- Planned support for emotional needs
- Support for physical needs such as mobility difficulties
- Rota of home visits from school friends
- Where appropriate, organise work to be sent home prior to return
- Brief staff and children on how best to support individuals returning to school
- Arrangements to differentiate work, manage missed time at school and any other special arrangements
- Adjust working arrangements for staff returning to school

PLAN MEMORIALS AND COMMEMORATIONS

- Consider an appropriate memorial, taking into account the wishes of those involved or bereaved .for example, planting a tree, piece of furniture, art etc
- Appeals and donations are a complex area and advice should be sought in the first instance from the relevant charity
- Discuss how to mark the anniversary with assemblies, concerts etc
- Brief staff who subsequently join the school about the incident, also about the long term emotional needs of the children

REMEMBER:

- **You can do no more than your best**
- **Expect heightened anxiety or guilt**
- **Mistakes may happen**
- **Do not expect instant results or to please everyone**
- **Learn from what has happened**

Appendices 1-3 (following) are checklists which are intended to help staff ensure all actions listed above are completed.

Appendix 1 Checklist of Immediate Actions

ACTION 1 - IMPLEMENT CRITICAL INCIDENT MANAGEMENT PACK

- Key staff released from all duties
- Collect CIM pack - use off site copy if necessary
- Open log of events, actions and times
- Preserve scene of crime - if appropriate

NB: Recording what has happened with a log of events with times and details of actions taken will be important for any subsequent inquiry, which could range from an internal academy/Trust enquiry to a formal inquiry with legal implications such as Coroners inquiry or insurance claim. Those involved may be required to give a statement to the police and/or attend court as a witness. The original contemporaneous record of events and actions is crucial in these circumstances.

ACTION 2 - Assess risks, ensure safety

- Contact emergency services
- Open incident log and maintain throughout - use resource sheet 2
- If off-site, establish plans for return of party
- Determine condition of adults for continuing safe supervision

ACTION 3 - Gather information

- When and where incident took place
- Names of children and adults involved and witnesses
- Nature of injuries, names of hospitals used etc
- Emergency action taken
- Location and care of uninjured
- Remaining hazards
- Collect emergency contact information for children and staff
- Control possible escape of inaccurate information

ACTION 4 - Inform the Trust

- Contact the Trust emergency team (CEO, Head of PR and Communications)
- Agree whether the Trust needs to initiate Critical Incident Plan

ACTION 5 - Mobilise Academy Critical Incident Management Team (CIMT)

- Brief CIMT and establish independent telephone line (may be a mobile)
- Clarify tasks, assign roles as identified in the academies plan
- Timetable meeting for review
- Plan for role of Trust staff
- Inform the Chair of Governors

ACTION 6 - Contact families

- Designate key members of staff and brief them (write statement)
- Use academy records methodically - no duplications or omissions
- Offer other useful phone numbers, offer contact with other families if alone
- If parents/carers/family cannot be contacted seek assistance from other professionals such as the police
- Arrangements for contacting children/staff families and return home

ACTION 7 - Information Update

- Brief staff and governors, children, parents and community - Resource sheet 3
- Establish support of Chair of Governors
- Schedule briefing updates
- Take advice from Public relations re: media contact
- Give appropriate support for key staff with stressful tasks
- Identify absentees and plan briefing for them

APPENDIX 2 - Checklist of Short term actions

ACTION 1 - Plan management of incident

- Meet with CIMT and Trust representatives
- Review plans, clarify tasks, assign roles
- Co-ordinate academy and other agencies roles
- Establish meetings to review management of incident
- Clarify criteria for withdrawal of agencies
- Access further advice if required

ACTION 2 - Arrangements for dealing with enquires

- Before speaking to media, contact the Trust's Head of PR and Communications
- Ensure all future media contacts are in line with advice
- **RELEASE NO NAMES TO MEDIA UNTIL CONFIRMED BY STATUTORY AUTHORITY** eg Police
- **ENSURE FAMILIES KNOW THE SITUATION AND HAVE GIVEN PERMISSION**
- Provide written statement for those answering the phone
- Caution staff about talking to the media
- Organise CIMT member to deal with visitors
- Designate an area/area for parents/media/others to avoid overcrowding
- Maintain log - key events and contacts

