

Managing the
response to
**Critical
Incidents**
in Schools, Settings
and Services

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In Memory of Celia Hindmarch

The History of the **Critical Incident** Response Team

The Critical Incident Response Team (CIRT) was established in 1995 in Cheshire to ensure that schools received a coordinated response from the local authority when dealing with a 'critical incident'. CIRT has received national recognition for its work, one of its strengths being the multi-agency make up of the team with members from the Educational Psychology Service, Education Welfare Officers, the Youth Service etc.

Cheshire East has recognised the value of such a team continuing within the local authority and offering support to schools, settings and services within the borough.

The purpose of this booklet is to support their work within Cheshire East's schools, settings and services.

Introduction

Handling crises is a normal part of everyday life. Some incidents, however, are of a more critical and overwhelming character in which staff, pupils and parents may experience acute, even prolonged, distress. For instance in recent times schools in Cheshire have faced:

- *The serious injury or death of a colleague or other adult.*
- *The serious injury or death of a child.*
- *Incidents charged with profound emotion.*
- *Incidents attracting unusual attention from the news media.*
- *Incidents involving serious threat.*
- *Student suicides.*
- *Other incidents with extremely unusual circumstances which produce a high level of immediate or delayed emotional reaction, surpassing the individual's normal coping mechanisms.*

The following guidance draws on the experience in Cheshire and other LA's over the past fifteen years. It uses the experience of schools which have been through a critical incident. It is not intended to be prescriptive or to attempt to cover all possible events. A major fire at a weekend or serious accident on an outing or major community violence will require different types and scales of response, and will involve different agencies.

This booklet is designed:

- *To help schools, settings and services to develop plans to respond to a critical incident.*
- *To provide practical guidance and reference during such an event.*

Thinking Ahead

being prepared

By their very nature and definition, critical incidents tend to disorientate and overwhelm those involved. Although the journey through this sort of crisis is always going to be difficult, planning ahead is a necessary precaution and can be crucial.

It is self-evident that a school, setting or service which has anticipated a major critical incident, and laid plans for managing a response is likely to handle the actual event more effectively and confidently.

We cannot plan for every eventuality; and we would be mistaken if we planned on the basis of the most recent or most publicised experiences. However, if we know who will assume key roles, have checklists and procedures in place, contact lists up to date, a tested framework for communications and some practised skills to draw on, then our response to a crisis will be more assured than even the most intelligent improvisation.

This booklet is designed to encourage and support pre-planning. Each critical incident is unique; the range and complexity of those faced since 1995 in Cheshire and elsewhere are enormous.

What can we do to prepare?

Here are some tried and tested ideas:

- *Establish a group of staff to study this booklet and other relevant information and formulate an action plan to follow through key issues.*
- *Identify a critical incident management team to take lead in an emergency. Commission key roles; include Governors, support staff, administration and site staff.*
- *Ensure basic information, contact lists, communication, procedures etc are in place, known to all staff and kept up to date (including reference to changes in legislation, LA guidelines etc).*
- *Carry out a simulation exercise to explore how a critical incident might unravel. This will then enable you to identify additional needs for planning, training, skills development and awareness raising.*
- *Ensure that governors and all members of the school community or setting or service, including parents, are aware of the existence of a planned response.*
- *Ensure timescales for review, updating etc are securely in place.*

Cheshire East Critical Incidents Response Team (CIRT) has some exemplar simulation exercises to offer schools, settings and services if required. The team is also able to offer training sessions on request.

Immediate Action

The staged action plan below takes as an example a serious incident involving a number of children off a school premises. It adapts readily to other circumstances and settings. It requires a Critical Incident Management Team (CIMT) based on the senior management team of the school, setting or service.

What is a Critical Incident Management Team? (CIMT)

Whilst it might seem dramatic to have a CIMT prepared, it does ensure that action is effective and efficient. Key people then know what to do and can check that the necessary steps are taken. A major incident can be shocking and disorientating so prepared procedures are essential.

A CIMT should include the leadership team, governors, administration and site staff, along with appropriate adults from the extended community. Competence, reliability and availability should determine membership of the CIMT rather more than status.

It is suggested that the CIMT meets at least annually to update names, contact numbers, checklist and procedures.

