

Safety in Education

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- Safety Express
- Care on the Road
- Staying Alive
- Leisure Safety.

Gold medal for swimming scheme

A record number of school children from across England have taken part in a scheme that encourages youngsters to improve their swimming and confidence in the water.

To celebrate the success of **School Swimathon 2015** Olympic gold medallist and Swimathon President Duncan Goodhew visited Whitchurch Primary School in Bristol and Moordown Primary School in Bournemouth. While there, he supported the swimming classes, joined in the fun and congratulated children on the achievement of swimming their furthest distances yet.

Almost 9000 pupils were involved in the scheme, with 89 per cent of pupils improving their swimming distance in their final swim compared with their initial efforts. Around 96 per cent

of pupils who were previously registered as non-swimmers are now swimming and 47 per cent of pupils who could not swim a standard 25m length can now swim 25m or more.

The 2015 campaign, created by The Swimathon Foundation and swimming's national governing body, the ASA (Amateur Swimming Association), took place during the School Spring term.

Duncan Goodhew, MBE, said: "I love coming down to the schools and participating in the swimming lessons myself. Swimming is such an important life skill, and seeing kids enjoying their classes tells me we're on the right path to have as many children as possible leaving school with the ability to swim. I couldn't be more proud to be part of those that support the swimmers of the future."

Jon Glenn, Head of Learn to Swim at the ASA, said: "The School Swimathon campaign is a great way to inspire younger children to swim more, and highlights the importance of regular school swimming lessons.



**CPD
MEMBER**
The CPD Certification Service

Some of the articles and guidance in this edition could make a contribution to readers' personal CPD requirements.



In the swim: Duncan Goodhew meets swimathon kids.

"It provides an invaluable opportunity for participating schools to encourage a love of swimming in their pupils, whilst helping to ensure that this vitally important life skill is delivered by schools as part of the national curriculum."



Posters publicise the Safety First message

Those of a certain age will remember the Tufty Club and the Kerb Drill – Stop. Look right. Look left. Look right again. If all's clear, walk straight across.

If you're a little younger the Green Cross Code may be more familiar. Find a safe place to cross. Stop, look and listen – and if there is no traffic walk straight across the road.



The Green Cross Code, launched in 1970 by the Department of Transport, was introduced in schools by an education programme which used posters and leaflets to spread the road safety message.

Tufty was created in 1953 and RoSPA encouraged the formation of local safety groups through the Tufty Club. By 1962 it had 60,000 young children as members. By 1966 there were 2,000 different groups affiliated to the scheme.

A couple of decades earlier, in 1947, the Cycling Proficiency test was launched to encourage youngsters to ride their bikes safely.

These RoSPA schemes were publicised using posters which high-

lighted the dangers and reminded people of the safest way to proceed.

Some of these are featured in a new book, *Safety First*, which includes more than 170 RoSPA road, work, leisure and home safety posters, produced between the 1930s and the 1970s.

The book, written by Paul Rennie, from Central St Martins College of Art & Design, explains the history of RoSPA's campaigns and profiles some of the artists and designers whose striking images and slogans have become so familiar. The idea for the book was prompted by the discovery of hundreds of forgotten posters and pieces of artwork in a RoSPA warehouse in Hockley, Birmingham, in 2011. With the charity preparing to celebrate its centenary in 2016 it is a good time to reflect on the impact of these colourful and thought-provoking messages.

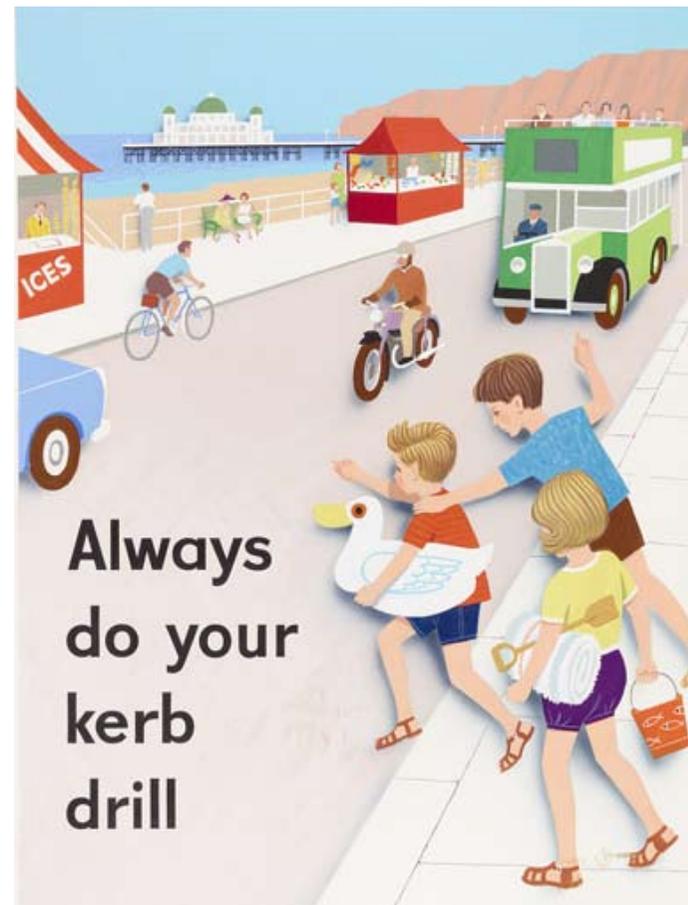
The original aim of the Society, which began life at the end of 1916 as the London Safety First Council, was to improve pedestrian awareness of

motor vehicles. More traffic was appearing on Britain's roads due to the war effort, compounded by blackout conditions, leading to an increase in accidents.