ACTION 3 - Arrangements for support

- Identify those most likely of need
- Arrange individuals/agencies able to offer support
- Ensure all know that support arrangements are being made
- Set aside appropriate areas for distressed staff/children
- Include arrangements for support in all media statement
- Be aware of possible wider issues eg witnesses, siblings, apportioning blame, vulnerable children
- If closing the academy, ensure arrangements are known to all, transport, collection, safe waiting areas, plans for re-opening
- Plan for on-going support on return to the Academy

ACTION 4 - Arrangement for personal effects, registers and areas of academy effected

- Make decision after discussion with parent/carer with regards to personal effects
- Discuss with class members about work on displays, books etc
- Adjust class registers, rotas and other children listings
- Make appropriate arrangements for any parts of the Academy affected eg cleaning, painting

Appendix 3 - Check list of medium and long term actions

Action 1 - Expression of Sympathy

- Plan how this will be carried out
- Plan how best to support family
- Plan for attendance at funeral
- Plan for any form of memorial
- Arrange for academy rep to visit ill/bereaved
- Cards and messages from staff and pupils
- Special assembly or service
- Special area for dedicated display

Action 2 - Return of those involved to the academy

- Home visit by class teacher to discuss needs
- Support for emotional support for example, how to answer questions
- Support for possible physical needs (mobility)
- Rota of home visits by school friends
- Work to be done at home prior to return if appropriate
- Brief staff and students prior to return on how best to offer support
- Arrangements for differentiated work.
- Time off for those staff involved

Action 3 - Memorials and commemorations

- Consider appropriate memorial - wishes of those involved
- Appeals and donations, seek advice from Red Cross
- Marking of anniversaries
- Brief subsequent new staff about the incident and long term emotional needs of those affected
- It can be helpful to recognise that an incident typically consists of three phases - immediate actions, managed response and return to normality

Appendix 4

Critical Incident Management Pack

Contents

1. Contact names and details of CIMT (Critical Incident Management Team)
2. Useful emergency contact numbers
3. Guidance for KHPA staff in the event of a Critical Incident within the academy
4. Guidance for group leaders on Out-of-Academy activities
5. Guidance for senior staff on hearing of a critical incident out of the Academy
6. Incident log for recording vital information in the event of a Critical Incident
7. Prompts for filling in Incident recording log

Item 1:

Name	Position	Role in CIMT	Contact
Kim Duff	Principal	INFORMS	07881 588557
JD Hives	Lead Practitioner	ASSISTS	07476 321937
Lisa Garrard	Safeguarding & Pastoral Lead	CARES	07710086633
Hannah Owen	Senior Leader Operations	SAVES	07736 886092
Alison Mitchell	DSL Family Support	SAVES	07498 622139
	Site Supervisor	SITE SAFETY	07808 397291
Zara Gamble	Administration	ASSISTS	079199 93356
Katie Davies	Administration	ASSISTS	075635 39849
Alison Burnage	Administration	ASSISTS	0744 3582492

2: Useful emergency contact numbers

Contact	Name	Telephone
The Trust emergency team	Rowena Hackwood	07753 606539
CEO	Rachel Ridgill	07768 916318
Interim Director of HR	James Russell	07526 167440
Director of Comms & Public Affairs	Simon Rose	07522 233 644
Director of Education	Rebecca Steed	07380 947630
Regional Education Director	Sandra Appleby	07702 859719
Interim Regional Education Director		
Chair of Governing Body	Kellie Lynch	07733 245968
Emergency services: Police/Fire/Ambulance		999
MAPPA		0300 0111222
Police Counter terrorism		0800 789 321
Community doctor	Kings Heath Medical Centre	01604 589897
Academy Nurse	Rebecca Stanton	07808 897067
Educational Psychologist	Kathryn Livesy	01604 364770
CAMH's		01604 656060
Adult Mental health team	PALS	0800 917 8504
Emergency Department at Hospital		999
Social services	MASH	0300 126 1000
Other voluntary services	The Samaritans	0345 909090

The County Civil Protection Unit should be used to mobilise wider responses

The Civil Protection number will connect to the Fire and Rescue control for out of hours emergencies. Ask them to inform the duty officer of the nature of the emergency and leave a number for a return call.

