



## POSTVENTION GUIDANCE: RESOURCES

# Postvention checklist

About this checklist	2
Initial incident response	4
Next day and subsequent events	15
Longer term actions	22

## About this checklist

This checklist is intended as a tool for staff to take with them when they are dealing with a sudden death to help ensure a professional and compassionate response.

### Who should use this checklist?

The checklist is written for the staff member(s) leading the response to a student death. Where actions are required from specific roles, these are clearly indicated.

### Before using the checklist

The checklist is designed to be adapted for local requirement. There will be different contexts – for example when a death occurs off campus or overseas. Roles and job titles are indicative. It is recommended that staff members leading the response read through and adapt the checklist to these local conditions.

### How to use this checklist

- **Actions:** this column outlines the key steps at each stage of the response, with some prompts of who to involve and key questions to be addressed.
- **Considerations/resources:** further advice and points to reflect on during the response, with some signposting to further resources.
- **Completed/notes:** allows recording that the action has been completed and space to capture key information for further follow up.

## Case study

"Experienced student services staff will themselves have a strong emotional reaction to a student death but at the same time want to coordinate a compassionate and professional response. Checklists are an established way to deal with challenging situations – used by airline pilots and surgeons – to reassure users and to set out the steps that need to be taken. I use a sudden death checklist with my teams; these are printed out and kept to hand. Staff have found having a checklist they can hold has been very helpful to guide them through what is always a difficult and highly emotional situation."

*Head of Student Services*



## Initial incident response

### Taking the call

Actions	Considerations/resources	Completed/notes
<p>If you receive a call from higher education institution Security/ other source informing of a sudden student death, ask:</p> <ol style="list-style-type: none"> <li>1 time/date/location of incident</li> <li>2 is the incident still live and ongoing?</li> <li>3 have the emergency services been called?</li> <li>4 name, date of birth and if possible, course, and student number of the student(s) involved</li> <li>5 how the caller became aware of the incident</li> <li>6 for the caller's name, position, and take their contact details and any other relevant contact numbers</li> <li>7 if any staff members involved or aware of the incident?</li> </ol> <p>Read back to the caller all the information you have written down to ensure you have understood correctly.</p>	<p>Receiving the information of a student death is a difficult message to hear. It is vital that staff know what information they need to collect from the notifier. Particularly if an incident is ongoing (and if there is risk to others), who the deceased is, when and where they died and the details of the notifier and their relationship to the deceased. Likely to be friend, family, Police or Coroner's Office.</p>	
<p>If the call is not from higher education institution Security, call them to let them know about the student death.</p>	<p>Security will advise on who will call the Police (if this has not already happened).</p>	



## Collating and sharing information

Actions	Considerations/resources	Completed/notes
<p>Ask the Student Records Team to collate information from the higher education institution record system on the student(s) affected:</p> <ol style="list-style-type: none"> <li>1 name, course, year, and student number of the student(s) involved</li> <li>2 addresses of the student(s) involved</li> <li>3 details of the students they live with</li> <li>4 information on the student's previous contact with Student Services</li> <li>5 next of kin details</li> </ol>	<p>It is the role of the police or hospital to inform the next of kin of the death. No contact should be made with the next of kin until it is known that they have been informed.</p>	
<p>Inform the Director of Student Support of the sudden student death (if not available inform another member of the operational management team).</p> <p>This person will inform the senior management team (likely the Vice-Chancellor, Deputy Vice-Chancellor, Chief Operating Officer).</p> <p>The Director of Student Support to inform the Director of Communications, the relevant Dean and inform Students' Union Chief Executive/General Secretary.</p> <p>The Director of Student Support will also inform the Director/Head of Health and Safety.</p>	<p>It is a good idea to create a notifications flowchart so accurate information can be shared and cascaded appropriately.</p> <p>Knowing which senior leader(s) chair the Major Incident response is vital. This information (needs to be more than one name and phone number) should be attached to this checklist.</p> <p>Assess any health and safety implications of the incident. Follow the reporting procedures laid down by the Health and Safety Executive. In consultation with the Police, or other statutory authority, implement any changes in working practice where necessary.</p>	