Co-ordinated support is also available at two levels from the Local Authority:

- **Support via officers of the local authority**
- **Cheshire East Critical Incident Response Team**

It is advisable to contact both groups of people immediately an event occurs following the published protocol available on the Cheshire East Intranet.

Action within hours

- Obtain and collate information about what has happened.
- Gather Information.
- (This uses a serious incident off a school premises as an example).

1. Information required

What has happened?

Where and when?

Name and contact number of an adult at the incident site.

Extent of injuries, numbers and names.

Location of injured, name and contact number of adult present.

Location of uninjured, name and contact number of adult present.

Is help required from the school?

Gathering information in these circumstances can be an untidy, incremental process, e.g. police will not release hard information until long after local rumours have been circulating; hospitals have to follow their rules of confidentiality.

2. Gather and brief the CIMT

CIMT needs to know:

- Who has been informed?
- What has been said?

3. Trigger the LA support network through designated contacts

Cheshire East CIRT will offer practical help and can also alert LA officers as appropriate including the Director of Children and Families, Media Relations, Legal, Occupational Health and Safety, Engineering Maintenance, Human Resources.

NB Establish clearly who is being contacted by whom.

4. Put in place an incident management room and a dedicated telephone line

- There is the possibility of the school line being inundated with incoming calls from anxious parents.
- The designated person or team dealing with incoming calls should provide an agreed factual statement along with reassurance of action being taken at the incident site.
- It is important to avoid speculation and not to make statements about further information or developments unless confident that it will be available.
- A separate dedicated line may be needed for outgoing calls. The use of mobile phones will be difficult to control and can cause, even if well intentioned, misinformation or confusion.

5. Contact families whose children are involved

- This has to be done quickly and with sensitivity.
- The names and contacts of any excursion party will be centrally available.
- Consistency of information is vital so it is best to avoid using a chain of communication.

- Any message should relay known information and assurances of appropriate action being taken and should indicate if and when further information will be made available.
- It may be appropriate for parents to come into school to be ready for further information. Some people are likely to need immediate emotional support.
- If a child is critically ill or dies, it will be important that the head teacher contacts, or, if possible, visits, the parents.

6. Make arrangements for informing other parents

If there is any possibility of legal liability, police action, or a health issue, Human Resources, legal services and/or the health authority, should be contacted before the school issues information to parents.

It may be sufficient to inform parents not directly affected by the incident by sending a letter home with children. In some cases it will be appropriate to call a meeting at school, especially if the incident is one which will generate concern about some aspect of the school's organisation (e.g. injury following violence at school).

Cheshire East CIRT can provide support and/or a leaflet for parents to accompany a letter home if necessary.

- A prepared statement should give necessary facts, expression of sympathy/concern and possibly a message for the community. It is important to remember that a letter is likely to be accessible to the media and to seek guidance from the Media Relations Team. It is sometimes better to delay this letter by 2 or 3 days until full information is available. In other circumstances, it will be important that the letter goes out immediately.
- Heads are advised to contact Cheshire East CIRT to check the contents of any such letters or statements.

7. Information for staff

It is vital that all adults in contact with pupils are kept well informed and feel secure in handling questions and comments.

A schedule for updating needs to be arranged, e.g. during breaks, at the end of the day or first thing next morning. Such meetings ensure that knowledge is common and questions are answered. Staff should be cautioned about not talking to the media or responding to questions from reporters.

8. Information for pupils

This is best done in classes or small groups with particular care being taken to protect and support both children close to someone involved with the incident and staff who are unable to handle the emotions or distress confidently.

Children should receive a consistent account of the incident while allowing for differences in their ability to understand.

9. Listen to people's concerns

Be attentive to the reactions and needs of staff and of children. Offer time and space for reflection together.

Next Actions

- Develop a plan for handling the feelings and reactions of people (see Section 3).
- Provide further information if required to parents not directly involved.
- Maintain contact with emergency services, professional agencies and other groups involved.

A school, settings or services contingency plan will need to be flexible and take into account that an incident could occur during a holiday period. For example, a school party will have home contact numbers but if an incident involves children not on a school activity, e.g. the abduction of a child, information might come first from the media. Head, staff and governors need to be cautious in responding to 'off the record' questions. It is essential both to avoid and discourage speculation (see section on 'Responding to the Media').