In the event that the Academy buildings cannot be used and an evacuation is necessary, staff will escort children to St Marys Primary School or King s Heath Community Centre which has the capacity to accommodate all the students until they can be dismissed as appropriate.

When a Critical Incident occurs, the use of a 'secure' word will be sent via pictorial card or walkie talkie.

3. Guidance for Academy staff in the event of a Critical Incident within KHPA.

Principal and CIMT - INFORMS

INFORM

- Obtain facts and information
- Call the emergency services using 999
- Retain any relevant equipment
- Inform rest of the academy staff and children as appropriate
- Contact the Trust CEO
- Contact Chair of Governors
- Contact Health & Safety representatives
- Prepare to deal with the media

First Aiders - SAVES

SAVE

- Administer First Aid where possible
- Establish a contact point with the emergency services
- Travel with casualties to hospital
- Complete accident forms

Designated member of CIMT - CARES

CARE

- Keep a record of witness
- Keep others informed of situation
- Arrange for non-casualties to evacuate the Academy
- Care for relatives arriving at the Academy
- Consider relocation to other premises
- Remain available to emergency services

Designated teachers and/or pastoral staff - ASSIST

ASSIST

- Keep others informed of the situation
- Ensure alternative accommodation is available if needed
- Keep office staff (those manning the phones) aware of known facts
- Help to establish incident room

MAINTAIN VITAL COMMUNICATIONS WITH COLLEAGUES AT ALL TIMES

**DO NOT ALLOW CHILDREN TO TALK TO MEDIA UNLESS STAFF AND/OR PARENTS/CARERS
HAVE GIVEN PERMISSION**

4. Guidance for group leaders on Out-of-Academy activities

There has been a major incident

Group leader - INFORMS (Instruct all colleagues to record their actions as soon as possible)

INFORM

- Obtain facts and information
- Call the emergency services on 999
- Retain any relevant equipment
- Inform senior staff at KHPA
- Contact health & safety representatives
- Request assistance on site as necessary
- Prepare to deal with the media

Nominated First Aiders - SAVES

SAVE

- Administer first aid where possible
- Establish a contact point with emergency services
- Travel with casualties to hospital
- Complete accident forms

Nominated adult on the Risk Assessment - CARES

CARE

- Call other assistance as necessary
- Keep a record of witness's
- Keep others informed of the situation
- Ensure staff and pupils do not use telephones until the situation is under control and all necessary information has been passed on to Mrs K Duff and the Trust representatives
- Consider abandonment of activity
- Arrange for non-casualties to return to KHPA
- Remain available to the emergency services and supervising colleagues

MAINTAIN VITAL COMMUNICATIONS WITH COLLEAGUES AT ALL TIMES

5. Guidance for senior staff on hearing of a critical incident affecting an out of academy activity.

There has been a major incident. Instruct all colleagues to record their actions immediately.

Principal - INFORMS

INFORM

- Obtain facts and information
- Ensure emergency assistance has been called
- Confirm who is in charge
- Contact head teacher and senior staff at KHPA
- Contact Trust CEO
- Contact Chair of Governors
- Contact other staff
- Prepare to deal with the media

Designated member of CIMT - CARES

CARE

- Decide who and how to tell parents of the children on the trip
- Establish incident room
- Establish room for relatives
- Remain available for supervising colleagues

MAINTAIN VITAL COMMUNICATIONS WITH COLLEAGUES AT ALL TIMES

6. Incident log for recording vital information in the event of a critical incident

Name.....Date.....Page 1 of ...

DATE	TIME	EVENT Name and nature of incident	AGREED ACTIONS

7. Prompts for filling in incident recording log.

Recording vital information in the event of a major incident.

The following information should be recorded at any critical incident.

- Who is reporting the incident?
- Where are they reporting from? (telephone number)
- What has happened?
- Where has the incident occurred?
- When did the vent occur?
- Have the emergency services been summoned?
- Have they arrived?
- Have any other support services been summoned?
- Have they arrived?
- How many of the party are involved?
- What has happened to them?
- What is their condition?
- Where are the rest of the party?
- Who is with them?
- Where are the casualties being taken?
- Who is accompanying them?
- Do they have a contact number?
- When will the next contact be made?
- If a crime has been committed, has the scene of the crime been preserved as far as possible?