Actions	Considerations/resources	Completed/notes
<p>The Director of Student Support to find out if the deceased was known to support services, including Residential Life teams or Security.</p>	<p>Knowing if the deceased was known to counselling/mental health teams, disability teams, residential life teams, student conduct teams will help piece together what was known about the student.</p> <p>If the deceased's accommodation is accessed by swipe card, the database should be reviewed to try ascertain their last known movements.</p>	
<p>The Director of Student Support to ask the relevant Dean for a summary of recent academic progress, any recent School interactions with the student, any known concerns, any recent mitigating circumstances applications (with the outcome), dates of any forthcoming deadlines/assessments, next scheduled academic session for the student.</p>	<p>Knowing the deceased's academic progression will help piece together what the higher education institution knew about the student.</p> <p>Knowing when the deceased is next due in an academic session informs the student notification timeline.</p>	

## At the scene of the incident

Actions	Considerations/resources	Completed/notes
<p>If the sudden student death is on campus and it is safe to do so, a senior Student Services professional should attend the location with a colleague and/or Security.</p>	<p>Check with Security or, if in halls the Accommodation Manager, regarding site accessibility.</p> <p>Always tell your manager where you are going and the Major Incident Controller (if appropriate).</p> <p>Ensure you take your higher education institution staff badge, pen, and paper, that you have a mobile phone (and others know the number) and a corporate credit card if you have one.</p>	
<p>Take printed student support information.</p>	<p>Likely to include promotional material for your wellbeing/ counselling teams and for chaplaincy support. You could even have a 'response to a sudden death' support leaflet. This information could include local or national bereavement charities or suicide prevention helplines/websites.</p>	
<p>Make yourself known to emergency services/security/other staff members. Explain that you are from the higher education institution and your primary task is to support the students and staff affected. Follow the advice and guidance of the emergency services.</p>	<p>Be mindful that the emergency services response to a sudden death can be significant, with multiple marked emergency vehicles. The circumstances can even mean that the fire brigade and other specialist teams will also be in attendance.</p>	

Actions	Considerations/resources	Completed/notes
<p>Ask Police/Coroner's Officer at the scene for confirmation that the Police have informed the next of kin. If this cannot be confirmed provide your details and ask for you, as a representative of the higher education institution, to be informed when this has taken place. Take details of the Officer you have spoken to eg their name, collar number, station/department.</p>	<p>It is the responsibility of the police to inform the next of kin, but always reconfirm with them that this has happened before making contact directly.</p>	
<p>Ensure that security secure the area.</p> <p>Report into Supervisor.</p>	<p>In the event of a death on campus keep the area clear while the body is being removed.</p>	
<p>If safe to do so, support moving affected students/staff away from the incident site to a safe recovery space. Remember to:</p> <ul style="list-style-type: none"> <li>• speak calmly, be patient and sensitive</li> <li>• acknowledge that they have experienced a shock and that their emotions will be heightened</li> <li>• normalise their responses as this is likely to be reassuring</li> <li>• encourage students/staff to utilise their own support networks whilst advising of on campus support measures</li> </ul>	<p>Your goal is to reduce distress, assist with current needs and establish facts. Practical help is likely to be the most useful support at this time.</p> <p>Flatmates of the deceased should be identified as quickly as possible and directed to the recovery space in which to gather.</p> <p>The staff member supporting this group be available for discussion and to answer questions as openly as they can. They should also work with this group to start to build a picture of other friends of the deceased who may need to be informed and require support.</p> <p>At times of shock it is usually most helpful for people to be with those they know well (friends &amp; family) and if appropriate this is to be encouraged.</p> <p>Consider too how to communicate with students who may be returning to accommodation and will be unaware of what has happened.</p>	<p>Note down where the designated recovery space is:</p>