Road safety talks and displays were organised by the LSFC and other cities soon followed suit. The various campaigns and groups were merged into the National Safety First Association in 1923 with the focus still primarily on road safety, although there was an extension into workplace and home safety.

Cartoonists, artists and designers were commissioned to promote the Association's efforts. As new road safety innovations, like Belisha beacons and zebra crossings, were introduced posters were produced to publicise them.

Car ownership expanded after the Second World War and RoSPA began to promote the idea of road courtesy, especially between drivers and pedestrians. There was also the beginning of important cam-



aigns, including drink-driving, seat belts and motorcycle crash helmets.

RoSPA continued to use post-

ers to highlight the dangers of motoring in bad weather, with reminders to use dipped headlights and drive extra carefully in fog and poor visibility. Pe-

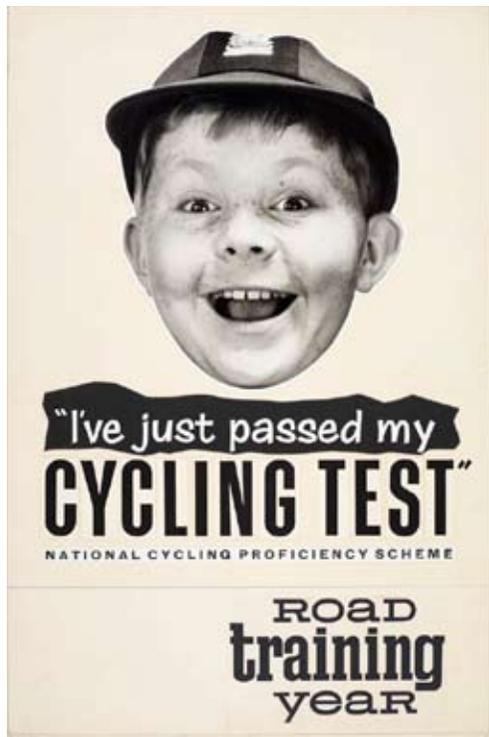
Continued over

Posters continued

pedestrians were prompted to wear light coloured clothing at night and in poor light.

Cyclists and cycling is an ongoing RoSPA project.

Safety First features some memorable images such as a cyclist travelling in the rain with the reminder 'Take Extra Care in Bad Weather' and a simple but effective image by Tom Eckersley of a bike's rear light and reflector and the message 'Keep Them Clean. Make Sure You Are Seen'.



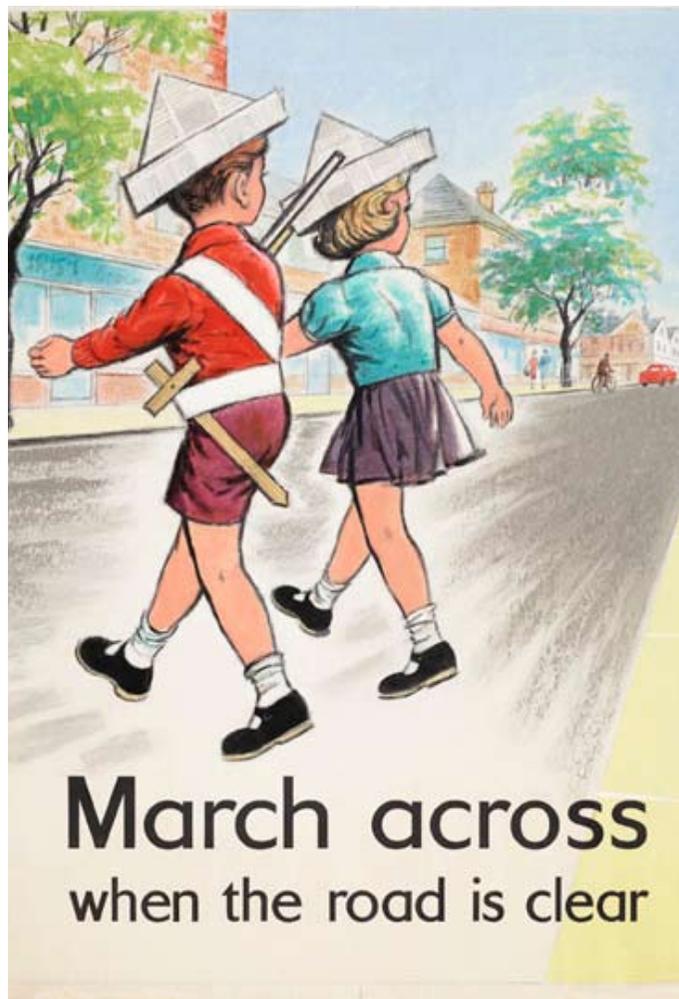
Paul Rennie writes: "The posters are remarkably consistent and coherent in their expression of simple messages. The more or less continuous repetition



The book reveals the wide range of artistic styles used by the illustrators over the years, from the realism of Roland Davies to the cartoons of Philip Mendoza in RoSPA's comic strips featuring hapless worker Percy Vere. Along the way we find surrealism, modern art, photo montage, children's book-style pictures, humour, drama - a whole host of creative ideas and techniques. But they were all used to help accomplish RoSPA's mission - to save lives and reduce injuries.

of these messages has had a profound impact on the working lives of millions of Britons."

Safety First, published by Saraband, is priced £16.99 and is available from all good bookshops and www.saraband.net



Put a poster on your wall

If Safety First, RoSPA's new book of vintage posters, has whetted your appetite for some graphic art in your own home head for www.rosaprints.com.

