



Dealing with Emergencies

and PSHE Education

Professionals' Pack

2024

Ellie Chesterton & Natalie McGrath

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Introduction

This pack aims to support education providers to deliver quality PSHE education around dealing with emergencies through identifying the curriculum links within the PSHE Associations' Spiral Curriculum and the Department for Education's statutory guidance and developing staff's confidence and competence on the subject matter to support them to facilitate PSHE education on this topic within their own setting.

The Department for Education's statutory guidance states that:

- Pupils can also put knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts.
- Schools should show flexibility to respond to local public health and community issues to meet the needs of pupils
- Should be addressed sensitively and clearly

Children and young people need to be taught to manage risks, make safer choices and recognise when pressure from others threatens their personal safety and wellbeing.

This pack should be used in conjunction with our [First Aid & PSHE](#)



Local Quality Framework

We believe that for PSHE education to be effective it must:

- Be delivered in a safe learning environment based on the principles that prejudice, discrimination and bullying are harmful and unacceptable.
- Have clear learning objectives and outcomes and ensure sessions and programmes are well planned, resourced and appropriately underpinned by solid research and evidence.
- Be relevant, accurate and factual, including using the correct terminology.
- Be positively inclusive in terms of:
 - Age
 - Gender Identity
 - Race
 - Sex
 - Disability
 - Pregnancy and Maternity
 - Religion or Belief
 - Sexual Orientation
- Designed to include the development of knowledge, skills and values to support positive life choices.
- Use positive messaging, that does not cause shame or victim blaming.
- Challenge attitudes and values within society, such as perceived social norms and those portrayed in the media.
- Be reflective of the age and stage of the children and young people and be tailored to the environment and group.
- Utilise active skill-based learning techniques to encourage active participation.
- Ensure that children and young people are aware of their rights, including their right to access confidential advice and support services within the boundaries of safeguarding.
- Be delivered by trained, confident and competent professionals.
- Empower and involve children and young people as participants, advocates and evaluators in the development of PSHE education.

Safe Learning Environment

A safe learning environment enables children and young people to feel comfortable to share their ideas without attracting negative feedback. It avoids possible distress and prevents disclosures in a public setting and enables professionals to manage conversations on sensitive issues confidently. Also it is important to recognise that some children and young people may be affected by the issues discussed in the sessions. Let you DSL or DDSL and other relevant staff know what is being taught. This will enable them to identify and speak to relevant children and young people, especially those who may have been directly impacted by issues covered in the session and those with adverse childhood experiences.

We have created a guidance document to support professionals to create this safe in their own setting.



No. 01 – Ground Rules

Create in collaboration with the group . As the facilitator role model the agreed ground rules.



No. 02 – Collaborate with DSL

Let them know when the session is being delivered to ensure the correct support is in place should any disclosures be made.



No. 03 – Staff Confidence

Check Staff confidence levels. If anyone is in panic zone it is not safe or appropriate for them or the participants to teach on the topic. This pack should help professionals to move from panic zone to learning or comfort zone



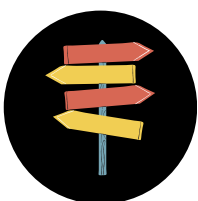
No. 04 Learning Techniques

Use scenarios and stories to help participants engage with the topic. Refer to the third person rather than you e.g. what could this character do?, or people of about your age....



No. 05 – Difficult Questions

Questions are an important part of learning. Sometimes a child or young person will ask a difficult question. As with all questions the first thing is to value the question whilst either allowing time to consider an appropriate answer or to deflect an inappropriate question.



No. 06 – Signposting

It is absolutely essential, that included in the lesson, is information about different organisations and people that can provide support both within the organisation and outside of it.

A more detailed version of this page is available by emailing either Natalie or Ellie

Best Practice Principles

Do not use scare/fear or guilt tactics

It is a common misconception that if a child or young person is shocked or scared by what they see in images, videos used in sessions, they will avoid the behaviour in the future.

Whilst young people will often say that they like 'hard-hitting' material and that it engages them more effectively, in fact when experienced in a safe setting (in this case a classroom or youth space), shocking images become exciting (in a similar way to watching a horror film or riding a rollercoaster) and this excitement response can block the desired learning. Equally, for anyone who has previously been affected by something similar, it can re-traumatise them or they can block the message as it is too close for comfort, which again prevents the intended learning. It also presents a scenario which is more likely to make young people think 'that won't ever happen to me' than the desired 'that could be me' response.

The adolescent brain is still developing which means that the perception of messaging and how they react to them is different to our experiences as adults. Furthermore, because their brains are still developing, they often live "in the moment;" when an unhealthy situation arises, they'll make decisions based on what they're feeling then and there, instead of making a reasoned, logical decision.

The pre-frontal cortex or critical thinking/reasoning part of the brain is the last section to develop.

You can find out more about the teenage brain [here](#).

Young people should be informed of risks in a balance and measured way through an approach that supports them to make informed, healthy, safe decisions and empower them to believe they can act on "good choices."

Top Tips:

- Evidence shows that shock and scare tactics just don't work.
- Check resources (including external agencies) for images or scenes that might be shocking, harrowing or scary for the age group – remember that children and young people will have a much lower threshold for what might worry them.
- Remember the purpose of the session is to educate not entertain. Just because young people might watch scary films in their own time, does not mean using similar films within PSHE Education will promote learning.
- Make sure there is a range of examples, case studies and consequences, most of which do not focus on the most dramatic or extreme outcomes.

Best Practice Principles

Knowledge, Skills and Values

Topics explored in PSHE education, relate directly to a child's or young person's life, when they might find themselves in a tricky situation or "crunch" moment – and need to make a quick decision; for example, a child who is dared to run across the road by their friends, or a teenager who is being pressured to start a fire. They will need to recall learning from PSHE education at that moment to help them make a decision.