Actions	Considerations/resources	Completed/notes
<p>Work with representatives on scene to exercise as much discretion as possible (eg restricting access to areas or using alternative routes to allow access for undertakers).</p> <p>Before leaving the site, staff need to ensure that the location of the student's death has been sensitively checked for any materials that may cause distress to others (eg items discarded by the ambulance service).</p>	<p>The presence of emergency services and particularly an undertaker can create anxiety or be upsetting for other students/members of staff.</p> <p>Although it can be challenging as emotions are high, you should refrain from informing students of what has happened, other than to confirm that a student has died, as it is unlikely the facts have been collated or the family/next of kin have been informed.</p>	
<p>Arrange for the Chaplain to attend the recovery space to offer comfort and support (and prayers if appropriate) to students affected.</p>	<p>While not all students are religious having a spiritual leader is usually comforting and helpful for students when processing a fellow student's sudden death.</p>	
<p>At this stage, practical help is likely to be the priority for students impacted. Listen to their needs and ascertain how the higher education institution can help. Working with other staff members, if appropriate arrange:</p> <ul style="list-style-type: none"> <li>• blankets</li> <li>• water</li> <li>• tea/coffee</li> <li>• food (not just chocolate/crips/snacks)</li> <li>• help with contacting others</li> <li>• academic needs, eg informing academics if classes, deadlines that day will be missed. Provide students with details of the mitigating circumstances procedure</li> <li>• alternative accommodation (if required)</li> </ul>	<p>Liaise with student accommodation team if temporary accommodation is required. Ideally flatmates should be housed together on the same site to maintain familiarity.</p> <p>Assistance should be provided to move sufficient belongings for a short stay. This should include access to food and other essential supplies.</p> <p>It is a good idea to have existing arrangements with local hotels in case emergency accommodation is required (the higher education institution may want to offer the deceased's family accommodation)</p> <p>Some students may wish to return home. Assistance such as taxis to be offered.</p>	

Actions	Considerations/resources	Completed/notes
<ol style="list-style-type: none"> <li>1 Collect details of all students who may be impacted. Collect names and contact details.</li> <li>2 Ask for course details and tutor names.</li> <li>3 Offer to contact academic staff if lectures/deadlines/exams may be missed due to incident.</li> <li>4 Make sure all students/staff have support to go to after the incident. This is likely to be with family and friends.</li> <li>5 Ask if there are any other students/staff close to the student(s) affected who may need support. If so, get their contact details (eg friends of the deceased, housemates, partner, club &amp; society friends).</li> <li>6 Make a written note of any questions they have, concerns they raise.</li> <li>7 Inform Human Resources if staff close to the student are named.</li> <li>8 Arrange a follow up call or meeting the next day with those affected.</li> <li>9 Advise the faculty the student was a member of, so they are prepared to respond to support needs.</li> </ol>	<p>For any sudden student death, it is vital that the higher education institution collects the names and contact details of all students who may be impacted. This is due to increased risk to others should the death be a suspected suicide.</p> <p>At the scene or ideally in the recovery space staff should ask the flatmates who the deceased was friends with, whether they were part of any club or society, where they worked and any other people the deceased was close to.</p> <p>These names should be given to a team of appropriately qualified staff (likely psychological professionals and academic tutors) who find contact details and are ready to contact the students once it has been confirmed the next of kin have been notified.</p> <p>Use the resources in Public Health England's practice resource, <a href="#">Identifying and responding to suicide clusters</a>.</p> <p>Irrespective, all flatmates of the deceased and anyone else immediately identified as a friend should be provided with details of how to access welfare support before staff leave the site.</p>	

## Sharing news with students

Actions	Considerations/resources	Completed/notes
<p>Inform all students likely to be specifically impacted by the sudden death of the student and offer the same support as above. Consider in advance how/when you might communicate with colleagues if the death happens out of hours or at the weekend.</p>	<p>Staff should be factual in their notification to the students and not speculate; avoiding presumptive statements about it being a suicide. They should remain empathic, and both remind students of support and that seeking support from friends and family is likely beneficial after a bereavement.</p>	
<p>Make all reasonable attempts to quickly identify and speak to students who may be particularly impacted by the sudden student death.</p>	<p>Consider finding:</p> <ul style="list-style-type: none"> <li>• anyone who witnessed the events that led to the student's death</li> <li>• other friends from the same accommodation</li> <li>• anyone believed to be in a relationship with the deceased</li> <li>• family members who may also be studying/working at the higher education institution</li> <li>• those who may have been impacted by witnessing the emergency services response</li> <li>• others on the same programme (particularly the same tutor group/practical class partners)</li> <li>• members of sports clubs/societies of which the deceased was a member</li> <li>• anyone who can be identified as a contact of the deceased through social media</li> </ul>	



Actions	Considerations/resources	Completed/notes
	<ul style="list-style-type: none"><li>any student working in the same paid employment as the deceased</li><li>anyone posting about the death on social media or contacting higher education institution staff</li></ul> <p>Students in geographic proximity to the deceased are likely easily identified. Students with social and psychological proximity may require more tracing.</p> <p>If any of the people named are students of a different higher education institution consider notifying the Student Services department at their higher education institution.</p> <p>Identify the school the student was studying in to try to ascertain any close friendships and notify. Key considerations will be notification, access to welfare support, normalisation of managing difficult emotions and encouragement to discuss with family and friends.</p>	