Handling

the reactions of people affected

Experience from affected schools, and from research, provides a wealth of evidence about the range of reactions and needs generated by critical incidents.

People can react very differently; some will readily give vent to their feelings, others find it more difficult. It is normal to react, it is also normal not to react. Pupils' ages and development will of course affect their understanding and feelings.

The nature of the incident itself has a major bearing on the feelings generated. The most common reactions include denial, distress, guilt, anger and helplessness.

There are, however, some common needs that should be recognised and addressed:

People need

1. *Information about the incident.*
2. *Explicit acknowledgement of the incident.*
3. *The opportunity to talk through or otherwise express their personal reactions.*
4. *Personal support if they are to support others effectively.*
5. *Formal recognition and rituals.*
6. *Continuing or quickly re-established routines.*
7. *A managed return to the school, setting or service for pupils or staff directly affected.*

1. Information about the incident

- Inform all staff and give guidance on how to support and talk to those affected.
- Confront the truth and take care with the choice of expression in announcements.
- Outline the measures in place in the school, setting or service to provide further help for distressed children, or staff members.
- Provide information to families on the kinds of help and support available to them and their children. Cheshire East CIRT has a variety of resources which may be of value and can be borrowed.

2. Explicit acknowledgement of the incident

- The management of a critical incident can result in a great deal of stress. The following points may be of value in helping to reduce levels of stress:

Acknowledge the emotional state of staff and children and allow time and space when needed.

Be aware that some staff may not wish or be able to be directly involved in supporting children or members of their team.

Be aware that the burden of support may fall disproportionately on a small number of staff. It is therefore important to address their emotional needs.

- The incident may act as a trigger to children who are emotionally vulnerable, even if they are not directly involved. This may result in difficulties in behaviour and relationships. Staff need to be aware of such pupils and appropriate levels of support need to be given.
- Be sensitive to the effects on staff or children's concentration and performance. There may be a need to lower expectations.
- Be sensitive to the effect on home and social life for families and peers.

Resist expectations of immediate 'counselling'

3. Opportunities to talk through, or otherwise express, personal reactions

- While attempting to ensure continuity and normality, staff should encourage children to talk about their feelings and be prepared to listen to them.
- Groups of children may be offered support from outside professionals to help them understand their reactions and develop coping strategies. Parental permission should be sought in this instance. (See Section 4 for available support).
- All staff associated with the children involved should be offered opportunities for additional support. (See Section 4 for available support).
- Exceptionally, some children and staff may need therapeutic help on an extended basis, even well after the event. This requires reference to professional agencies, for example, CAMHS, Occupational Health or their GP.

4. Personal support for those supporting others

- Be aware of the possible delayed reactions for those actively involved in responding to a critical incident. Staff who are coordinating responses should be supported and scheduled for relief periods.
- Teachers are vital in supporting pupils through a critical incident; but teachers facing this need and deserve informed guidance and emotional support themselves.

The needs of headteachers, managers and senior staff have not always been fully acknowledged. The strain of leading a school, setting or service through a critical incident can obscure the headteacher's, managers or senior staff's personal feelings. They need to be aware of their own welfare needs.

5. Continuing or quickly re-establishing normal routines

- Every attempt should be made to provide as much continuity as possible for children and staff.
- In school settings maintain the normal school day so that children are unsettled as little as possible. The school can become a focus for parents and others to gather (e.g. to bring flowers or just to wait for news). Schools need to manage such responses by designating space, refreshments, toilets etc. Schools are entitled sensitively to discourage milling and undue disruption.

6. Formal recognition and rituals

- Arrangements may be made to express sympathy to the families directly affected by the incident.
- Children can be encouraged to send cards and letters to the injured or bereaved.
- Plan to attend a funeral, if welcome. School closure may be appropriate but please discuss with the LA before making any firm decisions.
- Discuss the desirability of holding special assemblies and memorial services. Cheshire East CIRT can offer further help and advice in this area.
- Anniversaries are key times and the school should ensure such times are planned for and handled with sensitivity and support.

7. A managed return to school or work by pupils or staff directly affected

- Some pupils or staff may not be attending school after an incident and will need assistance on re-entry.
- Some pupils or staff may have been injured or distressed and will need significant support to reintegrate back into school or work life.