They will, of course, require knowledge e.g., of the legality (or not) of their actions. However, in order to make a safe decision in the moment, they will also need skills to negotiate with their peers to resist pressure from others, to exit the situation (if they choose to) and access appropriate help or support if necessary. They will need a strong sense of their own values, to make the right decision and the confidence to stick to it.

Knowledge on its own won't necessarily stop someone from trying things. In many cases young people end up in situations where they know what they are doing is "wrong", but they do it anyway, as they lack the essential skills or attributes to help them effectively manage the situation.

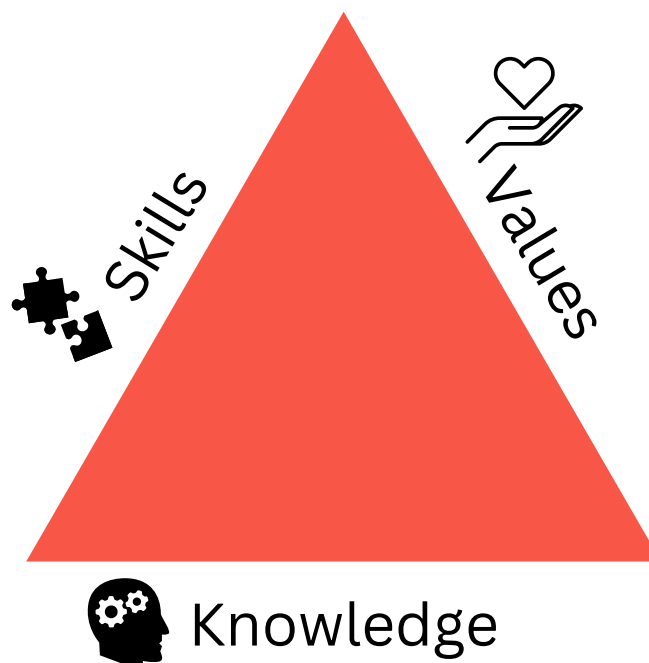
To ensure that sessions are balanced it is important to know the purpose of the activity and create a balanced session that increases or enables reflection on knowledge, skills and values.

The definition of each of these is:

Knowledge: gaining new information on a topic

Skills: gaining new skills on a topic

Values: reflecting on, and potentially altering, your own values in relation to a topic



Trauma Informed Approach

Being Trauma-Informed

It is important to be aware of the risks of educative interventions, if not delivered carefully. PSHE resources – when used with children and young people who have been affected by the topic being covered – can re-traumatise children and young people or induce vicarious trauma – this is defined as the feelings of trauma experienced by a third party when witnessing or engaging with the harm or trauma of another (Eaton, 2017).



The National Youth Agency provides a free e-learning course to help professionals gain a greater understanding of trauma and how it affects mental and emotional wellbeing. The module provides tools and reflection space for professionals to enable them to better support young people in this area.

You can access the course [here](#) – you will need to create a Youth Work One account to be able to access the course.

Top Tips

- Do not use resources that include graphic images, victim blaming or scenes of abuse.
- Ensure that the work is part of a planned, sequential curriculum that builds on prior knowledge.
- Work with your pastoral team to understand if there is anyone who could be affected by this scheme of work. Ask the individuals if they want to be included in the class or if they would prefer to do some other work - explain there will be no explanation given to their absence.
- Use resources only within class-sized groups and not within assemblies.
- Ensure that a trigger/content warning is given beforehand.
- Ensure there is plenty of time for class-based discussions and signposting and that children/young people do not move onto a different topic/lesson before having time to debrief.
- When exploring themes with the participants do not ask “what could x have done to not be a victim of...” or “what signs should they have spotted” this encourages victim-blaming and abuse is never the fault of the child or young person.
- Use distancing techniques - Avoid questions or activities which encourage students to consider their personal experiences, or ask them to put themselves in a particular situation. It is more appropriate to ask “how do you think x is feeling?” or “how would you feel if x was your friend?”. This helps to develop skills of emotional literacy and empathy. You could also ask young people to imagine the response of “a young person, about your age who goes to school around here”
- How can you make it easy for participants to leave the room and communicate this in advance?
- How will you ensure parents/carers have information about this scheme of work to support it within the home?
- You might want to consider a Disassociation Game to close the session. This is a quick, light-hearted, unrelated activity following the plenary on learning from the session. The purpose of this is to help students emotionally detach themselves from the content of the session before they leave.

Tips for Communication

Communication difficulties

Special provision should be put in place to support conversations with children, young people or adult learners who:

- have communication difficulties
- are too young
- are unable to communicate
- cannot or will not explain

You should refer to the child, young person or adult learner's behaviour plan and the information available from any assessments. This may include visual cues to help facilitate discussion, such as picture exchange communication cards.

Mencap has published further information on communicating with people with learning difficulties.

The National Autistic Society has also published tips to communicate more effectively with an autistic person.



The table below shows the learning opportunities from the relevant PSHE Association core themes which can be linked to Dealing with Emergencies.

Primary

PSHE Association

Key Stage 1

H35.	About what to do if there is an accident and someone is hurt
H36.	How to get help in an emergency (how to dial 999 and what to say)

Key Stage 2

H44.	how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say
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SEND

SSS2 – Keeping Safe

Core	Identify people at home, school and in other settings who are responsible for helping us keep physically safe.
Enhancement	Recognise when a situation is an emergency and explain or demonstrate how to get help, including how to call 999

WILI2 – Jobs people do

Enrichment	Identify jobs people do in the wider community that can help in an emergency (fire-fighters, police, ambulance staff, hospital staff); explain how the community is helped through the work they do.
Enhancement	Explain why we should not call emergency services for a joke or a dare; describe the possible impact this might have on ourselves or others.