Sharing news with students

Actions	Considerations/resources	Completed/notes
<p>If not already done, inform local managers of the incident (if appropriate) and ask them to prepare to respond as required. Local managers could include:</p> <ul style="list-style-type: none"><li>• Chaplain</li><li>• Director of Communications</li><li>• Dean</li><li>• CEO and President of the Student Union</li><li>• Accommodation Manager</li><li>• higher education institution Registrar</li><li>• Head of Student Records</li><li>• Head of Human Resources</li><li>• Head of Library</li></ul>	<p>Staff should issue a ‘no comment at this time’ to any external enquiries about the incident and refer all enquiries to the media relations team.</p> <p>Staff should not mention the incident on social media at this time.</p> <p>Human Resources should provide support to staff affected by the sudden student death.</p>	

## End of the day

Actions	Considerations/resources	Completed/notes
Ensure you speak to a colleague about your experience today of supporting the affected students/staff.	It is important that as a supporter you receive support from others and that you make sure you look after yourself.	
End the day with Major Incident Team meeting/senior staff meeting to review all information gathered and actions taken. This meeting will generate actions for the following day.		
Decide which staff member will liaise with the family of the deceased.		

# Next day and subsequent events

Actions	Considerations/resources	Completed/notes
<p>Prepare an initial short summary of the student’s time at the higher education institution, highlighting anything that requires attention. This would include details of their academic progress and attendance, interruptions or mitigating circumstances requests and any interactions with support services (including wellbeing, security and residential teams).</p>	<p>Whilst this takes time to produce so early on, it makes responding to requests for information (eg from the family and the coroner) much easier.</p>	



## Support for staff and students

Actions	Considerations/resources	Completed/notes
<p>Arrange ongoing support for students affected. Usually this will be led by Director of Student Services.</p> <p>Reinforce the support on offer and explain this is ongoing, not time limited.</p> <p>Make appointments and contact specialist staff if the students are wanting to access services.</p>	<p>How to best respond with support will depend on each situation and the needs of the students. Considerations include:</p> <ul style="list-style-type: none"> <li>• offering an early opportunity in person to discuss the news encourage anyone involved in the response to ask questions, provide additional information/context</li> <li>• offering a group session and/or one-to-one appointments with Wellbeing/Counselling</li> <li>• ensuring advice and support is available to students who may be asked to give statements to the police (eg sitting with them during this process)</li> <li>• a drop-in support session may also be helpful for a wider group (eg in residences) as may proactive calling in an accommodation or course cohort</li> <li>• ensuring that the Residential Life team are aware of any students impacted who live in accommodation</li> <li>• answering questions about what has happened and the background as honestly and fully as possible (being mindful of the balance between openness and sharing personal information). The wishes of the family will also be an important consideration</li> <li>• signposting to a range of resources relating to dealing with bereavement and suicide (for those students aware of the circumstances) Help is at Hand.pdf (<a href="http://www.nhs.uk">www.nhs.uk</a>)</li> <li>• ensuring that details of how to access support out of hours are clear eg Samaritans, Papyrus and other local support networks in your region whilst being mindful of potential accessibility challenges Check whether students affected by the news have any upcoming deadlines or assessments. Ensure that their school are aware that they may have been impacted and highlight the mitigating circumstances process to the students.</li> <li>• beginning a book of condolence and promote this to the community</li> </ul>	

Actions	Considerations/resources	Completed/notes
<p>Arrange ongoing support for staff affected. Usually this will be led by Human Resources and the Dean of School.</p>	<ul style="list-style-type: none"> <li>• Consider the impact on those dealing with the response to a student death. Ensure all those involved in the response are aware of how to access support and encourage them to take time for self-care (this includes both academic and professional staff).</li> <li>• Offer an early opportunity for staff to discuss the news with all relevant colleagues and encourage anyone involved in the response to ask questions, provide additional information/context.</li> <li>• Answer questions about what has happened and the background as honestly and fully as possible (being mindful of the balance between openness and sharing personal information).</li> <li>• Identify any colleagues who may benefit from enhanced support (eg anyone who found the deceased or attended the scene) or where temporary backfill may be appropriate.</li> <li>• Ensure line managers are aware of the potential impact on their team member.</li> <li>• Ensure that staff involved in the incident response are personally thanked. Despite the circumstances, it is still important to recognise the role played by colleagues and others. Ensure that any messages of thanks from family and friends are also relayed in a timely way.</li> <li>• Consider a group staff debrief support session.</li> <li>• Offer staff appropriate one-to-one support.</li> <li>• All staff involved in the incident response should be contacted after one week and one month of the initial incident to check on their wellbeing.</li> <li>• Be mindful of staff who may have been working with the student as part of a placement (including those who are not employees of the higher education institution).</li> </ul>	