How the curriculum can help

- Consider the inclusion of training for staff in areas such as loss, change or bereavement. The Educational Psychology Team offer such training.
- Consider the provision of relevant fiction and non fiction books in the school library. Cheshire East CIRT has a list of relevant literature which is available on the intranet.
- Consider, within PSHE, discussions with pupils about what are normal reactions to stress or crises and give them guidance about practical measures to alleviate the stress responses, e.g. relaxation techniques or positive imagery.
- Consider the inclusion of skills or projects within PSHE concerned with the cycle of life and death – see SEAL resources.
- Consider how different races and cultures deal with loss, change and bereavement.

Arson Attacks

- It is rare for personal injury to occur in arson attacks on premises but the sense of loss, distress and anger can be severe. The dislocation for teachers especially and other staff can be prolonged. They are forced to revisit their distress day by day as the loss of their investment in place, planning, resources, records and teaching patterns bears down.
- Children and young people are also subjected to the same emotions. In schools accumulated course work or portfolios for assessment can be lost, resulting in a similar sense of distress and anger.
- Be aware that the worst effects on staff morale and emotional well-being can occur some time, often months after a serious fire.
- The pressure on staff to restore normal routines quickly on a new or restricted site often leaves too little room for grieving, for ritual endings and for reflection.

Be alert to the strong influence of technology

For example:

- *Social networking sites.*
- *Computer games, films and websites depicting undue violence and abusive practices.*
- *Texting as a way of spreading rumour, personal humiliation and bullying.*
- *Websites, such as suicide pacts, drugs/alcohol experimentation.*
- *Webcam/mobile phone images being uploaded.*

Support to schools, settings and services

Critical incidents test the spirit, organisation and leadership of schools, settings and services and their communities in extreme ways. Invariably workplace communities rally to support each other through the difficulties. In some circumstances however, either because of the incident itself or through tensions already affecting the school, setting or service an emergency can produce or worsen conflict. Individual reactions to acutely abnormal circumstances cannot be predicted. Some understanding, and expectation, of disturbed responses needs to be developed.

Again, it must be emphasised that:

Schools, settings and services are likely to cope better and recover more fully if they have anticipated a major incident and planned their response to it. Teachers are very important adults in the lives of their pupils and are crucial in supporting them when they are seriously upset and also deserve knowledgeable support and guidance for themselves.

Additional help available to schools, settings and services.

Experience indicates that a school, setting or service at the centre of a critical incident will usually need some level of external support from the LA, Diocese, and/or other agencies (e.g. social care, local churches, and health services, voluntary organisations) to provide people with the expertise to offer:

- *Emotional support for pupils, staff, managers and others.*
- *Debriefing for groups of staff and/or pupils who are most affected.*
- *Exceptionally, referral for counselling.*

- It is best if the school, setting or service seeks and manages any external help, but this may not always be possible.
- A school can, in the aftermath of an incident, be inundated with well-meaning offers of help and advice. The CIMT needs to be clear about the types of help their school really needs. It may also face intense media interest. The priority objective, shared between school and LA, must be to serve the best interests of pupils and staff in coping with the incident individually and collectively.

Cheshire East CIRT can offer support to schools, settings and services in the first hours, days and weeks of a critical incident, in addition to the technical and organisational services which some situations will require.

Telephone and email contacts for support and advice

- Immediate emotional support and practical advice will be offered by the LA to the headteacher/staff/governors and parents.
- Most schools, settings and services will have some strong personal links with the LA. Such contacts can be invaluable, particularly for headteachers, in providing moral support and a trusted sounding board at a testing moment.
- Cheshire East CIRT offer personal advice for headteachers and managers and access to the services described below.

Debriefing and support for teachers and other staff

Cheshire East CIRT can provide specialist support to enable a group of staff to come to terms with a critical incident and to plan their response with children and young people, colleagues and parents. This could be done immediately by holding a voluntary staff meeting where people can talk over individual reactions and needs. A week or two after the event, when raw feelings have subsided and more enduring emotions are starting to dominate, it will, in some circumstances, be helpful to offer staff a more structured debriefing session, usually lasting a couple of hours.