DfE Statutory Guidance:

By the end of Primary pupils will know:

FA1	how to make a clear and efficient call to emergency services if necessary.
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Secondary

PSHE Association

Key Stage 3

H33.	How to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators
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Key Stage 4

H23.	strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs)
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Key Stage 5

H17.	to perform first aid and evaluate when to summon emergency services, irrespective of any potential legal implications, for example, when the situation involves alcohol, drugs, gangs or violent crime
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SEND

SSS5 - Emergency Situations

Encountering	Respond with curiosity to stimuli about people who keep us safe at school and at home
Foundation	Identify rules and procedures in school that help keep us safe.

Core	<ul style="list-style-type: none"> • Identify some examples of school procedures that help us keep safe (e.g. fire or emergency evacuation drills, corridor rules, playground rules). • Identify examples of what is meant by an emergency. • Identify sources of immediate help in an emergency (e.g. adults in school, and demonstrate how we would attract their attention).
Development	<ul style="list-style-type: none"> • Explain actions that we all have to undertake in school to keep safe (e.g. lining up, keeping quiet, and why these are essential). • Identify examples of what would and would not be an emergency situation and suggest some ways to respond. • Identify emergency services that could help us.
Enrichment	Describe how to call 999 in the case of an emergency.
Enhancement	<ul style="list-style-type: none"> • Describe how adults might communicate to us that something is an emergency (e.g. vocabulary that adults might use). • Explain why it is essential to follow instructions in an emergency situation in and outside school. • Explain what you might do, including whom to tell and what to say, in the event of an emergency when we are out without an adult.

NYA Youth Work Curriculum:

HW4	Making appropriate support and services accessible when necessary
HW5	Providing appropriate, accurate information and guidance

Useful Resources

Please check all resources are suitable for your settings and children before use

Dealing with Emergencies

Books:

2-5 years - [A Superhero Like You](#)

2-8 years - [Emergency!](#)

4-10 years - [A Child's Guide to: Calling 999](#)

5-7 years - [999: What is your Emergency?](#)

Videos:

Staffordshire Police - [Teaching Children how to call 999 in an emergency with Lookout Lion](#)

Rosie Budd - [Teaching Children to Call 999](#)

Dorset Fire and Rescue - [The Correct Way to Make an Emergency 999 Call](#)

North East Ambulance Service - [What happens when you call 999](#)

West Midlands Ambulance Service - [The Impact of Hoax Calls on our NHS](#)

Lesson Plans:

5-19 years - British Red Cross - [Disasters and Emergencies](#)

7-11 years - St John Ambulance - [Calling for Help First Aid Lesson](#)

11-16 years - St John Ambulance - [Coping in an Emergency](#)

Please visit our [Resource Library](#) for the latest versions and resources ([Registration required](#))

DEVELOPING SUBJECT KNOWLEDGE



DEALING WITH EMERGENCIES

Definitions

*Taken from British Red Cross "Introducing Emergency"
Session Plan:*

Personal Emergency - When an event causes some kind of risk to someone's health or welfare and which cannot be dealt with using normal available resources.

Personal emergency - affecting an individual

Event - Could be anything

Risk - Danger or potential danger

Health - The immediate condition of the person (breathing, injuries etc..)

Welfare - The basic needs of humans (food, water, shelter, access to medicine etc...)

Normal available resources - Without these you would need help from someone, or somewhere, else

Other words associated with the term emergency:

DISASTER

DANGER

CRISIS

CATASTROPHE

URGENT

Linking Learning to Guidance

Whilst the chances of being caught up in a knife or gun attack or a fire are rare, it is important that children and young people are prepared and know how to protect themselves if the need arises.

The government states that settings should have plans in place to respond effectively to different types of incidents. These plans can help and make the connections between learning within the classroom and real-life skills. It also helps children and young people to identify the language that might be used in an emergency.

Fire drills, which must be carried out by law are a great tool to showcase to children and young people, how to create fire evacuation plans so they can do this within their own home.

With the Department for Education's guidance "Protective security and preparedness for education settings" highlights there are a range of engagement activities to consider, these state:

You should discuss basic security messages and incident response plans as part of topics on personal safety or risk management in PSHE (Personal, Social, Health and Economic) education.

Emergency Services



The police are there to keep people safe and make sure that everyone is following the rules and laws that help us to live peacefully.



STAFFORDSHIRE
POLICE

There are 43 police forces in England and Wales. Staffordshire Police are the local police force for Staffordshire and Stoke-on-Trent.



The ambulance service are there to keep people safe and healthy. They respond to people who are very sick or hurt and either treat them when they see them or take them to hospital where doctors and nurses can help.



NHS

West Midlands
Ambulance Service

University NHS Foundation Trust

In Staffordshire and Stoke-on-Trent the local ambulance service is West Midlands Ambulance.

They also cover Herefordshire, Worcestershire, Shropshire, Telford & Wrekin, Warwickshire, Birmingham, Coventry, Dudley, Sandwell, Solihull, Walsall and Wolverhampton

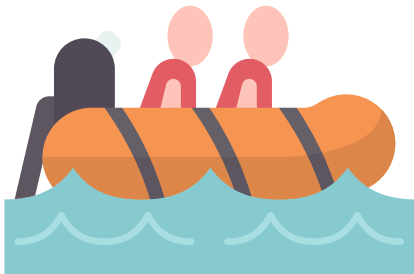


The fire and rescue service play a crucial role in responding to various emergencies. They extinguish fires and protect life and property in the event of a fire. They rescue and protect people and animals.