Here you'll find for sale a range of high quality prints from RoSPA's unique collection of safety posters.

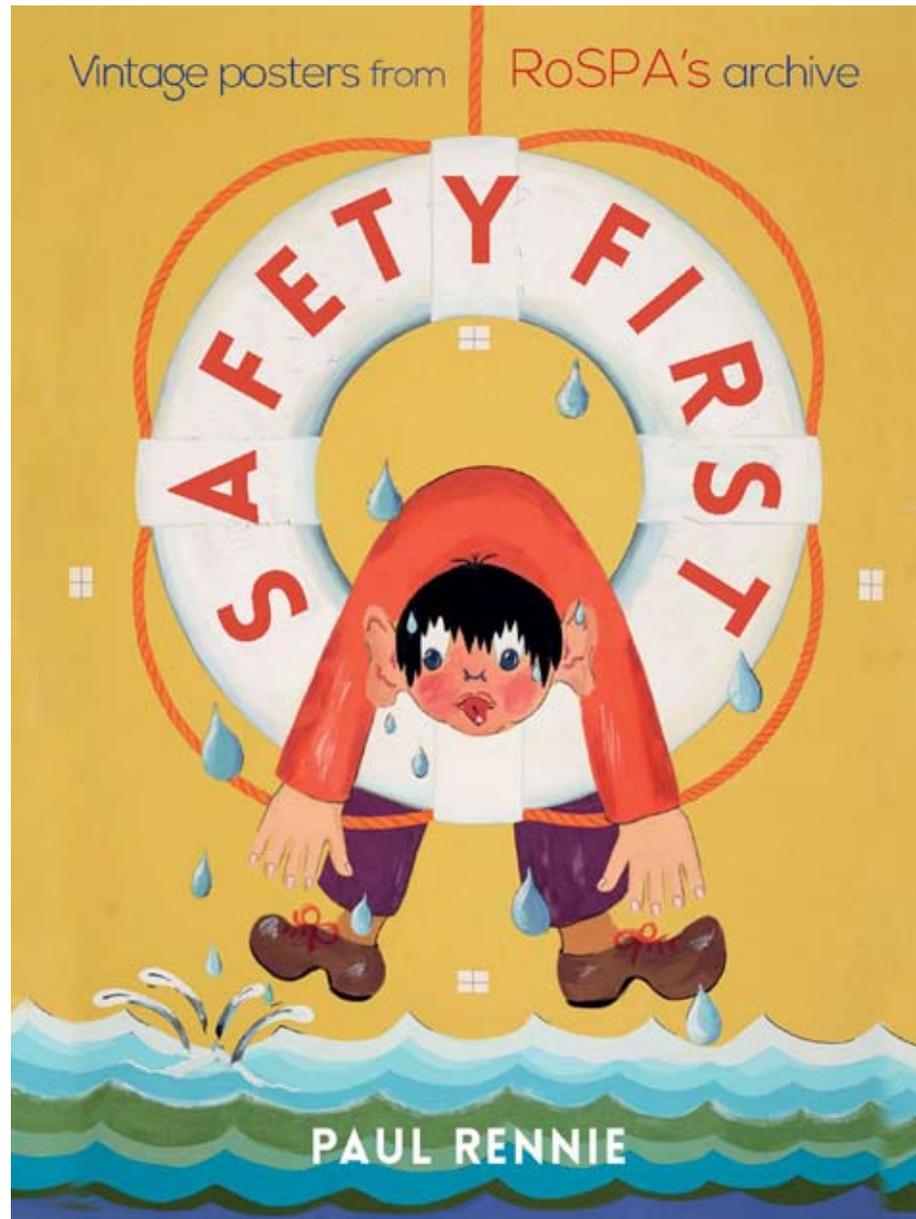
Relive childhood memories with Tufty and his pals. Or recall the Swinging Sixties with groovy prints promoting accident prevention at work and safe holidays. Go back further in time to the 1950s for a choice of simple but effective child safety posters with messages like 'March across when the road is clear'.

Is there a particular artist's work you admire? Some of Roland Davies' thought-provoking road safety images are available. Or maybe Leonard Cusden's surrealist-inspired workplace safety images are more to your taste. For a cartoony style with a sense of humour consider the images created by George 'Gus' Smith.

There are more than 60 prints to choose from and all are available in a range of sizes and frames. They are delivered to your door, all around the world.

Check out what's on offer and enjoy the art!

Win a copy of RoSPA's *Safety First* book



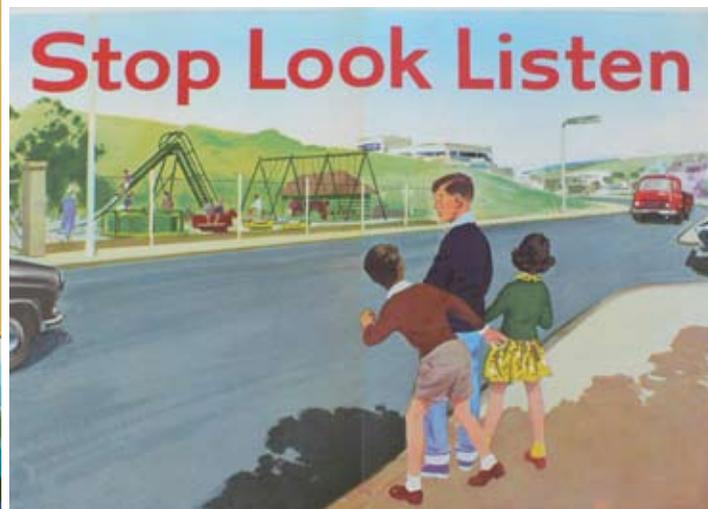
We're giving one reader the chance to win a copy of this fabulous book which showcases RoSPA's collection of vintage safety posters.