During evaluative interviews conducted over time it has become clear some further follow up support may need to continue, particularly in the period preceding the anniversary of the critical incident. If it becomes clear that individual staff need more substantial support or counselling the LA can help in referral to appropriate expertise. The Occupational Health Unit provides valuable expertise in helping individual staff facing prolonged stress in these circumstances.

It is very important that natural priority concern for the well-being and emotional recovery of children and young people or staff does not lead to an assumption that teachers, head teachers other staff and managers will somehow cope unaided. Many need and deserve support.

Debriefing sessions for children and young people

All the evidence suggests that when children and young people have been directly involved as witnesses to a traumatic incident they will benefit from structured debriefing sessions. Debriefing can also be beneficial to children and young people otherwise affected. This enables them to express what they saw or heard, how it affected them, how they feel about it in retrospect and how they are facing their futures.

Cheshire East CIRT can help schools set up and run such sessions. Such an intervention needs careful negotiation and is likely to be held between 1 and 4 weeks after the incident. Parental consent to involvement is essential. Draft guidelines and letters are available.

Cheshire East CIRT is not a team of 'counsellors'. Its role is short to medium term and is intended to enable children and young people, teachers and staff to come to terms with what has happened, to clarify thoughts and feelings so that they can operate as normally as possible in an abnormal situation, and to find their own ways forward from it.

Longer term support

- Some individuals or groups may find it very difficult to shed the distress, anxiety, guilt, and depression that an incident can provoke. Others may suffer a delayed, or not obviously related, effect. Teachers and other staff need to be sensitive and observant towards both children and young people and their colleagues. Advice, and referral to support agencies for such circumstances, is available in Appendix 1.
- The Educational Psychologist for the school or setting is able to respond to requests for help with individual children showing unusual or prolonged reaction to a critical incident. Where Cheshire East CIRT has been involved with a school, setting or service in dealing with a critical incident, the school setting or service is encouraged to seek a follow up visit after an appropriate interval to review continuing needs and to reflect on the process at the time of crisis.

Leaflets for parents and others

Tri-fold A4 leaflets are available from Cheshire East CIRT for circulation among parents, staff and other adults involved in supporting pupils. These leaflets, which can be customised, alert parents and others to the possible reactions of their children and young people to an incident and make suggestions about helping them through it.

Support for senior staff

- The strains of leading a school, setting or service through a critical incident can be profoundly disturbing but may not be fully evident or acknowledged until after the crisis has subsided. The support of family, senior colleagues, governors, other headteachers, managers and close friends are recognised as crucial in helping those involved.
- Those in positions of greater responsibility may be in a particularly isolated position when police investigations are in progress due to the strict codes of confidentiality involved.
- Experience so far suggests that those in positions of greater responsibility too often underestimate the impact on themselves of such an ordeal and may be reluctant to seek personal support. Caring for those managing the care of others is eminently justifiable and represents sound practice and should be encouraged.

Dealing with the Media

Schools, settings and services facing a critical incident often worry unduly about dealing with the media. In most critical incidents the press, radio and even TV reports are responsible and sympathetic. However, if they can find an angle to the incident that can make for exciting, sensational or controversial coverage, this can add seriously to the demands on senior staff and others.

Schools, settings and services are urged to seek advice from Media Relations in handling the incident and particularly before agreeing to be interviewed or releasing names of children and staff. Cheshire East CIRT can support this process.

Schools, settings and services may still face the need to deal themselves with the attentions of the media. Children and young people, parents, governors, teaching and other staff may be approached directly by press, radio or TV reporters in the earliest stages of an incident. In an out-of-school incident the media might learn of it before the school and may have information at odds with that of the school. In the most difficult circumstances the police will usually provide some protection against media intrusion.

In some instances media interest might persist over a period of time and possibly be re-triggered by a funeral, inquest, court action or anniversary.

Guidance points

Any direct contact with the media is normally best managed by Media Relations, or at least in conjunction with them.

Preparing an agreed text for release to the media and/or as a script from which anyone confronted by the media can speak is a valuable tool. If possible ensure that a designated spokesperson, briefed and prepared, by Media Relations, makes the direct response for the school, setting or service.

Early intervention by the Media Relations Team can minimise, or in some cases prevent media interest in an incident. In the future, in line with other centrally provided services, there may be a charge made for support from the Media Relations Team. However this will be made clear if and when applicable.