Staffordshire
Fire and Rescue Service
 preventing • protecting • responding

Staffordshire Fire and Rescue Service is the local service for Stoke-on-Trent and Staffordshire. There are 45 fire and rescue services in the UK.



The coastguard help keep people safe when they are by the sea. They rescue people who are in trouble in the water, they keep an eye on the sea and the coast to make sure everyone is safe and sometimes, they will manage big emergencies like an oil spill or a big storm.



HM Coastguard

Calling 999

999 or 112 (this is the pan-Europe equivalent to 999) are the free telephone numbers for the national emergency response service.

It is important that children and young people are taught to make sure they are not in any danger themselves before calling the emergency services.

It is important that children and young people recognise that even if someone is unwell or injured, *their own safety must come first.*

When to call 999 for an Ambulance

999 should be called if any of the following apply to the casualty:

- Unconscious or unresponsive - does not respond even when someone shouts and shakes them by the shoulders
- Not breathing, or not breathing normally
- Choking - cannot breathe
- Seriously injured or unwell

It is essential that the call is made straight away, there is no need to call someone else to check first. It is right to call 999 even if they are unsure. The call operator will be able to help them.



Time is very important.



They should stay with the person whilst they make the call if they can

When to call 999 for the Fire & Rescue Service

999 should be called to get help from the fire and rescue service when:

- There is a fire – no matter how small, it is important to call 999 as fires can spread quickly and produce toxic smoke
- Someone is in immediate danger or harm resulting from incidents such as a road traffic collision, trapped in a burning building or vehicle, or drowning
- If there is a smell of smoke or a gas
- If a building or structure is at risk of collapsing due to fire or other damage

When to call 999 for the Police Service

999 should be called to get help from the police when:

- There is an immediate danger to life
- Someone is using violence or is threatening to be violent
- A road traffic collision, where life is at risk, or the road is blocked
- A crime is happening right now, like a house burglary or a theft

Staffordshire Police shared examples of inappropriate calls they have received that can be useful to create resources for to help children and young people to identify then to call 999 responsibly.

When to call 999 for the Coastguard

999 should be called to get help from the coastguard when:

- Someone is in danger at sea
- Someone is in trouble on the coast e.g. cut off by tides or stuck on a cliff
- If someone is in difficulty in the water
- If someone is missing near the coast or at sea
- If someone sees distress signals at sea

1

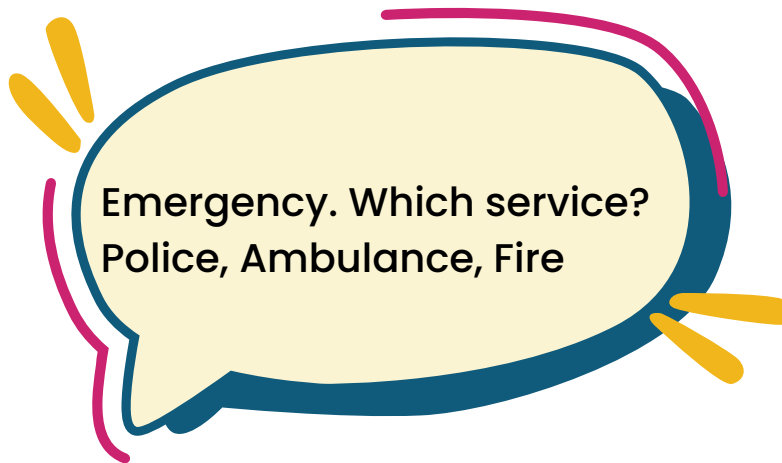
Dial 999 on a landline or mobile phone.

2

Put the phone on speakerphone, if possible.
This means that if the operator asks the caller to do anything else their hands are free.

3

The operator will ask:



4

Ask for an ambulance.

5

The operator will ask questions to find out what is wrong with the unwell person, for example if the person is breathing, this helps to assess the level of emergency.

Ask

What is the address?

They want to know where you are and send an ambulance to you as soon as possible.

Ask:

What is the reason for your call?

They want to know details about the casualty, for example, medical problems and symptoms

Give advice:

They want to give information to help the casualty until the ambulance arrives

Ask the caller to do things

This might be put the casualty in the 'recovery position'.

What they ask will depend of the age and ability of the caller

Dialling 999 from a mobile

Every smartphone has some form of emergency function, this means that 999 can still be contacted even from the lock screen.

Here are at a glance instructions for the most popular branded mobile phones:

- iPhone – press and hold one of the volume buttons (left) and the side button (right) simultaneously. Slide the SOS symbol from left to right. On iPhone 7 and earlier, tap Emergency in the bottom-left corner of your lock screen.
- Google Pixel – press the Power button five times in quick succession and follow on-screen instructions.
- Samsung Galaxy – you can also press the Power button five times to make an SOS call, or from the lock screen, tap Emergency call.
- Huawei – from the lock screen, tap Emergency.

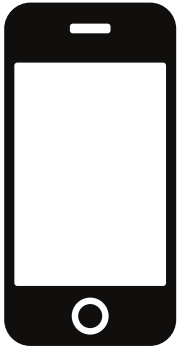


How to make a silent 999 call:

Sometimes someone may be in danger and may not be able to speak.

It is always encouraged that the caller should try to speak to the operator if they can, even by whispering. They may also be asked to cough or tap the keys on their phone to answer the questions.

Mobile Phones:



If the caller does not speak or answer questions, they should press 55 when prompted and the call will be transferred to the police.

Pressing 55 only works on mobiles and does not allow the police to track the caller's location.

If the caller does not press 55 the call will be ended.