Covering occupational, road, leisure and home safety, the posters, which are of great historical value, are clever, striking and often amusing.

To be in the running to win a copy of *Safety First* answer the following question:

What was the name of the test introduced in 1947 to encourage youngsters to ride their bikes safely?

Email your answer, name and postal address to acoleman@rospa.com with 'Safety in Education *Safety First* Competition' in the subject line. The closing date is September 30, 2015.



Competition terms and conditions

Entries must be received by September 30, 2015.

The winner will be selected at random on October 1, 2015.

The prizes can only be sent to a UK address.

The prize cannot be used in conjunction with any other offer and no cash alternatives are available.

RoSPA employees and their families, agents or anyone professionally connected with the competition are excluded from entering.

RoSPA's decision is final in all matters relating to this competition and RoSPA reserves the right to withdraw and/or alter it at any time. Any such changes will be advised in the next edition of *Safety in Education*.

Drumming up interest in LifeForce project

LifeForce volunteers are helping to make Birmingham homes safer.

medication because she has young grandchildren visiting her regularly,” Justin said.

The RoSPA team has been busy carrying out home safety checks since mid- June.

“We have since had more referrals from the sheltered accommodation’s manager and health visitors so we need more volunteers to help with the workload.”

Volunteer Manager Justin Powell said the first check was carried out for a 92-year-old partially blind lady who lives in sheltered accommodation in Northfield, Birmingham.

A number of LifeForce volunteers are currently taking a City and Guilds qualification in home safety and undergoing personal safety training to prepare to offer help and guidance identifying potential dangers in homes.

“We made recommendations about her window blind cords and the way she stores her

More volunteers are being recruited using high profile information stands at Job centre fairs and events.

LifeForcers David Wilkins and Edward Briggs drummed up interest during Carers’ Week at Birmingham’s Symphony Hall, while Abby Waldron spoke about her volunteer experience on

Radio WM, Big Centre TV, BBC’s Midlands Today and BBC Radio 4.

For more information about LifeForce email Justin Powell at jpowell@rospa.com or call 0121 248 2025.

Right: LifeForce volunteer Abby Waldron on Birmingham’s Big Centre TV.



10k of total muddy madness

RoSPA’s Wolf Run Team raised more than £1,500 by swimming across stagnant lakes, wading through waist-deep mud and running over boggy ground.

The 16 staff members took part in the Wolf Run challenge at Stanford Hall, Leicestershire, to raise funds for RoSPA’s latest home safety initiative, LifeForce.



The mud and madness was all worthwhile, said team organiser Hannah Preece.

“We all had so much fun and everyone who took part was fantastic. It’s a real team event and everyone rose to the challenge for a very good cause.”

You can see more photographs of the run and donate

to the fund by visiting the Just Giving page [HERE](#)



Bhangra beat: David Wilkins and Edward Briggs are joined by Bhangra dancers from Aashiyana Arts at Birmingham’s Carers’ Week, which took place at Symphony Hall.

The hardy crew success-

fully ran, climbed, crawled, kilometre course in the swam and jumped the ten pouring rain.

Scaling the heights

A team representing RoSPA completed one of the most gruelling and tiring walking challenges in the UK to raise around £1,000 for the family safety charity.

RoSPA representatives Adam Grinsell, Justin Powell, Ian Whyte, Michael Corley and Jonny Crookes took part in the infamous Three Peaks Challenge which involves climbing the highest moun-

tains in each of Scotland, England and Wales in just 24 hours.

Teams of members from event organisers, Wales Young Farmers' Clubs (YFC), which has selected RoSPA as its charity of the year for 2014/15, set off with the RoSPA group from the base of Ben Nevis at dawn on July 11, before heading to Scafell Pike and Snowdon.

Tired, aching, wet and bedraggled, the charity's team managed to complete the feat in around 25 hours, raising around £1,000, double their original target. Adam and Ian heroically managed to conquer all three peaks.

All money raised by the Wales YFC teams will be split between RoSPA and the counties they represent. Donations can be made at www.justgiving.com/rospace3peak



Mountain men: Justin Powell, Ian Whyte and Adam Grinsell prepare for their assault on Ben Nevis

Holiday hero James

RoSPA ambassador James Cracknell and his young son were hailed as heroes after saving two holidaymakers from drowning.

The double gold medal winning Olympic rower and 11-year-old Croyde went to the aid of Jim Greatorex, 67, and his seven-year-old grandson Emerson Fairclough.

Emerson got into difficulties while playing in the sea, then his grandfather, who waded out to try to help him, also found himself struggling.

Jim called to Croyde, who was surfing nearby, and Croyde alerted his father who swam to rescue Emerson. Jim, now in deep water, clung to Croyde's board and the pair paddled to the shore.

The drama unfolded on a north Devon beach near the Cracknells' holiday home in Croyde. The story was covered extensively in the national newspapers, television and on social media, including [RoSPA's Facebook page](#) (pictured).

Mr Greatorex and his grandson, from Stratford-upon-Avon, Warwickshire, were on a week-long holiday at a local campsite with other family members.

James Cracknell launched RoSPA's Family Safety Week in March (right). He started campaigning for safer cycling after suffering life-changing injuries while filming a documentary in America in 2010.



We're proud to call James Cracknell a RoSPA ambassador.