DO's" in facing the news media:

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

"Don'ts" in facing the news media:

- *Don't reply to why and how questions.*
- *Don't speculate, stick to the known facts.*
- *Don't bluff or lie.*
- *Don't make 'off the record' comments.*
- *Don't make promises you cannot keep.*
- *Don't make excuses or blame others.*
- *Don't respond to 'blind quotes' (e.g. "one of your staff tells me that ... do you agree?" – this is a ploy often used by the media to extract more information).*
- *Don't say "no comment" – explain why you cannot comment.*
- *Don't allow words to be put in your mouth – e.g. "would you agree that ...?"*

How you present and respond is as crucial as what you say

This implies training and practice to ensure confidence, credibility and a natural but prepared style.

Effective, direct communication within the school, setting or service's community can limit the impact of sensational media coverage.

Pupils, all staff, governors and parents need appropriate, accurate, up to date release of information and encouragement not to speculate or to give currency to rumour.

Training opportunities and further information

Training opportunities

It is important to give representatives from schools, settings and services the chance to explore the issues raised in these guidelines, to develop action plans and to identify continuing training needs. Support can be provided from the Cheshire East CIRT on request, to assist in the process of introducing and implementing a scheme.

The LA will offer courses for head teachers, teachers, managers, other staff and governors.

Suggested reading and other resources

A comprehensive reading list is now available on the Cheshire East Critical Incident Team website and will be updated on a regular basis. Some of the books on the list are available for loan.

Organisations offering support for staff, parents, children and young people

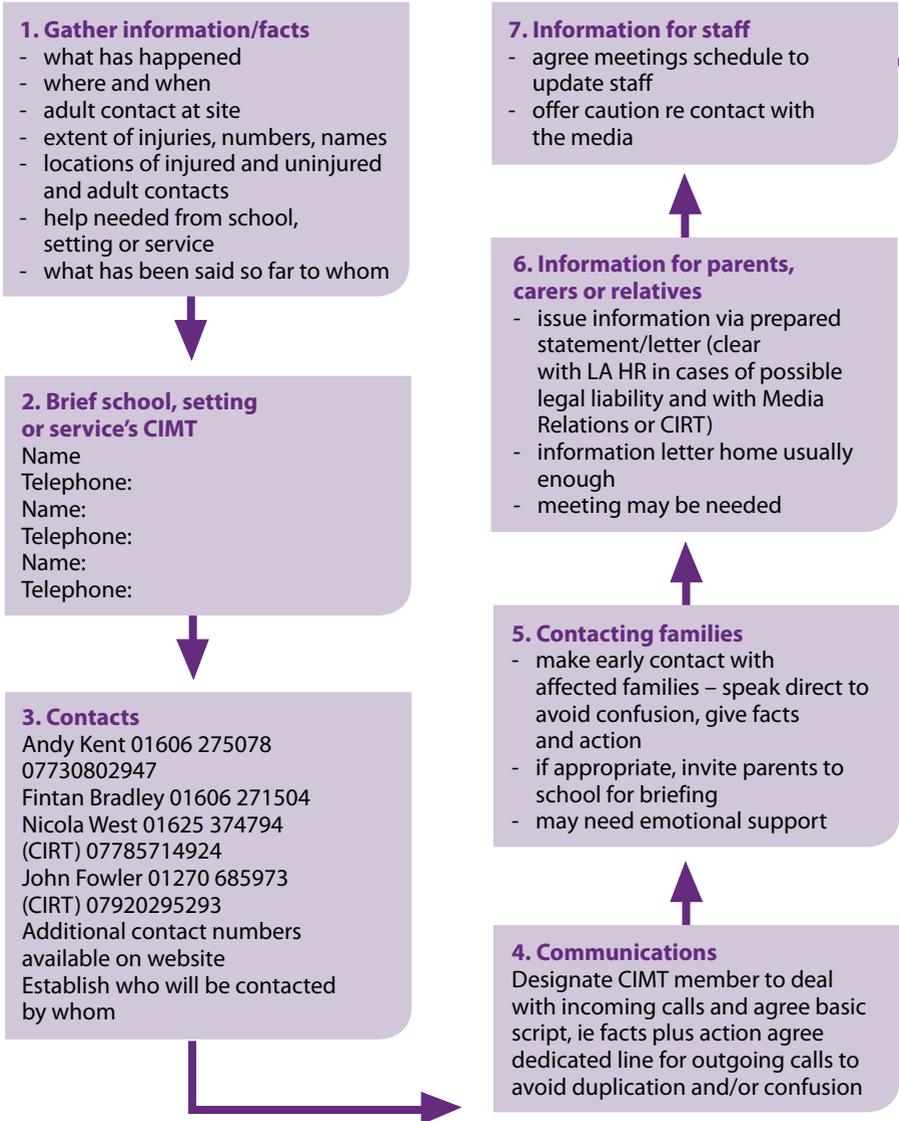
A comprehensive list of organisations offering support for staff, parents children and young people is now available on the Cheshire East Critical Incident Team website and will be revised and updated on a regular basis.