Landlines:



If the caller does not speak or answer questions, and the operator can only hear background noise, they will transfer the call to the police.

If the caller replaces the handset, the landline may remain connected for 45 seconds in case the caller picks it up again.

Calling 999 from a landline automatically gives the police information about the caller's location.

999 using a Relay Assistant

Dial 18000 instead of the usual 18001 through the app or from a text phone to be able to utilise the service.

The App

1. On the Relay UK app, simply tap the 999 button and then confirm to make an emergency call - or call 18000 from the phone
2. Once prompted, click "join" in the app window
3. This will contact the caller to 999 and a Relay Assistant.
4. Tell the operator what service is required and follow the replies in the app's conversation window
5. The 999 operator will connect them to the right service

Textphone:

1. Call 18000
2. The caller will see "Emergency, which service? GA" on your screen
3. The caller will be connected to 999 and a Relay Assistant
4. The caller tells them which service is required and then follow their responses on the textphone screen
5. The 999 operator will connect the call to the right emergency service

999 Text Service

The emergency SMS service enables deaf, hard of hearing, and speech-impaired people in the UK to send an SMS text message to the UK 999 service, where it will be passed to the police, ambulance, fire or coastguard.

How does it work?

By sending an SMS to 999, a person can call for help and the emergency service will be able to reply to them.

A relay assistant will speak the SMS message to the operators, their reply will be sent back to the caller as an SMS message.

This will continue for the messages that are sent.

People **MUST** register their mobile phone before using the emergency SMS service.

How to register:

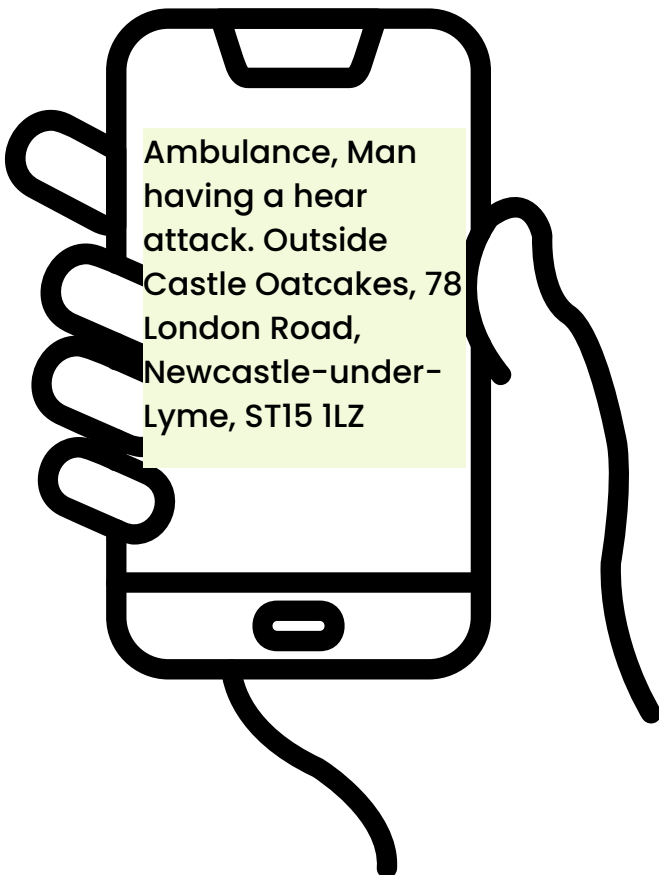
1. Text 'register' to 999
2. You will receive a reply explaining the service. Please read through this
3. Text back 'Yes'
4. You will receive a text confirming your registration for the service.
5. Text 'register' to 999 and you'll get a message telling you if it's registered or no. **Do not text anything else** - there's no need to make a test call.
6. You are now all set up

In an emergency it is suggested that people use emergency SMS to contact the emergency services only if they have no other options. This is because it will take longer than standard 999 voice calls or the Relay 18000 service.

What to put in the text:

- The service that is required e.g. ambulance, police, fire or coastguard
- What is the emergency?
- Where is the emergency - be precise, include the name of the road and town, and if possible, more details like the house number or nearby landmarks or main roads.

Example of a good text:



The emergency service will reply to the message either asking for more information or stating that help is on its way.

Do not assume that the message has been delivered until you receive a response. A text delivery report doesn't mean your message has been received by the emergency service.

It can take a couple of minutes to get a reply. If you haven't received one, call 18000 (if you're able to) or, if possible, ask someone to call 999 for you.

999 BSL

In 2022 a service was launched to allow people to make 999 calls using British Sign Language (BSL) for the first time.

The service, 999 BSL, enables deaf people to make emergency calls using an app or website, by connecting callers with BSL interpreters.

The service is free to use and is available 24 hours a day, 7 days a week.

It is estimated that the service will save two lives a year.



- 1 Open the 999 BSL app
- 2 Press the red button to call
- 3 Connect to a BSL Interpreter



What3Words

When calling 999 one of the questions the operators will ask is

“What’s the address of the emergency?”