Well done to him and son Croyde #SavingLives bit.ly/1DGpDm



James Cracknell and his son saved two lives at Devon beach

Cracknell and his 11-year-old were surfing at Croyde Bay when they spotted the pair.

METRO.CO.UK

News snippets

A toddler was burned by a piece of playground equipment which heated up in sizzling summer conditions. It happened at the Parson's Close Rec playground in Leighton Buzzard.

A sixth-form student from Sutton died while swimming in a lake on Vancouver Island during a school trip.

A British girl died on a school trip to France after a lake-side pontoon she was standing on collapsed, trapping her underneath. Jessica Lawson, aged 12, was on the plastic structure with classmates from Wolfreton School in Hull, at an activity centre on Lake Triouzoune.

The Scottish Government has ended its £1.72million-a-year funding for swimming lessons for schoolchildren, prompting fears from the Scottish Swimming organisation that it could lead to greater numbers struggling as adults.

All 'gymnastic activities' have been banned from the playground of Old Priory Primary Academy, Plymouth. The headteacher said pupils had fallen while attempting cartwheels and handstands.

Half of seven-year-olds are not getting the recommended 60 minutes of daily physical activity, according to a report by Britain's biggest exercise charity, ukactive.

A school banned a variety of Doritos after a pupil struggled to breathe. George Pindar School, Scarborough, wrote to parents saying Doritos Roulette were a health risk.

Taking part in risky outdoor play improves children's creativity, behaviour and resilience as well as their health, researchers have found. The benefits come from activities including climbing, jumping, rough and tumble play and exploring alone.

Stand up for healthy children

The best way to combat children sitting for long periods of time in primary schools and encourage them to become more active has formed the basis of two new pilot studies in the UK and Australia.

Led by researchers at Loughborough University, in partnership with the Bradford Institute for Health Research, the Stand Out in Class study introduced a bank of six specialist Ergotron sit-to-stand desks in Year 5 classrooms (ages 9-10) in Bradford.

The findings of this study were compared to a similar study conducted in Melbourne, Australia, where all standard desks in Year 6 classrooms (ages 11-12) were replaced with sit-to-stand desks.

In Bradford, over a nine-week period 27 pupils were exposed to the sit-to-stand desks once a day for at least one hour, resulting in a reduction in their classroom sitting time of 52 minutes a day on average. The pupils' step count also increased significantly.

In comparison, in the Melbourne

study, over a 10-week period 26 pupils were exposed to sit-to-stand desks for the entire duration, and were initially encouraged to stand for at least one 30-minute class per day and to increase this gradually over the weeks. As a result, the pupils' classroom sitting time reduced by 44 minutes a day, but there was no change recorded in their step count.

These findings could be attributed to the fact that the Bradford children had to move around the classroom more in order to use the six specialist desks. This desk rotation exercise appears to encourage more movement in class and suggests that by introducing a limited number of sit-to-stand desks in the classroom, this could help increase children's in-class activity levels.

Lifestyle health-related behaviours in childhood typically track into adulthood. By changing environments associated with prolonged periods of sitting, such as the classroom, researchers believe sit-to-stand desks have the potential to change behaviour in younger generations.

Previous studies have shown that children in developed coun-

tries spend more than 65 per cent of their waking hours sedentary (or sitting). This is a trend that has been linked to a wide range of health problems including obesity, cardiovascular disease, some cancers and Type 2 diabetes.

Lead researcher Dr Stacy Clemes from Loughborough's School of Sport, Exercise and Health Sciences said: "Sitting down for prolonged periods is bad for your health, but in the

classroom and the workplace this has become the norm.

"An urgent cultural shift is needed and we feel that the only way to do this is to target the next generation of workers, particularly while they are still at school. If we can bring about a behaviour change, which we learn from a young age, then this will hopefully continue into adulthood and improve people's overall quality of health."



On their feet: Pupils use sit-to-stand desks for their lessons.

Why some schools may be weak on safety

1. Complacent management

In some schools teachers and senior staff seem to accept that pupils' behaviour is bad, sometimes putting themselves and others at risk, and believe that there is nothing that can be done about it.

Example 1:

A secondary school mostly serves a very large social housing estate in a challenging area of a city. The lead inspector has been to the school before. He mentions the spiked fence surrounding the school and previous injuries. The headteacher says it is an ongoing problem with students, mainly boys, climbing over it to get out of school during lessons. Chisels have been removed from the woodwork room 'because of the risk'.

In a mathematics lesson, a bored and angry boy turns over the table at which he is sitting. A very hefty male 'learning mentor' patrols the corridors. The inspector finds the 'mentor' and refers him to the maths lesson. The response is: 'Don't worry mate, I'll sort 'em

out!'. Behaviour in the school is out of control and students' safety is at risk. Behaviour and safety are inadequate. There seems to be tacit acceptance that 'this is a rough school'. Leadership and management are inadequate. The school is put in Special Measures.

Example 2:

A school for Key Stage 4 students with behavioural, emotional and social difficulties is already in Special Measures. Behaviour in some classrooms is alarming. In a food technology lesson a boy hurls a wooden rolling-pin at another, just missing the inspector.

Outside the classrooms a senior male teacher and a learn-

Former Ofsted inspector Jim Bennetts concludes his series of Safety in Education articles by summarising the three main factors he believes generally lead to weaknesses in safety in schools.

ing mentor stand braced to man-handle any who 'escape' from the lessons. A senior teacher dismisses a suggestion from the inspector about providing a 'cooling off room', with resources like magazines and comfortable seating. Besides, why use a heavy wooden rolling-pin when light plastic ones can be obtained? The school is complacent about behaviour being out of control and has no strategy to improve anger management. Students are at risk of injury.