Sharing information

Actions	Considerations/resources	Completed/notes
The Director of Student Services in conjunction with the Director of Communications, and in consultation with the Dean(s) agree a student notification procedure.	Wider communication should usually only be completed after speaking to the family of the deceased.  Ensure appropriate student support literature is shared.	
The Director of Student Services should contact the Registrar to make sure they are aware of the student death.	Ask Registry to follow their student death procedure. This is particularly important so no communication goes out to the student (eg attendance monitoring, fee requests etc)	





## Contacting the family

Actions	Considerations/resources	Completed/notes
<p>Once confirmation is received that the family of the deceased student has been informed, contact from the HEI should occur. This contact will likely come from the Director or Head of student services. They should offer condolences, support, local accommodation if necessary. They can also arrange for the family to speak to the Chaplain (or other faith leader) if appropriate.</p>	<p>Being led by the family's needs is a key aspect of this role and responses will need to take into account the situation.</p> <p>The following are likely to take place (or be considered);</p> <ul style="list-style-type: none"> <li>• Expressing condolences on behalf of the Vice-chancellor and the wider community (and send a letter from the Vice-chancellor in due course). This should be based on a template, but with appropriate personalisation.</li> <li>• Informing them that you are a senior member of the higher education institution who will act as the sole family liaison officer.</li> <li>• Sensitively exploring immediate familial relationships (eg confirming names of the parents and any siblings, whether parents are separated etc).</li> <li>• Learning anything further about the circumstances of the student's death or the background from the family's perspective.</li> <li>• Supporting direct contact with other students who knew the deceased.</li> <li>• Considering a posthumous award and attendance at a future graduation ceremony.</li> <li>• Providing information about local undertaker/reparation services.</li> <li>• Sensitively supporting with the packing and return of belongings but never give a sense that the room is required back.</li> <li>• Supporting with releasing the family from the student's accommodation contract (this is automatic in higher education institution accommodation), but ensure all payment requests are immediately froze.</li> <li>• Considering a refund of tuition and accommodation fees.</li> <li>• Supporting with notifying funding bodies or relevant organisations (eg Student Finance England (SFE) and Disabled Students' Allowance (DSA)).</li> </ul>	

Actions	Considerations/resources	Completed/notes
	<ul style="list-style-type: none"> <li>• Sharing an initial factual view of the circumstances and background to the student's death from the higher education institution's perspective.</li> <li>• Explaining the higher education institution's relationship to the Police/Coroner's team and outline any information provided to them.</li> <li>• Summarising the key actions that have been taken in response to the news about the student's death.</li> <li>• Discussing the approach to communicating with fellow students.</li> <li>• Exploring whether the family are aware of any close friends of the deceased, who are members of the higher education institution who may require support.</li> <li>• Exploring if the family are religious or have any spiritual requirements – link to relevant chaplain is appropriate.</li> <li>• Offering short term accommodation for family members if required.</li> <li>• Offering advice and support with handling media enquiries (where applicable).</li> <li>• Answering as fully and openly as possible any immediate questions about the student's time at the higher education institution.</li> <li>• Seeking to understand (and provide an initial response where possible) to any immediate concerns raised by the family.</li> <li>• Providing a follow up email summarising the initial actions that have been agreed, provision of full contact details and a reiteration of the offer to make contact as and when further assistance might be required.</li> <li>• Providing details of any local or national support services.</li> <li>• Providing any requested copies of work produced by the student and an academic transcript.</li> <li>• Supporting direct contact or reflections from higher education institution staff who knew the student particularly well.</li> </ul>	