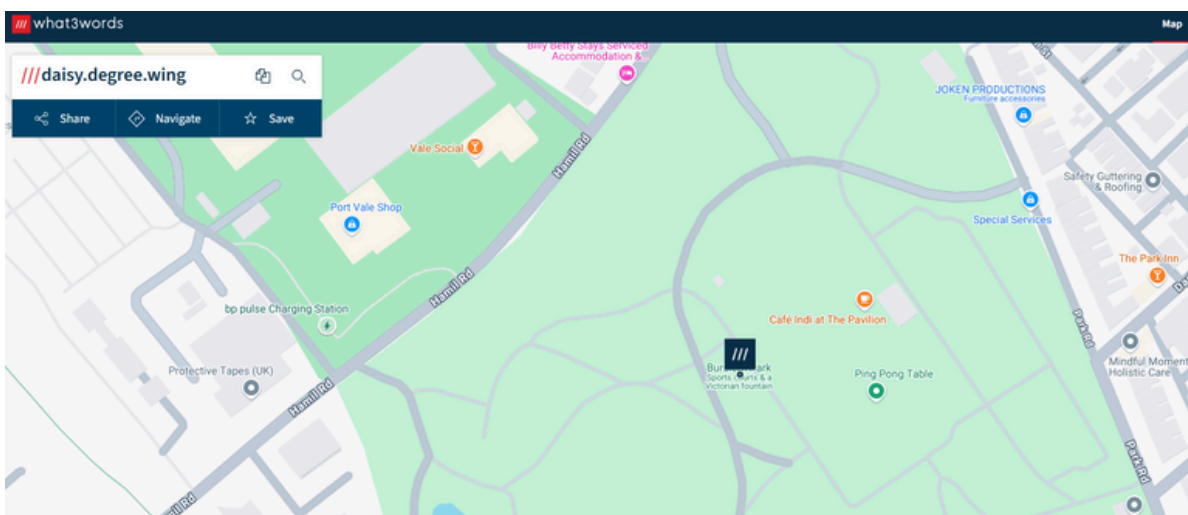
Describing where help is needed can be difficult and stressful, especially in a rural or unfamiliar area.

Emergency call handlers cannot accept shared pins and aren’t always able to automatically detect the caller’s exact location – although 40% of Brits assumed they could.

What3words provides a solution, recommended by the emergency services that communicates precise locations.

An app that has divided the world into a grid of 3 metres squared, and given each square a unique identifier that consists of three words – a what3words address. For example for Burslam Park, Stoke-on-Trent the three words are `/. /. /daisy.degree.wing`.

The app works offline, so can be used in areas with poor connectivity. It can be downloaded for free on iOS and Android and can be accessed via the online map at [what3words.com](https://www.what3words.com).

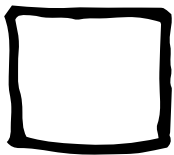


In the Classroom

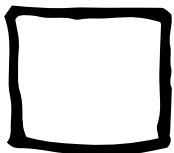
PSHE education should provide opportunities for children and young people to practise making a pretend call to 999.

This should include both from a mobile (including from a locked screen) and a landline.

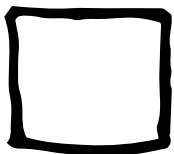
Based on a professional-led scenario, professionals should check that participants:



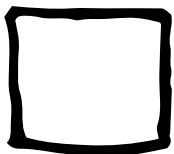
Ensure their own safety first



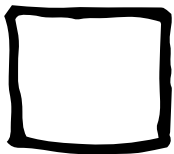
Turn on speakerphone if they can (this is not essential)



Give a correct address or directions



Answers questions correctly



Follow any instructions from the operator

As many emergency calls are made from people's home, education settings may want to encourage children and young people to learn or carry a note of their home address so they are able to give the correct contact details to the emergency services if needed.

Hoax Calls

Hoax calling is when people deliberately choose to misuse the 999 emergency line.

Hoax 999 calls use up valuable resources and slow down the responses of the emergency service to genuine emergencies, potentially putting the lives of others at risk.

It is an offence to make a malicious or hoax call to the emergency services.

Hoax callers could face a maximum penalty of up to 6 months in prison or face a fine of £5,000.

If someone call 999 by accident, they should speak to the operator and explain that the call was an accident – if this is not done it will be assumed there is an emergency and time will spent to ensure the person's safety.

Legal Implications

Sometimes people may hesitate getting help when there are legal implications, for example:

- If someone has been stabbed, or involved in other types of violent crime
- If the situation involves drugs or alcohol
- If the situation involves gangs

In any emergency, the priority should always be to get help as quickly as possible. Delaying a call to emergency services can result in more severe consequences, both medically and legally.

While not enshrined in UK law, the concept of medical amnesty is gaining attention. This policy would protect individual from prosecution for drug or alcohol-related offences when they seek medical help for themselves or others.

The emergency services prioritise medical assistance over legal action. In many cases, the police may not be involved unless there is a significant threat or a crime has been committed.

Young people should be aware that there are ways to report incidents anonymously, e.g. Crimestoppers or Fearless, which can help reduce the fear of retaliation or legal consequences – although if something needs immediate attention people should call 999.

Good Samaritan Laws

The UK does not have a comprehensive Good Samaritan law that provides blanket legal protection for those who assist in emergencies.

In 2015 the Social Action, Responsibility and Heroism Act 2015 (SARAH Act 2015) received Royal Assent.

This law came about as there was evidence to suggest that people were deterred from volunteering, or helping others or intervening in an emergency due to the fear of risk and/or liability.

This law provides reassurance that if something goes wrong when people are acting for the benefit of society or intervening to help someone in an emergency, the courts will take into account the context of their actions in the event they are sued.

This law applies in England and Wales only.



Non-Emergency Contact

Police

Sometimes someone may need to contact the police for a non-emergency situation.

101 is the number to use in situations that do not require an immediate police response. This number can be used for any non-emergency crimes such as reporting untaxed/stolen vehicles and drug dealing.

The infographic below highlights other ways people can contact the police.

How can I contact the police?

There are a number of ways you can contact us depending on your needs and the urgency of your situation.