There is complacency among

some senior staff about the situation. The school continues in Special Measures and its future is in question.

2. Individual teacher's ineffectiveness in managing behaviour

Where a teacher does not have proper control of a class and practical work is underway, there is a risk of injury. Hazardous practical procedures should not be undertaken where it is known that a teacher may not be able to guarantee safety.

This may require a head of department or headteacher to restrict what practical work is planned.

Example 1:

A secondary school is in Special Measures. Initially, the inspector cannot open a laboratory door because a Year 8 girl is slumped against it, sprawled on the floor. The science lesson involves fruit; a substantial quantity has been thrown across the room. Students are cheeky and refuse to comply with the teacher's instructions. Nothing is being learnt. Students are getting away with bad behaviour. The teacher's poor control has been an issue in the school for some time. The lesson is inadequate but the school has found it difficult to frame a clear disciplinary case against the teacher. The inspector, headteacher and local authority advisor, who take detailed notes of the circumstances, have a discussion about the possibility of 'getting her out on Health and Safety'. Though the lesson observed did not involve hazardous materials, the teacher is not safe in a laboratory. In the event, the school is closed by the local authority a year later.



Example 2:

A school is improving rapidly, but it serves a challenging area and behaviour can sometimes be difficult to manage.

In a chemistry lesson with a newly qualified teacher (NQT), which is thorough but pedantic, Year 10 students are bored and become restive. Boys throw lighted wooden splints at one another. One group of boys deliberately puts the bulb of a thermometer (spirit type, not mercury) in a Bunsen burner flame, such that it bursts and glass is scattered. Boys are indolent and cheeky. The NQT is embarrassed about the behaviour. The inspec-

Continued over



Ofsted continued

tor begins to suggest some strategies for managing this class but the NQT says he has agreed with the counselling he has received from senior staff to leave the profession. In the following term he will work as a teaching assistant in the school, not as a teacher, until he finds a different job.

While behaviour is not under control, and safety could be compromised, senior staff

have correctly weighed up the situation and taken action to remove incompetent teaching in a way that is sensitive to the individual teacher's situation.

3. Individual teacher's lack of planning

Teachers of practical subjects should rehearse practical procedures that they are unfamiliar with before using them with students. Sometimes, though there is no great risk, it is evident that a

teacher has not tried things out beforehand. That can be indicative of slack practice – sheer laziness.

While exciting lessons are to be encouraged, occasionally a teacher is carried away by bravado to something unrehearsed and potentially unsafe.

In the great majority of cases, lessons show good professional expertise and foresight. At a school with Serious Weaknesses, a chemistry teacher demonstrated the potentially highly hazardous thermite reaction (molten iron, temperature at least 1000°C). There were two sets of apparatus, the first failed but the second was perfect: as with a firework, it is vital not to tinker with a failed set-up. This, and other factors, impressed inspectors – the school was considered to have some very competent teaching and to be 'on the up'.

While pedantic risk assessments for trips out from school are not expected, occasionally, with a future planned trip, an inspector spots that staff do not seem to have been to the place to note the hazards. Before a

trip to the Normandy landing site at Avranches, an inspector asked whether students would be allowed to swim in the sea. The staff had never considered the question, nor were they aware of rusting and gaping hulks on the beach.

Example 1:

In a Year 11 science lesson on the specific heat capacity of water, a teacher tells students to put a quantity of water into a boiling tube, followed by a heater and thermometer, whereupon the water overflows. Heaters have been wound with resistance wire by the technician, with about half a metre immersed and another half metre forming the link to the power supply: the whole lot can get hot. As it turns out, the teacher runs out of time and, though the students have set up the apparatus, they are not allowed to switch on. The whole lesson is indicative of shabby planning and lack of rehearsal. Though students are not actually at risk in the lesson, the inspector was not confident of safe practice with this teacher.

Example 2:

The inspector joins a science lesson taught by an NQT just as there are great whoopees

of excitement; liquid is dripping from the ceiling. 'Go on Sir,' students encourage, 'try a bigger piece!' The gung-ho NQT is demonstrating the action of water on sodium.

The dripping liquid is (very dilute) sodium hydroxide. The inspector has some sympathy with the NQT, but after the lesson stresses the importance of not going beyond what has been rehearsed.

Despite the best laid plans and warnings, occasionally a student will take too big a whiff of chlorine or will pick-up a very hot tripod.

With an exciting climbing frame, a primary pupil might fall off and break an arm. Experienced teachers will anticipate the risks and teach pupils how to manage them: that is a key part of the learning.



Picture: Ambro/freedigitalphotos.net

Minor changes have been made where appropriate to avoid identification of individuals or institutions. Any views expressed in this article are Jim Bennetts' own and do not necessarily reflect an official Ofsted position.

Jim is a retired HMI. While an HMI he was the Ofsted representative with RoSPA. In partial retirement, he continued to lead Ofsted inspections until March 2014. He has been vice-chair of RoSPA's Safety in Education Committee for several years.



Manifesto for Action's ten safety priorities

The Institute of Health Promotion and Education has published a 'Manifesto for Action' on the priorities for children and young people's safety. DR JOHN LLOYD, Past President of the IHPE and Chair of the National Safety Education Committee outlines the main issues.

Most accidents are preventable and yet they are the leading cause of death up to 39 years of age.

Accidents on the roads, in the home, at school and in the environment account for large numbers of preventable deaths and serious injury to children and young people every year. It is vitally important that children and young people learn how to assess and manage risk to protect their own safety and are, with support of adults, able to take increasing responsibility for the protection and safety of others.