Appendices

Governors' Contact Cascade	
Staff Contact Cascade	
Local Police	
Local Hospital	
Local Press/Radio	
Support Head/Senior Manager	
Religious Leaders	
Off-site rest area	

Appendix 2

Responding to Critical Incidents in Schools, Settings



Remember – how you present and respond is as crucial as what you say.

and Services – Immediate Action: The first few hours

8. Information for pupils

- inform pupils in classes or small groups
- information to be consistent but age-appropriate
- support close friends of those involved in incident

9. Listen to concerns

- offer time and space if needed for staff and children to reflect before going home

Dealing with the media

- Seek advice from the Media Relations Office at an early stage. With their help, agree a text for release to the media and/or a script from which anyone confronted by the media can speak.
- Designate a single spokesperson where possible

Do

- *respond to 'what' and 'when' questions.*
- *tell your story quickly and accurately ensuring main messages are heard.*
- *consider audience needs.*
- *choose your own time for reporting to the media.*
- *prepare and rehearse consistency in accounts.*

Don't

- *reply to how and why questions.*
- *speculate.*
- *bluff or lie.*
- *make 'off the record' comments.*
- *make promises you can't keep.*
- *make excuses or blame others.*
- *respond to 'blind quotes' e.g. "One of your staff said ..."*
- *explain why you cannot comment – don't say "no comment".*
- *never allow words to be put into your mouth e.g. "Would you agree that ..."*

Practice, if necessary, a confident, credible and natural style.

Appendix 3

CRITICAL INCIDENT CONTACTS

For advice and support if your school, setting or service faces a critical incident please contact, by phone and email, the appropriate people from the following lists.

Name and position	Office	Mobile
Cheshire East		
Andy Kent <i>Liaison Manager Strategic Lead CE CIRT</i>	01606 275078	07730 802947
Fintan Bradley <i>Head of Strategy, Planning and Performance</i>	01606 271504	07795 665994
Nicola West <i>CE CIRT co-ordinator</i>	01625 374794	07785 714924
John Fowler <i>CE CIRT co-ordinator</i>	01270 685973	07920 295293
Steve Warren <i>Schools Personnel Consultant</i>	01270 686309	07824 897165
Craig Hughes <i>Schools HR Business Partner</i>	01270 686307	07824 897164
Educational Psychology Service	01625 374794	N/A
Occupational Health	01244 973388	

Name and position	Office	Mobile
Julie Tinsley <i>Principal Health and Safety Advisor</i>	01270 686301	
Julie Wetton <i>Media Relations</i>	01270 686577 This number diverts to on call media relations duty officer out of office hours	07917 559948
Insurance Team	01270 86215	N/A
Patricia Cunliffe <i>Senior Accountant</i> or Shelia Williams <i>Insurance Claims Supervisor</i>	01270 86191	N/A
Consultant Community Paediatricians	Macclesfield – 01625 661431 Crewe – 01270 415384	
Social Care – Community Services Emergency Duty Team	0300 123 5012 (8.30am-5pm) at all other times ring 0300 123 5022	
Cheshire East Information Line	0300 123 5500	
National Meningitis Trust	0800 02818 28	
Joint Cheshire Emergency Planning Team/ Civil Protection Unit 5th Floor, Goldsmith House, Hamilton Place, Chester CH1 1SE	T: 01244 973869 F: 01244 976719 E: jointemergencyplanningteam@cheshireeast.gov.uk	
Cheshire Constabulary	0845 458 0000	

Managing the
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