	999 only in an emergency When someone is in immediate danger or when a crime is in progress.
	101 To report non-emergency incidents
	Go online www.staffordshire.police.uk On our website you can find the answers to many of the questions people ask when calling the police, plus helpful information and advice.
	Report crime and incidents online If you need to report a crime or tell us something then why not report using the 'Report' section on our website. Reports are dealt with by our contact teams by the same way whether you report it online or call 101.
	Digital Services To report non-emergency incidents or general enquiries you can send us a private message on Facebook (facebook.com/staffordshirepolice) and Twitter (@staffspolice).
	Live Chat A live chat function is also available on our website www.staffordshire.police.uk . The service offers a quick, easy and direct way of reporting problems that aren't urgent.
	Visit in person You can visit one of our 3 police desks at Cannock, Longton or Burton to: <ul style="list-style-type: none"> • Report a crime • Receive local advice and information • Open Monday to Friday 9am to 5pm

Support from other public services

If you are experiencing Noise Nuisance please be aware that your local council have the powers to deal with this.
 If you are experiencing Physical or Mental Health issues, please contact your GP or other NHS services.

Fire

Sometimes people might be looking for help or information from the fire service in a non-emergency situation.

Staffordshire Fire and Rescue Service can be contacted via the following methods:

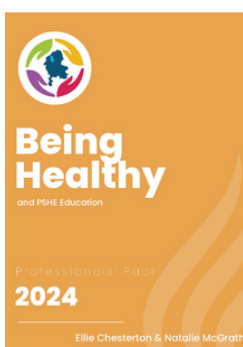
For general enquiries – 0300 330 1000 (freephone)
Enquiries regarding smoke alarms – 0800 0241 999
Safe and Well – 0800 0241 999

Email – contact@staffordshirefire.gov.uk

Ambulance

An ambulance should only be called in an life-threatening emergency situation. If people want health advice or information they should contact other services within the health services including:

- Pharmacy
- General Practice
- NHS 111
- Minor Injury Unit
- Emergency Department (via own transport)



Our Being Healthy & PSHE Professional's Pack provides information to help education colleagues to be more confident teaching children and young people about the local health services available.

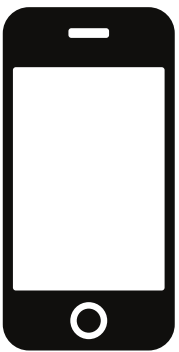
Statistics

In 2023:

41.9 million

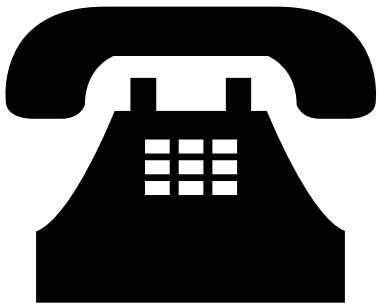
999/112 calls a year

of which:



79%

from a mobile



15%

from a landline

134,000 eCalls (included in mobile %)



57% of calls were for the Police



40% of calls were for an Ambulance

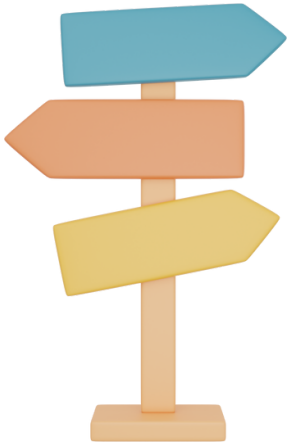


3% of calls were for the Fire Service



<1% of calls were for the Coastguard

Signposting Information:



It is important to signpost children and young people to relevant local and national organisations who can provide further advice and support.

999 or 112

Staffordshire Police

How can I contact the police?
There are a number of ways you can contact us depending on your needs and the urgency of your situation.

- 999 only in an emergency**
When someone is in immediate danger or when a crime is in progress.
- 101 To report non-emergency incidents**
- Go online www.staffordshire.police.uk**
On our website you can find the answers to many of the questions people ask when calling the police, plus helpful information and advice.
- Report crime and incidents online**
If you need to report a crime or tell us something then why not report using the 'Report' section on our website. Reports are dealt with by our contact teams by the same way whether you report it online or call 101.
- Digital Services**
To report non-emergency incidents or general enquiries you can send us a private message on Facebook ([facebook.com/staffordshirepolice](https://www.facebook.com/staffordshirepolice)) and Twitter (@StaffPolice).
- Live Chat**
A live chat function is also available on our website www.staffordshire.police.uk. The service offers a quick, easy and direct way of reporting problems that aren't urgent.
- Visit in person**
You can visit one of our 3 police desks at Cannock, Longton or Burton too.
• Report a crime • Receive local advice and information • Open Monday to Friday 9am to 5pm

Support from other public services
If you are experiencing Noise Nuisance please be aware that your local council have the powers to deal with this.
If you are experiencing Physical or Mental Health issues, please contact your GP or other NHS services.

Staffordshire Fire & Rescue Service

West Midlands Ambulance Service

Fearless.org – A national website, run by Crimestoppers, that enables young people to pass on information about crime 100% anonymously