All schools and colleges, no matter how they are arranged, organised and funded, have a responsibility to ensure children and young people are safe and learn about risk and managing risk where risk is seen as part of everyday life. The ability to recognise, as-

sess, respond and manage risk in relation to health and wellbeing, the physical environment, relationships, personal finance and the world of work in order to be safe is central to the core outcomes for education and health. It should be seen as a means for undertaking new experiences and challenges safely.

Given the huge cost of injuries and death to health services, economies and people's lives, more must be done to prevent accidents and unintentional injury through high quality health promotion and education which must begin at an early age.

To this end, we have identified priorities which we would urge the Government to adopt and ensure that departments with responsibility for children and young people work more closely together to improve

outcomes for their health and wellbeing in order to realise the ambition to save lives and reduce injuries

1. GIVE CHILDREN AND YOUNG PEOPLE THE SKILLS TO BE SAFE.

Introduce a statutory and comprehensive Personal, Social, Health and Economic education (PSHE) programme

in all early years settings, primary and secondary schools, including special schools, in which safety education is an essential component. We endorse the report of the Education Select Committee Life Lessons: PSHE and SRE in Schools.

www.parliament.uk/business/committees/committees-a-z/commons-select/education-committee/inquiries/parliament-2010/pshe-and-sre-in-schools/

Teachers of PSHE should make use of the ten Principles for Effective Safety Education. These recognise the impor-

tance of starting from where children and young people are and gives them a voice through participation, a shared sense of ownership and responsibility for each other's safety and wellbeing besides a positive culture of care for younger children and siblings.

www.rospace.com/rospaweb/docs/advice-services/school-college-safety/ten-principles-revisited.pdf

2. CHILDREN AND YOUNG PEOPLE SHOULD LEARN ABOUT SAFETY BY EXPERIENCING RISK.

Learning About Safety by Experiencing Risk (LASER) is an approach used by schemes such as Crucial Crew and Junior Citizen. We endorse RoSPA's call for all children at Key Stages 2 and 3 to participate in a LASER experience as part of their broader PSHE curriculum.

Practical, interactive scenarios teach children aged 9-11 and beyond how to deal with hazards in a fun and exciting way. 'Learning by doing' benefits children hugely throughout life as it teaches them to assess risks and become indepen-

dent so they can enjoy activities safely. The LASER Alliance – a network of organisations using the LASER approach- is hosted by RoSPA.

www.lasersafety.org.uk

3. ENSURE THAT TEACHING SAFETY AND TEACHING SAFELY ARE CENTRAL TO A SCHOOL'S ACTIVITIES.

All those with responsibility for the health, safety and wellbeing of children and young people in schools must ensure that safe practices and the safety of children and young people are a priority across and beyond the curriculum, classroom and school.

In planning curricula to develop children and young people's understanding of science, teachers should give emphasis to the appreciation of risks associated with electricity, hot and inflammable materials, fast moving objects, expanses of water, toxic substances and infections, besides using laboratory equipment safely in secondary schools.

In design and technology, there should be emphasis on the safe use of materials, tools,



Continued

solvents, and heat in workshops and food technology suites. Teaching younger children, with supervision, how to use sharp implements safely is preferable to removing them in order to mitigate risk. It is not the sharp pair of scissors that is inherently a hazard but how they are used.

In delivering a safety education programme through physical education and sport, schools can draw upon Safe Practice in Physical Education and Sport published by the Association for Physical Education (afPE). Using the acronym SAFESTEP children and young people should be taught in PE about safeguarding, assessing and managing risk, first aid and accident procedures. They should learn how to exercise safely, with consideration for space, task, equipment, and people.
www.afpe.org.uk/professional-leadership/publication-a-resources/publications-a-resources

Through outdoor and adventurous activities at day and residential centres, children and young people should be given opportunities to engage

in controlled activities which have elements of risk to identify and manage. Such activities necessarily include an opportunity for benefit or gain, a risk of loss or harm, and progression in the extent of challenge.
www.englishoutdoorcouncil.org/HQOE.pdf

4. REINSTATE ANNUAL OFSTED SURVEYS OF PERSONAL, SOCIAL AND HEALTH EDUCATION.

Ofsted should reinstate regular surveys of PSHE in schools and address how schools are implementing the teaching of safety education and risk.

Ofsted report that in the 50 per cent of schools where teaching in PSHE required improvement, pupils often had learnt about staying safe but had not developed the skills to enable them to apply their knowledge. For some, this was because they lacked the self-esteem, confidence and assertiveness they needed to stand up for themselves and negotiate their way through difficult situations. Many were not given the opportunity to rehearse how to behave in unfamiliar, risky settings. These deficiencies in learning result in part from inadequacies in subject-specific

training and support for PSHE teachers, particularly in the teaching of sensitive and controversial issues.

www.gov.uk/government/publications/not-yet-good-enough-personal-social-health-and-economic-education

Ofsted must reinstate regular inspections of PSHE and address how schools are implementing the teaching of safety education and risk if this is to improve and to ensure children and young peoples' safety is given priority.

Equal weight must be given to those aspects of children and young people's lives which will place them in greatest danger and risk of harm and potential loss of life.

www.gov.uk/government/publications/school-inspection-handbook

5. INTRODUCE THE TEACHING OF FIRST AID/ EMERGENCY AID IN SCHOOLS.

Almost three million people go to hospital each year in the UK, with injuries that could have been helped by first aid. First aid skills can save lives and reduce injury. All children and young people must be taught

basic life-saving and emergency skills.