Actions	Considerations/resources	Completed/notes
<p>The Wellbeing/Counselling team to contact the Students' Union Officers to reiterate that support is available for all students and explain process of accessing support.</p>	<p>Promote usual emotional support services and/or extend support sessions for students.</p> <p>It may be a good idea to temporarily reprioritise access to the wellbeing/counselling teams to the accommodation/School most impacted by the student death to increase access and visibility.</p>	
<p>With new information likely to have come in, continue to identify and speak to students who may be particularly impacted by the sudden student death.</p>	<p>Key considerations will be notification, access to welfare support (on/off campus), normalisation of managing difficult emotions and encouragement to discuss with family and friends.</p> <p>Use the sudden death leaflet and death email template to ensure students have access to the online support available eg local Cruse Bereavement Care support.</p>	
<p>The Mental Health Team to consider how news of the sudden student death may affect existing clients and proactively contact those where the news of a sudden death may specifically affect them.</p>		

## Longer term actions

Actions	Considerations/resources	Completed/notes
<p>The family liaison lead will maintain contact with the family and find out details of the funeral and whether students/staff can attend.</p> <p>If so, consider arranging and funding transport for the funeral and accommodation as required.</p>	<p>It is often also appropriate for a senior member of the higher education institution to attend the funeral to represent the wider higher education institution community.</p> <p>Be mindful of trying to maintain contact with the family once the formality of the funeral and the intensity of the initial incident response has passed. Ideally, this should include the family's involvement in the post incident review.</p>	
<p>The Director of Student Services will continue to liaise with the Coroner's Office, providing them with a statement and other records as required. Staff may also be called to give evidence during the subsequent inquest.</p> <p>Understand when the inquest will occur and inform in advance those identified as being friends of the deceased, staff who responded to the death and others known to have been impacted. The Communications Team should also be informed. Once the inquest has concluded, record the official cause of death.</p>	<p>A key consideration is to ensure that those impacted by the death should not learn about the conclusion of the inquest or information revealed during it through the media.</p>	
<p>Support Services to contact affected students a week after event and offer to keep in touch at least weekly. Offer comfort and practical help. Offer referral for more specialist support if required.</p>	<p>It is important to normalise a persons' response to a bereavement to reassure them that their response is an expected response to bereavement/trauma.</p>	

Actions	Considerations/resources	Completed/notes
<p>The Chaplain, if appropriate, will liaise with the family regarding appropriate memorial events.</p>	<p>Would the family like any kind of ceremony at the higher education institution? If so, what kind? prayers/memorial/full funeral?</p>	
<p>A post incident review, led by a senior member of staff, will be undertaken in the event of every suspected suicide and put into practice any learning points to support the reduction of the future risk.</p>	<p>The review process should be positive and not be used to identify fault or blame. Every effort should be made support those involved and encourage a culture of honest reflection, identification of relevant learning points and of positive and tangible actions that directly reduce the risk of a recurrence.</p> <p>Each review should therefore:</p> <ul style="list-style-type: none"> <li>• be conducted with honesty</li> <li>• involve the family of the person who has died</li> <li>• be completed as soon after the incident as practical</li> <li>• be objective and focused on identifying positive actions</li> <li>• be focused on addressing specific questions raised by those impacted by the incident</li> <li>• be proportionate in its scale</li> </ul> <p>The review outcomes should focus on:</p> <ul style="list-style-type: none"> <li>• what happened, to whom, when and where</li> <li>• identifying any learnings or reflections that can be drawn from what has happened</li> <li>• developing a clear action plan and owners for improvements, including how any learning will be implemented</li> </ul>	

Actions	Considerations/resources	Completed/notes
<p>Working with other colleagues, the Head of Student Services will liaise with the family is a posthumous award is to be presented and a formal transcript should be provided.</p>	<p>Families often also take comfort from receiving copies of work produced by the deceased.</p> <p>Discuss with the family whether they would like to receive the award at a graduation ceremony and offer accommodation and hospitality should they choose to.</p>	
<p>Ensure that staff involved in the incident response (immediate and longer term) are personally thanked. Despite the circumstances, it is still important to recognised the role played by colleagues and others. Ensure that any messages of thanks from family and friends are also relayed in a timely way.</p>		
<p>Be mindful of the potential for clustering of deaths and consider whether any given death has features that may indicate it is or has the potential to develop into a cluster. Take further preventative actions as necessary (eg access to means, additional targeted interventions).</p>		
<p>Be mindful of key anniversaries (eg date that the student died or would have been due to graduate). This may act as a trigger for those impacted by their death.</p> <p>Those most impacted should be proactively contacted to remind them of the support available.</p>	<p>With the passage of time this is easily forgotten, so diarising these as part of the immediate response can provide a prompt.</p>	