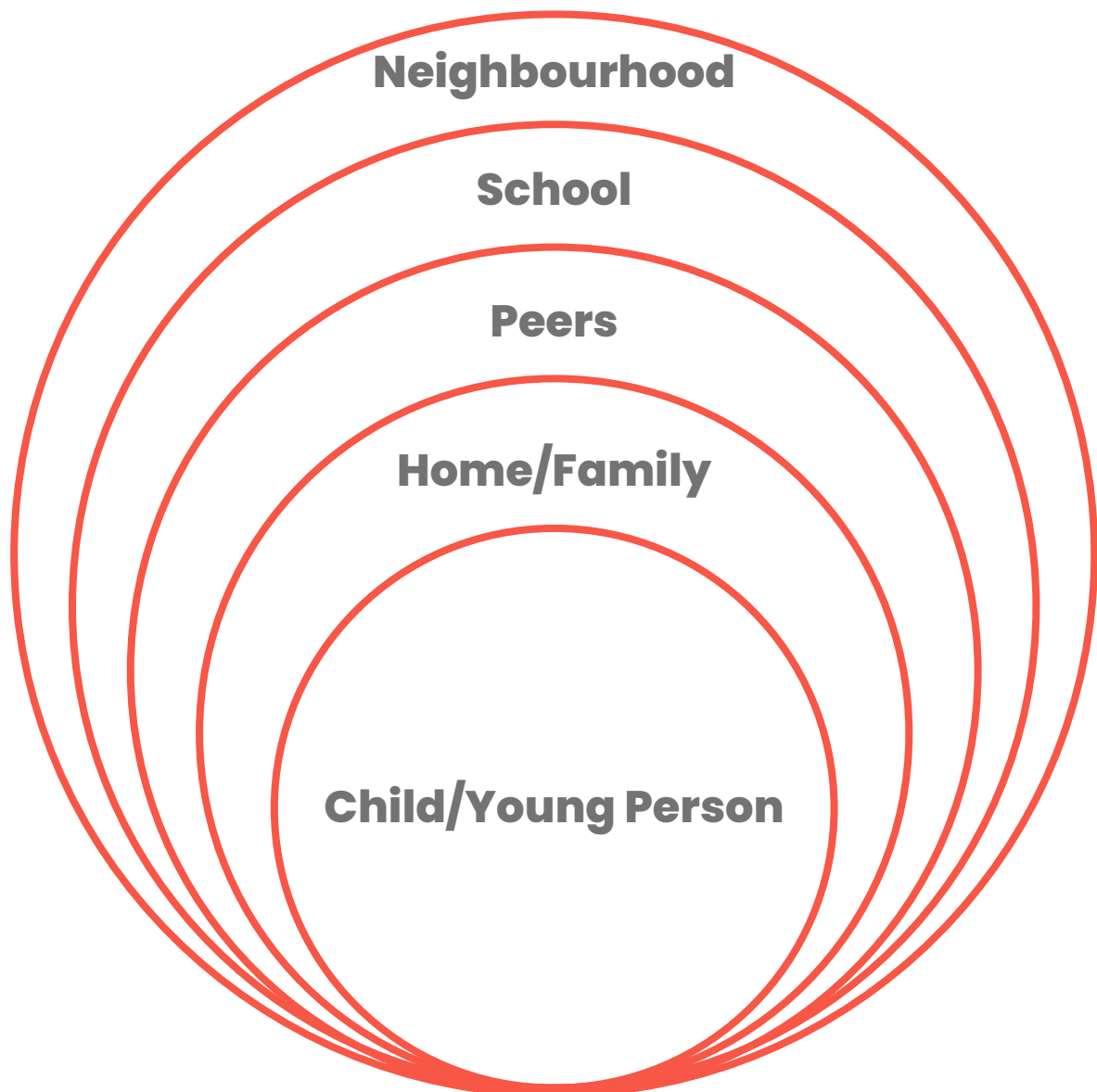
Crimestoppers – 0800 555 111 or crimestoppers-uk.org – a charity that gives people the power to speak up and stop crime 100% anonymously.

Contextual Safeguarding

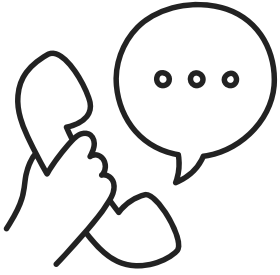
Contextual safeguarding recognises the impact of the public/social context on young people's lives, and consequently their safety. Contextual safeguarding seeks to identify and respond to harm and abuse posed to young people outside their home, either from adults or other young people.

Using Contextual safeguarding can enable professionals to build a holistic picture of the child or young person's individual factors and also identify where and by whom interventions can occur

More information on contextual safeguarding can be found [here](#)



Useful Contacts:



If you would like more information or support about Dealing with Emergencies please contact:

Staffordshire Police

Staffordshire Fire and Rescue Service

West Midlands Ambulance Service

If a referral to Children's Social Care is required, please contact:

Staffordshire:

Staffordshire Children's Advice Service – 0300 111 8007

Monday – Thursday 8.30am – 5pm and Friday 8.30–4.30pm

Out of Hours – 0345 604 2886 / 07815 492613

Stoke:

CHAD – 01782 235 100

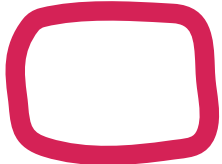
Monday – Thursday 8.30am – 5pm and Friday 8.30–4.30pm

Out of Hours – 01782 234 234

Further Reading:



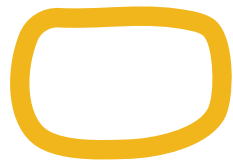
[When to call 999 - NHS](#)



[Relay UK](#)



[999 BSL](#)



[It's no joke to hoax](#)



[When to call the Police - Guidance for Schools and Colleges](#)

VERSION CONTROL

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Date	Changes	Made by
October 2024	Pack first published	Ellie Chesterton Natalie McGrath



PSHE
Education
STOKE-ON-TRENT
STAFFORDSHIRE

SASCAL
STRONGER TOGETHER

Ellie Chesterton
PSHE Coordinator
Stoke on Trent
echesterton@horizonoat.co.uk

SCVYS
STAFFORDSHIRE COUNCIL OF VOLUNTARY YOUTH SERVICES

Natalie McGrath
PSHE Coordinator
Staffordshire
natalie@staffscvys.org.uk

www.pshestaffs.com