Many injuries can be prevented but it's vital that people are prepared to deal with injuries when accidents do happen. First aid is easy to learn, and everyone can and should have basic first aid knowledge. The care given before emergency medical help arrives can literally mean the difference between life and death. For example, a blocked airway can kill someone in three to four minutes but it can take more than eight minutes for an ambulance to arrive. So a simple procedure such as opening someone's airway can save their life while they're waiting for emergency medical help. This is something that should begin at an early age and be developed as children and young people move through to adulthood.

www.redcross.org.uk/What-we-do/Preparing-for-disasters/How-to-prepare-for-emergencies/First-aid-for-all

6. INTRODUCE CONSISTENT CYCLING SCHEME PROVISION.

There were around 3,300 cyclists killed or seriously injured on our roads in 2013. However, although mainly involv-

ing adults, children and young people are not immune from such events. Introducing cycle schemes in schools would do much to encourage safer cycling and road awareness.

Encouraging physical activities in schools is central to reducing childhood obesity and, in the longer term, heart disease, whilst promoting mental health and wellbeing. Encouraging

safer cycling as a physical activity will improve health outcomes for children and young people and the population as a whole. While cycling safety and proficiency programmes are available in many primary schools, provision is neither universal nor consistent.

www.britishcycling.org.uk/cycletraining/article/ct-Cycle-Training---Bikeability-Summer-Schemes-0



Picture: Road Safety GB

Continued

7. PROMOTE SAFE ROUTES TO SCHOOL.

As well as reducing accidents and serious injuries, improved safety awareness when 'out and about' and during journeys to and from school each day can support public health efforts to improve physical activity and reduce obesity. Safer routes to school should be incorporated in school travel plans.

Making roads safer for pedestrians and cyclists will encourage greater confidence in walking or using a bike to get to school. The installation of secure cycle racks in schools and the introduction of cycle training will support such efforts.

www.makingthelink.net/tools/improving-safety-children-travelling-and-school

There is much good practice in schools on this matter, but practice is inconsistent from school to school. School strategies and priorities should be shaped by active student participation through the Ju-

nior Travel Ambassador (JTA) and Junior Road Safety Officer (JRSO) schemes.

www.tfl.gov.uk/info-for/schools-and-young-people/teaching-resources/junior-travel-ambassadors?intcomp=3364

8. INTRODUCE 20MPH ZONES IN URBAN AREAS AND AROUND SCHOOLS.

We support the argument that a 20mph speed limit in built up

areas, urban and rural, would reduce pedestrian and cycle accidents.

Reducing the speed limit would help reduce the number of deaths and serious injuries to children and young people, especially in urban communities. Children and young people need to be safe on their journeys to and from school. Younger children need a reasonably safe environment



when they 'play out' on the street.

Where necessary, schools should take responsibility for managing behaviour as pupils cross the road near school. No-parking zones near schools should be more strictly enforced. Unsafe practice by vehicles dropping off or collecting pupils should be more firmly addressed. This is consistent with Public Health England's priorities for action.

www.gov.uk/government/publications/reducing-unintentional-injuries-among-children-and-young-people

9. INTRODUCE GRADUATED LICENSING SCHEMES FOR NOVICE DRIVERS.

The high number of preventable deaths or serious injuries to young drivers is of great concern. Between 2008 and 2012, across England, there were 2,316 deaths and 35,783 serious injuries among road users under the age of 25 years. The economic case for action is also considerable. Besides the costs to individuals and families there are also considerable costs for the NHS, police and local authorities. The graduated Licensing Scheme for novice

drivers should be introduced as a priority.

www.bmj.com/content/350/bmj.h659/
www.bmj.com/content/350/bmj.h659/rapid-responses

The Graduated Licensing Scheme (GDL) allows new drivers to develop their driving skills and experience through a structured programme. Brake recommends GDL as a vital, life-saving policy because young drivers in all countries are known to be at very high risk of serious and fatal crashes, and GDL helps to address this. This is down to many reasons, including young drivers' overconfidence, lack of experience, and propensity for risk-taking. GDL addresses these by providing a minimum-length supervised learning period and limiting exposure to some of the highest risk situations, such as night-time driving, for newly qualified drivers.

www.brake.org.uk/info-resources/info-research/road-safety-factsheets/15-facts-a-resources/facts/489-graduated-licensing

10. ENSURE A WHOLE SCHOOL APPROACH.

Schools are an important setting for health promotion and education and should be en-

couraged to take this role seriously in promoting positive health, wellbeing and safety outcomes for children, young people, teachers, and ancillary and support staff.

Safety at home, on the roads, in the wider community as well as on and around school premises enables children and young people to learn without the damaging loss of education caused by preventable injury. Training in child safety, injury prevention and the links to child development should be an integral part of the professional development for all school leaders, managers, teachers, ancillary and support staff, delivered by appropriate agencies and health professionals.

www.rospa.com/rospaweb/docs/advice-services/school-college-safety/managing-safety-schools-colleges.pdf

The full report by Dr John Lloyd, Marcus Baillie, Ian Evans (Child Action Prevention Trust), Angela James (Association for Physical Education), Jim Bennetts HMI Ofsted (retired), Dr Michael Craig Watson (Associate Professor in Public Health, University of Nottingham) can be downloaded at <http://ihpe.org.uk/resources/position-papers/>

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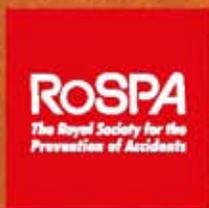
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